

IMPLEMENTATION OF THE GOGREEN MODEL IN OPTIMIZING ABILITY LITERACY WRITE NARRATION ELEMENTARY SCHOOL STUDENTS

Lukman Nugraha¹, Miptah Parid²

^{1,2}STAI Miftahul Huda Subang

Email: lukmannugraha@stai-mifda.ac.id, miptahparid@stai-mifda.ac.id

ABSTRACT

This article aims to determine the implementation of the Gogreen learning model in optimizing the narrative literacy skills of elementary school students. This research uses a qualitative method. This research was conducted in class 5 of MIN 3 Subang. Data collection techniques in this study used observation, interviews, and documentation. The research findings show that students in class 5 MIN 3 Subang are optimal, as seen from students who have successfully carried out all stages of the gogreen model. The steps carried out in optimizing the ability to write narratives using the Gogreen model are as follows: 1) grouping, namely students are formed into several groups; 2) organizing, namely students set strategies with their groups to see problems and find solutions to the narrative topics that will be created; 3) growing, namely fostering interest and love related to the narrative topics created by looking for references; 4) reading, namely reading material from the narrative topic to be made; 5) exploring. Namely, students explore the knowledge and keywords of the narrative topic to be made; 6) elaborating, namely, students make narrative topic products and then develop them into narrative essays; and 7) narrating, namely, students tell stories through writing that are oriented to the narrative topic to be made. From the results of the study, it was found that the gogreen model can optimize the ability to write narratives. This green learning model is a learning model to introduce students to the love of students in writing narratives.

Keywords: Gogreen Learning Model, Writing, Narrative, Learners

INTRODUCTION

The world of education is increasingly developing and demand all participant to teach to improve their ability to read and write so they can compete to keep up with the times. Literacy is a thing always associated with language. Somebody can have Skills literacy if they have skills base language, that is, writing and reading. So fundamental meaning as skills reading and writing is gate main for expanding essence literacy more broadly. The path taken to obtain skills in literacy is with education.

Education on the level of school base is the right phase for developing attitude and motivation. Study as competence in ability language, especially in literacy read-write. According to UNESCO in Fahrianur, people's understanding of meaning literacy is

heavily influenced by research, academic, institutions, national values culture, and experience.(Fahrianur et al., 2023) The most basic knowledge of literacy that is set skills real. UNESCO explains that ability literacy is right for everyone and is base for study throughout life. Ability literacy can improve and empower quality individuals, families, and communities. Literacy at the level of school basis, in general, is the ability of somebody or individual to understand and manage information while carrying out reading and writing processes. The moment this term literacy is used or has more understanding broad and complex. Literacy covers many fields, including literacy, reading, writing, literacy numeracy, literacy science, digital literacy, financial literacy, and literacy culture and citizenship.

In the 21st century, skills writing is part of literacy The basis on which the activity writing can teach participants so they can pour out their thoughts and ideas or the idea to in writing can understood and read by everyone. Skills writing is very important because it is not just writing and producing writing; however, it must boil down to more skills and relevant to demands in the 21st century, where skills writing is considered part of literacy and education language in the 21st century and the era of revolution industry 5.0. Activities and skills write in the end, not just pour and arrange ideas. But How ideas become sharp and be a critical attitude in solving problems.(Silitonga et al., 2023)

Many researchers previously researched literacy: *first*, Tri Muryanti researched the problem about enhancement of literacy in writing stories through the assisted 3M method caricature character (Muryanti, 2022). *Secondly*, Muhammad Arif researched role educator class in growing interest in literacy writing to participants educated at madrasah Ibtidaiyah Nurul Huda Sedenganmijen Krian East Java (Arif et al., 2022). Third, M. Zaenudi study about the development big book with TPACK model inside increase ability literacy write elementary school children;(Zainuddin & Saifudin, 2022) *fourth*, Aliva Rosdiana researching about movement literacy write digitally based district wide educators in Jepara ;(Rosdiana & Widiyono, 2022) and *fifth*, Raden Roro researched about application of learning models for increase literacy read write: literature review.(Kusripinah & Subrata, 2022)

Based on the study's past and background, the study has enough difference in fundamental research that was conducted by researchers earlier. Difference is especially seen in the determination of the location of different analyses, design theory used, and focus studies led. Research conducted by researchers in a manner fundamentally directed for revealing the implementation of the go-green model in optimizing the literacy write narrative participants educate school basic.

