



Study of Ability about Literacy of Class IV Students of SDN 1 Kaka

Serli Serfie Pandelaki, Harol Lumapow, Norma.N. Monigir

Master of Education at the University of Manado Postgraduate Program

Abstract: Education plays an important role in the progress of a country. The future of the nation is very dependent on the quality of education today, and quality education will emerge when education in schools is also of high quality. The quality of education is very closely related to the development of student creativity which is basically owned by each individual. The creativity of students is hampered solely not because of one system, but also because of another dominant factor, namely literacy skills.

This research is descriptive qualitative in nature. The data obtained was analyzed by reducing the data and then presented so that conclusions could be drawn. In this study it can be seen that the literacy level of the fourth graders of SDN 1 Kakas, namely cognitive literacy is at the C3 or applying level, affective literacy is at the A2 level or responding and psychomotor literacy exist at the P2 level or manipulate. Then the factors that affect students' literacy skills, namely the supporting factors, namely the school committee and teachers who work together to support student literacy, while the obstacles in developing literacy of SDN 1 Kakas students are the lack of facilities and infrastructure at school as well as the lack of student interest in literacy culture.

Keywords: ability study, education, student literacy.

INTRODUCTION

Education is basically an interaction between educators and students to achieve educational goals that take place in a certain environment. Education functions to assist students with self-development, namely the development of all their potential, skills, and personal characteristics in a positive direction, both for themselves and their environment. Education is not just providing experience of knowledge or values or training skills but developing what students potentially and actually have (Slameto, 2003).

Education plays an important role in the progress of a country. The future of the nation is very dependent on the quality of education today, and quality education will emerge when education in schools is also of high quality. National Education Goals are written in Law no. 20 of 2003 Article 1 paragraph 2 which is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Education is also a foundation in life that must be built from an early age. In the 4th paragraph of the 1945 Constitution, there is a sentence "Educating the nation's life is a national education goal that describes the ideals of the Indonesian nation to educate and generalize education throughout Indonesia in order to achieve an intelligent national life.

The quality of education is very closely related to the development of student creativity which is basically owned by each individual, because students are as subjects who will determine the quality of education so that their potentials must be developed as in the potential for creativity. Creativity as an aspect that plays a role in children's learning achievement at school needs to be developed. This is

intended to increase the potential of the child as a whole and for the advancement of science. Students with high creativity have school achievements that are no different from the group of students with relatively higher intelligence. Many educational units are trying to make changes to make their students more developed and qualified. The changes made are starting from the learning approach/learning strategy to the curriculum which is always changing/developing every year. Even though there have been changes, in reality what has been improved is only student learning achievement. This hinders a student in developing his creativity.

The creativity of students is hampered solely not because of one system, but there are several factors that must be considered. The very dominant factor in hindering the development of creativity in students is literacy skills that have not been maximized. This is caused by learning strategies that have not been able to encourage students to improve their reading and writing skills. Literacy is a skill that underlies other skills, so learning literacy needs serious attention from teachers.

This provides direction in the study of literature in the application process. Therefore, this condition is the background of the purpose of this research. So that in overcoming these problems, it is necessary to have data related to students' literacy levels and the factors that influence the literacy abilities of class IV students at SDN 1 Kakas.

METHODOLOGY

This study uses a type of qualitative research. Qualitative research emphasizes that reality has multiple dimensions, interactive and an exchange of social experiences that are interpreted by individuals. Qualitative research is aimed at understanding social phenomena from the perspective of the participants (Siyoto and Sodik, 2015). The method used in this study is a descriptive analysis method, namely a research method that has the aim of collecting and analyzing information about a symptom that exists according to what it is at the time the research is conducted without giving treatment, manipulation or changes to the independent variables, but describing a condition as it is. .

From there it is known that students respond that the activity is accepted or complied with, where the two words are operational verbs at levels A1 and A2. Then the activity is continued by giving an overview of the benefits of learning the lessons to be learned in everyday life, where students also have to obey or accept what is conveyed by the teacher in front of the class to learn and apply it in relation to everyday life. So that this activity refers to the level of affective literacy A1.

DISCUSSION

In the core activity, the teacher provides learning about multiplication by zero. In this activity, students are asked to learn or understand the workings of multiplying any number by a zero which results in a zero as well. So that students must accept or obey then answer the questions given by the teacher related to the material. Which activities are known to be included in the affective level A1 and A2. Then the next learning is on multiplication by the number one. Where students are asked to accept the understanding given by the teacher and then respond by calculating all the numbers multiplied by the number one will produce the same number as the number multiplied by the number one. So that this activity refers to the affective literacy level A1 and A2. The next lesson is to multiply two numbers by the number eleven. In this study, students

asked to understand how it works and calculate the multiplication of two numbers by the number eleven. The same thing with the previous activity that students must comply with and respond to or answer the questions given related to the material. Where these activities are also at levels A1 and A2.

