



Literacy Program to Increase Reading interest in Third-Grade Elementary School Students

Reni Lolotandung¹, Trivena²

¹²*Pendidikan Guru Sekolah Dasar, Universitas Kristen Indonesia Toraja*

* Corresponding Author. E-mail: 1renilolotandung@ukitoraja.ac.id

Receive: 07/08/2022

Accepted: 27/09/2022

Published: 01/10/2022

Abstrak

Tujuan penelitian ini adalah untuk mengetahui peranan literasi dalam meningkatkan minat baca siswa kelas 3 sekolah dasar. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Informan penelitian ini adalah kepala sekolah, wali kelas, dan siswa kelas 3 sekolah dasar. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Data yang dikumpulkan kemudian diolah melalui tahapan reduksi data, penyajian data dan verifikasi data. Hasil penelitian menunjukkan bahwa program literasi dalam meningkatkan minat baca siswa kelas 3 sekolah dasar sudah baik. Peran literasi sangat penting dalam meningkatkan minat baca siswa pada Kelas III. Pelaksanaan program literasi dilaksanakan secara bertahap, yang berfokus pada tahap pembiasaan (membaca 15 menit), tahap pengembangan (menanggapi buku pengayaan) dan tahap pembelajaran (mengaitkan literasi di semua mata pelajaran). Sehingga dapat disimpulkan bahwa semakin baik pelaksanaan gerakan literasi sekolahnya maka akan mendukung peningkatan minat baca pada peserta didik. Oleh karena itu, pelaksanaan literasi di sekolah dasar perlu ditingkatkan, tidak hanya terbatas pada literasi membaca namun pada literasi-literasi yang lain.

Kata Kunci: Program Literasi, Minat Membaca, Sekolah Dasar

Abstract

The aim of this study was to determine the role of literacy in increasing reading interest in 3rd grade elementary school students. The research method used in this research is qualitative research. The informants of this study were the principal, the homeroom teacher, and 3rd grade elementary school students. Data collection techniques through observation, interviews, and documentation. The collected data is then processed through the phases of data reduction, data presentation, and data verification. The results showed that the literacy program was good at increasing reading interest in 3rd grade elementary school students. The role of literacy is very important in increasing students' interest in reading in Grade III. The literacy program is phased, with an emphasis on the habituation phase (15-minute reading), the development phase (answers to enriching books), and the learning phase (linking literacy in all subjects). From this, it can be concluded that the better the implementation of the school literacy movement supports the increase in the students' interest in reading. Therefore, the implementation of literacy in primary schools needs to be improved, not only for reading skills but also for other literacy.

Keywords: Literacy, Reading Interest, Elementary School

Introduction

One of the skills that needs to be improved in elementary school students is language skills, one of which is reading (Aryanto et al., 2021). The development of an ever faster world requires everyone to have a fondness for reading (Kabanga & Lolotandung, 2018). This is needed to gain knowledge or insight, or to gain broad insight to increase intelligence (Trivena & Hakpantria, 2020). According to Muis, the ability to read plays a role and is one of the keys to success in life, since all the information and knowledge received cannot be separated from reading activities (Muis, 2013). In elementary school, the ability to read and write plays a very important role, if without the above two things, someone will have difficulties in studying students at this time and in the future (Aprilia, 2020).

In 2013, the Ministry of Education and Culture, through Ministerial Order No. 23 of 2013, launched a school literacy movement to support students in promoting a literacy culture in the school environment. A school literacy movement is basically an activity that focuses on students' literacy skills by involving all school members (principals, teachers, students, etc.). At that time, literacy activities were seen as a necessity to be mastered by every student in elementary school.

The latest UNESCO data from January 2020 said that Indonesia ranks second in terms of literacy in the world, meaning that people's interest in reading is very low. Another March 2016 study titled Central Connecticut State University found that Indonesia ranked 60th out of 61 countries for reading interest, just behind Thailand (59) and above Botswana (61). However, in terms of reading support infrastructure ratings, Indonesia ranks above European countries (Rahmawati, 2020).

The school is an institution responsible for the realization of a culture of reading, which is an important part of the learning activities (Faizah et al., 2020). Schools need to be able to provide various facilities and infrastructure that can increase students' interest in reading,

including use of the school library, as reading allows students to broaden their horizons, sharpen ideas and enhance their creativity (Hakpantria et al., 2021).

Based on observations through direct interviews with the school principal on March 15, 2022, it was determined that literacy activities began in January 2020. The implementation of the school literacy movement, particularly in Class III, has been carried out in stages, this has been seen as a partnership and benefit. This readiness includes the physical state of the school in the form of literacy facilities and infrastructure and the readiness of the school residents, consisting of principals, teachers and students, and the presence of a school literacy movement focused on the habituation, development and learning phase. In particular in reading, student learning along with teacher involvement, which is very important for the success of these activities.

