

## IMPLEMENTATION OF LITERACY LEARNING FOR CHILDREN AGED 5-6 YEARS AT THE STATE KINDERGARTEN MODEL MATARAM

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### Abstract

*This study aims to Stages of implementing literacy learning for children aged 5-6 years in Mataram Model Kindergarten. The research approach used is a qualitative approach of the descriptive type. Data were collected through non-participant observation techniques, semi-structured interviews, and documentation. The research subjects were teachers, principals, and kindergarten B children. Meanwhile, the validity of the data was tested through source triangulation and technique triangulation. The results of the study show that the literacy learning strategy for children aged 5-6 years in the Mataram Model Kindergarten is carried out through several stages, namely: 1) Planning, including determining Learning Outcomes (CP), determining the type of literacy, making modules, and preparing literacy learning media. 2) Implementation, including: reading literacy through Reading For Pleasure (RfP), writing literacy by providing Skill-Based Writing Instruction, numeracy literacy focused on Basic Numerical Competencies, and listening literacy through various media. 3) Evaluation, using performance techniques to measure the learning outcomes of numerical literacy and writing, as well as interview techniques for reading, listening, and numerical literacy. This research encourages the optimization of literacy learning evaluation based on alternative assessment through direct observation of children's real activities in daily learning situations carried out with diverse and interesting checking for understanding techniques.*

**Keywords:** early childhood; literacy learning; Implementation.

### Abstract

This study aims to examine the stages of literacy learning for children aged 5–6 years at the Mataram Model Kindergarten. The research approach used was a descriptive qualitative approach. Data were collected through observation techniques, *non-participants*, semi-structured interviews, and documentation. The subjects of the study were teachers, principals, and children of Kindergarten B. The collected data were then analyzed by referring to the Miles and Huberman analysis techniques which include reduction, data display, and conclusion drawing. Meanwhile, the validity of the data was tested through source triangulation and technique triangulation. The results of the study indicate that the literacy learning strategy for children aged 5-6 years at TKN Model Mataram is carried out through several stages, namely: 1) Planning, including determining Learning Outcomes (CP), determining the type of literacy, creating modules, and preparing literacy learning media. 2) Implementation, including: reading literacy through *Reading For Pleasure*(RfP), writing literacy by providing *Skill-Based Writing Instruction*, numeracy literacy focused on *Basic Numerical Competencies*, and listening literacy through various media. 3) Evaluation, using performance techniques to measure learning outcomes in numerical and writing literacy, as well as interview techniques for

reading, listening, and numerical literacy. This research encourages the optimization of literacy learning evaluation based on *alternative assesment* through direct observation of children's real activities in daily learning situations carried out using techniques *checking for understanding* which is diverse and interesting.

**Keywords:** early childhood; literacy learning; implementation

## INTRODUCTION

Literacy is one of the tools of education, playing a vital role both in education and society. Literacy skills are crucial in everyday life, expanding insight and knowledge, helping children improve critical thinking, enhancing memory, expanding vocabulary, increasing focus and the ability to acquire information (Fauzziah et al., 2024; in Wulan, 2023), enhancing topic understanding, enhancing stimulation and imagination, and increasing learning motivation (Fauzziah et al., 2024). Furthermore, literacy education for children can help children understand others and their environment, foster their interest in reading, and shape the attitudes, knowledge, and skills needed for subsequent levels of education (Novrani et al., 2021). This concludes that literacy is crucial for early childhood education to develop literacy skills early on.

However, in reality, Indonesia's literacy rate remains unsatisfactory. Research by the Ministry of Education, Culture, Research, and Technology shows that in 2022, the literacy learning score in Indonesia reached 57.4%, a 5.7% increase compared to the previous year's 54.29%. Despite this, Indonesia still ranks 62nd out of 70 countries (Muhamad, 2023). Meanwhile, in the West Nusa Tenggara Province, education quality remains ranked 31st out of 34 provinces in Indonesia. Meanwhile, according to National Library data, in 2023, West Nusa Tenggara ranked 18th out of 34 provinces in the reading love category (Hadi, 2024).

