

## **NATURAL PHENOMENA AS A SOURCE OF LITERACY INSPIRATION**

**Yeni Suryani**

*yenisuryani@unsur.ac.id*

**Suryakancana University**

### **ABSTRACT**

This article was inspired by the Cianjur phenomenon, especially the area that has experienced earthquake problems. The source of this research aims to recognize and understand the theme of student essays. The experimental method is used so that the inspiration is in the essay. This study used a questionnaire technique and then tried out the model. Questionnaires are used to obtain an overview of problems in language, and trials are used to obtain conclusions about how effective language learning is when alternative models are used. Based on research findings, namely the main thing that becomes a problem in language, in the form of themes or materials. In language material about environmental conditions, as a source of descriptions in student writing. Thus, research on the theme of environmental conditions as an alternative source of literacy. Descriptive analysis is used as a research method and description. The sample data is in the form of 35% of student work, and the others (65%) serve as a comparison. Based on the research conclusions, there are words or phrases, and sentences. For example tents, friend posts, aftershocks and others.

**Keywords:** *Effective learners, alternative models, literacy inspiration*

### **INTRODUCTION**

The 2045 World Megatrends include world demography, global urbanization, international trade, global finance, middle income class, competition for natural resources, climate change, technological advances, geopolitical changes, and geo-economic changes (Bappenas, 2019).

Five of the ten megatrends are considered to have the most influence on the world, namely demography. In the Indonesian context, it is predicted that in 2045 yad., Indonesia's population will reach 309 million with a Gross Domestic Product (GDP) reaching 29 thousand USD per year.

This high population, assuming a high productive working age, will make Indonesia have a demographic bonus. Under these conditions, Indonesia has the opportunity to enjoy a demographic bonus, namely accelerated economic growth due to changes in the age structure of the population which is marked by a decrease in the dependency ratio of the non-working age population to the working age population. This structural change allows for a demographic bonus to be created due to an increase in labor supply, savings, and the quality of human capital. In the context of Indonesia, the dependency ratio has declined below 50% in 2012 and reaches a low of 46.9% between 2028 and 2031.

With the above data, Indonesia has the potential to take advantage of the demographic bonus, both nationally and regionally. In this context, Indonesia's productive age population accounts for around 38% of the total productive age population in ASEAN, so that in addition to increasing the domestic labor force it is also likely to open up opportunities for manpower needs for countries with a decreasing proportion of the working age population (Singapore, Korea, Japan and Australia).

As stated, Indonesia has the opportunity to be literate because it has demographic potential both nationally and regionally. In this case, Indonesia is a literate nation.

### **THEORETICAL FRAMEWORKS**

Cultivation, detailed as follows: pem.bu.da.ya.an is a noun (noun): (1) process, method, act of cultivating; (2) The term anthropological process of all social culture becomes a solid custom or

institution (<https://www.kamuskbbi.id/kbbi/artikata.php?mod=view&Cultivation&id=47129-arti-maksud-definition-pengartikata.html> ).

Meanwhile, literacy according to UNESCO (2006) is: In Indonesian, this definition can be understood as the ability to identify, understand, interpret, create, communicate and calculate, using printed and written materials related to various contexts. Literacy involves a series of learning that enables individuals to achieve goals, develop knowledge and potential, and to participate fully in the wider community and society.

Based on the definitions of acculturation and literacy above, cultivating literacy is formulated as an effort to internalize critical thinking skills by using various media (written/oral texts, audio-visual) in various contexts by paying attention to the community/society and the noble values in it in a polite and wise manner to reach the goal.

Literacy cultivation needs to be carried out in Indonesia considering the low results of international and national assessments. For this purpose, we need a roadmap for cultivating literacy and stakeholders from across ministries/other agencies who contribute directly to efforts to educate, prosper, and make Indonesian people polite and wise lifelong learners.

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2004; 2017).

Thus as the beginning of literacy, and in this study literacy as a medium regarding what is experienced by learners. Learners experience the environment in the form of a place of study (school, campus, or their family environment, and community) as earthquake victims. This is used as language learning material as a source of inspiration for learners. In this way, students are expected to be not only cognitive and socially simulant, but also affective. On the other hand, learners are directed to be skilled in using language.

Based on a study, it was found that the main thing is a problem in language, in the form of themes or materials. In language material, the state of the learner's environment is a source of description in his writing. Thus, this research themed environmental conditions as an alternative source of learning. In other words literacy of the environment as input in language learning. Partially cultivating literacy will spend the budget as a result of being ineffective due to the possibility of overlapping programs, several programs that are a unit cannot be carried out holistically, measuring program success is difficult to link with efforts towards the 2045 Demographic Bonus. On the other hand, the condition of the areas that were affected by the disaster received lessons. For example, recording the students' hearts in their works.

