

Strategy for Strengthening Elementary School Literacy

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Abstract

Literacy is read printed words, speak clearly and acquisition through various literacy activities. The aim of this research was to strengthen literacy in children. The type of method applied in this research is Classroom Action Research (PTK). The research was carried out at the first meeting, as many as 15 students were present, complete and no one was absent. Before the implementation of cycle I, data was obtained from 11 out of 15 students or 75% of students who had not yet demonstrated good motivation and literacy behavior, and as many as 25% of students had demonstrated good motivation and literacy behavior.

Keywords

Literacy, Strengthening Strategy, Literacy Strengthening Strategy

Introduction

Government policy theories and strategies are of course actualized in implementation. Implementation is the result of a combination of policies and strategies to achieve goals (Zaini, 2019). One form of implementation that is relevant in strengthening teaching strategies is learning theory. This theory states that learning is a simplification or outline of knowledge, behavior, actions regarding laws and learning processes (Ausubel, 2020). This means that learning includes teachers, learning, students and learning systems/models are an important part of producing independent learning. The progress of learning and teaching really requires freedom, as the actualization of the freedom to carry out learning activities. (Dewi, 2022)

In line with research in the journal (Sujatmiko et al., 2019) which explains that literacy activities can be strengthened by cultivating a culture of character in schools. Literacy activities can be balanced in building student character. The research data above explains that literacy activities are very important to be strengthened in elementary schools, but the strategies that have been prepared to support literacy and numeracy have not been explained to support the government's policy of independent learning and strengthening the Merdeka curriculum. (Muliantara & Suarni, 2022)

Literacy is not only defined as reading and writing activities, but literacy is also related to how a person communicates with other people related to science, culture and language. Literacy in the context of school literacy is defined as the ability to understand, the ability to access something and use it in various activities including reading, writing, listening and speaking [6]. In this way, through this literacy, complex abilities can be developed by all students both at school and outside school. Numeracy is defined as the ability to analyze using numbers [7]. Another opinion says that numeracy is the ability to apply number skills and skillfully use mathematical skills to solve problems in everyday life [8]. These two things will later be measured in national

assessments carried out in schools where it is no longer how competent the students are in mastering subject matter but rather how competent their literacy and numeracy skills are. (Rohim, 2023)

(Pratama, 2022) *According to the Ministry of Education and Culture in the School Literacy Movement Guidebook in Elementary Schools*, literacy is the ability to access, understand and use things intelligently through various activities, including reading, viewing, listening, writing and speaking. In the book it is also written that the School Literacy Movement is a comprehensive effort to make schools a learning organization whose citizens are literate throughout life through public involvement (Zulela, 2012).

In strengthening literacy and numeracy, students' reading ability becomes the basic thing that determines their subsequent success. Students with good reading skills are able to understand, retrieve and process information from their reading material, on the other hand, students with low reading skills will have difficulty developing their reasoning and critical thinking skills. Therefore, reading comprehension is very important for teachers to do, apply and train for their students. (Pritama, 2022)

At the beginning of its development literacy interpreted simply as practice reading, writing and arithmetic (numeric) which is a basic competency in system education. This basic literacy learned and become basic skills (basic skills) para students in progress every level of knowledge in school. But as time goes by literacy develop into competencies every individual must have develop his capacities as well able to answer the complexity of life's problems in the future (Anshori, 2021: 4).

(Andriani, 2021) Harjasujana and Damaianti (2003: 31) stated that literacy is reading printed words , speaking clearly; concise, and convincing; write easily and enjoyable; convey ideas essentials through the written word; understand spoken messages; follow the speech that has been determined and its meaning stated indirectly reflected in the choice of words, structure sentences, as well as stress patterns and patterns speech structure; as well as finding satisfaction, purpose, and gain through various literacy activities. From the formula This illustrates that literacy includes reading skills, speak, and understand written language. Apart from that, literacy is a process interaction and transaction of ideas in text. Through text, we get to know people's thoughts others and through literacy activities we can delve into the depths of that mind, and vice versa, other people can understand our thoughts.

