

# The Profile of Indonesian Children Authors and Its Implication Towards Literacy Affirmation

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**Abstract:** This study aims to describe the profile of Indonesian children authors. The data source in this study were the five best of children story writing works entitled NT LMCA (*Naskah Terbaik Lomba Menulis Cerita Anak*) which are selected purposively. This study employs document analysis consisting of repetitive reading, categorizing, tabulating, and data inferencing. From the results, it is found that (1) there are more female authors in comparison with male, (2) ones ranging from ten to eleven years old; (3) all the authors have reading and writing interests; (3) most of them come of Java; (4) most of them go to public schools; and (5) they have father with a variety of professions. The implication of this study is that there are needs to optimize children literacy for male authors, for students in MI (Madrasah Ibtidaiyah)/Islamic Primary School, and for those living outside Java Island.

## 1 INTRODUCTION

Literary appreciation in learning requires not only educators and learners to have knowledge of literary content, but also context. That is, in addition to understanding the work of literature, it is important to understand the author's figure. As Resmini et al. (2009) said that the teacher must master the knowledge of story forms, story elements and knowledge of the author. Based on preliminary study results, a large number of elementary students (86 %) in Tasikmalaya did not know about the author of the child so that almost all (97%) claimed that want to know more about children authors.

Authors are often identified with writers. Even within the KBBI provides mutual information, that writer is author, and author is writer. However, there is a significant difference between an author and a writer. An author may often be known as a writer.

However, any writer may not be categorized as author. Writers often compose their papers based on existing materials, which are processed in certain perspective or a new and/or different perspective. While an author relies more on imagination and cultivate the results of contemplation in a paper. As Suhadi (2007) notes that the author is the creator of something that did not exist into existence; the authors make up empty stuff to be contained because

the essay is result of reflection or result of imagination.

In general, author moves in the field of fiction. The terminology of children is a human being is still small, is a stage or period from one age to adulthood. According to Hasanudin (2015) on the basis of a general sense, the word "child" in this case is more accurately called the term "childhood," addressed to humans aged 6 to 12, which is age parameters have not been classified teenager, moreover adult. Thus, female author is an author category of childhood and female sex that composed a fictional story (child literature).

Literary, children literature has specific characteristics. Pragmatically, Hunt (1993) suggests children literature is a book deliberately provided for children to read. Based on the content, children's literature is limited to images or images of life that reflect the feelings and experiences of today's children, which can be seen and understood through children's eye and according to their level of experience and maturity (Tarigan, 2011; Silva, 2014; Benton, 1994). In addition to the intrinsic elements that make up the story, children's literature also has extrinsic elements that have many benefits for children's lives, including stimulating cognitive, personality, and social development; enriching children's experience; develop visual literacy; improve language experience; and improve global

understanding (Tarigan, 2011; Pritchard and Buchanan, 2005).

One of children literary forms is children story compiled in five books of the LMCA Best Script (NT LMCA) written by children authors. Children story in the book is the best script as the winner of Children Writing Competition (LMCA) competition for elementary/MI students held by Directorate General of Primary Education Ministry of Education and Culture since 2011.

The competition is one form of government literacy affirmation to motivate the growth of next generation literacy. In 2012, NT LMCA book contains 15 stories, in 2012 NT LMCA book contains 13 stories, in 2013 NT LMCA book contains 13 stories, in 2014 NT LMCA book contains 15 stories, then in 2015 NT LMCA book contains 10 stories. In addition to the best stories, each volume of NT LMCA also includes the profiles of authors, in this case is children author.

A profile in this context is description or overview about thing. As Septiana (2015) said that a profile is a description of a person or group in description a data state of a person or group. In this study, the profile in question research is a description or overview of facts about Indonesian children authors who produce works, namely NT LMCA. More specifically on the description or circumstances data of children authors include age, passion, parent occupation, residence, and school. This profile is important, especially to obtain authors data in terms of interests and literacy activities.

Literacy is a complex ability, encompassing individual skills in thinking as well as using knowledge resources in various forms (print, visual, digital, and auditory) to improve the quality of life. Literacy affirmation refers to any form of literacy start from conceptual to procedural level, individually, community groups or governments to improve literacy skills (Apriliya, 2016). Literacy affirmations are born from the assumption that even though our nation has a low literacy rate, it does not mean without literacy competence at all. At the very least, a large number of our societies have basic literacy capabilities. So the affirmation of literacy in this context, more oriented on how to make people "willing" to do literacy activities, regardless of what his profession, what gender, and no matter what age. This legacy affirmation needs to be done, especially in elementary school because basic education is a crucial site of practice where at this time the children formed the first relationship with school in formal learning process (Comber in Roche, 2015).

## 2 METHODS

This research aims to describe the profile of authors. Therefore, it used a qualitative approach with descriptive method. Documentation studies were conducted on the child's author's text profiles contained in the book NT LMCA, with repetitive reading techniques, categorizing, tabulating, and compiling data inference based on research question. The data source of this research is five volumes of NT LMCA Year 2011-2015.

## 3 FINDINGS AND DISCUSSIONS

NT LMCA from 2011-2015 consist of 66 children authors. In the NT LMCA there are data on children authors called profiles. Septiana (2015) states that profile is a description of person or group in form of a data state person. To find out the data of Indonesian children authors, the 66 children authors were identified based on the profile indicator, including age, gender, passion, parent occupation, residence, school, ideals, and achievement.