## **METHOD**

Language, in the form of themes or materials. In language material about environmental conditions, as a source of descriptions in student writing. Thus, research on the theme of environmental conditions as an alternative source of literacy.

Descriptive analysis is used as a research method and description. The sample data is in the form of 35% of student work, and the others (65%) serve as a comparison. But in where there facts, all off them.

## **Findings and Discussion**

In the Indonesian context, as stated in the introduction, the dependency ratio has decreased and crossed the threshold below 50% in 2012 and reached a lowest point of 46.9% between 2028 and 2031. Therefore, Indonesia has the potential to take advantage of bonuses demographics, both nationally and regionally. In this context, Indonesia's productive age population accounts for around 38% of the total productive age population in ASEAN, so that in addition to increasing the domestic labor force it is also possible to open opportunities for manpower needs for countries whose proportion of the working age population is decreasing (Singapore, Korea, Japan and Australia).

What needs to be considered now is how to make this productive age of quality when the results of the assessment of junior high school students, high school students, and even adults are low? With regard

to Cianjur, the area affected by the earthquake. It can be analyzed how this is packaged by students in their writing, as follows. The following are the findings in this research.

A total of four students submitted essays in the form of possible experiences based on their experiences with earthquakes. As can be seen in the table below The population involved was nineteen people. Based on the population's work, they express their ideas, experiences, and ways of thinking through writing.

The following are the findings in this research. A total of four students submitted essays in the form of possible experiences based on their experiences with earthquakes. As can be seen in the table below.

## RESULT

### I. POPULATION

| Student Number | LANGUAGE   |   |
|----------------|--|---|
|                | INDONESIA  | ENGLISH   |
| 01             | Gempa di Cianjur                                 | Earthquake in Cianjur                                 |
| 02             | Gempa Bumi di Cianjur                            | Earthquake in Cianjur                                 |
| 03             | Pengalam Waktu Gempa Terjadi                     | Experience When an Earthquake Occurs                  |
| 04             | Cerita Pengalaman Saat Gempa Bumi di Cianjur     | Experience Stories During the Earthquake in Cianjur   |
| 05             | Bencana yang Mengubah Suasana Hati Warga Cianjur | The Disaster That Changed the Mood of Cianjur         |
| 06             | Menceritakan Pengalaman Saat Gempa Bumi Cianjur  | Residents Telling Experience During the Cianjur       |
| 07             | Gempa 21 November 2022 Mengguncang Cianjur       | Earthquake November 21, 2022 earthquake shook Cianjur |
| 08             | Gempa di Cianjur Jawa Barat                      | Earthquake in Cianjur West Java                       |
| 09             | Cerita Gempa Di Cianjur                          | Earthquake Stories in Cianjur                         |
| 10             | Gempa Di Cianjur                                 | Earthquake in Cianjur                                 |
| 11             | Gempa Bumi Magnitudo 5,6 Di Kaputen Cianjur      | Earthquake Magnitude 5.6 in Cianjur Regency           |
| 12             | Gempa Yang Menyerang Cianjur                     | The Earthquake That Strikes Cianjur                   |
| 13             | Senin 21 November 2022 Pukul 13:21:10            | Monday 21 November 2211 at 13:21:10                   |
| 14             | Pengalaman Pada Saat Gempa Bumi                  | Experience During an Earthquake                       |

There are fourteen essay titles analyzed.

There are fourteen titles that can be analyzed. Student work in the form of essays, recording what they observe, want, and publish. The description below is a recording of their thoughts in the form of data. As stated above. The data is included in the title table above.

Student work in the form of essays, recording what they observe, want, and publish. The description below is a recording of their thoughts in the form of data. As stated above. The data is included in the title table above.