Method

The approach in this study uses a qualitative approach as it aims at descriptiveness. The type of research used is descriptive qualitative research, in which the author observes, records, explains, and explains the information gathered through observation, interviews, and documentation in the form of words and language in accordance with what happened in relation to the role of school competence in analyzing improvement in interest in reading in 3rd grade elementary school students (Sugiyono, 2016).

The task of data analysis is to organize, sort, and classify. There are three types of activities in data analysis, namely data reduction, data presentation, and verification or drawing conclusions. The data validity test in qualitative research includes internal and external validity tests. Based on the different methods of checking the validity of the mentioned data, namely the choice of credibility test in this study, checking the credibility of the data on the results of this research is carried out by lengthening the

observations and increasing persistence in triangulation research (combined).

Triangulation is research that uses triangulation and information strategy. The triangulation of sources must be done through the analysis of data obtained from several similar sources using different strategies, such as information obtained through interviews, which is then verified through observation accompanied by documentation or surveys. Reference material Reference material is a tool to support the data found by the researcher

Result and Discussion

Based on the research on the role of literacy in increasing reading interest in 3rd grade elementary school students, the program of the literacy movement is rated as very good and also plays an important role in increasing students' interest in reading. especially in 3rd grade elementary schools, is carried out gradually, with the school literacy movement, which focuses on the habituation phase, development phase and learning phase, especially in reading, playing a role in increasing students' interest in reading together with the involvement of teachers is very important for the success of these activities. The results of this study are consistent with previous research by Ridwan Santoso, Berchah Pitoewas, Yunisca Nurmalisa "The Effect of School Literacy Programs on Reading Interest of Students of SDN 2 Gadingrejo". Based on the results of the study, it is known that there is a strong and significant influence between the implementation of the school literacy movement and the increased interest in reading by implementing 3 safe phases of habituation, development and learning phase in students of SD Negeri 2 Gadingrejo im Academic year 2017/2018. That is, the better the implementation of the school literacy movement, the more positive the increase in students' interest in reading will be (Sumelka, 2016).

Literacy plays an important role in the lives of people living in the current century.

Literacy is related to knowledge and learning. The literacy of students is closely related to the literacy requirements that lead to the ability to comprehend information (Amelia & Ulumu, 2019). This will encourage student character development through cultivating the school literacy ecosystem so that learning is lifelong .

This literacy leads to individuals being able to read and write, which later affects knowledge. Every school should provide students with literacy classes so that they can improve their skills, particularly their reading (literacy) skills. Every school at all levels must implement the School Literacy Movement (GLS) to increase interest in reading, and school as a center of learning is also expected to be a center for increasing motivation for lifelong learning. The following is the implementation of the school literacy movement, especially in the third grade of elementary school, which will be carried out in stages with the school literacy movement, which focuses on the habituation, development and learning stages, as follows:

Habituation

The phase of growing interest in reading through 15-minute reading activities. At this stage, the school can prepare fairy tale or folklore books and also textbooks that can increase students' interest in reading at school. In this phase of habituation, namely by reading 15 minutes before the start of core learning, it was carried out according to the literacy guide, particularly in the 3rd grade of elementary school, where students read both non-teaching books and textbooks with a reading strategy, because according to Third Grade Teacher to train students' habituation/habituation to reading and also for students' reading fluency.

Development

This is the phase of improving literacy through activities responsive to enrichment books. This stage aims to develop literacy skills such as reading books with the right intonation, writing stories, and discussing story material. At this developmental level, the activities and time

are actually the same as in the initial phase, namely the habituation phase. What differs here is that after the students have read, the next level is followed by developmental activities. Asking questions about the content of reading or responses to books read at the time. From the results of the above explanation, it can be concluded that the school literature movement program, addressing one of its activities on enrichment books at this stage of development, plays a very important role in increasing students' interest in reading, especially 3rd grade elementary school students, through the habit of reading to get students excited about writing.

Learning

The stage of improving literacy skills in each subject through the use of enrichment books and reading strategies for each subject. This learning phase is actually the same as the activity and time with the habituation phase, namely the strategy of reading text aloud, and also the development phase, and of course this serves to improve the students' reading skills and also the literacy skills in all Subjects improve understanding of the material with the help of the Enrichment Book (Setiawan, 2016).

In this learning phase, especially in the third grade, the students draw conclusions or summarize a story they read at the time in order to be able to give feedback so that interaction can take place and of course also to train the students' writing ability because it is contained in it Read spelling, grammar and sign vocabulary.

The activities of the above three stages, especially in the third grade, are certainly carried out to cultivate students' interest in reading and improve reading skills so that knowledge can be better and more easily assimilated or mastered.

Conclusion

Based on the results of the observations and interviews conducted, the implementation in several phases, namely the phase of habituation, development and learning of the

school literature movement, especially in the third grade, is rated as good. The existing facilities and infrastructure are quite sufficient, such as the school library open every day, as well as the presence of a book corner and also a reading corner in each class, especially in the third class, equipped with reading books, as well as post-mauper and non-poster sizes, related to reading to increase students' enthusiasm for reading.