Learning models GOGREEN is innovation consisting of learning from A acronyms G (*grouping*), O (*organizing*), G (*growing*), R (*reading*), E (*exploring*), E (*elaborating*), and N (*narrating*). Learning models Gogreen is a learning model that introduces participants to educate related Study writing narrative through various stages from learning models. Narration or story can disclose how somebody has triggered or maintained action in connection with the environment and stopped action dangerous and possess potency for form future activity or can stimulate thinking about future action) in respect to nature, its ecosystems, and the biosphere in a manner whole. (Nugraha, 2023a)

Studying literacy has become an important element in the world of education, which is practice must be done gradually and consistently. Potter and McDougall in Khotimah give notes about the importance of education in building literacy as one way to grow literate characters for the participants to educate so that participant education can, dynamically follow developments that occurred.(Khotimah et al., 2018) Stafford in Sayiful notes that literacy is very important for applied to participants educate school basis, existence This looks easy participant educate in keep information that has got. Stafford develops literacy in education through visual literacy, like comics, film, television, and drawing narrative. (Rohman, 2017)

LITERATURE REVIEW

Based on the review of previous studies, no specific research has been found that examines the "Implementation of the Gogreen Model in Optimizing the Literacy Writing Ability of Elementary School Students". However, there are scientific works that have relevance to this research. Some of the literature that has been analyzed is used as

an initial reference by researchers. Some research literature sourced from relevant research is as follows:

Fitri Yuliana, in her research entitled *The Principal's Strategy in Fostering a Culture of writing literacy at SDN 04 Sarilamak* explained that the process of developing a culture of literacy takes place in three stages, namely: (1) Growing a culture of literacy by formulating activity objectives, formulating activity programs, formulating activity strategies, determining activity management systems, and managing activity facilities and infrastructure; (2) The process of conducting literacy and cultural activities by providing examples, teaching, fostering writing habits, developing writing habits; (3) Evaluation by revising writing by the principal and converting collections into books and then published as reference materials for growing a culture of literacy in schools. (Z & Hendriani, 2023)

Laras Widi Anggraini, in her research entitled *Improving Reading and Writing Literacy for Elementary School Students Through Lakusi Activities*, explained that to overcome these problems, researchers and the team formed a literacy movement called Lakusi. Lakusi is a reading and writing guidance activity given to students who cannot read, especially the upper grades. In carrying out this activity, the researchers and the team used several methods, such as the letter recognition method, dictation, learning to read books, playing keyboards, and the reading exploration method. (Anggraini & Rahmawati, 2023)

Various previous studies, as stated, became the basis for researchers to develop further research related to Islamic religious education for older people with different locations and research focuses on prior studies. Although there is a little similarity about research on writing literacy, when compared to research that previous researchers have examined, the research conducted by researchers is more directed at studying the implementation of the gogreen model in optimizing the literacy skills of writing narratives of elementary school students. Therefore, the research conducted by researchers is very clearly different from previous research, both in the focus of the research and the location used in the research.

METHODOLOGY

This study is located at MIN 3 Subang. The activity started with the observation field for collecting data. This study uses a qualitative study with a type approach. In the study, the primary data source is the data obtained in a manner directly by the authority. Primary sources are available with do tests, observations, interviews, and documentation. Whereas secondary data source in a study is notes published evidence, books, and archives. Study this use population, the whole participant educates class 5 MIN 3 Subang. Whereas the sample study is participant education class 5 MIN 3 Subang. Deep sampling technique study that is used snowball sampling. Subject in study that is participants educate class 5 MIN3 Subang totaling 28 participants educate ie, 15 participants educate son and 13 participants educate daughter and one guardian class 5

RESULT AND DISCUSSION

A. Learning in Basic Education

Learning is an interaction process. Participants educate with educators and resources studied at one environment. (Yestiani & Zahwa, 2020) In general, learning is defined as something resulting in an activity happening to change act in demand in self someone. (Ubabuddin, 2019) With so, then learning can be interpreted as activities carried out by educators to participant educate such shape in something environment study so that act in demand participant educates changed to more direction. Based on understanding, it can conclude that learning needs connection and deep dialogue between educator and participant. In learning, every designed activity will help participants learn new capabilities and values. The learning process first requests the educator to know the ability the basis of the participant's education covers ability, motivation, academic background, background behind the economy, and so on. Readiness educators to know the characteristics of participants educate in learning is the main asset delivery material learning and be an indicator the successful implementation of learning, including at the level of school basic.

