



Implementing Literacy Program for Improving Reading Ability of Elementary School Students

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Abstract

This research is motivated by a lack of students' understanding OF punctuation, as well as a lack of character in students in the school environment, especially in the learning process. Thus, a program that can improve reading skills in MI Assuniyah 03 Losari-Lor was needed through the implementation of a literacy program. The purpose of this study is to determine the implementation of literacy program, the results of literacy programs and supporting and inhibiting factors for the implementation of literacy programs in improving reading skills of third grade students at MI Assuniyah 03 Losari-Lor. This research is a qualitative research with descriptive method. Data collection techniques used were interview, observation, and documentation techniques. The ensure validity of this research data, source triangulation, triangulation technique and extended observation triangulation were used. Meanwhile the results of the research data were analyzed using data collection, data reduction, data display and withdrawal/conclusion. The results obtained in this study showed that literacy program was very important for students in MI Assuniyah 03 Losari-lor in improving reading skills. The literacy activities included: (1) silent reading, guided reading, independent reading and reading together (2) There were efforts to create facilities and a rich literacy environment with reading areas, libraries, reading corners in each class, 15 minutes reading before entering class (3) Obstacles in the implementation of literacy programs were related to time and attitudes of students.

Keywords:: Implementation; Literacy Program; Reading Ability.

Abstrak

Penelitian ini dilatar belakangi oleh kurangnya siswa dalam memahami tanda baca, serta kurangnya budi pekerti siswa di lingkungan sekolah khususnya pada proses pembelajaran, sehingga perlu diadakan sebuah program yang dapat meningkatkan kemampuan membaca siswa di MI Assuniyah 03 Losari-Lor yaitu melalui implementasi program literasi. Tujuan penelitian ini adalah untuk mengetahui implementasi program literasi, hasil dari program literasi dan faktor pendukung dan penghambat implementasi program literasi dalam meningkatkan kemampuan membaca siswa kelas III di MI Assuniyah 03 Losari-Lor. Penelitian ini merupakan penelitian kualitatif dengan metode deskriptif. Teknik pengumpulan data yang digunakan adalah teknik wawancara, observasi dan dokumentasi. Keabsahan data penelitian ini menggunakan triangulasi sumber, triangulasi teknik dan triangulasi perpanjang pengamatan. Sementara itu data hasil penelitian di analisis menggunakan pengumpulan data, reduksi data, display data dan penarikan/kesimpulan. Hasil yang diperoleh dalam penelitian ini, membuktikan bahwa program literasi sangat penting bagi siswa-siswi di MI Assuniyah 03 Losari-lor dalam meningkatkan kemampuan membaca. Kegiatan literasi tersebut meliputi: (1) membaca senyap, membaca terbimbing, membaca mandiri dan membaca bersama (2) Terdapat upaya menciptakan sarana dan lingkungan kaya literasi dengan adanya area baca, perpustakaan, sudut baca di setiap kelas, di berlakukannya wajib baca 15 menit sebelum masuk kelas (3) Hambatan dalam pelaksanaan program literasi berupa waktu dan karakter siswa.

Kata Kunci: Implementasi; Program Literasi; Kemampuan Membaca.

INTRODUCTION

According to (Tarigan, 2015) explains that reading is one of the steps that will determine the success or failure of the expected teaching and learning process. By reading means we translate, interpret signs or symbols in a language that is understood by

the reader. The concept of education adopted in our country is the concept of lifelong education. This is in line with the opinion (Gumono, 2015) that reading is the obligation of every human being to always learn from birth to the end of his life, an advanced society can be supported by a reading culture

and all knowledge acquired is impossible to obtain without reading, therefore reading culture need to be developed early.

Literacy in schools has also been widely applied in various schools, through various activities/programs that have been implemented, although there may still be many obstacles faced. According to (Ruhena, 2008) explaining that reading is one of the keys to writing. Every time we read, whether we read books or signs of the greatness of Allah in the universe, when it is processed in the brain, we are basically writing. Writing down what is going on in the brain, besides being fun, makes the brain fresh and healthy too. The need for literacy in this global era requires the government to facilitate education systems and services.

According to (Eruin, 2017) explaining that this literacy program is very important because it includes efforts to develop human potential which includes intellectual, emotional, language, aesthetic, social, spiritual intelligence, with adaptability to the development of technology and information flows. According to Ariani, 2018 explaining that low literacy results in low understanding and conversely high literacy skills cause a person's understanding ability is high. According to (Rahim, 2018) Explaining that Indonesia is listed as one of the countries that has succeeded in reducing the illiteracy rate. However, at this time literacy is not only interpreted as literacy, but also discourse proficiency.