Based on the results of the above conclusions in the research conducted in , the advice can be given that this program of activities to promote literacy really needs to be implemented and improved in the schools and needs support from all sides, because both in the school and in the Family There is a program. With this literacy, students gain experience to independently find or acquire information/knowledge according to their needs, so that students can easily complete assignments from school and carry out effective teaching and learning activities in the classroom support.

References

- [1] S. Aryanto, F. Sumirat, D. A. Kurnia, T. Trivena, and M. Fajri, "Asistensi Pelatihan Menulis Antologi Sastra Anak Berbasis Ecopreneurship Ditinjau dari Penggunaan Media Pembelajaran Sinkronisasi dan Asinkronisasi," *Jurnal Pendidikan Tambusai*, vol. 5, no. 2, pp. 40–48, 2021, Accessed: Oct. 24, 2022. [Online]. Available: <https://jptam.org/index.php/jptam/article/view/1819>.
- [2] T. Kabanga and R. Lolotandung, "Analisis Keterampilan Dasar Mengajar Mahasiswa Program Studi Pendidikan Guru Sekolah Dasar di Universitas Kristen Indonesia Toraja," *Jurnal Keguruan dan Ilmu Pendidikan*, vol. 7, no. 1, pp. 1–8, 2018, Accessed: Oct. 25, 2022. [Online]. Available: <http://ukitoraja.ac.id/journals/index.php/jkip/article/view/434>.

- [3] T. Trivena and H. Hakpantria, "PCK (Pedagogical Content Knowledge) Awal Guru Sekolah Dasar dalam Mengajarkan Konsep Kalor: A Case Study," *Elementary Journal*, vol. 3, no. 1, pp. 1–13, 2020, Accessed: Oct. 24, 2022. [Online]. Available: <http://ukitoraja.ac.id/journals/index.php/ej/article/view/877>.
- [4] S. F. Muis, "Kemampuan Membaca Pemahaman Literal Dan Interpretatif Melalui Pendekatan Konstruktivisme," *Al Munzir*, vol. 6, no. 2, pp. 272–285, 2013, Accessed: Oct. 25, 2022. [Online]. Available: <https://ejournal.iainkendari.ac.id/al-munzir/article/view/263/253>.
- [5] M. Aprilia, "Peningkatan Kemampuan Membaca Pemahaman Pada Mata Pelajaran Pendidikan Kewarganegaraan Melalui Metode DeDisCerTa Siswa Kelas IV SDIT ASY," 2020, Accessed: Oct. 25, 2022. [Online]. Available: <http://repository.unida.ac.id/1795/>.
- [6] R. Rahmawati, "Komunitas Baca Rumah Luwu Sebagai Inovasi Sosial Untuk Meningkatkan Minat Baca Di Kabupaten Luwu," *Diklus: Jurnal Pendidikan Luar Sekolah*, vol. 4, no. 2, pp. 158–168, 2020, doi: 10.21831/diklus.v4i2.32593.
- [7] F. Faizah, U. Rahma, Y. P. Dara, and C. L. Gunawan, "School Well-Being Siswa Sekolah Dasar dan Siswa Sekolah Menengah Pertama Pengguna Sistem Full-Day School di Indonesia," *Jurnal Kajian Bimbingan dan Konseling*, vol. 5, no. 1, pp. 34–41, 2020, doi: 10.17977/um001v5i12020p034.
- [8] H. Hakpantria, W. Laen Langi, and A. W. Pabane, "Analisis Peran Kepala Sekolah Dalam Manajemen Mutu Pendidikan di SDN 6 Kesu'," *Jurnal KIP*, vol. 10, no. 1, pp. 7–20, 2021, Accessed: Oct. 25, 2022. [Online]. Available: <http://journals.ukitoraja.ac.id/index.php/jkip/article/view/1168>.
- [9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabeta, 2016.
- [10] W. Sumelka, "Fractional calculus for continuum mechanics - Anisotropic non-locality," *Bulletin of the Polish Academy of Sciences: Technical Sciences*, vol. 64, no. 2, pp. 361–372, 2016, doi: 10.1515/bpasts-2016-0041.
- [11] D. J. Amelia and B. Ulumu, "Literasi Digital di Kalangan Mahasiswa PGSD Universitas Muhammadiyah Malang," *Edumaspul: Jurnal Pendidikan*, vol. 3, no. 2, pp. 106–111, 2019, doi: 10.33487/edumaspul.v3i2.144.

1st Author's Profile

Reni Lolotandung, born on August 25, 1992 in Toraja. Received Bachelor of Education (S.Pd.) in Elementary School Teacher Education program from Makassar State University in 2014 and Masters in Education (M.Pd.) in Education program from Basic State University of Malang in 2017. The author is currently permanent lecturer at the UKI Toraja PGSD course.

2nd Author's Profile

Trivena was born on October 15, 1993 in Makale. Received Bachelor of Education (S.Pd.) in Elementary Teacher Training course of Indonesian Christian University and Master of Education (M.Pd.) in Undergraduate Education University course Indonesian Education 2019. The author is currently permanent lecturer in UKI Toraja PGSD course.