Furthermore, in the final or closing activity, the teacher reflects on learning by concluding the material that has been given at that time. So that students are also asked to recall and understand the overall material that has been studied. Also in this process, students can express their own thoughts regarding the conclusions of learning received. These activities lead to affective literacy levels A1 and A2. Then the next activity is the teacher giving homework (Homework) to students. In this activity, students were asked to work on questions related to the learning they had received that day. This activity is intended to continue to train students' abilities in learning. Do not forget that the

teacher also informs the material that will be discussed at the next meeting. So that students also receive the information properly and then respond to it, which refers to the affective literacy levels A1 and A2.

The diagram of the results of the assessment of grade IV students at SDN 1 Kakas in the field of affective literacy can be seen in Figure 2 below.

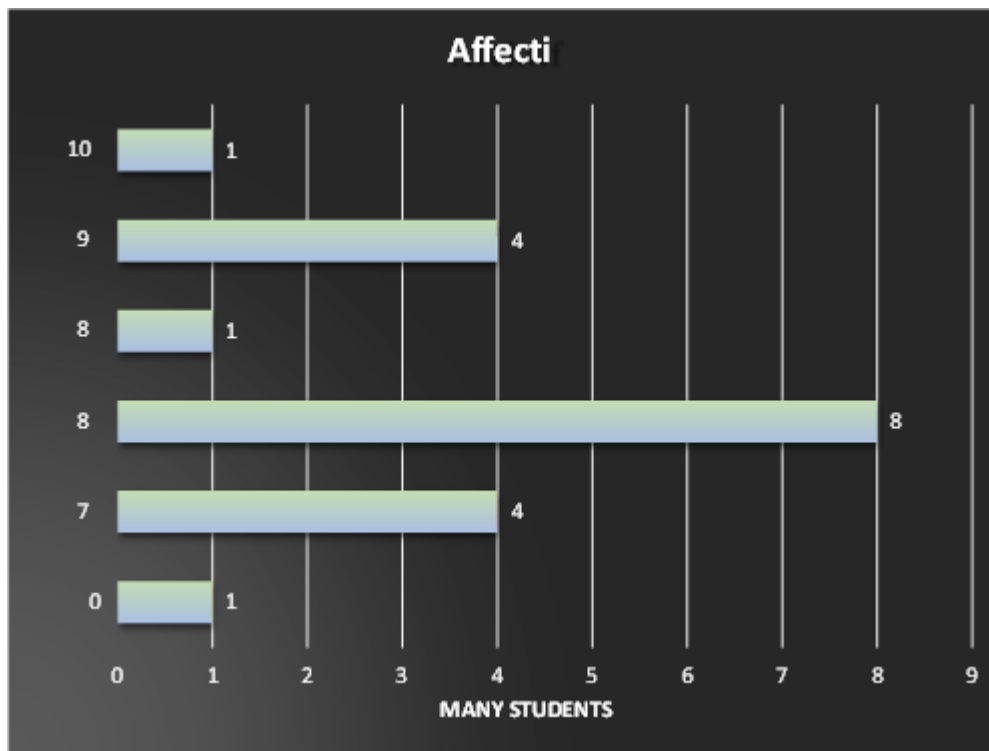


Figure 2. Diagram of Results of Affective Value of Grade IV Students

From the picture above, it is known that there is only one student who gets a score of 100; four students scored 90; one student scored 85; eight students scored 80; four students scored 75; and one student got a score of 0. These results showed that those who dominated in that class were those who got a score of 80, namely eight students. The values obtained have also exceeded the KKM limit determined by the school, and this means that students in class IV SDN 1 Kakas have good attitudes/behaviors as well as acceptance of the material being taught and in activities outside of learning. Except for one student who scored 0 because his status as a student at SDN 1 Kakas was no longer active. From table 11 above, it can be seen that in the lesson plan students in class IV are up to the level of manipulation or level P2. This can be seen from the initial activities in the lesson plan, namely the teacher recalls the previous material. From there it is known that students are able to imitate or adapt to these activities. So it can be concluded that these activities are at the P1 level. Then it is continued by giving an overview of the benefits of learning the lessons to be learned in everyday life, where students also have to adjust to the teacher's explanation in front of the class in the framework of application in everyday life. So that this activity refers to the level of psychomotor literacy P1. This can be seen from the initial activities in the lesson plan, namely the teacher recalls the previous material. From there it is known that students are able to imitate or adapt to these activities. So it can be concluded that these activities are at the P1 level. Then it is continued by giving an overview of the benefits of learning the lessons to be learned in everyday life, where students also have to