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Analysis of Educational Problems: An Effort to Increase Knowledge and Skills through Student Engagement Strategies in Reading

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ABSTRACT

Reading and writing are two skills that are the main factors in literacy. Reading is included in the realm of knowledge, and writing is in the realm of skills which are two things that are very closely related. However, in this case the word reading does not only race against books, but students are able to read all problems in learning and situations that occur which aim to improve their thinking skills and have a sense of sympathy for problems that occur in their environment and outside their environment. Many persons with disabilities also do not have the opportunity to learn like other children because they are still isolated so they are reluctant to go to school. This research aims to explore the literacy skills of students, especially in the problems that occur in their environment, both outside their environment. The problems seen are students with disabilities in getting learning opportunities, then the models and methods that need to be used to avoid student learning difficulties, as well as the educational conditions of students living in rural areas. The method used is a research & development. The results showed that students with disabilities were still low in getting learning opportunities because there were external and internal factors that hindered them. Then the models and methods in learning are very varied at this time, and have been widely applied in schools and decreased levels of student learning difficulties. And the quality of education in rural areas is currently largely running and

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implemented, but the facilities and infrastructure are lacking and it hinders the quality of education in rural areas.

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1. INTRODUCTION

Education plays a crucial role in preparing human resources for future life because education is one of the indicators in determining the human development index of a country. In Indonesia, education has evolved over time in all aspects of learning, starting from facilities, infrastructure, learning media, educational technology, and teaching staff.

Reading is the most important role in the teaching and learning process. It is one way to achieve national teaching and learning goals. The aim of the national teaching and learning process is to produce individuals who achieve factual, conceptual, and procedural knowledge in science, technology, arts, and culture with humanistic, national, and civilizational insights as stated in the Minister of Education and Culture Regulation No. 54 of 2013. One of the main objectives of the curriculum is to build students' characters by improving their reading skills or literacy. This literacy is not only about books but also about students being able to read their environment or the external environment to enhance their thinking patterns and foster empathy for others. This is because many students are still unable to attend school due to various shortcomings.

In various regions of Indonesia, especially in rural areas where the majority of the population has low education levels and low socioeconomic status, coupled with very limited external sources of information, there is a lack of understanding and misconceptions about education. Especially for students with disabilities, families or communities tend to focus on the students' shortcomings and obstacles. Families seem to have not seriously considered obtaining support, guidance, or services from various relevant parties. This is an external factor for students that leads them to develop their own perceptions contrary to the obligation of schooling and education.

In addition to external factors, there are also internal issues occurring within the students' environment, particularly from their educators. The importance of a language teacher having a high level of language proficiency has been studied in many researches. This is because teachers with proficient language skills are considered to have higher ability to provide accurate explanations and richer language input. On the other hand, studies related to teaching effectiveness have yet to define the concept of teaching effectiveness, and studies linking language proficiency and teaching effectiveness, especially in Indonesia, are rare. The general objective of learning in Indonesia's teaching program is for students to be able to understand, enjoy, and utilize literary works to develop their personalities, broaden their life perspectives, and enhance their language knowledge and skills.

Regarding teachers' competence in the teaching process, teachers must have professional competencies in conducting the learning process as follows: (1) Being able to organize conducive learning programs; (2) Being able to innovate and motivate students; (3) Mastery of skills both technically and theoretically; (4) Emotional mastery to serve as role models for students and professional colleagues; and (5) Being able to communicate effectively. Thus, enhancing teachers' competencies has a positive influence on the quality of education. The

higher the competency possessed by teachers, the more students will perceive all activities during the learning process as positive activities.

As for ways to re-engage students in understanding education and learning and motivating them based on learning theory, behaviors tend to be repeated if reinforced by positive rewards, which can be in the form of rewards or something enjoyable. Conversely, a behavior tends not to be repeated if accompanied by punishment. This will help and stimulate children to always act according to the rules or expected behavior forms, so that their personality development can align with normal personality development.

