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Improving Reading Comprehension Skill through the School Literacy Movement for Children with Learning Difficulties

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ABSTRACT

One of the obstacles faced by children with learning difficulties is the low level of reading comprehension. This problem was found in elementary school, Indonesia, children who have learning difficulties have a low level of understanding. The purpose of this study was to determine the effect of the school literacy movement in improving the reading comprehension skills of children with learning difficulties. The method in this study using quantitative research. From the results, there are still some students who do not know the school literacy movement. Students' understanding of the literacy movement towards reading texts can be improved by providing interesting and illustrated reading texts online using the Zoom Meeting application with educators. The results of the research showed that the post-test value was 61.9% greater than the pre-test value of 47.6%, so the difference was 14.3%. Therefore, we can improve students' reading comprehension skills in school literacy activities.

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1. INTRODUCTION

Reading is an ability that must be possessed by children because through reading children can learn a lot about various fields of study. Therefore, reading is a skill that must be taught since children enter elementary school (Mas, 2020). Every child has the same rights in getting a proper education, one of which is understanding a reading. Reading literal comprehension is included in the reading process which understands the information contained in the reading, if in understanding the information contained in the story the child cannot or is still in doubt then it can be one of the triggers for the child to be difficult to understand (Marlina, 2014).

Many studies that discuss the application of literacy state that there is a simultaneous effect of the implementation of the School Literacy Movement on reading interest and reading comprehension abilities of fifth graders of SD Cluster II North Kuta. (Anjani et al., 2019). Another study regarding the direction of the relationship between the school literacy movement and students' reading skills was positive because the R value was positive. That is, if the literacy movement schools increase, the students' reading ability will also increase, and vice versa (Wulandari & Haryadi, 2020). Another study conducted in the school literacy movement had a significant effect on students' reading habits. This can be seen from the results of the questionnaire with an average value of 63.27 from the answers to the questionnaire about students' reading habits, the average score is 57.98 (Vitaloka et al., 2020). In line with previous research, there is a significant influence of the School Literacy Movement on reading interest and Indonesian language learning outcomes in fourth grade students of elementary School Denpasar in the 2019/2020 academic year (Rusniasa et al., 2021). This research discusses the use of reading angles in increasing students' interest in reading, the impact of using reading angles, and factors that utilize the use of reading angles. The results obtained from the research analysis of the articles used done with habituation (Pradana, 2020).

Based on previous research, there are not too many studies that discuss the school literacy movement on the reading comprehension ability of children with learning disabilities. Therefore, the authors conducted a study with the aim of knowing an increase in the reading comprehension ability of children in the school literacy movement on the reading comprehension ability of children with learning disabilities. This study uses a quantitative approach using a pre-experimental method in the form of a one-group pre-test-post-test design. The results of the study were analysed using descriptive statistics by comparing the average value of the pre-test with the post-test. The results showed an increase after being given mentoring and interesting reading materials.

2. THEORITICAL FRAMEWORK

2.1. School literacy movement

The School Literacy Movement is social movement with support collaborative elements. Efforts that taken to make it happen in the form of reading habit of students. This habituation is carried out with activities 15 minutes of reading (Teguh, 2020). The School Literacy Movement is a is a business or activity that is participatory by involving school members (students, teachers, principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media, community (community leaders who can represent exemplary, world businesses, etc.), and stakeholders in under the coordination of the Directorate General Primary and Secondary Education Ministry of Education and Culture (Wandasari, 2017).

Literacy is more than just reading and writing, but includes thinking skills using sources of knowledge in the form of print, visual, digital, and audio. The following is the stage of the School Literacy Movement.

- (i) Stage 1: Getting used to activities fun reading on school ecosystem. This habit aims to generate interest to reading and to activities reading in the school community.
- (ii) 2nd stage: Interest development read to improve skills literacy. Develop, reading comprehension skills and relate it to experience personal, critical thinking, and processing communication skills
- (iii) Stage 3: Implementation of learning literacy based. Develop skills, understand the text and relate it with personal experience, think critical, and cultivate abilities creative communication through activities responding to book texts reading (Teguh, 2020).