The low level of literacy among Indonesians, particularly in the West Nusa Tenggara (NTB) region mentioned above, cannot be ignored. It can have significant negative impacts. Witanto, as cited in Anisa, stated that low reading interest makes it difficult for people to understand, master, and utilize knowledge. This condition can lead to a decline in emotional sensitivity and tolerance, ultimately creating a less orderly and civilized society. Furthermore, it can create barriers to communication, hindering the development of critical thinking skills and individual creativity (Anisa et al., 2021). If this is not addressed immediately, it is certain that the quality of

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Indonesia's human resources will decline, threatening the future of the Indonesian nation.

Seeing this phenomenon, it is important to improve literacy learning, especially for early childhood, considering that this is a phase. *golden age*. Miller and Pennycuff in Nurbaiti, et al., said that one way to develop children's literacy skills can be done through storytelling activities. (Nurbaeti et al., 2022). Meanwhile, according to Alberta in Simatupang, to improve children's literacy skills, namely through reading and writing activities (Simatupang et al., 2023).

Studies on literacy learning strategies for early childhood have been widely published. However, these studies focus on a single type of literacy, such as reading literacy (Ayuni & Watini, 2022), science literacy (Febriani et al., 2023), numeracy literacy (Sudarti, 2022AD), and Islamic literacy (Rohman et al., 2025). Studies on early childhood literacy, particularly those that address the implementation of multiliteracies, are still rare.

Among the Early Childhood Education Institutions (PAUD) that conduct literacy learning activities is the Mataram State Kindergarten (TK Negeri Model Mataram). Based on observations made by researchers, it was found that of the 19 children in class B, 12 children had good literacy. This was seen from the children's abilities in writing, listening to stories, and recognizing number symbols. Researchers also observed that after the children put their bags in their lockers, they immediately took books from the bookshelf and read them without being asked by the teacher. For children who arrived late, they would read books during recess. Seeing the data in the field, the researchers were interested in deepening information on how literacy learning is implemented at the Mataram State Kindergarten, where the children's literacy skills are mostly good. This research is expected to provide theoretical and practical benefits as a reference regarding the stages of learning implementation that are appropriate for early childhood literacy.

## **METHODOLOGY**

The research approach used in this study was qualitative with a descriptive approach. This approach was chosen because the study aimed to describe the natural conditions under which literacy learning strategies are implemented by teachers at the Mataram Model Kindergarten (TKN Model Mataram). In this study, the researcher acted as a key instrument, collecting, processing, and interpreting

the data obtained, thus, the researcher's presence significantly influenced data accuracy. The study was conducted over approximately one month.

The research data was obtained through non-participant observation, semi-structured interviews, and documentation in the form of photos, videos, and learning documents (curriculum, modules). The informants or subjects in this study were teachers, principals, and children in Group B. The research subjects consisted of the principal, teachers, and children in Group B Kindergarten. The principal was chosen because he has the authority to manage and develop educational programs in the institution. The class teacher in Group B was chosen because he plays a role as the implementer of learning as well as providing information regarding the implementation of learning. Children in Group B were chosen because they are in the age range of 5-6 years which is the optimal period for the development of basic skills, including numeracy, reading, and writing. The collected data were then analyzed following the steps proposed by Miles and Huberman, namely data reduction, data presentation, and drawing conclusions. The validity of the data was ensured through increased diligence, as well as triangulation of sources and techniques.

## **RESULTS AND DISCUSSION**

The research results revealed that the stages of implementing literacy learning were carried out through three stages, namely: planning, implementation, and evaluation.

### **1. Planning**

The research results show that the curriculum used by Mataram Model State Kindergarten is an independent curriculum. Literacy learning planning is outlined in the school curriculum, including Learning Outcomes (CP) elements, namely CP 3, which covers the basics of literacy and STEAM. Furthermore, teachers determine the types of literacy to be taught: listening, reading, writing, and numeracy. Teachers also create integrated learning modules to develop children's literacy skills.