Learning strategies are crucial in the learning process within the classroom (Mustofa et al., 2023). By creating methods and learning models tailored to the characteristics of students, conducive learning can occur when students feel comfortable and enjoy learning. The combination with games makes them more enthusiastic about learning. This is where students will have good understanding and active participation in learning, which can improve their learning achievements.

2. METHODS

The journal article was created using the literature review method. Literature review is a data collection technique involving the examination of books, literature, notes, and reports related to the problem being solved (Nazir, 2003: 27). This paper utilizes relevant journals, materials, and information to be collected, read, and examined, noted as guidelines or reference sources. The literature review method in this paper can be used as data and a data source on the topic of the problem. This literature review aims to provide readers with an overview of the topic being researched and to systematically obtain the data needed for this study.

3. RESULTS AND DISCUSSION

3.1. Results

This study aims to explore students' literacy skills regarding the situations and conditions they are facing and to observe educational problems occurring outside their formal education. The issues in Indonesia are diverse, especially in education. High dropout rates, low literacy rates in rural areas, lack of attention to disabled students from families and communities, underdeveloped potential in students, low quality of educators, and students' learning outcomes not aligning with educational goals are all factors that can serve as references for students to engage in literacy regarding these issues. This engagement can help enhance critical thinking, cultivate empathy, adapt to the environment, foster gratitude for what they have, and more.

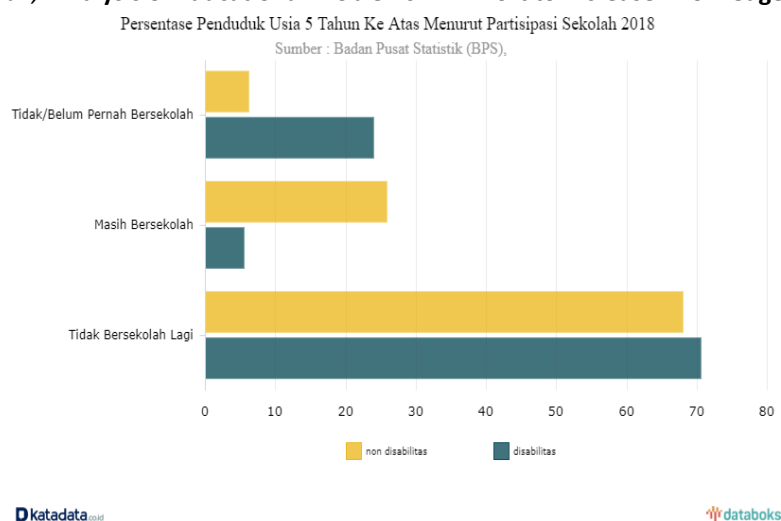


Figure 1. Percentage of School Participation.

School participation inequality between disabled and non-disabled individuals still existed in 2018. According to the 2018 Education Statistics, the percentage of the population aged 5 and above with disabilities who were still attending school was only 5.48%. This percentage is far below that of the non-disabled population, which reached 25.83%.

Disabled individuals who have not attended or never attended school at all reached 23.91%. Meanwhile, the percentage of the population aged 5 and above who are non-disabled and not attending school is only 6.17%.

Meanwhile, the percentage of disabled individuals who are no longer attending school is 70.62%. The older the age group, the lower the school participation rate. The highest school participation rate occurs in the 7-12 age group, which is 91.12% for disabled individuals and 99.29% for non-disabled individuals. Meanwhile, the lowest school participation rate occurs in the 19-24 age group, which is 12.96% for disabled individuals and 24.53% for non-disabled individuals.

UNICEF released a survey highlighting significant disparities in the distribution of education funds worldwide and the negative impact on the attendance, participation, and learning opportunities of the most vulnerable children.

UNICEF's paper titled "Addressing the learning crisis: an urgent need to better finance education for the poorest children" (UNICEF, 2020) shows that limited education funds and uneven distribution result in overcrowded classrooms, untrained teachers, lack of teaching materials, and inadequate school infrastructure.