2.2. Children with learning difficulties

Learning difficulties can be classified into two groups, namely: developmental learning disabilities and academic learning disabilities. Learning difficulties related to development include motor and perceptual disturbances, memory, attention, language, and thinking. Academic learning difficulties refer to failures in achieving academic achievements that are not in accordance with the expected capacity. These failures include mastery of skills in reading, writing, and mathematics (Widiastuti, 2019).

Children with special needs are children who are considered to have abnormalities, deviations from the average condition of normal children in general, in terms of physical, mental, and social behavior characteristics, or children who are different from the general average, due to problems in thinking, vision, hearing, socialization, and movement. Children who have learning difficulties are children who have normal intelligence, but show one or more important deficiencies in the learning process. Learning difficulties are a symptom that appears in children marked by low achievement or learning outcomes and being below the established norms. Learning difficulties are a group of difficulties that are manifested in the form of real difficulties in the proficiency and use of listening, speaking, reading, writing, reasoning, or mathematical abilities (Novembli *et al.*, 2015).

2.3. Reading comprehension skills

Reading comprehension ability is a demanding process readers to understand the group of words written is a unit. Students' abilities have understanding in reading understanding is one factor important for success learn learning materials (Daro'aeni, 2013). Reading ability is an ability to understand information or discourse conveyed by other parties through writing. So it can also be said that the ability to read is one of the fundamental goals in educational attainment at the elementary level. Most of the learning activities are reading activities. Even reading activities can be likened to opening a window to the world that has a big role in increasing self-potential (Setyowati, 2019).

2.4. Mentoring-based training

Mentoring-based training is an activity to increase competence trainees with the assistance of a mentor during the training. The assistance is carried out by providing instructions, directions or guidance to training participants so that they understand the training material well and able to complete the tasks that must be completed during the participants follow training. In mentoring-based training activities, dynamic interactions occur between the training participants and the accompanying instructor to work together face

various challenges. One factor that is often overlooked in programs Innovative learning development training is mentoring. Development mentoring-based innovative learning models will be much more effective than training in large quantities in the form of unaccompanied briefing (Rahayu & Firmansayah, 2019).

3. METHODS

3.1. Subject and assessment

This study focuses on assisting the inclusive school literacy movement in understanding the contents of reading texts for children with learning difficulties. The participants were one female student and one male student who had learning difficulties from one of the IT Inclusion Elementary Schools, Damar Mas, and West Java, Indonesia. Participants consisted of 4 female students and 6 male students. Information about students' adaptability to classroom learning was obtained from interviews with teachers. In addition, the analysis of student capacity is carried out by: analysing all the information obtained and identified by using a yes or no statement. In this study, the students' ability level was evaluated by giving 10 questions. After getting the information, the overall data is calculated by the average percentage of each answer to the question posed.

3.2. Mentoring-based training procedures

Training-based mentoring procedures, the mentoring procedure consists of 2 sessions at application WhatsApp group and zoom meeting. In session 1, students learned the importance of the ability to read story scripts. In session 2, students learn to understand the content of the story script using training-based mentoring methods. A companion accompanies students when reading the story script, and students' understanding of the content of the story script with pre-test and post-test at google form.

4. RESULT AND DISCUSSION

4.1 Student demographics

There are known learning barrier abilities such as reading, counting, inferring, and answering questions. The development of students' intellectual abilities can be used as the basis for carrying out the tutoring process. Learning difficulties are a group of difficulties manifested in the form of real difficulties in the proficiency and use of listening, speaking, reading, writing, reasoning, or math skills (Novembli et al., 2015). In addition, these nine students had the same problem in reading the story script, understanding the content of the story and concluding with their own opinion and one student who suffered from dyslexia. According to teacher interviews, students with special needs are due to genetics or heredity, but these students are better than their siblings.

4.2 Phenomena in the learning process

This training-based mentoring method is adapted to its needs with the intent and purpose of students being able to read story texts and understand the contents of story texts. From the data obtained, it was found that some students had difficulty in understanding the reading text.

The stages of learning carried out are as follows:

- (i) In the first session, students were less enthusiastic and unable to understand the reading text as well as understanding the literacy movement.
- (ii) In the second session, students seemed more enthusiastic, students' understanding of the literacy movement and understanding the contents of the reading text.