The presence of CP 3 in the curriculum document, the determination of the types of literacy to be developed, and the availability of teaching module documents indicate that the school has a structured learning direction as an important foundation in the literacy learning planning process. Clear CP and literacy types can serve as an orienting framework that facilitates teachers in creating teaching modules. Teachers find it easier to determine daily learning objectives, select materials, teaching

methods, and even assessment methods. Research by Marinelli et al. demonstrates that structured curriculum and clear outcomes increase the effectiveness of literacy learning (Marinelli et al., 2023). Meanwhile, Adawiyah et al., proved that in the independent curriculum, teaching modules play an important role in guiding student-centered learning that is flexible and contextual (Adawiyah et al., 2026).

The selection of four types of literacy to be taught demonstrates the teacher's understanding that literacy in children is multidimensional. Literacy in early childhood extends beyond simply introducing the concepts of letter and number symbols and how to write and read them; it also develops oral language skills, listening skills, and simple numerical concepts. These various literacy skills must be taught as essential capital for children to acquire knowledge and skills that will support future success.

Reading literacy was chosen because reading ability is a valuable asset for children's cognitive development. The ability to recognize letter symbols and their pronunciation provides the foundation for children to build the cognitive structures necessary to understand texts and *decoding*. At the next level, so too is writing ability. Children's ability to recognize and produce symbols is a key component in early literacy development and contributes to later school success (DeBaryshe, 2023). Another literacy skill that children must master is listening. This ability enables children to acquire information through understanding what someone is saying. Worthington et al. stated that listening skills are essential for effective communication (Worthington et al., 2024). Numerical literacy was chosen as one of the aspects to be developed. It will provide a foundation of knowledge and skills for using a variety of numbers and symbols related to early mathematics learning. Chen revealed that numerical literacy can also develop problem-solving and logical thinking skills from an early age, as well as improve the ability to remember complex information. Chen also emphasized that numerical literacy skills are a strong predictor of future academic success (Chen, 2025).

In addition to the steps above, teachers also plan by preparing learning media that stimulate children's literacy skills. These include visual and audiovisual media, such as story videos, books, hand puppets, picture cards, and word cards. Informants reported that these media were prepared at least one day before the lesson and tailored to the topic to be discussed. Some of the media used in the lesson are shown in Figure 1.



**Figure 1. Literacy Learning Media**

For early childhood children in the pre-concrete operational stage, the presence of learning media is essential to help concretize the material presented so that it is easily understood (Lailan, 2023). Media can also prevent children from getting bored and stimulate their literacy skills (Maulida et al., 2023). Fun and concrete media can also improve children's phonological understanding and motivation to learn.(Fahmiyah et al., 2025).

Ultimately, well-planned literacy learning can lead to focused and impactful literacy instruction. This emphasizes that learning planning allows for systematic learning, helps teachers utilize learning resources appropriately, and prevents success from being dependent on chance (Arifin, 2022).

## **2. Implementation**

In general, the implementation stage of literacy learning at Mataram Model State Kindergarten teaches literacy skills in reading, writing, listening, and numeracy. This stage is carried out through several activities such as getting used to reading books, writing book titles, relating books read to everyday experiences, introducing number symbols, and listening to stories.

### **a. Implementation of Reading Literacy Learning**

Reading literacy is developed through a 15-minute reading habit before class begins or during breaks. Children are given the freedom to choose which books to read and how to read them. Teachers emphasized that there is no requirement for children to be fluent readers, but rather a focus on fostering a love of books. Furthermore, teachers stated that they also strive to connect children's reading to their daily experiences. The reading habit activity is shown in Figure 2.