In Indonesia, challenges in achieving inclusive education include a lack of teacher training, incomplete data for children with disabilities—especially those out of school. There is also a perception among families that children with disabilities will not benefit from education as much as non-disabled children. For many, education for children with disabilities is still narrowly defined within the scope of special schools and not inclusive education in regular schools. In general, inclusive education for children with disabilities should enable them to attend the nearest regular school to their home.

Current implementation of inclusive education still faces several obstacles and challenges, including: 1) uneven understanding and attitudes toward inclusive education among the community, 2) limited knowledge and skills of teachers in providing education services to children with special needs, 3) inadequate facilities and school environments for children

with special needs. Based on these conditions, systematic efforts are needed to promote inclusive education. It is hoped that in the future, inclusive education will improve further.

Children with special needs, in addition to those mentioned above, also include those with exceptional intelligence and talents. Their special services include implementing accelerated learning programs and enrichment.

Based on a decade of implementing special education, there are often obstacles in responding to various needs of children with special needs, including: 1) the suboptimal commitment of local governments to implementing inclusive education, 2) some universities have not actively participated in the implementation of inclusive education, 3) limited understanding of school principals, teachers, and policymakers in the region about the concept of inclusive education, 4) limited number of special education teachers visiting inclusive schools, 5) the majority of human resources in inclusive schools still face difficulties in modifying curricula, as well as academic and non-academic assessments of children with special needs, 6) most schools do not have special service rooms, 7) some people believe that disabled children should attend special schools, while others believe that disabled children should attend regular schools for their social development. This attitude affects the number of students enrolled in regular schools.

Some studies provide an alternative to address education issues in Indonesia, such as the flipped learning model, discovery learning, problem-based learning, implementation of game-based models, teacher training programs, issues faced by disabled students, and social-based learning. The method used is development (Research & Development). Data obtained from at least 50 journals or articles will be analyzed and developed. The data from this research shows that students can be given understanding to improve their quality and grow their inner desire to explore individual potential by providing problems and solutions that students can do to advance education in Indonesia, although the constraints are time and resources and facilities to explore, it can be an alternative that can be used to achieve learning goals.

3.2. Discussion

Student engagement is not an instant process. To be considered highly engaged in reading, students must possess strategies, be motivated, have extensive knowledge, and be socially interactive in reading activities (Baker et al., 1996). Consequently, engaged readers not only read passively but also apply strategies to make the reading easier to understand, have motivation in performing their reading tasks, activate their prior knowledge, and demonstrate efforts to actively engage during reading activities. Therefore, we cannot overlook the role of teachers as motivators for students towards good reading habits and contributors to student reading motivation. Moreover, fostering student motivation, which is part of the teacher's responsibility in reading, is believed to enhance student engagement.

Motivation is indeed said to be a crucial factor in student engagement (Johnson & Blair, 2003). In other words, to increase student engagement in reading, teachers must be able to motivate students by creating engaging instructional practices. Research on reading motivation has shown that student motivation can actually be stimulated by teachers (Guthrie & Cox, 2001; Kiemer et al., 2018). Thus, further investigation into teacher strategies to stimulate student engagement in reading should be studied. As for other factors that can develop learners in reading to enhance knowledge and skills, they are as follows.

a. Model and Methods for Enhancing Knowledge and Skills

In a teaching and learning process, two very important elements are teaching methods and instructional media (Haryanto, 2015). These two aspects are interrelated. The selection of a particular teaching method will affect the type of instructional media that is appropriate, although there are still various other aspects to consider in selecting media, including teaching objectives, types of tasks, and the expected responses that students should master after the instruction, and the learning context including student characteristics. Nevertheless, it can be said that one of the main functions of instructional media is as a teaching aid that also influences the climate, conditions, and learning environment created by the teacher (Arsyad, 2013).

