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Literacy of Indonesian Children's Fairy Tales for Stateless Children in Kuala Lumpur

Laelah Azizah^{1*}, Femmy Angreany¹, Arlian Fachrul Syaputra¹, Himala Praptami Adys², Alamsyah¹

¹Department of Foreign Languages, Faculty of Language and Literature, Universitas Negeri Makassar, Makassar, Indonesia

²English Department, Faculty of Language and Literature, Universitas Negeri Makassar, Indonesia

*Corresponding author: laelah.azizah@unm.ac.id

Abstract

Literacy for children is an important ability to be developed from an early age because literacy is an important foundation in the development of every child to form the ability to read, write, and think critically. Fairy tale literacy, especially Indonesian folk tales for stateless children, plays an important role in the education and development of stateless children, who often experience limited access to formal education and cultural resources. Based on the literacy activities of Indonesian folk tales conducted on stateless children in Kuala Lumpur, the results show that stateless children learn about traditions, values, and cultural history. Not only that, children also learn moral lessons such as honesty, hard work, mutual cooperation, and courage. In addition, children's imagination and creativity are more developed. By holding this activity, it can be used as an activity that helps foster stateless children's interest in reading and helps them develop literacy and language skills, but also provides them with tools to develop strong identity, morals, and social connections. This is an important step in supporting their well-being and integration into society.

Keywords: Literacy movement, reading, stateless, fairy tales

Introduction

Reading is an activity in everyday life that aims to obtain information, knowledge, or insights that can increase thinking skills in developing creativity and finding new ideas (Elita, I. N. U., & Supriyanto, A., 2020). Reading is a very important activity in teaching, both outside the classroom and in the classroom. Reading activities are activities that can determine the success or failure of the expected learning objectives. Reading skills are important for the mastery, improvement, and knowledge of students (Sarika, R., 2021).

Reading activities mean that we understand the signs or symbols of light language so that they can be understood by the reader. As stated by Ismayani (2017), literacy enables people to use language in order to increase their capacity to think, create, and ask questions, which helps them to be more aware of the world and empowers them to participate effectively in society. Literacy is one of the activities that plays an important role in both education and social life. Literacy at the beginning of its emergence was interpreted as literacy or literacy whose main focus was on the ability to read and write, these two skills as the basis for literacy in various skills (Meiarni, I., & Irawati, W. O., 2023; Syah, I., & Surya, D., 2021; Harefa, H. S. A., Sari, S. N., & Hia, N., 2022).

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The literacy movement aims to motivate students to grow their character through reading and writing (Ariani, S. E. M., & Sukarno, S., 2020). Along with the development of an increasingly advanced and sophisticated era, children's interest in reading is often defeated by addiction to the excessive, unlimited, and timeless use of social media (Meiarni, I., & Irawati, W. O., 2023).

Fairy tale literacy plays an important role in children's development and has many benefits that go beyond mere entertainment, especially for stateless children. The Indonesian folk tale literacy movement for stateless children in Kuala Lumpur was chosen because: 1) it is expected to help build important moral values such as honesty, courage, and solidarity that can be applied to their behavior in daily life; 2) it is expected that they are able to maintain and improve their mother tongue skills to communicate with family and people who are members of an Indonesian community; 3) it is expected to develop the imagination and creativity of stateless children; and 4) it is expected to help stateless children develop an understanding of diversity and tolerance.

By promoting literacy of Indonesian folk tales, stateless children living in Kuala Lumpur gain important tools to maintain their cultural identity, develop important skills, and feel more connected to the society around them, both in the Indonesian and international communities.

Partner issues

Stateless children living in Kuala Lumpur face various challenges and difficulties with literacy. Their stateless status impacts their education and literacy resources, thus impacting their academic and social development. This is because many stateless children in Kuala Lumpur do not have access to formal education because they are not recognized as citizens by the country in which they live, making it difficult for them to access reading materials, and they often experience discrimination and social isolation.

Not only that, stateless children living in Kuala Lumpur with a language different from their home language face additional difficulties in learning to read and write. This language barrier can slow down their literacy development and prevent them from fully participating in available education. As revealed by Yastini, Nurdian, and Wikanengsih (2019), language is one way to express ideas, feelings, and desires about something both orally and in writing.