**Figure 2. Reading habit activities**

The literacy learning steps implemented by teachers are highly appropriate for young children who are still in the early reading stage. At this stage, the primary focus of reading literacy education is to build a foundation of reading knowledge and skills and foster an interest in reading in children. One appropriate type of reading to use is *Reading for Pleasure* (RfP), namely reading aimed at obtaining pleasure. Where some of its characteristics are the freedom to choose the books to read and flexibility in both reading methods and time (Trimansyah, 2019). Literacy activities carried out at Mataram Model State Kindergarten are classified as RfP because they meet the two criteria mentioned above. In reading literacy activities, teachers do not emphasize the outcome, namely reading ability, but rather on the process that can foster children's love of books and instill the idea that reading is an activity that brings pleasure. In these activities, teachers also give children the freedom to choose which books they want to read and how they read. Some children ask for teacher assistance, some read

alone, and still others read with friends. With RfP, children are taught that reading is a way to obtain pleasure that brings many benefits. Oxley stated several advantages of RfP, such as developing language skills such as expanding vocabulary and reading ability, and increasing children's motivation, engagement, and enjoyment of reading (Oxley & McGeown, 2023).

However, it is recognized that the attention span of early childhood is still very limited. This presents a unique challenge for educators in teaching literacy to children (Azizah et al., 2025). Schacter & Millman, in Prabawati & Ditasari, stated that the duration of a child's attention span develops with age. At ages 2-5, a child's attention span ranges from 7-14 minutes, and at ages 5 and above, it increases to more than 14 minutes (Prabawati & Ditasari, 2018). Furthermore, the duration of the literacy habituation activities carried out at the research location was deemed very appropriate for the children's conditions. Furthermore, the results of research by Nurani et al. also revealed that literacy activities conducted for 15 minutes were proven to have a significant impact on children's reading ability.(Nurani et al, 2026).

Teachers' efforts to connect children's reading outcomes to their daily experiences align with the concept of a contextual learning approach. This approach encourages active involvement in children, makes learning more concrete and meaningful, and enhances creativity and children's independence (Nursarofah, 2022). In addition, contextual learning has also been shown to have a significant influence on children's early reading abilities. *with ages 5-6 years*(Zannah et al, 2024).

#### b. Implementation of Writing Literacy Learning

After the reading activity, the teacher encourages the children to write down the titles of the books they have read. However, this activity is only carried out once a week, depending on the children's abilities and desires.



**Figure 3. Writing Activity**

Writing literacy is also taught in the classroom by introducing letter and number symbols relevant to the topic being discussed and asking children to write them in books, worksheets, or on the whiteboard. Similar to writing book titles, writing literacy activities in the classroom are not conducted daily, but are typically conducted at least once a week. This is shown in Figure 3.

Reading and writing literacy are inseparable, as they are interrelated. When a teacher teaches reading literacy, they are simultaneously teaching children writing literacy. In reading, letter and number symbols are produced as sounds, while in writing, they are produced as symbols/writing. Panjaitan et al., stated that early introduction to reading literacy provides a strong foundation for children's understanding of written text and can improve their writing skills (Panjaitan et al., 2024).

The ability to write in children is actually a complex process that not only involves language and motor skills, but also...executive function or *Executive Functions* (EF), that is self-regulation skills that enable individuals to think before acting and direct behavior according to goals. In early childhood who are in the early writing stage, EF has an effect on *mechanical writing* (handwriting & spelling). At older ages EF becomes increasingly important for *writing composition* and abstract thinking (Ruffini et al., 2024). The teacher's job is to provide interventions for children, not only

training them in symbol recognition and writing skills, but also honing their memory, self-control, and organizing ideas. This way, children will develop a broad range of writing ideas, develop good writing structure, and avoid writing errors caused by insufficient control. Hall et al. emphasized the importance of teacher intervention in writing activities for kindergarten children. This intervention is carried out to stimulate the ability to recognize written symbols, produce meaningful strokes, write letters or words, and convey messages through writing. Furthermore, it is stated that the form of intervention is carried out by providing writing instructions including Basic Skills Instruction (*Skill-Based Writing Instruction*), Meaningful Writing Instructions (*Meaning-Based Writing Instruction*), and Integrated Writing Instruction (*Balanced Writing Instruction*) (Hall et al., 2023).