- (iii) in the third session, the delivery of students' understanding of the reading text
- (iv) Evaluation of students' ability level is given after the mentoring process.

The results showed that the ability to read using literacy learning aids can be applied to students with slow learning disorders. The ability to read is one of the fundamental goals in achieving education at the elementary level (Setyowati, 2019). Implementation of literacy-based learning. Develop skills, understand texts and relate them to personal experiences, think critically, and cultivate creative communication skills through activities responding to reading text books (Teguh, 2020). In accordance with the Mentoring is carried out by providing instructions, directions or guidance to the training participants so that they understand the training material well and are able to complete the tasks that must be completed as long as the participants attend the training.

4.3 Analysis of research data

Table 1 explain the questions that have been asked pre-test and post-test. The first questionnaire that was made was a pre-test questionnaire. Making this questionnaire distributed to elementary school students, containing 10 questions for literacy comprehension and daily reading activities. After that, we will provide reading materials through power point. After explaining the material, we redistributed the questionnaire with the same questions, namely in the post-test questionnaire to students with the aim of understanding the contents of the reading material.

There are several point from these result:

- (i) For question number one the result increased by 10%, when the material was literacy movement.
- (ii) For question number two the results increased by 30%, when understanding the literacy movement.
- (iii) For question number three the result is the most increasing among other numbers by 40%, delivered material about the difference between literacy and reading.
- (iv) For question number four the results increased by 40%, after being given reading material for every day.
- (v) For question number five the results increased by 10%, when given reading comprehension guidance.
- (vi) For question number six the results increase by 20% after guidance on reading comprehension.
- (vii) For question number seven the results increased by 20%, after being given to be able to spend time reading.
- (viii) For question number eight the result slightly increased by 10%, when given guidance after reading to help understand the reading.
- (ix) For question number nine the result increased by 20%, after being given an invitation to read.
- (x) For question number ten the results increase by 10%, after being given an understanding of the literacy movement.

Table 1. Students' pre-test and post-test result.

Number	Question	Pre-test	Post-test	Gain
1.	Do you know the literacy movement?	70%	80%	10%
2.	Do you know the definition of literacy movement?	30%	60%	30%
3.	Do you know the difference between literacy and reading?	20%	60%	40%
4.	Have you done the literacy movement today?	30%	70%	40%
5.	Do you understand the story you read?	60%	70%	10%
6.	After you understand, can you retell the story you read?	40%	60%	20%
7.	Do you like to take 15 minutes to read?	50%	70%	20%
8.	Do you have difficulty reading?	20%	10%	10%
9.	Do you like to read?	40%	60%	20%
10.	Are you interested in doing this literacy movement?	90%	100%	10%

The literacy movement on students' reading comprehension resulted in an increase in students' knowledge of 20%. Increase knowledge because students have been given guidance and interesting reading materials. In accordance with mentoring activities will increase the competence of students' abilities (Rahayu & Firmansyah, 2019). The results of this study are dyslexic and slow learners become enthusiastic about reading and have somewhat less interest in reading. In addition, when students retell the story they read, the two students can retell it with a longer time to answer. Reading activities can be likened to opening a window to the world which plays a major role in increasing self-potential (Setyowati, 2019). In addition, the results of the pre-test and post-test showed differences.

The differences that occur indicate that students' interest has increased slightly like students in general. Reading stories is not yet smooth, but they have a high desire to participate in this activity. The results of this study are in accordance with previous studies which explained that this activity had an impact on increasing reading interest and reading comprehension. In improving reading skills and understanding the contents of reading stories.

5. CONCLUSION

The conclusion of this study is that there are still some students who do not understand the meaning of reading. The results showed that the average post-test score students 64% greater than the average pre-test score of 45%, so the difference is 19%. Therefore, the ability to read can improve the understanding of children with learning disabilities. Children's understanding can be improved by increasing reading comprehension competence through literacy movement assistance. The use of online learning media can facilitate guidance through zoom meetings, WhatsApp, and google forms to carry out remote learning and mentoring programs.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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