In general, the benefits of media in the learning process are to facilitate interaction between teachers and students so that learning will be more effective and efficient (Suwarsito, Sutomo, & Fauziah, 2011). Because with these two elements, it can be one of the important factors in developing students' knowledge and skills. According to Dewey (in Sudjana, 2006), problem-based learning is an interaction between stimulus and response, it is a two-way relationship between learning and the environment. In problem-based learning, students are required to investigate, investigate, and solve a problem presented by the teacher. Problems are the initial step for students to reconstruct new knowledge they will gain. The problems presented by the teacher must be concrete problems that exist in the students' world.

However, the problem is that the novelty of the 2013 curriculum is not yet fully known by teachers in schools. The implementation of this curriculum is gradually being implemented in certain classes. Based on this, teachers in the field need concrete examples of how to implement learning using this 2013 curriculum. To address the problem of learning inactivity from being sustained, the appropriate learning models need to be applied. Active learning models are a type of learning that encourages students to learn actively. They actively use their minds to find the main ideas of the subject matter.

With active learning models, students can learn actively and interact in the classroom. As for overcoming less attractive teaching methods, the discovery learning method is used. Discovery learning method is understanding concepts, meanings, and relationships, through an intuitive process to finally arrive at a conclusion. Discovery occurs when individuals are involved, especially in using their mental processes to discover some concepts and principles. Discovery is done through observation, classification, measurement, prediction, determination, and inference. Students organize the material they learn into a final form according to the level of children's thinking progress. Teachers must give breadth to students to be problem solvers so that students are encouraged to learn on their own through activities and experiences. The role of the teacher is primarily to ensure that learning activities arouse students' curiosity, minimize the risk of learning failure, and make learning relevant to students' needs (Suyono & Hariyanto, 2012).

Then, next is the flipped learning model which is a learning model that integrates technology-based teaching methods. This model has attracted the attention of teachers and researchers because of its advantages. The flipped learning model provides opportunities for students to learn independently both inside and outside the classroom. Wiginton (2013) states that flipped learning is a learning model that uses technology by changing the place of learning that is usually only in the classroom, to outside the

classroom or even anywhere. The flipped learning model consists of five elements; 1) Students are active in learning; 2) Technology facilitates direct learning processes; 3) Learning material is studied online before attending class; 4) Real-world problems are assigned to students; and, 5) In-class activities focus on discussion and other communicative activities directly guided by the teacher (Becker 2013; Davies, et al. 2013).

The last one is the learning method. Learning method is a way used to implement plans that have been prepared in real activities so that the goals that have been set can be achieved optimally (Sanjaya, 2016). The learning method is one of the important aspects in the world of educational psychology. Each student and teacher has different tendencies for learning methods and teaching methods, according to their interests and personalities. Some feel comfortable with visual, auditory, kinesthetic methods, while others feel comfortable with concrete and reflective methods.

Not without purpose, learning methods are formed and created with specific functions and objectives. First, the learning method functions to create learning conditions that allow participants (students) to obtain ease in learning. Second, it functions to realize and present teaching materials in the form of relevant media. Thus, learning objectives can be achieved well by participants (students). The next function is third, as a logical and rational theoretical guide prepared by teachers for students. Furthermore, this guide can be used as a model so that the teaching and learning process can successfully achieve its goals. Lastly or fourth, learning methods function as important means of communication. About how teaching processes in the classroom, or how practices in monitoring students during learning.

Currently, many students are uncomfortable with carrying out learning in the classroom because of the numerous complaints expressed by students. Such as feeling bored, burdened by monotonous material delivery, lack of two-way interaction between teachers and students, and other issues.

