

Application of the Lipirtup Strategy in Literacy Book Writing Training For Elementary School Teachers in Tuban Regency

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Abstract

Writing literacy books for teachers and students is currently a requirement to create the School Literacy Movement. Beginner writers often think about what to write and how to get started. This training aims to present strategies for starting and implementing literacy book writing activities. This training is a conceptual and practical study that presents strategic concepts to motivate and facilitate elementary school teachers in carrying out literacy book writing activities. As the name implies, the lipirtup strategy. Lipirtup is an acronym for li = see, pi = choose, r = contemplate, tu = write, and p = publish. The Lipirtup strategy is a writing activity step that begins by seeing / reading / observing the object to be written; select the object to be written, contemplate the object to be written; write down the object that has been contemplated; and publish the results of his writing. With this lipirtup strategy, literacy books will be created to realize the Book Writing School Movement.

Keyword: strategic concepts, motivate, book writing

1. Introduction

How is literacy in Indonesia? Indonesia's literacy ranking is not yet encouraging. Based on the PISA survey, in 2009 Indonesia was ranked 57th out of 65 countries. In 2012 Indonesia was ranked 64th out of 65 countries. In 2015 Indonesia was ranked 64th out of 70 countries. In 2018, Indonesia's literacy ranking was 74th out of 79 countries. Likewise, the reading ability of Indonesian citizens based on INAP only reached 46.83% (Makarim, 2016).

Seeing such conditions, Nadiem Makarim, Minister of Education and Culture suggested that in learning, students were not only tested for material, but were able to create works. In transforming learning in the classroom, students have to ask a lot of questions, try a lot, and do a lot of work. The essence of independent learning is to explore the greatest potential of our school teachers and students to innovate and improve the quality of learning independently. Independent is not only following the bureaucratic process of education, but is truly an educational innovation (Makarim, 2016).

Seeing the condition of Indonesian literacy like that, it is necessary to have a School Literacy Movement. The School Literacy Movement is a participatory business or activity involving school members (from students, teachers, school principals, educational staff, school supervisors, school committees, parents / guardians of students), academics, publishers, mass media, community leaders and stakeholders to improve Indonesian literacy under the coordination of the Directorate General of

Primary and Secondary Education, Ministry of Education and Culture (seputarpengetahuan.co.id/2020/04/gerakan.literasi.sekolah.htm).

The School Literacy Movement aims to make school members able to access, understand, and use something intelligently through various activities through reading, viewing, listening, writing, and / or speaking. The School Literacy Movement is an effort carried out comprehensively to make schools a learning organization whose citizens are literate throughout life through public involvement (Kemendikbud, 2016).

Based on this understanding, teachers play an important role as a literacy driver. Great teachers should be role models of literacy for their students. There are many ways that can be taken, among which can be realized through: (1) teachers as literacy drivers; (2) the teacher as a role model for reading; (3) teachers as role models in writing (teachers write and publish works); and (4) teachers carry out classroom action research (PTK).

As an example of literacy for their students, teachers are required to be able to write and publish their written works to realize the Book Writing School Movement. However, as novice writers some teachers feel confused, what to write about and how to start writing? There is a strategy that can be applied to answer what to write and how to start writing. This strategy is a lipirtup strategy (Mu'minin, 2013).

The lipirtup strategy is an acronym for li = see, pi = choose, r = contemplate, tu = write, p = publish. The Lipirtup strategy is a writing activity step that begins by seeing / reading / observing the object to be written; select the object to be written, contemplate the object to be written; write down the object that has been contemplated; and publish the results of his writings (Mu'minin, 2013).

This training aims to explain the application of the lipirtup strategy to train teachers to write books, both fiction (poetry, short stories, novels and other works of fiction) and non-fiction books (textbooks or other literacy books). This strategy has been implemented in literacy book writing training for elementary school teachers, amounting to 20 participants as representatives of teachers throughout Tuban Regency.

2. Training Method

2.1 Literacy

According to KBBI literacy can be understood as, 1) the ability to write and read; 2) knowledge or skills in a particular field or activity; 3) the individual's ability to process information and knowledge for life skills (Wiedarti, 2020).

Literacy can also be interpreted as an understanding of various forms of communication and representation of meaning in various contexts. The factors that influence it are culture, gender, life experience, scientific discipline, or social context (Syahril, 2020).

There are various kinds of literacy, namely: 1) literacy literacy, 2) numeracy literacy, 3) scientific literacy, 4) digital literacy, 5) financial literacy, 6) cultural literacy and citizenship. In addition, more specifically there are criminal literacy, road safety literacy, disaster literacy, covid-19 literacy and others (Wiedarti, 2020).