Remembering the birth of the independence program Learning cannot be separated from government efforts to restore learning, where implementation emergency occurs learning strategies by making a policy namely freedom to learn. Moving on from here sparked independent learning curriculum (Arifin, 2020). The aims and objectives of the curriculum are: found attempts to creating a learning atmosphere that is simpler and easier, more independent (free to appreciate), more relevant and interactive (Ruli, 2022).

On this basis, it becomes relevant to conduct scientific research by comparing the results of previous research, so that novelty is found which can be a more comprehensive finding in using the found solution to produce a "strategic independent learning curriculum efficiently and effectively through smart learning applications". Previous research that is relevant to this research includes Almanthari (2022), Henni (2022), Arifin, Setiawan and Muslim (2020), Dewa, Ketut Ni and I Ketut (2022), R Restu (2022), Ruli (2022) , Saputra, Kurniawan, Aiman and Sari (2021), Yamin and Syahrir (2020), Leny (2022) and Nur and Firmansyah (2022). These researchers focus

on research on matters related to the implementation of the Merdeka Belajar curriculum. It is reasonable to formulate problems regarding the importance of researching the implementation of strategic policies implemented by the government in strengthening freedom of learning and appropriate learning strategy models in realizing freedom of learning, so that the benefits of research are in line with the goals to be achieved.

Research Methods

The type of method applied in this research is Classroom Action Research (PTK) using the research design model of Stephen Kemmis and Mc. Taggar. The PTK used is designed with two cycle stages, each cycle consisting of four processes. Classroom Action research design.

The design of classroom action research (PTK) in this research is based on the picture above, namely 1) plan (planning); This stage contains an action plan that will be implemented to improve the literacy skills of class IV students by implementing fun literacy activities. The action planning includes preparing lesson plans, fun reading corners, dividing students into several groups, preparing interesting books to read. fun literacy outreach to students and preparing assessment instruments, 2) action; At this stage the researcher carries out the planned learning. Teachers carry out learning by implementing fun literacy activities through the Reading Corner game based on literacy books that are interesting to the independent curriculum. The following are steps to strengthen literacy strategies in schools according to (Dewayani et al., 2021) :

a. Literacy support charts

A text-rich classroom needs to display a variety of text types in the classroom that can be used as part of everyday life. Text-rich classrooms have prominent visual features. Teachers can use charts, tables or graphs displayed on the wall as references in learning activities.

b. Functional Charts for Classroom Communication

Signs or labels that serve to communicate information are an important source of text-rich material for reading material. One example is a daily schedule. The daily schedule posted in the class makes it easier for students to understand the mapping of class activities every day.

c. Text-Rich Materials Co-Created by Teachers and Students

One way to make text-rich materials part of a literate classroom environment is to display work created jointly by teachers and students. Material like this is important to serve as an example or learning model.

d. Student Writing Display

No less important than the display of joint work is students' independent work. Students can be motivated to write more when they see that their contributions are appreciated and displayed for all to see.

e. Word Wall

Students' reading abilities must include the aspect of learning new words and committing them to long-term memory. This aspect is proven to encourage successful literacy learning.

3) observe (observation); The observation stage was carried out by researchers assisted by 3 observers who directly observed the learning process. This observation was carried out with the aim of finding out whether or not there were changes that occurred with the implementation of the actions being carried out, namely the implementation of fun literacy activities and student achievement in literacy skills as

marked by the students. 4) reflect (reflection); This reflection stage is an action carried out by evaluating the results of implementing the action. Reflection is based on data collected in the form of observations and evaluations. The results of the reflection become the basis for determining implementation or action in the next cycle. The PTK model is spiral-shaped and sustainable. If the target results of the actions taken have not been achieved, then it continues with the next cycle.

This research was carried out from September to November 2023. This research took place at the Monano school, East Sumalata District. with research subjects being 15 class IV students. This research is intended to find out how to improve the numeracy skills of class IV students by implementing fun literacy activities through Reading Pojo. The research procedures carried out in this study consisted of 4 stages, namely planning, implementation, observation and reflection. The data collection technique used in this research is observational data. The data obtained in this research is quantitative data resulting from observations of teacher and student activities in implementing fun literacy activities through reading centers, students' critical thinking skills and interest in literacy. Classroom action research is case research conducted in the classroom whose results are not generalized enough, so that data analysis is sufficient to describe the data collected. The statistical technique used is descriptive statistics. Each research variable will be analyzed based on predetermined criteria.