adjust to the teacher's explanation in front of the class in the framework of application in everyday life. So that this activity refers to the level of psychomotor literacy P1. This can be seen from the initial activities in the lesson plan, namely the teacher recalls the previous material. From there it is known that students are able to imitate or adapt to these activities. So it can be concluded that these activities are at the P1 level. Then it is continued by giving an overview of the benefits of learning the lessons to be learned in everyday life, where students also have to adjust to the teacher's explanation in front of the class in the framework of application in everyday life. So that this activity refers to the level of psychomotor literacy P1. Then it is continued by giving an

overview of the benefits of learning the lessons to be learned in everyday life, where students also have to adjust to the teacher's explanation in front of the class in the framework of application in everyday life. So that this activity refers to the level of psychomotor literacy P1. Then it is continued by giving an overview of the benefits of learning the lessons to be learned in everyday life, where students also have to adjust to the teacher's explanation in front of the class in the framework of application in everyday life. So that this activity refers to the level of psychomotor literacy P1.

Furthermore, in the core activities, the teacher provides learning about multiplication by zero material. In this activity, students are asked to understand the workings of multiplying any number by zero which results in the same zero. So that students must also be able to manipulate or take action to answer the questions that will be given related to the material. So these activities are known to be at the level of psychomotor literacy P1 and P2. Then the next learning is on multiplication by the number one and multiplication of two numbers by the number eleven. The same thing also happened in the provision of this material. Where students are also asked to understand the materials provided by the teacher and then respond by doing calculations.

In the closing activity, the teacher makes a learning reflection by concluding the material that has been given. Students are also asked to recall and understand the overall material that has been studied. So that students must imitate or adapt in the process of concluding these materials. This activity was also at the P1 level of psychomotor literacy. Then, the next activity is that the teacher gives homework (Homework) to students. In this activity, students are asked to work on questions related to the learning they have received that day. So that students can continue to practice their abilities in the material. Then the teacher also informs the material that will be discussed in the upcoming lesson. So that students also have to adjust or accept the information well. This also refers to the level of psychomotor literacy P1 and P2.

