

PROCEEDING INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION (ICIED)  
 "INNOVATIONS, APPROACHES, CHALLENGES, AND THE FUTURE"  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG  
 23-24 OF NOVEMBER, 2017  
 e-ISSN 2613-9804 p-ISSN 2477-3638  
 VOLUME: 2 YEAR 2017

---

**GROWING THE SPIRIT OF LITERATION IN CHILDREN WITH LISTENING**

**Nurlaeli Fitriah**

Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, Indonesia  
 nurlaily.fitriah@yahoo.com

**Abstract.** Begins from concerns of the increasing negative impact of technological advances on children's behavior, especially children at school, government through the ministry of education and culture, launched a program to build a culture of literacy in schools. Literacy is implemented to grow up reading interest of children who have down and down over time. And this have affected the child's behavior. This culture has started running in some schools by cultivating reading 15 minutes before the lesson. For early childhood reading activities are not identical with their age. However, by building the spirit of literacy early on in children would be easier to grow their reading interest in school age later. Many ways and tips that can be used to build the spirit of literacy in early childhood. One of the way that can be used is to give the time to listen to everything they want to say without being cut off in the middle of they said. Letting them pour out all their hearts and appreciate them will increase their literacy spirit.

**Keywords.** Spirit of Literation; Early Childhood; Listening

**A. INTRODUCTION**

Awareness to grow the spirit of literacy is now beginning to appear everywhere. This awareness arises because of our concern about the shifting culture of reading that is declining in any part of the world. it has been going for so long without realizing it. With the technological advances available today, people have become lazy for finding information through printed books or text books either in the library or bookstore. Which we often encounter is more people use technology facilities to find information and science. There is nothing wrong with the ease. but it is troubling when such behavior unconsciously influences the behavior of the children at this time

Technology was created to facilitate human in carrying out its duties. The closest examples of technological advances to our lives today are smartphones, computers / laptops. Smartphones are increasingly widespread access to any part of the world in the grip. Searching for information about the work is done by using the internet network installed in the smartphone. Search for information related to college assignments using smartphones. Even looking for books and journals of international research is enough to use a smartphone. We do not go far from the seat to get the information. We do not realize that our behavior as adults using technology as a tool to facilitate all activities become an uneducated model for children.

As we know the children are excellent imitators. Imitations is a common pattern of how children learn (Wijanarko, 2005: 44). Whatever he saw and heard, less or more would be reflected in his behavior. Children will adopt many adult behaviors around them. Adult activities that using smartphone or computer / laptop facilities in academic or work activities sometimes are not realized that it also become consumed by the child as a lesson. Although the purpose of adults is to support the task of a job, but it is not impossible to affect the child's behavior. Once again, the child is an excellent imitator. They will record the activities of parents or adult in their environment and imitate them. When adults use a smartphone or computer /

laptop and then the children catch the show, they don't have an idea what the adults do with the tool. But if at a time the child can get the opportunity to use the equipment and provided facilities he used are games, videos and so on. So the mindset of the child about smartphone or computer or laptop is a game, video and so on.

According to Jean Piaget babies begin to form their mental (motorized) patterns through motor sensory (the five senses). This means the child will record everything he captures in his subconscious (Santrock, John W, 2011). These recordings will re-emerge into a child's understanding of something. The understanding of child will lead to the behavior of the child. Behavior is a way of reaction or response of human or other organism to its environment. Behavior is action, reaction to stimuli of the environment (Gunarsa, 2008: 4). The behavior formed from the memory that he or she captures in the subconscious is then reinforced by the child's experience.

## **B. RESULT & DISCUSSION**

### **1. Literation and Culture Literation for Early Childhood**

Speaking of literacy, on our mind would be the activity of reading and writing. Some experts do think so. But there are also experts who claim that literacy is not merely to read and write. Moreover, literacy relates to the utilization of senses in understanding the context both formal and non-formal (Thompkins, Campbell, Green & Smith, 2015: 2). Literacy is not merely the ability to read and write but also ability to speak (conveying a message, asking a questions and others), listening and viewing.

The development of literacy skills goes with the development of individual maturity. All components of literacy in the above definition will develop step by step in accordance with the individual's mental readiness. Literacy skills are generally interpreted as the ability to read and write. But in the process of developing the ability to read and write is not the early stage of the development of literacy.

In the child's development, at the pre-school age, actually the child should not have been taught to read and write formally. This will have a negative impact on cognitive development. The development of literacy skills in children that needs to be done here is to develop their early capability that will stimulate the early pre-school children have the readiness and the ability to read and write. Stimulation given to the child in order to develop literacy skills of pre-school children can be in any form as long as according to the age of maturity

The development of literacy culture today is very important and. this is because lately the culture of literacy has begun to decline. Especially among teenagers. This is probably caused by a lack of habituation and stimulation are done early. An early habituation will affect a person's behavior in the future. Similarly, the ability of literacy. The results of a meta-analysis by the National Early Literacy Panel (NELP) in 2008 showed that the preschool literacy ability would have an impact on literacy skills in the next level of education (Ruhaena, 2015). This means that early habituation in children will shape the child's literacy skills step by step.