In the practice of writing literacy learning, teachers at Mataram State Kindergarten Model have provided interventions in the form of basic skills instruction. This instruction includes writing the alphabet and numbers, writing names, and writing the titles of books they have read. Furthermore, teachers do not force children to write book titles and assess their abilities, basing them on each child's fine motor skills. Mahmudah et al. have proven that letter formation, speed, and neatness in writing are directly proportional to a child's fine motor skills.(Mahmudah et al. 2025).

#### c. Implementation of Numeracy Literacy Learning

Similar to writing literacy activities, numerical literacy activities are also conducted at least once a week, tailored to learning objectives. These activities involve counting the children's body parts (fingers, eyes, and noses), writing number symbols in books and on the whiteboard, and playing games. The teacher first provides material about the numbers being studied and relates them to the children's daily lives. This is shown in Figure 4.



**Figure 4. Numeracy Literacy Activities**

Delvin said that children's numerical literacy skills develop gradually starting from *number sense* (basic cognitive ability to understand quantities intuitively), *Informal Mathematical Abilities* (natural mathematical experiences acquired before school), and *Basic Numerical Competencies* (core numerical skills that are fundamental and form the basis for successful formal mathematics learning). *Basic Numerical Competencies* This includes the ability to count, recognize number symbols, compare, sort, and perform basic arithmetic (Delvin et al., 2022). Referring to Delvin's explanation, literacy activities at Mataram State Model Kindergarten are directed at developing *Basic Numerical Competencies*. Counting skills are taught through the game Snakes and Ladders, where children count the dots on a die and adjust their steps accordingly, and through counting the fingers on each hand. Number symbols are introduced through writing and the Snakes and Ladders game. Basic arithmetic is also demonstrated when the teacher asks children to add the fingers on their right and left hands.

In implementing writing literacy lessons, teachers use a variety of methods. Play methods are considered particularly appropriate for early childhood, as children learn through play activities during this period. Interactive and creatively designed play has been shown to increase children's interest in learning and effectively stimulate their involvement and enthusiasm in learning activities (Aulia et al., 2024). Furthermore, using a variety of learning methods also prevents children from getting bored and provides a rich learning experience. Various innovative methods can also foster children's understanding, critical thinking skills, and creativity (Gea & Zega, 2025). Thus, teachers at Mataram Model State Kindergarten not only develop children's numerical literacy skills, but also other aspects.

#### **d.** Implementation of Listening Literacy Learning

Listening literacy learning is carried out through several activities, namely listening to topics explained by the teacher, listening to books read by the teacher, listening to stories told by the teacher, and watching video stories. The listening literacy activities carried out also use several media such as books, hand puppets, and video stories. In addition, the teacher also actively interacts with children by asking questions related to the material being listened to and asking children to retell the results of their listening. The listening literacy learning activities are shown in Figure 5.



**Figure 5. Listening Literacy Learning**

Conceptually, listening literacy is an early language skill that serves as the foundation for the development of reading, writing, numeracy, and other language skills, including speaking. Early childhood learns language skills first through listening to the words of adults in their environment. Damar states that children develop their comprehension skills through listening, and before they can read, children acquire new knowledge through listening. Furthermore, Damar states that listening is not just about hearing sounds, but also involves understanding and interpreting what is heard (Damar, 2023). Therefore, stimulation to develop listening skills in early childhood is very important.

In the school environment, teachers are responsible for developing children's listening skills. Through explanations and other verbal interactions, teachers not only act as educators who convey material but also as facilitators who enable children to acquire language models, sentence structures, and contextual conceptual meanings. Başak and Korkmaz, in Damar, state that the listening process has three dimensions: processing, interaction, and comprehension (Damar, 2023). This means that teachers must ensure that sounds are clearly received by children and use easy diction so that information can be easily processed in the child's brain. Teachers are also expected to be able to facilitate physical interactions such as: gestures, mimics, intonation, and the environment in which listening takes place. In addition, building mental

interactions that involve teachers and children in creating a shared cognitive context throughout the listening process. Damar adds that children's understanding of the information they listen to is also influenced by the listener's goals, their level of interest in the topic, and various psychological aspects surrounding it (Damar, 2023).