There is a bar chart illustrating the results of the grade IV students at SDN

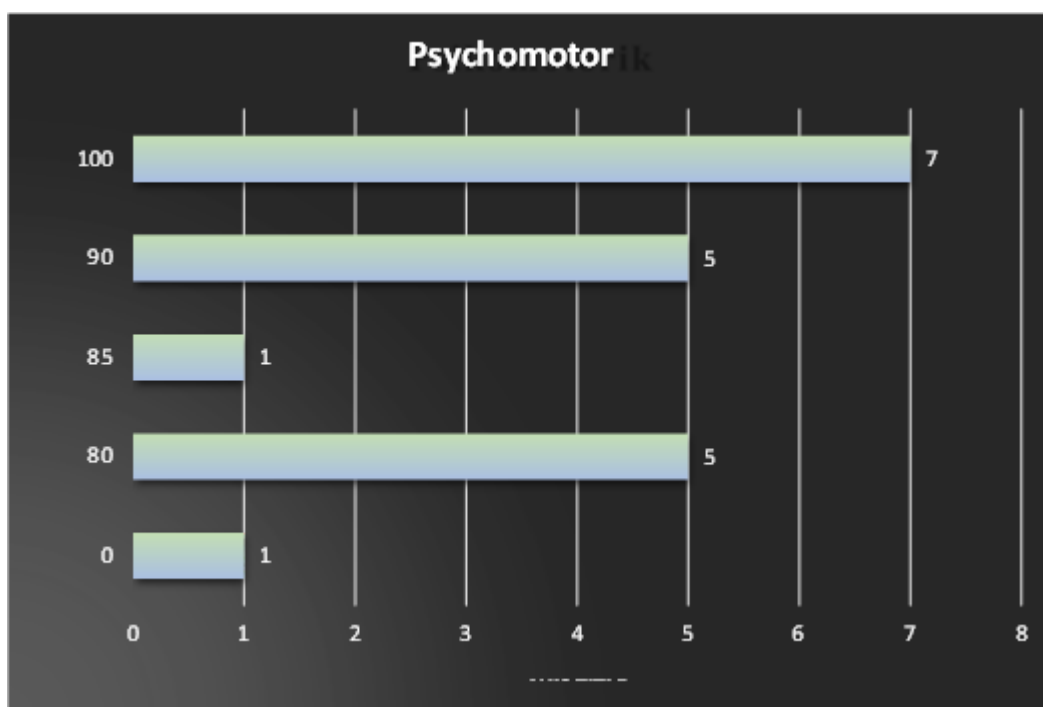


Figure 3. Results of Psychomotor Scores of Grade IV Students

Based on Figure 3 above, it is known that only seven students got a score of 100; five students scored 90; one student scored 85; five students scored 80; and one student got a score of 0. From these results it was concluded that those who dominated in that class were those who got a score of 100, namely seven students. Based on the values obtained, they have also exceeded the KKM limit determined by the school, and that means that students in class IV SDN 1 Kakas have a skilled spirit in the material provided by the teacher and also in activities in the outside environment. The same is true for one student who gets a score of 0 because the student is no longer actively attending SDN 1

Kakas.

4.1 Factors Affecting Literacy Ability

From the results of interviews conducted at SDN 1 Kakas, especially in class IV, it was found that the factors that caused students' literacy skills did not develop and also the factors that supported the literacy skills of students at SDN 1 Kakas.

Students' literacy skills are strongly influenced by certain factors. To find out this, it can be seen in the following table.

➤ Supporting factors

1. There is cooperation between school principals and teachers who support each other in activities to improve student literacy skills.
2. There is full support from the school committee in supporting activities at SDN 1 Kakas, especially in improving literacy skills. There is a library that contains reading books and Bibles that can attract students' interest in reading.

➤ Obstacle factor

1. Lack of infrastructure provided at SDN 1 Kakas school.
2. Low student interest in cultivating a literacy culture (there are still students who are not fluent in reading).

In the interview process with the class IV teacher at SDN 1 Kakas who said that in an effort to develop students' literacy skills, the teacher carried out activities outside of learning material. The activities in question include:

- Memorize multiplication before and after the implementation of learning.
- Students take turns starting class and ending class by praying in front of the class.
- Students sing together when they want to start and end class learning.
- Conducting learning outside the classroom, so that students can also enjoy a new atmosphere which of course has something to do with learning at that time.

So from these activities it can be seen that the teacher plays an important role in the growth and development of students' literacy skills at school. As stated by the fourth grade teacher at SDN 1 Kakas when interviewed, "Yes, I think the teacher's role is very important in developing the literacy skills of students here. Because we know

3. together that the teacher is a storehouse or source of knowledge other than reference books."
4. However, the authors also found that in the learning process, the teacher still encountered obstacles in the class. When interviewed, the class IV teacher at SDN 1 Kakas said that "Yes, of course in carrying out learning in class, there are still obstacles encountered. Where in class IV there are still some students who are not fluent in terms of reading. But with these obstacles, it doesn't dampen my (teacher's) efforts or efforts to teach them to read. So I am sure that as time goes by, surely they will pass through that period, namely fluency in reading. So that the writer can conclude that whatever the shortcomings of students or any parties that hinder students from developing their literacy skills, a teacher will continue to make every effort to get rid of all these deficiencies.

CONCLUSION

Based on the results and discussion, it can be concluded in this study, namely as follows.

1. The cognitive literacy ability of fourth grade students at SDN 1 Kakas is at the C3 level or application level.
2. The affective literacy ability of grade IV students at SDN 1 Kakas is at level A2 or the response level.

3. The psychomotor literacy ability of fourth grade students at SDN 1 Kakas is at the P2 level or the manipulation level.
4. There are factors that influence the literacy skills of fourth grade students at SDN 1 Kakas which are the driving force, namely the support from the school committee and good cooperation between the principal and teachers. Meanwhile, what hinders students from developing their literacy skills is the lack of existing infrastructure at school.