Read-write literacy concerns the ability to read and write. Numerical literacy concerns basic numeracy skills. Scientific literacy involves understanding insight into

natural phenomena and the environment. Digital literacy involves knowledge and digital information skills. Financial literacy concerns the ability to manage family finances, routine income and expenses, not consumptive, likes to save and so on. Cultural and citizenship literacy concerns understanding of culture in the family, a sense of empathy for friends from different cultures, different religions as citizens of a single diversity of Ika. Criminal literacy involves understanding the mode of crime and avoiding it. Road safety literacy concerns understanding of traffic or pedestrian discipline. Disaster literacy concerns understanding and managing natural disasters (earthquakes, floods, fires, etc.). The covid-19 literacy concerns understanding and preventing the spread of covid-19. By understanding this multiliteration, citizens will have life skills.

2.2 School Literacy Movement

The School Literacy Movement is a comprehensive effort to form schools as learning organizations whose citizens are literate throughout life through public involvement. The School Literacy Movement aims to make school members able to access, understand and use something intelligently. This can be done through reading, seeing / observing, listening, writing and speaking.

A literacy culture or interest in reading can be fostered through the following activities: 1) 15 minutes of reading habits at school, 2) intracurricular / learning activities using literacy strategies, and 3) developing literacy skills through nonacademic activities, for example extracurricular activities and mandatory visits to the library (literacy hours).

Literacy strategies are carried out by: 1) conditioning a literacy-friendly physical environment, 2) striving for school as a literate academic environment, and 3) seeking a social and affective environment [5]. However, literacy activities are not 1) carrying out activities only on a certain schedule; 2) increase the time for reading activities; rather than focusing on literacy activities to improve test scores (Widodo, 2020).

2.3 Literacy Book Writing Training for Elementary School Teachers in Tuban Regency

This training was held in the Hall Floor II of the Rectorate at Unirow Tuban on Thursday, February 4, 2021. Then it was continued with the practice of writing literacy books at each house with a deadline until the end of April 2021. During the practice of writing literacy books, online consultations were opened.

The training participants consisted of 20 elementary school teachers from several sub-districts in Tuban Regency. They are delegates from each sub-district sent by the Education Coordinator in the Tuban District District. The following is a list of Participants in the Literacy Book Writing Training.

Table 1. List of Primary School Teachers Participating in Literacy Book Writing Training

NO.	NAME PARTICIPANT	ORIGINAL SCHOOL	UPTD KECAMATAN
1.	CHARLES S.	SDN NGIMBANG	PALANG
2.	YANI PUSPITASARI	SDN TUWIRI KULON	MERAKURAK

3.	MAULIDIYA R.	SDN SIDOHARJO I	SENERI
4.	KHOIRUNISAK	SDN LATSARI IV	BANCAR
5.	HARWATI EKO P.	SDN MARGOMULYO	KEREK
6.	DWI ANA W.	SDN GAJI IV	KEREK
7.	IMAM HEIDAR W.	SDN RENGEL II	RENGEL
8.	SETYO PAMUJI	SDN RENGEL V	RENGEL
9.	SLAMET PUJIANTO	SDN DAGANGAN II	PARENGAN
10.	ELYN YULIANA	SDN NGANDONG	GRABAGAN
11.	TRI ASIH	SDN SUMURGUNG I	TUBAN
12.	AGUS SETYORINI	SDN KEBONSARI II	TUBAN
13.	ANAQUL FAIQOH	SDN SARINGEMBAT I	SINGGAHAN
14.	HARDI PURWANTO	SDN BANYUURIP II	SENERI
15.	RAGIL SETYO H.	SDN KEDUNGHARJO	BANGILAN
16.	RETNO RAHAYU S.	SDN DIKIR	TAMBAKBOYO
17.	SUTINGAH	SDN NGROJO	BANGILAN
18.	KAFFAH N.	SDN JETAK III	MONTONG
19.	KAMSINGAH	SDN WONOSARI II	SENERI
20.	MURTININGSIH	SDN CINGKLING	BANCAR

2.4 Application of the Lipirtup Strategy in Literacy Book Writing Training

As a literacy driver, teachers are required to be able to write and publish their written works to realize the Book Writing School Movement. However, as novice writers some teachers feel confused, what to write about and how to start writing? There is a strategy that can be applied to answer what to write and how to start writing. This strategy is a lipirtup strategy (Mu'minin, 2013).