Learning methods using a combination of games can be a solution to reduce student complaints in the classroom. Because this method makes students happy with enjoyable, relaxed, comfortable delivery, and facilitates student understanding.

b. Literacy in Cultivating Empathy in Disabled Students

In various regions of Indonesia, especially in rural areas where the majority of the population has low education levels and low socioeconomic status, combined with very limited information sources about disabilities, there is a lack of understanding and misguided perceptions about the conditions of children with disabilities, resulting in various harmful labels. All of this certainly affects how children with disabilities are treated. The reality shows a tendency that interventions for children with disabilities, including those with disabilities, seem to only focus on the individuals and focus on their limitations. Families seem not yet to be seriously concerned with also receiving support, companionship, or services from various relevant parties. However, the growth and development of a child, especially a child with certain disabilities, are heavily influenced by their immediate environment, namely the family. Interventions for families and children with disabilities are equally important and urgent to be carried out because they mutually influence each other to achieve optimal results. Optimal interventions for families of children with disabilities must be based on a deep understanding and awareness of the various problems they face.

Most people with disabilities in Indonesia still experience vulnerable, disadvantaged, and impoverished lives due to the existence of limitations, barriers, difficulties, and the

reduction or denial of the rights of people with disabilities, so parents, foster families, and educators face challenges in caregiving (Brown, 2007; Slayter & Springer, 2011). With these conditions, equal rights and opportunities for people with disabilities towards a prosperous, independent, and discrimination-free life still need follow-up from existing legislation to ensure their implementation.

To anticipate educational problems, students with disabilities are directed towards independence. This is where leadership strength in executing and following up on opportunities opened by the government comes in. Leadership ability in performing management functions and entrepreneurial skills in setting collaboration goals become advantages and keys to success for schools (Kuratko, 2007), ultimately becoming a competitiveness for graduates of those schools.

Equality in education for children with disabilities must be developed and implemented in Indonesia. With the attention given by families, teachers, friends, children with disabilities have the enthusiasm to learn. The role of students in the above issues is to develop a personality that accepts, respects, and values people with disabilities. Because with that, students will think and grow empathy and even sympathy to help friends with disabilities. Having gratitude for health and the gifts of God has proven students' obedience to God and practicing by helping those with disabilities to continue to develop.

c. Quality of Education in Rural Areas

The biggest challenge facing Indonesia in its education system is its vast geographical location, particularly in many rural areas. The geographical disparities from one area to another make it difficult to achieve equal distribution of educational facilities (Luschei & Zubaidah, 2012, cited in Harlina, H., & Yusuf, F. N. 2020). Rural schools typically have fewer students per class and are located far from urban centers (Mccracken et al., 1991). According to Rich & Evans (2009), the number of students in each rural school class is usually no more than 30 students.

Economic difficulties also pose a constraint for rural communities, leading parents to refrain from sending their children to higher levels of education. In fact, many rural residents have never experienced formal education since birth, let alone primary education. Illiterate parents who cannot count are common in rural areas (du Plessis, 2014). Students in rural areas lack support from their parents due to these reasons. This situation is exacerbated by the prevailing opinions of both the surrounding community and even the government, which consider this as a common occurrence in rural areas. Instead of helping to correct the mindset of rural communities about education, they tend to allow it to be seen as a normal phenomenon.

Furthermore, rural areas are characterized by various factors such as limited infrastructure, low community welfare, and perceived inadequate quality of education, which is often neglected (du Plessis, 2014). This can be seen in the number of parents who believe that education cannot guarantee their livelihoods, thus not affording their children the opportunity to learn.

4. CONCLUSION

The ability of students to read significantly influences their education. Currently, students are required to become individuals who achieve factual, conceptual, and procedural knowledge in science, technology, arts, and culture with insights into humanity, nationality,

and civilization. Reading here refers to both the internal and external situations of students. Students are able to apply their education by addressing issues that arise in real life. Therefore, it is one way to enhance their thinking and cultivate their sympathy to develop a sense of care for others. External factors also play a role in educating students because the motivation provided will affect their development. Similarly, issues presented by external factors such as family, school, teachers, friends, and facilities also lead students to form misconceptions due to lack of guidance. Hence, it is important for teaching strategies to create models and methods that can be applied by teachers, facilitating the achievement of learning objectives and student outcomes.

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