### II. WORD AND SENTENCE DATA

| Words/<br>Phrases related to<br>Earthquake | Sentences/<br>Expressions related to Earthquake |
|--|---|
| (1)  | (2)   |
| Monday                                     | 1. running outside                              |

|                   |   |
|-------------------|---|
| Tuesday           | 2. kick the plate   |
| Wednesday         | 3. friends left in the house  |
| Campus            | 4. friend pulled his hand   |
| 09.00 hours       | 5. the victims are very many  |
| 12.00             | 6. passed away  |
| <i>Seblak</i>     | 7. I am very sad  |
| Confide           | 8. Donate to residents' homes in Cugenang   |
| Earthquake        | 9. I can't stand the tears when I see the right and left sides of the collapsed houses                  |
| 5.6 magnitude     | 10. there are lots of command posts and children who are in pain screaming for food                     |
| Home              | 11. Hopefully the city of Cianjur will quickly recover so that it can move on                           |
| this earth        | 12. suddenly shaken   |
| November 21, 2022 | 13. I am very sad   |
|                   | 14. donate to residents' homes in Cugenang  |
|                   | 15. my friends, on the way I couldn't hold back my tears seeing right and left full of collapsed houses |
|                   | 16. there are lots of command posts and children who are in pain screaming for food                     |
|                   | 17. There was a sound of glasses in the glass cupboard like the sound of being shaken                   |
|                   | 18. return to their homes for fear of aftershocks   |
|                   | 19. Large-scale earthquake, reaching 5.6 on the Richter scale   |
|                   | 20. The vibration was felt for a long time and it turned out to be an earthquake                        |
|                   | 21. My friends and I immediately went outside to find a safe place                                      |
|                   | 22. we felt fear and shock  |

## DISCUSSION

Words/Phrases related to Earthquake, there are thirteen words or phrases and twenty-two sentences or expressions. Monday, Tuesday, and Wednesday. are the days when disaster; Campus, campus where, or lecture hall where the disaster occurred; And the 09.00 hour was the time who studens off studied. The 12.00 hours, 12.00 back to home .

*Seblak*, was a snack made of sago flour.

Confide , when leaving the campus to a friend's house while snacking.

Earthquake, the earthquake had a magnitude of 5.6; Many of the houses where they lived were damaged. Home were any of the houses where they lived were damaged; This this earth is broken. November 21, 2022, right when we came home from college.

They are twenty-two sentences or expressions. In these ware arranged in sentences, so that it is read in full.

Ran out of the house. There doesn't feel like kicking a plate. And it turns out there is a friend left in the house. The friend pulled his hand; there are a lot of victims on that line, and someone died. I am very sad. And we donated to residents' homes in Cugenang. I couldn't hold back my tears seeing the sides and sides of the collapsed houses; There were lots of command posts and children who were in pain screaming for food. And we hope that the city of Cianjur will recover quickly so that we can continue our activities;; Suddenly shaken. I am very sad. We donated to residents' homes in Cugenang. Friends on the trip, I couldn't hold back my tears seeing the right and left sides of the collapsed houses.

There were lots of command posts and children who were in pain screaming for food. There was a sound of glasses in the glass cupboard like the sound of being shaken; Return to their respective homes for fear of aftershocks. Large-scale earthquake, reaching 5.6 on the Richter scale. The vibration was felt for a long time and it turned out to be an earthquake; My friends and I immediately went outside to find a safe place. And we felt fear and shock.

The populations, words, and sentences are earthquake.

There was the analysis of the data or populations. There were words, and sentences.

## **CONCLUSION**

In language material about environmental conditions, as a source of descriptions in student writing. Thus, research on the theme of environmental conditions as an alternative source of literacy. Descriptive analysis is a research method and description. The sample data is in the form of 35% of student work. But the others (65%) serve as a comparison. Words/Phrases related to Earthquake, there are thirteen words or phrases and twenty-two sentences or expressions. Natural Phenomena is as source inspiration's literacy.

## **REFERENCES**

- Alwasilah, A. Chaedar. 2012. *Pokoknya Rekayasa Literasi*. SPPSUPI Bandung: KIBLAT
- CahyajiChatib, Munif. 2011. *Gurunya Manusia*. Bandung: Kaifa Learning.
- Esten, Pro. Dr. Mursal. 1919. *Kajian Transformasi Budaya*. Bandung: Penerbit Angkasa.
- Faruk. 2012. *Metode Penelitian Sastra: Sebuah Penjelajahan Awal*. Yogyakarta: Pustaka Pelajar
- <file:///C:/Users/TOSHIBA/Documents/Seminar%202023%20dari%20flasdis/Buku%20Literasi/PETA%20JALAN%20PEMBUDAYAAN%20LITERASI%202021-2045.pdf>
- <https://zultogalatp.wordpress.com/2013/06/15/metakognitif-dalam-pembelajaran/>
- Priyanti, Endah Tri. 2012. *Membaca Sastra dengan Ancangan Literasi Kritis*. Jakarta: Bumi Angkasa.
- Robson, S.O. and J.J. Ras .1991. *Variation, Transformation and Meaning*. Leiden: KITLV Press