Results of other studies related to PIRLS research literature in 2006 in 45 countries suggest that children from families who stimulate early literacy skills will have higher literacy skills (Mullis, martin, Kennedy, & Fox, 2007; cited by Ruhaena, 2015). A culture will be formed positively if done early and get support from the environment. The most appropriate environment in the development of literacy culture is of course the family. The family is the closest environmental factor to the child that will support the development of a child's early literation ability.

The current problem is that families, in this case parents, are not always able to stimulate and provide space for the development of early literacy skills of children. As Ruhaena's research (2015) shows that:

“it was a problem in this children's early literacy development. Most of them were lack of interest in literacy activities and most of the parents were unable to attract their children's attention and interest. The problem is not only children who have lost the spirit of literacy

but also because parents have lost the way to awaken and stimulate the spirit of children's literacy."

## **2. Stimulate The Early Literacy Capabilities of Child with Listening**

To develop an academic skill of children, have a different way. We cannot pressure the children with many task or instruction on their learning. Many research proved that child with pressure learning have economically advantage and poor children (Schweinhart, Weikart, and Larner, 1986; cited in Early Childhood Education: An International Encyclopedia, Volumes 1-4 edited by Rebecca S. New Moncrieff Cochran, 2007, p.38)

"...the designs of these studies contrasted "academic instruction," an "academic focus," or an "academic curriculum" on one hand, with a "child-centered curriculum" or a "developmentally appropriate focus" on the other. Academic instruction was viewed as necessarily didactic and adult-directed, with the child in a passive role, and emphasizing rote learning or drill-and-practice. Contrasted with this was a form of education in which children chose their activities, adults served as facilitators rather than providing instruction, and in which explicit teaching of skills in mathematics and literacy was considered inappropriate. Results of several studies using this child-centered pedagogy appeared to find disadvantages to the "academic" emphasis, including greater child anxiety and lower motivation on the part of children, without a significant improvement in academic skills except for perhaps some short-term gains in specific knowledge. These results have been found both with economically advantaged and poor children..."

That study meant that learning for early childhood should be oriented to them. To have a success learning begin with growing their motivation and mental spirit. If they have motivation and mental spirit, they would be ready for academic skill.

The development of language as well as the development of other aspects must be through the process that underlies the emergence of language skills. Before a child is able to walk then he will go through a process of learning that begins with learning to crawl, after he can crawl, he will learn to stand, once he can stand he learns to move soon he can walk and even run. Likewise, with language development. The sounds produced by the child indicate the process of language development is ongoing. Starting from babbling until he can say his first word. Such development if not well stimulated in the environment will hamper the rate of child development.

Literacy is related to reading and writing. Read and write is part of the development of reading and writing skills as well as creative and analytical actions in producing and understanding text (Bowman, 2002; cited by Seefeldt 2008, p.322). Reading skills are obtained from writing, and writing skills are obtained through reading. No doubt how important the ability to read and write for humans. The ability to read and write helps people understand their environment and life. The ability to read and write helps people solve problems in life and also to educate them.

As well as developments in other aspects, to have the skills to read and write certainly through certain stages. To be able to read and write a child should not be taught to read and write formally. Children should not be forced to practice how to read and write to deliver a great child. To have the ability to read and write a child must develop certain abilities that will be the basis of his success in reading and writing skills. One of the most important signs for developing reading and writing skills is language development (Snow & Tabor, 1998; Woodward, Haskins, & Schaefer, 2004; cited by Seefeldt, 2008: p.323).

Language is a social building. Children learn the language from interacting with others around them (Newman & Rosko, 1997; cited by Seefeldt, 2008: p.324). The vocabulary of pre-school children is still very limited. This vocabulary will grow gradually to adjust the experience it has. To develop their language skills optimally, children need to experience and run their own speaking activities and listen to others who are talking. or participate in reading

with other people or other adults. Adult support in this case is needed. Adult duties around children that will stimulate child language development. Speaking and listening activities will help children to stimulate their reading and writing skills so that the ability of children's literacy is speeding up.

Listen and listening are two activities that look the same but different from each other. These two activities involve the senses of the ear, in "listen" a person engaged in a one-way communication activity, in which an individual use only the ear senses to obtain information. Sometimes "listen" is an accidental activity and occurs suddenly out of plan. While "listening" is more than the use of the sense of ear in the acquisition of information from others, that is a two-way communication activity that leads to the understanding of information and meaningful. The listening here is also accompanied by the full seriousness of the whole body and not the pretense. (Al Nugaimish, 2011: 13).