Results And Discussion

Results

This research uses classroom action research procedures from Kemmis and Mc Taagart. The research procedure consists of several stages, namely: planning, implementation, observation and reflection. This classroom action research was carried out from 19 September 2023 to 21 November 2023. The research that was carried out consisted of 2 cycles, namely cycle I and cycle II. The action given was the implementation of fun literacy activities to improve the literacy skills of grade 4 students. At the first meeting, 15 students attended, complete and no one was absent. Before the implementation of cycle I, data was obtained from 11 out of 15 students or 75% of students who still did not show motivation and good literacy behavior, and as many as 25% of students had shown motivation and good literacy behavior, this was known because the students' behavior was not motivated to learn. Literacy and literacy learning in schools have not been collaborated with the use of learning media.

In general, students' behavior in learning in class is quite active. However, student activity in class has not been well controlled. For example, when learning Indonesian, children still lack enthusiasm for literacy.

In the first cycle, it was found that 11 out of 15 or 75% of students still did not show correct and good literacy behavior and did not show good literacy motivation, and 8 out of 15 students or 53.33% of students showed correct literacy behavior.

Discussion

The following is the Taggar stage. The PTK used is designed with two cycle stages, each cycle consisting of four processes.

1. Planning

At this stage, there are several preparations that must be made for the numeracy activity process, including: developing lesson plans, reading corners. In the RPP revision stage, the researcher analyzed the depth of the material with the allocation of

available time and developed basic competencies to understand how to numerate well and correctly.

2. Implementation

Teaching and learning activities will be carried out on Monday, September 19 2023 and will last 2 x 45 minutes. Before implementing fun literacy activities. The teacher invites students to do ice breaking so that students are more enthusiastic. After the ice breaking, the teacher provided a fun socialization about literacy, then before starting the lesson, the children were given 15 minutes to read the books that had been provided.

3. Observation

The results of the observations obtained from the Literacy activity process were enjoyable. Based on observation data on the implementation of fun literacy activities in cycle II, it was found that literacy activities were fun.

4. Reflection

Shows that before the implementation of the cycle there were only 6 out of 15 students or 35.33% of students who had demonstrated literacy behavior, in the first cycle there were 8 out of 15 students or 53.33% who had demonstrated numeracy behavior. Implementation of actions in cycle II resulted in 11 out of 15 students or 75% who had demonstrated literate behavior. Based on the data above, there was a change in behavior in each cycle, an increase from the initial observation implementation which was initially 35.33% to cycle I, an increase of 53.33% of students showed numeracy behavior. Furthermore, the increase in numeracy behavior in the implementation of actions from cycle I to cycle II was 40% from cycle I to cycle II. This shows that the implementation of Literacy activities is enjoyable for grade 4 students at SDN Monano, East Sumalata district. After carrying out research in stage I, reflective action was carried out.

Conclusion

This research uses classroom action research procedures from Kemmis and Mc Taagart. The research procedure consists of several stages, namely: planning, implementation, observation and reflection. This classroom action research was carried out from 19 September 2023 to 21 November 2023. The research that was carried out consisted of 2 cycles, namely cycle I and cycle II. The action given was the implementation of fun literacy activities to improve the literacy skills of grade 4 students. At the first meeting, 15 students attended, complete and no one was absent. Before the implementation of cycle I, data was obtained from 11 out of 15 students or 75% of students who still did not show motivation and good literacy behavior, and as many as 25% of students had shown motivation and good literacy behavior, this was known because the students' behavior was not motivated to learn. Literacy and literacy learning in schools have not been collaborated with the use of learning media. The type of method applied in this research is Classroom Action Research (PTK) using the research design model of Stephen Kemmis and Mc. Taggar. The PTK used is designed with two cycle stages, each cycle consisting of four processes. Classroom Action research design .

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