In essence, the education base aim to equip participant with base reading, writing, arithmetic, knowledge, and skills useful basis for participant education by the level

developing and preparing them for level education next. related to objective gift skills reading and writing base; role education base is capable give Skills literacy read write base since the class beginning until with achievement competence or the levels above. At the age of school base, participants were educated on their own characteristics like playing, happy moving, happy Working in a group, and comfortable feeling something in a direct manner. Because educators need to develop containing learning element game, try to get participants to move or move, access source learning that is not limited, study and work in groups, and give chance to be involved direct in learning. (Sitaasih, 2020) The age school base is the intellectual age or compatibility school. At this time, participant education will be relatively easier to teach than before and after because it, educator as mentor and teacher in class should carry out activity appropriate learning with the condition participant learn and accommodate the need for participant education in framework development ability.

B. Skills Literacy Write Narration

Skills writing like case skills in another language necessary owned by the participants. Skills register Already start level trained education basic. Previously, in class, Low implanted the basics note. If already strong and controlled with Correct, participant can write with good and right. Akprise in Lukman suggests that Skills writing is very complex Because it demand participant educated. To control its components, for example, using correct spelling, selecting proper vocabulary, using sentence effective, and drafting good paragraphs. (Nugraha, 2023b)

Skills writing is one type of skill that must be mastered by participants. According to Abbas's opinion skills, write is the ability to disclose ideas, opinions, and feelings to another party through Language. (Abbas, 2006) Accuracy disclosure ideas must be supported with accurate language used, vocabulary, grammatical, and spelling. Skills writing is skills pouring thoughts, views, and opinions about something, response to something statement desire, or disclosure of feelings with the use of Language writing. (Nuraini, 2023)

Write narrative is something storytelling from something incident or series of arranged events such form to give rise to reflective meanings the author. (Asih, 2016)

Skills to write narrative occupy a place important in the structure of the child's mental activity, including cognitive, emotional, sensory, and behavioral. Besides that matter, it can participate in the representation of emotions and states experienced by other people at certain so that influences the regulation of cognitive processes and mental states of participants, influence the characteristic flow of emotional and volitional processes, and gives objective planning and programming what will done in activity learn it.(Falconer et al., 2018) In writing a paragraph narrative, participants will demand combine power imagination and power, he reasoned. With so, it can be concluded that developing skills write narration and as practicing intelligence power think child. As an aspect of ability language, skill in writing narrative can improved with structured mentoring, practice systematically, and working in group.

C. Learning Models Gogreen

The Gogreen learning model is a developed learning model from the procedure Study constructivism social from Vygotsky, namely ZPD and Scaffolding with literacy-oriented themes environment or natural open by Gardner's concept. Learning models gogreen is innovation consisting of learning from A acronyms G (*grouping*), O (*organizing*), G (*growing*), R (*reading*), E (*exploring*), E (*elaborating*), and N (*narrating*). The syntax for learning with GOGREEN models to increase ability to write narrative literacy consists of seven phases: Grouping, Organizing, Growing, Reading, Exploring, Elaborating, and Narrating. (Nugraha, 2023)

The objective development of this GOGREEN learning model is to increase the ability of participants to put forward content his heart-related theme narrated narrative in written form with sign read, spelling, structure sentences, and organization proper paragraph with indicators viz as following: 1) Participants educate capable write text loaded narration orientation, complication, resolution, and coda arranged in a manner systematic; 2) participants educate capable write text narrative based on incident from time to time, explained crisp, and clear as well as the explanation detailed; 3) participants educate capable write text narrative with use sentence passive, using verbs action, and use conjunction time as well as use conjunction causal; 4) participants educate capable

write text narrative with arrangement by grammar and spelling rules in a manner good and right. (Nugraha, 2023b) As for the steps gogreen model learning is as follows:

Table 1
Learning Model Steps Gogreen

G	<i>Grouping</i>	1. Exploring participants' prior knowledge educate 2. Create study groups 3. Exchange ideas 4. Students in expressing opinions 5. Participants are educated and stimulated to respect the opinions of others.
O	<i>Organizing</i>	1. Participants learn to set strategies in groups 2. Distribution task for students 3. Participants learn to observe the environment 4. Participants learn to analyze the findings 5. Participants learn to plan solutions
G	<i>growing</i>	1. Participant students use the media in growing the topics that are made 2. Participant Students collect information from various sources related to the topic to be created 3. Participants are educated and motivated to create a topic narrative
R	<i>Reading</i>	1. Participants learn to read information 2. Participants learn to evaluate information with text to be created 3. Participant students discuss reading results related to the topic to be created 4. Students make mind <i>maps</i> with topic to be created
E	<i>exploring</i>	1. Educators and students determine the theme of the writing that will be made 2. Educators and students determine the purpose of writing the topic to be created 3. Students determine the keywords of the writing topic to be created
E	<i>Elaborating</i>	1. Students write a few explanatory sentences from the main idea in the form of a <i>mind map</i> topic-oriented 2. Students write each main idea and explanatory sentence into a paragraph that has been put forward in the form of sequential paragraphs in the form of narrative essays topic, oriented

N Narrating

1. Students read-oriented essay topics to be created and corrected with proper pronunciation and intonation.
2. Educators give appreciation in various ways
3. Students make conclusions.
4. Students plan concrete actions and implement them

D. Implementation of the Gogreen Model in Optimizing Ability Literacy Write Participant educate Elementary School

Based on the results of interviews, observation and documentation in class 5A and class 5B MIN 3 Subang kemampuan literacy write narrative participant educate using learning models gogreen develop optimally. One example essay narrative from participants familiar with mark highest can see in Figure 1 below:

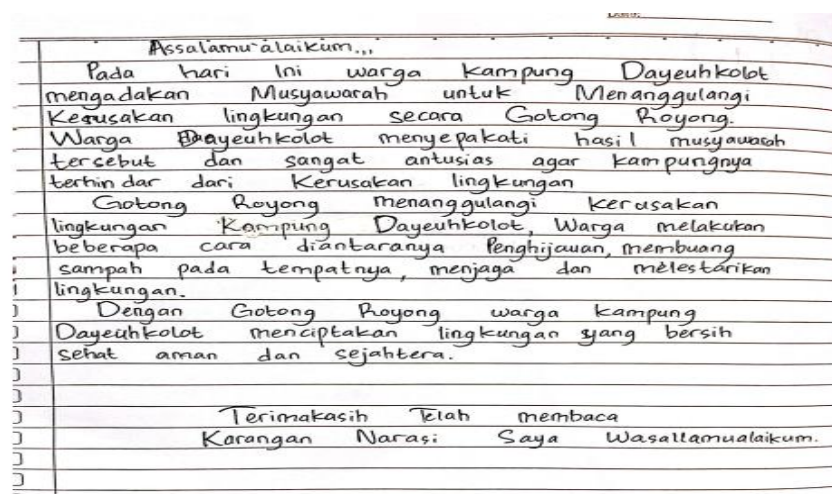


Figure 1
Essay Narration Participant educate with Highest Rated.

Essay-written narrative participants educate this by the criteria write a good narrative—content by the studied theme. Improved narrative writing skills literacy in participants students are supported by the performance of educators who always pay special attention to selecting the right form of expression as a component of writing and through personal experience. Motivation factors are also important and are considered to predict writing performance. Motivation from educators and the carrying capacity of the environment strongly support success in writing.

The Gogreen learning model is innovative in literacy learning that writes narratives on participants in elementary school and consists of seven phases, namely grouping, organizing, growing, reading, exploring, elaborating, and narrating. These phases stand for each letter on the learning model " Gogreen ." This will certainly make it easier for educators to remember the learning model's stages or syntax so that this model is appropriate for using learning models in Indonesia.

Grouping or forming groups is one of the strategies recommended for participants and students to share opinions, argue, and develop various alternative views in the effort of knowledge construction.(Chafouleas et al., 2010) Organizing in language means arranging in a system that works well, which is put into a system so it can work properly. Participant Students contain the information they get. Discussion helps organize knowledge. As a participant, educated participants to seek to understand and contribute to debate; they are strengthened by relating and containing what they know. Examples of grouping and organizing activities in class 5 MIN 3 Subang can be seen in Figure 2 below.



