

ABSTRAK

Iqlima Pratiwi, 111614253020, *Efektivitas Intervensi Membaca Bersama Dan Mendongeng Terhadap Peningkatan Literasi Dini Pada Anak*, Tesis Fakultas Psikologi Universitas Airlangga, 2019

Kemajuan perkembangan teknologi dan hubungan bilateral antar negara yang semakin terbuka luas pada dasarnya merupakan sebuah kesempatan yang besar bagi kemajuan pendidikan dan perekonomian untuk memasuki kancah internasional. Akan tetapi rupanya kemampuan literasi yang kurang memadai justru menjadi salah satu penghambat. Maka dari itu untuk mencegah keberlanjutan permasalahan tersebut, perlu adanya tindakan preventif pada generasi muda Indonesia merupakan para pemimpin negara di masa mendatang. Dalam upaya pencegahan tersebut perlu adanya sebuah intervensi yang bersifat menyenangkan. Hal ini dikarenakan kegiatan belajar yang membosankan, apalagi menekan psikologis anak justru dapat mereduksi perhatian bahkan minat mereka. Intervensi yang dapat meningkatkan literasi dini serta memenuhi kriteria tersebut adalah membaca bersama (*shared reading*) dan mendongeng. dalam pelaksanaannya penelitian ini dilakukan pada 96 anak dari masing-masing tiga TK yang akan menjadi kelompok intervensi membaca bersama, mendongeng, dan kontrol. Pengambilan data dilakukan dengan metode *Experimental Pre Test - Post Test Design* pada tiga kelompok. Hasil penelitian tersebut dianalisis dengan menggunakan Analisis statistik menggunakan *Paired t-Test* (analisis within group), *one-way anova* (analisis between group), dan *effect size* (untuk menentukan besar nilai dari masing-masing perbandingan *pre-test* dan *post-test*, serta perbandingan antar kelompok). Dari hasil analisis *Paired t-Test* ketiga kelompok memiliki tingkat korelasi yang mendekati 1, dengan masing-masing bernilai 0.818 untuk kelompok membaca bersama, 0.930 untuk kelompok mendongeng, dan 0.781 untuk kelompok kontrol. Melalui hasil analisis *one-way anova* diketahui bahwa pengaruh intervensi membaca bersama terhadap peningkatan literasi dini diperoleh nilai signifikansi sebesar $0.001 < 0,05$ dan pengaruh intervensi mendongeng terhadap peningkatan literasi dini menunjukkan nilai signifikansi $0.004 < 0,05$. Hal tersebut menunjukkan bahwa kedua intervensi tersebut sama-sama memberikan pengaruh. Untuk mengetahui seberapa besar pengaruh yang diberikan, maka dilakukan analisis *effect size*. Pada *pre-test* dan *post-test* kelompok intervensi membaca bersama, mendongeng, dan kontrol masing-masing diperoleh nilai *Effect Size d_{Repeated Measures}* sebesar 2.912, 2.674, dan 1.398. sedangkan hasil analisis perbandingan antara kelompok membaca bersama dengan kelompok kontrol, kelompok mendongeng dengan kelompok kontrol, dan kelompok membaca bersama dengan kelompok mendongeng yang dianalisis menggunakan *effect size for mean differences of groups with unequal sample size within a pre-post-control design* masing-masing diperoleh skor 0.632, 0.382, dan 0.111. Maka dapat disimpulkan bahwa intervensi membaca bersama memiliki pengaruh yang paling besar terhadap peningkatan literasi dini anak. Intervensi mendongeng memiliki pengaruh dengan urutan kedua, dan yang terakhir tanpa intervensi dari peneliti.

Kata Kunci: Literasi Dini, membaca bersama (*shared reading*), mendongeng, anak usia dini

ABSTRACT

Iqlima Pratiwi, 111614253020, Effectiveness of Shaared Reading Interventions and Storytelling Against Early Literacy Improvement in Children, Thesis of the Psychology Faculty of Airlangga University, 2019

The progress of technological development and bilateral relations between countries which are increasingly open is basically a great opportunity for the advancement of education and the economy to enter the international arena. However, it seems that inadequate literacy skills have become one of the obstacles. Therefore, to prevent the sustainability of these problems, it is necessary to have preventive actions for the young generation of Indonesia to be the leaders of the country in the future. In this prevention effort there needs to be an enjoyable intervention. This is because learning activities that are boring, let alone suppressing children's psychology can actually reduce attention even their interests. Inventions that can improve early literacy and meet these criteria are shared reading and storytelling. In its implementation this research was carried out on 96 children from each of the three TK who would become joint reading, storytelling and control intervention groups. Data retrieval was done by Experimental Pre Test - Post Test Design method in three groups. The results of the study were analyzed using statistical analysis using Paired t-Test (within group analysis), one-way ANOVA (analysis between groups), and effect size (to determine the value of each pre-test and post-test comparison, and comparisons between groups). From the results of the Paired t-Test analysis the three groups had a correlation level that was close to 1, with each being 0.818 for the joint reading group, 0.930 for the storytelling group, and 0.781 for the control group. Through the results of one-way ANOVA analysis, it was found that the effect of joint reading interventions on increasing early literacy obtained a significance value of $0.001 < 0.05$ and the influence of storytelling interventions to increase early literacy showed a significance value of $0.004 < 0.05$. This shows that the two interventions are equally influential. To find out how much influence is given, an effect size analysis is carried out. In the pre-test and post-test the intervention group read together, storytelling, and each control obtained the Effect Size d Returned Measures of 2,912, 2,674, and 1,398. while the results of the comparison analysis between the reading groups together with the control group, the storytelling group with the control group, and the reading group together with the storytelling group were analyzed using effect size for mean differences of groups with their respective unequal sample size within a pre-post-control design scores of 0.632, 0.382 and 0.111 were obtained. Then it can be concluded that the joint reading intervention has the greatest influence on improving children's early literacy. Storytelling interventions have an influence with the second order, and the last without the intervention of the researcher.

Keywords: Early Literacy, reading together (shared reading), storytelling, early childhood