The listening activities conducted at Mataram State Model Kindergarten were deemed to have fulfilled the three dimensions of listening mentioned above. When explaining material or telling stories, teachers used a clear voice and simple vocabulary, and managed gestures, intonation, and facial expressions appropriate to the content of the story or material being presented. Teachers also arranged seating for children's comfort, used a variety of media, and engaged children throughout the activities by occasionally asking questions.

The use of various media in listening activities such as books, hand puppets and story videos or what is also known as *digital storytelling* is a strategic step chosen by the teacher. *Digital storytelling* proven to be effective in improving early childhood literacy skills (Yudha & Hendrica, 2023). Besides that, Learning media that is appropriate, innovative, and in line with student characteristics contributes significantly to improving listening skills (Victor, 2025).

### 3. Evaluation

To ensure literacy learning outcomes, teachers at Mataram Model State Kindergarten designed evaluation activities using interview and demonstration techniques. HZ stated that interviews are usually conducted at the closing activity. This technique is used to evaluate reading, listening, and numeracy literacy skills. For example, HZ asks about the material learned today, how many fingers, eyes, and noses the child has. Meanwhile, demonstration techniques are used to evaluate writing and numeracy literacy skills. The demonstration technique is carried out using children's worksheets or notebooks. HZ often asks children to come forward and write on the board. The literacy learning evaluation activities are shown in Figure 6.



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### Figure 6. Evaluation Activities

Becker et al., stated that most teachers conduct traditional learning evaluations based on standardized tests. This type of evaluation is considered incapable of fully depicting a child's development. This is because early childhood learning is contextual, play-based, individualistic, and multidimensional. Becker offers an alternative evaluation, namely an assessment process through direct observation of children's real activities in everyday learning situations (Becker et al., 2023). This means that literacy skills in reading, writing, listening, and numeracy are carried out in natural contexts such as play, storytelling, or classroom activities. Although teachers verbally state that assessments are conducted at the end of the lesson through demonstrations and interviews, researchers also witnessed teachers asking questions during the learning process about what had just been presented, the names of characters in the story, the number of body parts (eyes, nose, fingers), the number of dots on a die, the name of the number the child is standing on, the names of number symbols, and the letters written by the teacher on the board. These teacher actions align with Becker's concept above. However, referring to the teacher's statement that evaluation is carried out at the end of learning shows that the teacher has not fully realized that the child development evaluation approach should place evaluation as an integral part of learning, not the final stage of learning.

The selection of different evaluation techniques for different types of literacy demonstrates the teacher's understanding that each evaluation technique has different characteristics and that each type of literacy requires appropriate techniques. The selection of the interview technique to evaluate literacy learning is considered very appropriate, as this technique is suitable for checking understanding (*checking for understanding*). Fisher and Frey stated that by asking children to talk, they are forced to organize their thoughts (Fisher & Frey, 2015). Thus, verbal interaction techniques (interviews) such as those used by teachers at Mataram State Kindergarten Model allow for direct mapping of literacy skills. By asking about the number of body parts, the names of numbers, and the number of dice, teachers can directly determine children's numeracy literacy skills. Likewise, with listening literacy, through questions related to the story or material presented, teachers can directly assess children's listening skills. Here, interviews function not only as an evaluation tool, but also as a means for children to construct understanding through verbal articulation. This will become a bridge to advanced literacy skills.