Figure 2
Activity *Grouping* and *Organizing*

Growing on skills in narrative writing literacy can be done by inviting participants to develop writing according to the (real) context, conditions/themes raised by educators in various contexts, and props so that the creativity of the participants students will be explored and developed. This can be done by educators inviting participants and students together to observe the environment directly around like natural and social

objects, through imagination, awaken memories and create new units. Example activities carried out can seen in Figure 3 below this.



Figure 3
Activity *growing*

Reading is an actual process, just like when someone is thinking and reasoning. The reading process involves aspects of thinking such as remembering, understanding, discriminating, comparing, finding, analyzing, organizing, and ultimately applying what is contained in the reading. (Kucer, 2021) Activity reading This participant was educated not only in class However can in various places by training previously done eg outside class. Example activities can seen in Figure 4 below this.



Figure 4
Activity *Reading*

Exploration Activities in the model Gogreen involves participants' students in learning new things related to the previous topic or something completely new to the participant's education.(Kucer, 2021) The exploring step in this model can be done by inviting participants to analyze the material collected to select only the necessary and

significant details, which are indicated by the point of view as topic boundaries. Elaborating on this model, educators and participant students develop an important dimension of literacy competence, namely practicing how to find, distinguish, and use information, which also includes the ability to determine and use various types of sources to search, collect, and process information. (Popic, 2020) In this case, learning can be done in multiple places, contexts, and settings. Narrating in this model can be done by inviting participants and students to express oral and written arguments in a way that is convincing and appropriate to the context. In this case, educators can also evaluate the results of participant narrative writing students and find the difficulties students learn while writing. Example activity This can seen in Figure 5 below this.



Figure 5
Activity Presenting Activity Results

Various learning model stages gogreen done participant educate with guidance educator. This is what causes motivation. Study participants become stimulated Because of different activities in learning to write a narrative using the learning model step gogreen. This is interesting Because done outside the room and close to problems that occur in the environment around the participants educate.

Based on the findings above, it can be concluded that participant students in class 5 MIN 3 Subang are optimal, namely seen from participant education. Already carry out the whole tapan gogreen model. The stages carried out in optimizing the ability write a narrative using the gogreen model this that is as follows: 1) *grouping*, i.e., participant educate in shape become several groups; 2) *organizing*, i.e., participant educate and

strategize together the group For see problem and search solution on topic narration to be made; 3) *growing*, i.e., grow interest and love related topic created narrative with method look for reference; 4) *reading*, i.e., read material from topic narrative to be made; 5) *exploring*, i.e., participant educate explore knowledge and keywords topic narration to be made; 6) *elaborating*, i.e., participant educate make product topic narrative then developed become essay narration; and 7) *narration* that is participant educate tell a story through topic-oriented writing narration to be created.

Based on stages and findings related to learning models, gogreen is optimal for increased ability to write literacy narration. The use of model learning introduced writing narrative in accordance with the ability of participant education and the environment surrounding. Learning models gogreen can interpreted as a learning innovation designed by educators, whose learning is fun and purposeful for facilitating participant education to build knowledge alone in the framework for the change process behavior to more direction fine accordingly with potential and capabilities participant educate.

CONCLUSION

Success implementation of learning models is basically no regardless of ability of educator to plan a better learning program. Principle This means that although the idea is a deep learning model that's very good for the enhancement competence of participant learning, no planning good learning created and developed by educators. There is something climate learning writes an appropriate script with a learning model concept. From the results, the study obtained that the gogreen model can increase the ability to write narration. A learning model is a gogreen. This is a learning model for introducing the to participant educate related desire participant educate in writing narration. Learning models This can interpreted as a learning innovation designed by educators, whose nature is fun and purposeful for facilitating participant education, building knowledge Alone in the framework for the change process behavior to more direction fine, accordingly with potential and differences. Research results use of learning models gogreen optimized for increase ability write narrative participant students in class 5 MIN 3 Subang.