According to (Dalman, 2017) explaining that the times have affected the school environment, many students found that interest in reading and writing had begun to decrease, one of which was caused by a lack of getting used to reading, so the impact on student achievement in the school was also reduced. So that several school principals made a breakthrough by implementing a literacy program to restore students' interest in reading and writing in their respective schools. According to (Abidin, 2008) explains that reading literacy is a reading activity that requires the ability to analyze and synthesize information so that the resulting

understanding has a complex meaning structure.

Based on the results of previous research conducted by (Nurjaya, 2017) stated that the implementation of the literacy program at SD 01 Singaraja has differences with research that has been carried out, this research focuses on the Implementation of the Policy for the School Literacy Movement at the Lukman Al Hakim International Islamic Elementary School with using qualitative research

Based on the results of previous research conducted by (Layli, 2015) in his research entitled the role of implementing literacy programs in elementary schools through optimizing libraries in public elementary schools in Surabaya. The research results obtained are as follows: Information literacy has a significant role in realizing someone to be information literate. This study discusses "Implementation of Literacy Activities at Al Zahra Indonesia Elementary School in Pamulang.

Based on the results of a previous study conducted by (Widya, 2017) in his research entitled The Effect of the School Literacy Movement Program on Students' Reading Interest at the Muhammadiyah An-Najah Integrated Islamic Elementary School, Jatinom Klaten in 2017. The results obtained are as follows; There is a significant influence on the influence of the Literacy Movement Program on Students' Reading Interest in An-Najah Muhammadiyah Elementary School, Jatinom Klaten, 0.302 or 30.2%, the remaining 69.8% is influenced by other factors that were not examined in this study.

Based on the results of research conducted by researchers in this literacy program, it is hoped that they will be able to restore students' interest in reading and writing as has been done by the principal at MI Assuniyah 03 Losari-Lor but in the implementation of literacy that has been implemented it is still not successful enough so that the literacy program is continued. with various developments. Based on the researcher's observations, the conditions at MI Assuniyah 03 Losari-Lor have problems in reading skills in lower grade students. Based on observations made by observing the

learning process, the low reading comprehension ability of students occurs when students read and understand readings.

At MI Assuniyah 03 Losari-Lor, students' reading ability is still low, because students are not serious in doing reading activities and the competencies that teachers have are not fully implemented. Students on average still joke and chat when carrying out reading and learning activities. In addition, the role of students in the learning process tends to be passive. Even though teachers have used various methods and learning models for students, the reading ability scores of grade I, II and III students are still low in reading.

The problem that exists is that there are still many low-grade students who cannot read, for class I and class II on average there are still many who cannot read because they are still in the beginner stage, but in class III, which is no longer called the beginner stage, they should be able to read but there are still many who can not read. The teacher's role is endless to continue to encourage and motivate students to always be enthusiastic in learning so that they can read. Now it turns out that at MI Assuniyyah there is a special program, namely the literacy program and this program is usually carried out outside the teaching and learning process.

METHOD

This research is a qualitative research with descriptive method. The sampling technique in this research is snowball sampling. The subjects of this study amounted to 21 people, namely: 1 person vice principal, 1 class III A teacher and 1 class III B teacher, and 18 students. The data collection method used for the two variables, namely the literacy program and the reading ability of third grade students is participant observation. This study aims to obtain data on improving the reading ability of third grade students at MI Assuniyah 03 losari-Lor. school, in-depth interviews with the deputy principal, class III A and III B teachers, and documentation of literacy program activities in improving the reading ability of class III students at MI Assuniyah 03 Losari-Lor. Meanwhile, the

research data were analyzed using data collection,

Name of activity	Execution time	Place of execution
Fifteen Minutes Reading	Every day	Each Student's Home
Managing the reading corner	Every day	Classroom
One student one book	Once in a year	Library
Must visit library	Once a week	Library
Reading stories	Once in two weeks	Schoolyard
One Hour Must Read	Once a week	Library
Literacy Ambassador	Once in a semester	Schoolyard

The place of implementation of this research is MI Assuniyah 03 Losari-Lor, Cirebon Regency, whose full address is at Jl. Soekarno-Hatta No. 26, Mulyasari Village, Losari District, Cirebon Regency, West Java Province, Postal code 45192. The research time required to carry out this research is approximately 3 months starting from February to April 2019.