However, the use of the classical interview method (asking all children simultaneously) is considered less effective. This is because not all children are willing to answer, making it difficult to ensure each child's understanding. Children don't answer for various reasons, such as not understanding/not knowing the answer, being embarrassed to speak, or even being reluctant to answer. Fisher and Frey state that a different technique is needed. *checking for understandings* specific ones such as *Response Cards* (tools to answer classically), *Think-Pair-Share* (think for yourself, discuss with friends, then share with the class), and *Misconception Check* (Intentionally presenting a false statement to see if the child can correct it) (Fisher & Frey 2015). In the context of early childhood literacy learning, *Response Cards* And *Misconception Check* can be a suitable choice. For example, by using the technique *Response Cards* The teacher gives several identical alphabet cards to all the children and then asks the children to hold up the appropriate card to answer the teacher's questions.

The performance method is an authentic assessment conducted by assessing a child's actual performance. Through this method, teachers capture children's abilities through meaningful activities, thus obtaining richer evidence. When children perform, they don't simply display the material taught. Instead, they combine it with previously acquired knowledge and skills gained from their learning and life experiences. Gyamfi et al., emphasize that performance-based assessment gives students the freedom to use prior knowledge and experience individually in responding to assigned tasks (Gyamfi et al., 2022).

When a teacher at Mataram State Kindergarten Model asks a child to write a number on the board, the teacher not only observes the child's understanding of number concepts (cognitive aspects). The teacher also assesses the motor skills of the child's holding of a marker. This allows the teacher to observe the child's social-emotional and other developmental aspects. Several studies reviewed by Gyamfi indicate that the task of performance assessment methods is to assess all aspects of student learning (Gyamfi et al., 2022).

However, end-of-class evaluations can be less than optimal. This is because children are physically tired, sleepy, and eager to go home. In these circumstances, their concentration decreases, leading them to provide perfunctory answers or even refuse to answer. This can, of course, lead to inaccurate learning evaluation results. Based on these conditions, teachers should not rely solely on this evaluation but

instead maximize student-based evaluation. *alternative asessment* throughout the learning process with techniques *checking for understanding* diverse and engaging. This will allow evaluation results to be more accurate, allowing teachers to provide more appropriate stimulation in subsequent literacy lessons.

## CONCLUSION

The implementation of literacy learning for children aged 5-6 years at Mataram Model State Kindergarten is carried out through several stages, namely: 1) Planning; includes determining learning outcomes (CP), determining the type of literacy, creating modules, and preparing literacy learning media. 2) Implementation; includes: reading literacy learning through *Reading For Pleasure* (RfP) means reading for pleasure. Reading literacy is developed through activities such as 15 minutes of reading before class or during breaks. Children are given the freedom to choose which books to read and how to read them. There is no requirement for children to be fluent readers, but rather a focus on fostering a love of books. Children are also encouraged to relate what they read to their daily experiences.

Learning writing literacy by providing *Skill-Based Writing Instruction* includes; after reading, children are asked to write the title of the book they have read, and to recognize letter and number symbols.. Whereas numeracy literacy learning focused on *Basic Numerical Competencies*, including: counting the body parts (fingers, eyes and noses) that children have, writing number symbols in books and on the blackboard, and through games. Meanwhile, listening literacy learning is done through various media (such as books, hand puppets, and story videos). 3) Evaluation; evaluation activities using interview and demonstration techniques. Interviews are usually conducted at the closing activity. This technique is used to evaluate reading, listening, and numerical literacy skills. For example, asking about the material learned today, how many fingers, eyes and noses the child has. Meanwhile, demonstration techniques are used to evaluate writing and numeracy literacy skills. Demonstration techniques are used using children's worksheets or children's notebooks. It is not uncommon for teachers to ask children to come forward and write on the blackboard.

This research encourages the optimization of literacy learning evaluation based on *alternative asessment* through direct observation of children's real activities in daily learning situations carried out using techniques *checking for understanding*. A diverse and engaging learning environment is essential during the learning process.

It's important to understand that learning evaluations conducted at the end of the lesson are often less than optimal. This is because children are physically tired, sleepy, and eager to go home. This can affect their concentration, leading them to give perfunctory answers or even refuse to answer. This can, of course, lead to inaccurate learning evaluation results.

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