### 3.1 Male Authors

The profile of male in NT LMCA had diversity in terms of age, passion, parent occupation, residence, and school. In terms of ideals and achievements is difficult to identify. By age, the male profile consists of 33.33% of the authors' 10-year-old and 66.67% of the 11-year-old authors.

Based on the passion, profile of male authors had a diverse avidity. Overall, male profiles have various types of passions such as 47.37% of reading authors, 36.84% of writing authors, and 15.79% of authors who enjoy sports.

The profile of male authors are based on their parents job are dominated as a teacher. It was identified that 42.86% of authors had a father as a teacher, 28.57% of authors had an employee's father, 14.29% of authors had a principal's father and 14.29% of authors had father as a civil servant. Whereas 42.86% of authors had mother as a teacher, 28.57% of authors had mother as a housewife, 14.29% of authors had mothers as a lecturer, and 14,29% of authors had an employee's mother.

The profile of male authors come from different regions and is spread from different provinces. Detailed data show that 33.33% of the authors' lives in Central Java, 33.33% of the authors' lives in East Java, 11.11% of the authors' lives in North Sulawesi, and 22.22 authors reside in West Papua.

Male authors are elementary school students who attend public and private schools. Of the nine male authors, 77.78% of authors attend private elementary schools and 22.22% of authors attend primary school.

The profile of female authors in the LMCA Best Manuscript had a diversity in terms of age, passion, parent occupation, residence, school, ideals, and achievements.

### 3.2 Female Authors

By age, the profile of the female authors consists of 2.08% of 8-year-old authors, 12.5% of 9-year-old authors, 22.92% of 10-year-old authors, 39.58% of 11-year-old authors, 18.75% of authors 12 years old, and 4.17% of 13-year-old authors.

Based on the passion, the profile of female authors had a diverse avidity. Overall, female authors profiles have various types of passions such as 40.16% of writing authors, 37.7% of reading authors, 4.1% of painting authors, 3.28% of watch writers, and 14.75% of authors have other hobbies.

The profile of the authors is based on their parents job that 29.73% of authors had an employers' father, 21.62% of authors had an employee's father, 13.51% of authors had a teacher's father, 5.41% of authors had father as a civil servant, 5.41% of authors had a lecturer's father, 5.41% of authors had an architect father, 5.41% of authors had a soldier's father, and 16.22% of authors had working fathers. While 46.34% of the authors had a mother as a housewife, 26.83% of the authors had a teacher's mother, 9.76% of authors had a businesswoman's mother, 7.32% of authors had mothers as a civil servant, and 9.76% of authors had mothers who works in other jobs.

The profile of female authors comes from different areas and spread from different provinces. 28.89% of the authors' life in West Java, 28.89% of the authors stay in East Java, 17.78% of the authors' life in Central Java, 11.11% of the authors stay in Yogyakarta, 4, 44% of authors' life in West Kalimantan, and 8.89% of authors stay in other provinces.

Female authors are elementary and junior high school students who attend public and private schools. From 57 female authors, 50% of the authors attended elementary school, 43.75% of the authors attended private elementary schools, 4.17% of the authors attended state MI, and 2.08% of the authors went to private MI.

Based on the ideals, the authors of girls 60% of authors want to become a writers, 20% of authors

want to make books, and 20% authors have other dreams.

The achievements of female authors are dominated in writing, with 70.97% of authors have achievements in writing, 6.45% of authors have achievements in oration, 6.45% of authors have achievements in painting, 6.45% authors have achievements in Science Competition, and 9.68% of authors have achievements in other fields.

As well as appreciation of children's literature, as a valuable source for understanding societies, teaching practices, and ourselves (Lo, 2012), appreciation of children's authors is also expected to enrich our perspective.

The results show that, in accordance with the opinion of Tarigan (2011), and Pritchard and Buchanan (2005) children's literature has many benefits for children, even those benefits can be obtained from the profile of the author who has good character and achievement. In addition, the results of the study also strengthened the opinion Aprilia (2016) on the affirmation of literacy for elementary school students by following the profile of children authors in NT LMCA who likes to read and love to write. This is also relevant to the opinion of Comber (Roche, 2015) that affirmation of literacy needs to be cultivated since the elementary school is the crucial site of practice where the children formed the first relationship with the school in formal learning process.

## 4 CONCLUSIONS

Most of the Indonesian children authors' profiles on NT LMCA can be identified, based on indicators of age, gender, passion, residence, school, ideals, and achievement. Indicators of ideals and achievements profiles in male authors' cannot be fully identified, because of the limited text that indicates the ideals and achievements of it.

The dominant indicator on the profile of a male authors' are 11 years old, likes to read, had parents who work as a teacher, life in Central and East Java, and goes to private elementary school.

The dominant indicator on the profile of female authors' are 10 years old, had a housewife mother, goes to a public elementary school, aspires to be a writer, and had achievements in writing.

## 5 IMPLICATIONS

At least, there are two important implications of the research findings, namely appreciations, and affirmations.

The author of Indonesian children has positive characteristics, especially on aspects of hobbies, ideals, and achievements. Therefore, in addition to teaching the story of their work, teachers need to inform the authors of the child, as a source of inspiration and motivation for other children. So, appreciation is not only given to the work, but also to the author.

The distribution of children's authors is not evenly distributed. Therefore, affirmation of literacy, (in the form of learning, mentoring, or training programs), need to be more optimized and focused on male students, students in MI (Madrasah Ibtidaiyah)/Islamic Primary School, and for those living outside Java island. As well as children who live outside the island of Java.

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