Without citizenship, stateless children often lack the official documents needed to enroll in school or access other education services. This poses a major obstacle to improving their literacy.

The solution offered

Based on this, the solution offered in this activity is to provide literacy counseling on Indonesian folk tales to stateless children in Kuala Lumpur, which is described as follows:

1. Establish a mini library or reading corner at the Indonesian community center in Kuala Lumpur.
2. Distribute books of Indonesian folk tales in Indonesian to be read by stateless children and hold regular storytelling sessions.
3. Encourage self-directed learning. Through these efforts, literacy of Indonesian folk tales is expected to be a powerful tool to build cultural identity, improve language skills, and provide a sense of connection and support to stateless children living abroad.

Target Outputs

The expected targets of the results of this community service activity are:

1. The establishment of a reading corner for stateless children in Kuala Lumpur
2. There are various kinds of Indonesian folk tale books that are ready to be read.
3. The formation of an Indonesian folk tales club so that stateless children can read and discuss Indonesian folk tales together.

Method of Implementation

The methods used in this community service activity are:

1. Counselling, namely lectures and discussions about the application of the need to foster interest in reading children's fairy tales stateless.
2. Training, namely training the mentors and caregivers of the independent learning club to be able to tell stories.
3. Assistance, namely providing assistance to develop the ability of stateless children to read a number of Indonesian folk tale books.

Expected partner participation in this community service activity are:

1. Readiness of community service partners in participating in this training.
2. Prepare a place for the implementation of the service.
3. Readiness of the participants in applying the training results.

Results and Discussion

The introduction of fairy tale literacy to stateless children in Kuala Lumpur, Malaysia, through the provision of reading corners and Indonesian folk tale books organized by counseling, training, and mentoring methods that have been carried out can produce significant positive impacts, both in terms of their personal, social, and academic development. The following are some of the results that can be achieved:

1. Improved literacy skills

The stateless children involved in the Indonesian folk tales counseling tended to experience improvements in their reading and listening skills as they were exposed to the language and structure of the stories repeatedly. Not only that, the fairy tale reading activity also enriches their Indonesian vocabulary.

2. Improved language skills

Stateless children have a higher interest in reading fairy tales, so the children recognize and improve their mastery of Indonesian, which may be less used in daily life. This becomes the basis for further literacy skills. Not only that, children begin to feel more connected to Indonesian culture; they become familiar with traditions, values, and history through fairy tales. Even children feel proud of Indonesia's cultural heritage, even though they live in culturally different neighborhoods. Children who were previously less interested in books may become more active in literacy activities, such as independent reading or participating in story discussions.

3. Development of moral and social values

The Indonesian folk tales given to stateless children in Kuala Lumpur, Malaysia, made them understand concepts such as justice, kindness, and cooperation. Not only that, through the characters and situations in the tales, the children learned to understand and feel the feelings of others, as well as appreciate cultural and social diversity.

4. Enhanced creativity and imagination

Folk tales full of fantasy and adventure help stimulate children's imagination, which is important for their cognitive development and creativity. This was evident when they wrote their own stories. The stories were inspired by the fairy tales they had read.

Overall, the introduction of the literacy of Indonesian folk tales to stateless children abroad can have a profound impact on their development, helping them overcome the challenges associated with their status as well as providing them with the tools to better grow and develop in a diverse and dynamic environment. Moreover, the literacy of Indonesian folk tales among stateless children benefits not only academic skills but also other important aspects of life such as cultural identity, emotional well-being, and social development.

Conclusion

Based on the activities that have been carried out, it can be concluded that literacy of Indonesian folk tales has a positive and significant impact in various aspects. Fairy tale literacy counseling not only improves children's reading skills and vocabulary but also strengthens their cultural identity, fosters a sense of pride in Indonesia's cultural heritage, and provides important moral lessons. Thus, fairy tale literacy becomes an effective tool to support the holistic development of stateless children, help them overcome the challenges associated with their status, and provide them with better opportunities to grow and develop in various aspects of life.

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