To make it easier for elementary school teachers to write literacy books, both fiction and non-fiction books, a lipirtup strategy needs to be applied. As the name implies, lipirtup is an acronym for li = see, pi = choose, r = contemplate, tu = write, and p = publish. In the first stage, li (see), means that the teacher is asked to see (observe) various kinds of writing objects. The objects shown are of course adjusted to the interests and abilities of teachers as well as literacy needs, for example literacy literacy, numeracy literacy, scientific literacy, digital literacy, cultural literacy, travel literacy, culinary literacy, etc. These objects are used as writing materials in writing fiction or non-fiction books. In the second stage, pi (select), means that students carry out activities to choose one of the various literacy objects that have been observed to be used as material for writing literacy books. That way the writing material is adjusted to the interests and abilities of teachers as well as literacy needs. In the third stage, r (contemplate), which means that after choosing an interesting object to be used as writing material, the teacher ponder while analyzing the object in order to obtain topics, facts, frameworks, diction, sentences, and language styles that will be manifested in writing. In the fourth stage, tu (write down), means that the teacher writes what is being contemplated in written form. This writing in the form of writing is carried out based on the results of cooperation or the results of the group's suggestions on topics, facts,

frameworks, diction, language style, and sentence structure. In the fifth stage, (publication), means that the teacher publishes (presents) the results of the writing that has been made to other groups. The writing will be improved based on comments, responses, and suggestions, so that a better literacy book is obtained. These were the steps for literacy book writing training with the lipirtup strategy so that literacy book writing training felt easy and enjoyable for the teachers.

3. Result and Discussion

3.1 Literacy Book Writing Training Results

Literacy book writing training for elementary school teachers in Tuban Regency and its practice was held for approximately 2 months (February - April 2021). In this training, participants will be starred in writing fiction or non-fiction books.

Based on the results of the training for 2 months, the following literacy books were obtained.

Tabel 2. List of Books from Literacy Book Writing Training

NO.	TITLE BOOK	TYPE BOOK	WRITERS NAME
1.	SIAP AKM Asesmen Kompetensi Minimum Jenjang Sekolah Dasar Literasi Numerasi Level 1, 2, dan 3	Nonfiksi	Slamet Pujianto
2.	SIAP AKM Asesmen Kompetensi Minimum Jenjang Sekolah Dasar Literasi Teks Fiksi, Literasi Teks Informasi	Nonfiksi	Retno Rahayu S. Maulidiya Rahma P.
3.	TETES DARAH PERTAMA Antologi Cerita Pendek		
	- Pecel Lele	Fiksi	Agus Setyorini
	- Yatim dan Piatu	Fiksi	Anaql Faiqoh
	- Putri Bukan Sang Putri	Fiksi	Dera Jitlyn
	- Cinta Abadi	Fiksi	Dwi Ana Wahyuningsih
	- Diari Cinta Aridaning	Fiksi	Harwati E.P.
	- Gadis yang Tekun	Fiksi	Kaffah Nursita
	- Janji Tuhan	Fiksi	Khoirunisak
	- Tetes Darah Pertama	Fiksi	Murtiningsih
	- Ronggo Wanara	Fiksi	Nur Hidayah
	- Merajut Harapan	Fiksi	Tri Asih
	- Antara Luka dan Asa	Fiksi	Yani Puspitasari
4.	BERKAH RENGKEK KANG MUN	Fiksi	Hardi Purwanita
5.	PUISI GURU	Fiksi	Hardi Purwanita Kamsingah
6.	NOVELET	Fiksi	Setyo Pamuji

3.2 Discussion

Based on the results of the training on writing literacy books for 20 training participants, 6 literacy books were obtained (2 non-fiction books and 4 fiction books). Of the 20 participants, some were involved in writing 2 literacy books (fiction and non-fiction) and some were involved in writing fiction only.

Thus the Community Service activity entitled "Application of Lipirtup Strategies in Literacy Book Writing Training for Elementary School Teachers in Tuban Regency" is considered successful.

4. Conclusions

Based on the results of the training, it can be concluded as follows.

- 1) The lipirtup strategy can motivate and facilitate elementary school teachers in writing.
- 2) The lipirtup strategy can be applied in various types of writing, both fiction and nonfiction.

To realize the activities of the School Literacy Movement, it is suggested as follows.

- 1) The teacher provides an example or role model for students to cultivate literacy activities.
- 2) The teacher applies the lipirtup strategy to students in writing activities.

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