REFERENCES

- Abbas. (2006). *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*. Departemen Pendidikan Nasional.
- Anggraini, L. W., & Rahmawati, L. E. (2023). Peningkatan Literasi Membaca dan Menulis bagi Siswa Sekolah Dasar Melalui Kegiatan Lakusi (Latihan Khusus Literasi). *Jurnal Ilmiah Kampus Mengajar*, 3(1), 60–70.
- Arif, M., Munfa'ati, K., & Winarti, A. G. (2022). Peran Guru Kelas Dalam Menumbuhkan Minat Literasi Menulis Pada Siswa Di Madrasah Ibtidaiyah Nurul Huda Sedenganmijen Krian Jawa Timur. *Jurnal Ilmiah Didaktika*, 22(1), 187–209.
- Asih. (2016). *Strategi Pembelajaran Bahasa Indonesia*. Pustaka Setia.
- Chafouleas, S. M., Volpe, R. J., Gresham, F. M., & Cook, C. R. (2010). School-based behavioral assessment within problem-solving models: Current status and future directions. *School Psychology Review*, 39(3), 343–349.
- Fahrianur, Monica, R., & Wawan, K. (2023). Implementasi Literasi di Sekolah Dasar. *Journal of Student Research(JSRI)*, 1(1).
- Falconer, E. G., Cropley, D. H., & Dollard, M. F. (2018). An exploration of creativity in primary school children. *International Journal of Creativity and Problem Solving*, 28(2), 7–25.
- Khotimah, K., Akbar, S., & Sa'dijah, C. (2018). Pelaksanaan Gerakan Literasi Sekolah. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(11).
- Kucer, S. B. (2021). The Reading Processes. *Dimensions of Literacy*, 3(2). <https://doi.org/10.4324/9781410611536-13>
- Kusripinah, R. R. E., & Subrata, H. (2022). Penerapan Model Pembelajaran Untuk Meningkatkan Literasi Baca Tulis: Literature Review. *Pionir: Jurnal Pendidikan*, 11(2).
- Muryanti, T. (2022). Peningkatan Literasi Menulis Gegurita Melalui Metode 3M Berbantuan Karikatur Berkarakter. *Gema Wiralodra*, 13(2), 467–487.
- Nugraha, L. (2023a). *Model Pembelajaran GOGREEN Berbasis Literasi Lingkungan*. Universitas Pendidikan Indonesia.
- Nugraha, L. (2023b). *Pengembangan Model Pembelajaran Gogreen Untuk Meningkatkan*

Kemampuan Menulis Narasi Literasi Lingkungan Siswa Sekolah Dasar/Madrasah Ibtidaiyah. Universitas Pendidikan Indonesia.

Nuraini. (2023). Dampak Pembelajaran Pendidikan Agama Islam di Sekolah Inklusi dan Sekolah Luar Biasa. *Adiba: Journal of Education*, 3(1), 129–140.

Popic. (2020). Understanding and Applying Writing Strategies in Third Cycle of Primary School. *International Journal of Instruction*, 3(4).
<https://doi.org/10.29333/IJI.2021.14157A>

Rohman, S. (2017). Membangun Budaya Membaca Pada Anak Melalui Program Gerakan Literasi Sekolah. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, 4(1), 151–174.

Rosdiana, A., & Widiyono, A. (2022). Gerakan Literasi Menulis Berbasis Digital Bagi Guru-Guru Se-Kabupaten Jepara. *Jurnal Madaniya*, 3(3).

Silitonga, R., Istiningsih, D., & Djerumpun, E. (2023). Potensi Literasi Membaca dan Menulis sebagai Peningkatan Prestasi Akademik di Lingkungan STAKPN-Sentani. *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra*, 9(3), 173182.

Sitaasih, D. . (2020). Supervisi Akademik untuk Meningkatkan Kompetensi Guru Dalam Proses Pembelajaran di SD. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 241–247.
<https://doi.org/10.23887/jisd.v4i2.25461>

Ubabuddin. (2019). Hakikat Belajar Dan Pembelajaran Di Sekolah Dasar. *Journal Edukatif*, 1(1), 18–27. <https://doi.org/10.37567/jie.v5i1.53>

Yestiani, D. K., & Zahwa, N. (2020). Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar. *Fondatia : Jurnal Pendidikan Dasar*, 4(1), 41–47.
<https://ejournal.stitpn.ac.id/index.php/fondatia%0A>

Z, F. Y., & Hendriani, S. (2023). Strategi Kepala Sekolah dalam Menumbuhkan Budaya Literasi Menulis di SD Negeri 04 Sarilamak. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(1).

Zainuddin, M., & Saifudin, A. (2022). Pengembangan Big Book Dengan Model TPACK Dalam Meningkatkan Kemampuan Literasi Menulis Anak SD. *BRILLANT: Jurnal Riset Dan Konseptual*, 7(3).