Based on the above explanation, it is very clear that listening activities will produce information that is not only beneficial to one party but also to others. Benefits will be obtained when this activity takes place positively. This means that if an individual is willing to listen effectively then it will have a positive impact not only on the speaker but also on the listener. Steven R. Covey in Al Nugaimish (2011: 15) divides 4 different categories of listening:

- 1) Negatively listening is ignoring all of the other person talks about without exception
- 2) Listening to the fake that is listening to the pretend to hear
- 3) Listening selectively, listening to just what you want
- 4) Effective listening, which is sincere listening

Related to this study, the fourth type of listening is necessary to stimulate the early literacy ability of pre-school children. Sometimes adults do not realize it and consider it as a trivial thing. That listening to what a child says is not an important thing. Some people think that what a child said is not important, so they ignore it. Some people listen to a child just to please the child only. Whereas this is where the importance of child development stimulation done that indirectly support the development of language and spirit of literacy. A person who has effective listening skills will have good social relationships. This will increase the confidence of others to him. Establishing effective communication links between children and parents will greatly assist the development of children's literacy. Listening affects emotional social relationships. People will feel relieved, feel valued, feel rejected when someone will listen to him seriously and sincerely. Effective listening will benefit not only an understanding of something but also a good social relationship with the other person. Effective listening capabilities will also be very useful for optimizing the growth. Listening is to understand feelings or give empathy to children so that they feel a sense of relief in their hearts, feel cared for and appreciated (Formiatno, 2010: 12).

Not only at home by parents, an educator also has a very strategic role in the development of the language of the child. It can be said that educators have a considerable position in the development of the language of children. A 4 - 6-year-old pre - school child spends most of his time interacting with his teacher and peers. The development of early childhood language can develop in this environment. The child's opportunity to develop literacy skills can be done by teachers with the same treatment as should be done by parents. The flexibility of learners in expressing their feelings and getting the attention of educators by listening to what the students spoken will greatly help nurturing the spirit of children's literacy.

Seefeldt & Wasik (2008: 325) recommends to teachers and, of course, can be applied by parents, that teachers and parents who are closest to the world of early childhood can interact with early children in the following ways. The way to give children opportunities to develop their language skills that will continue to grow the spirit of literacy. The ways are as follows:

1. Answer children's questions not only with yes or no answers but more than that
2. Arganize and further process the words of the child
3. Create examples of more complex vocabulary or sentence structure

#### 4. Ask questions that allow children to explain their statements / answers

The ways presented by Seefeldt & Wasik above are the activities that can be done by the teacher or parents to provoke the courage of the child to convey what is in his mind as well as he will get mutual information from his thoughts. This will increase the child's knowledge and at the same time develop language skills. This is the point of discussion in this article. A study reveals concerning mother's sensitivity (such as responding warmly to children's speech and anticipating the emotional needs of children) regardless of socioeconomic and ethnic status, positively associated with the growth and development of receptive and expressive language of children ages 18 to 36 months (Punggello, 2009; cited by Santrock, 2011: p.275). Parents who have a high level of concern and willingness to listen and respond to each child's utterance with warmth and sincerity make a great contribution to the child's development in language

Thomas Gordon, in his book "Being an Effective Parent" reveals that listening means trying to get into the minds and hearts of children. Listening is understanding feelings or giving empathy to children. In order to achieve a level of listening well and effectively, there are some practical tips, such as: patience, taking the time, attention, willingness to learn and open, do not react and do not pretend (Formiatno, 2010: 12). It is not easy to deal with the child in order to foster this spirit of literacy. We know the child is an individual who has an unstable emotional feeling. There are times when children are very easily directed but sometimes the child in a condition that is difficult to guess. It takes patience, sincerity, painstaking and affection when it comes to children.

### C. CONCLUSION

Language is a social building. Children learn the language from interacting with others around them. The vocabulary of pre-school children is still very limited. This vocabulary will grow gradually to adjust the experience it has. To develop their language skills optimally, children need to experience and run their own speaking activities and listen to others who are talking, or participate in reading with other people or other adults. Adult support in this case is needed. Adult duties around children that will stimulate child language development. Listening activities will help children to stimulate their reading and writing skills so that the ability of children's literacy is speeding up.

### REFERENCES

- Grugeon, Elizabeth., Hubbard, Loraine. Smith, Carol & Dawen, Lyn (2012). *Teaching, Speaking and Listening in The Primary School*. New York: Routledge
- Gunarsa, Singgih D (2008). *Psikologi Praktis : Anak, Remaja dan Keluarga*. Jakarta: PT Gunung Mulia
- Ruhaena, Lisnawati (2015). *Model Multisensori: Solusi Stimulasi Anak Prasekolah*. Jurnal Psikologi Volume 42, No.1, April 2015: 47 – 60
- Santrock, John W. (2011). *Masa Perkembangan Anak*. Jakarta: Penerbit Salemba Humanika
- Seefeldt, Carol., Wasik, Barbara A. (2008). *Pendidikan Anak Usia Dini: Menyiapkan Anak Usia Tiga, Empat, dan Lima Tahun Masuk Sekolah*. Jakarta: Indeks
- Tompkins, Gail (2015). *Literacy for the 21st Century*. Australia: Pearson Australia Group Pty Ltd
- Wijanarko, Jarot (2005). *Mendidik Anak: Untuk Meningkatkan Kecerdasan Emosional dan Spiritual*. Jakarta: PT. Gramedia Pustaka Utama
- New, Rebecca S. and Cochran, Moncrieff (2007). *Early Childhood Education: An International Encyclopedia*, Volumes 1-4, London: Praeger Publishers