RESULTS AND DISCUSSION

1. Implementation of the Literacy Program in Improving the Reading Ability of MI Assuniyah 03 Students Losari-Lor.

According to the results of interviews with the deputy principal, it was explained that MI Assuniyah 03 Losari-lor is one of the schools that has implemented a school literacy program. The following will describe how the implementation of the literacy program that has been implemented at MI Assuniyah 03 Losari-Lor will be described. MI Assuniyah 03 Losari-lor has started implementing the literacy program since the beginning of the 2017-2019 school year. Prior to the implementation of the program, the school, led by the principal, began to make improvements to the facilities and curriculum. implementation of literacy programs in improving the reading ability of grade III students in MI Assuniyah 03 Losari-Lor. In reading activities students read silently for 15 minutes before learning begins. Reading

activities are carried out on Mondays, Wednesdays and Saturdays.

However, there are some classes that do not carry out these activities every day. In class I and class II. Class III is held every Monday, Wednesday and Saturday. In reading activities, not all school members participate in reading books, only students read books while the teacher accompanies students in their respective classes while other school members carry out their respective duties and responsibilities. To support the implementation of the literacy program, MI Assuniyah 03 Losari-Lor seeks to create an environment that is rich in literacy.

The existing facilities and facilities at MI Assuniyah 03 Losari-Lor as support for the literacy program include a library, classroom library or classroom reading corner, reading area, knowledge stalls in the form of shelves to put reading books, books, and many reading campaigns in the form of slogans were hung in front of each class and posted in every class. In addition to facilities and slogans and reading campaigns, to create a literacy-rich environment, classroom teachers strive to create text-rich classrooms.

There are text-rich materials in the lower grades at MI Assuniyah 03 Losari-Lor which include examples of letters, wishing trees, pictures of weapons, photos of activities, student writings pasted on steroform, names of animals, pictures of means of transportation, word boards, structures. class, lesson schedule and picket schedule, school vision and mission in each class there are posters about reading, writing, listening and telling stories and in front of the class there are reading slogans. In the literacy program at MI Assuniyah 03 Losari-Lor there is no assessment. Assessment is integrated in learning. In addition, there is a reward for students who are able to read the most books in the class. Rewards are intended to motivate students to have a passion for reading.

There are two obstacles that hinder the implementation of the literacy program at Mi Assuniyah 03 Losari-Lor, namely the first obstacle is the lack of special library staff and the second obstacle is the lack of representation of the library (reading room).

In addition, there are students who are passive in class which hinder the literacy program.

According to (Nurdiyanti, 2010) explained that literacy is a language ability which includes reading skills possessed by a person to be used for himself and for activities in society. The kinds of literacy are: media literacy, technological literacy, economic literacy, information literacy and moral literacy. (Suryaman, 2015) explained that reading literacy is said to be a thinking process, meaning that reading is a process of translating written symbols which includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding by (Sihabudin, 2009). It can be concluded that reading literacy is a process to understand the words or written language used by readers to get the message to be conveyed.

2. Literacy Program Activities in Improving Reading Ability of MI Assuniyah Students 03 Losari-Lor

Reading literacy program activities at MI Assuniyah 03 Losari-Lor are considered important for MI Assuniyah 03 Losari-Lor, according to (Yulisa, 2017) explained that literacy has great benefits for students, especially if literacy becomes a culture that is accustomed and developed in schools. This is as the researchers have asked the class III A and class III B teachers, as well as the deputy principal. In addition to creating a reading culture, there are several other activities at MI Assuniyah 03 Losari-Lor. These activities include reading, namely reading in spare time in the reading corner, reading non-lesson books before the lesson begins, reading for 30 minutes in the corner of the madrasa and followed by a discussion about literacy.

The results of the process of literacy program activities in improving students' reading skills at MI Assuniyah 03 Losari-Lor especially for third grade students, students can retell the contents of the book briefly. The student response to the school literacy program was quite good and all students participated in the program even though at the time of the activity there were still students doing other activities other than those

instructed by the teacher at the time of the activity.

According to (Yaumi Reza, 2013) explains that one form of literacy activity in Indonesia is the School Literacy Program. This School Literacy Program aims to increase students' interest in reading and develop students' character. For this reason, the government issued a policy so that every school implemented the program. Through literacy activities, it can increase students' interest in reading and also increase students' knowledge at MI Assuniyah 03 Losari-Lor.

According to the results of interviews with the vice principal, class III A teachers, class III B teachers and class III students, this activity aims to improve students' reading, and develop students' character. The results of the literacy program activities in improving students' reading skills at MI Assuniyah 03 Losari-Lor, especially class III students, namely class III students at MI Assuniyah 03 Losari-Lor, namely class III students can recognize punctuation marks well, experiencing an increase in the level of courage of class students III to appear reading in front of their friends and after the literacy program in improving reading skills, third grade students experienced a very large increase, for example before this literacy program third grade students were only used to reading within 5 minutes,

3. Supporting and Inhibiting Factors of Implementation of Literacy Programs in Improving Reading Ability of MI Assuniyah 03 Students Losari-Lor

According to (Abbas, 2015) explained that in designing an activity program, of course, he had gone through various planning preparations, but the implementation of the planned program was inseparable from various factors that could support or hinder the implementation of the program. According to interviews with the vice principal, grade III A teachers, grade III B teachers and grade III students, literacy activities carried out at MI Assuniyah 03 Losari-Lor, especially those carried out in high grades are also inseparable from factors that can support or hinder. The factors that

can support and hinder the literacy culture that is packaged in the Literacy Activities at MI Assuniyah 03 Losari-Lor are: according to the deputy principal, the obstacle to the implementation of literacy is the lack of references in the school library.

In addition, class III A and class III B teachers at MI Assuniyah 03 Losari-Lor must also be able to carry out reading literacy learning based on the concept of integrative and differentiated learning. Another important thing that teachers should pay attention to is the use of challenging multimodal texts and ICT media during the reading literacy learning process.

There are several parents who support the literacy program at MI Assuniyah 03 Losari-Lor. The role of parents is concerned with increasing children's interest in reading by donating reading books. With the establishment of cooperation between schools and parents who synergize with each other, it is hoped that a school culture that is rich in literacy can be realized. Then with the availability of reading corners in the classroom, complete books, apart from textbooks, are supporting factors for the implementation of the school literacy program. Every Monday, Wednesday and Saturday, third grade students borrow books in the library, the most borrowed books include story or fairy tale books, and the number of borrowed books is 1 book and there are 2 books with a maximum loan amount of 2 books. .

The inhibiting factors found in implementing the school literacy program at MI Assuniyah 03 Losari-Lor especially in class III, the researchers concluded that the inhibiting factors found were that there were still many students who were not fluent in reading and could not understand their special punctuation marks in class III, limitations the time of reading habits that cut off from other lessons, the lack of teacher involvement in participating in literacy activities, the lack of control from the leadership, so that there has been no follow-up on literacy activities that are felt to be lacking, there are parents who do not like to buy books, and in line with the

statement from the guardian teacher. class III class.

CONCLUSION

Literacy activities at MI Assuniyah 03 Losari-Lor have been implemented with student reading activities preserved in each class at the habituation stage. The literacy activities at MI Assuniyah 03 losari-lor include reading non-lesson books, reading in the reading corner, reading silently, reading independently and reading together as well as discussing and writing poetry. Some of these activities develop all literacy skills, but the development of literacy skills prioritizes reading skills. The results of the literacy program activities in improving students' reading skills at MI Assuniyah 03 Losari-Lor, especially third grade students, namely third grade students at MI Assuniyah 03 Losari-Lor, namely third grade students are able to understand ideas, main ideas from reading, draw conclusions in stories, convey the content of the story in their own language, able to understand the meaning of words and terms in reading books, and understand punctuation well. The supporting factors for the literacy program at MI Assuniyah 03 Losari-lor are the role of parents, the availability of reading corners in class, complete books. The inhibiting factors include: the lack of a representative library (reading room) at MI Assuniyah 03 Losari-Lor, the incoherence of the school literacy program team, lack of motivation both from students and from outside students, inadequate infrastructure facilities, there are parents who are not likes to buy books for her children, limited time to get used to reading which cuts off from other lessons. availability of reading corners in class, complete books. The inhibiting factors include: the lack of a representative library (reading room) at MI Assuniyah 03 Losari-Lor, the incoherence of the school literacy program team, lack of motivation both from students and from outside students, inadequate infrastructure facilities, there are parents who are not likes to buy books for her children, limited time to get used to reading which cuts off from other lessons. availability of reading corners in

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