REFERENCES

1. Ahmadi, LK, Sofan, A., and Elisah, T. Jakarta Integrated School Learning Strategy: Library Achievements. 2011
2. Anderson, LW Karthwohl, DR A Foundation Framework for Learning, Teaching, and Assessment. Yogyakarta: Learning Library. 2015
3. Anderson, LW Karthwohl, DR A Foundation Framework for Learning, Teaching, and Assessment. Yogyakarta: Learning Library. 2015
4. Aqib, Zainal. Action Research for Teachers, Jakarta: Yrama Widya. 2006 Arief S. Sadiman, et al. Educational Media. Jakarta: Raja Grafindo Persada. 2009 Arikunto, Suharsimi Research Procedure: An Approach. 1998.
5. Arshad, Azhar. Instructional Media. Jakarta: PT. King of Grafindo Jaya. 2007 Baharudin. 2015. Learning & Learning Theory. Yogyakarta: Ar-ruzz Media.
6. Baharudin & Nur Wahyuni, Esa. 2015. Learning Theory and Learning.
7. Yogyakarta: Ar-Ruzz Media
8. Daryanto. 2011. Classroom Action Research and School Action Research: Along with Examples. Yogyakarta: Gava Media.\
9. Daryanto, 2012. The Concept of Creative Learning. Yogyakarta: Gava Media Ministry of Education and Culture. 2002. Big Indonesian Dictionary third edition. Jakarta: Balai Pustaka
10. Ministry of Education and Culture. Terms of Reference for Socialization of Education and Culture Policy yes. Jakarta: Ministry of Education and Culture. 1993
11. DEPDIKNAS, 2006. RI Law No. 14 of 2005 concerning Teachers and Lecturers
12. DEPDIKNAS, 2008. II RI No. 19 OF 2005, Concerning National Education Standards
13. Dimiyati & Mudjiono. Learning and Learning. Jakarta: PT. Rincka Cipta. 2013
14. Djamarah, Syaful Bahri. Learning Achievement and Teacher Competency in Surabaya: Effort National. 1994
15. Emzir. Qualitative and Quantitative Education Research Methodology Jakarta: PT. King of Grafindo Persada. 2008
16. Fathurrohman, Muhammad. Innovative Learning Models. Yogyakarta: Arruzz Media. 2015
17. Gunawan. Constructivist Oriented Innovative Learning Models, Jakarta. 2013
18. Iroth, S., & Suparno, D. (2021). The Meaning of Mantras in the Spiritual Communication of Religious Leaders with Their God: Traditional Balinese Cremation in Werdhi Agung Village, Bolaang District, South Mongondow. CIVILIZATION INTERACTION: Journal of Islamic Communication and Broadcasting, 1(1), 55–69. <https://doi.org/10.15408/interaksi.v1i1.21256>
19. Hamdayama J. Creative and Character Learning Models and Methods. Bogor.
20. Ghalia Indonesia, 2014.
21. Huda, Miftahul. Teaching and Learning Models. Yogyakarta: Library student. 2017.
22. Ibn, Trianton. 2015. Designing Innovative, Progressive and Contextual Models.

23. Jakarta: Prenada Media Group.
24. Isjoni.. Cooperative Learning. Bandung: Alfabeta. 2013
25. Palace. Innovative Learning Model. Medan: Persada Media. 2014
26. Johnson, Elaine B. Contextual Teaching and Learning. Bandung: ML. C. 2003 Johnny, T. Raka. Development of IKIP/FIP/FKG Curriculum (Case Study of Competency Based Teacher Education). Jakarta: P3G Depdikbud. 1980
27. Kagan, Spencer and Miquel Kagan. Cooperative Learning (San Clemente:: Kagan Publi-sing, 2009.
28. Kanusta & Sahertian. (2021). Implementation of Literacy Movement Reading Interest and Learning Outcomes. Journal of Research And Education, 15(2), 152-156.
29. Karli, H-Margaretha. Learning Models. Bandung: CV Bina Media Information. 2004.
30. Krismanto, Several Model Techniques and Strategies in Learning Mathematics PPG Mathematics Yogyakarta, 2003.
31. Kunandar. 2015. Authentic Assessment (Assessment of Student Learning Outcomes Based on the 2013 Curriculum). PT Raja Grafindo Persada: Jakarta.
32. Majid, A. Learning Strategies. Bandung: PT Remajja Rosdakarya. 2014 Margono. 2010. Educational Research Methodology. Jakarta: Rineka Cipta Muhammad R & Sofan A. 2013. System Development Strategy and Design
33. Jakarta Learning: Library Achievements Muhammad Thobroni, Learning and Learning. Yogyakarta: Ar-Ruzz Media, 2013
34. Perreine, Laurence. Sound and Sense: An Introduction to Poetry America: Hartcourt, Brace&World, Inc., 1969
35. Prayitno, Elida. Motivation in Learning. Jakarta: Depdikbud Director General of Higher Education PPLPTK.1989.
36. Roestiyah. Jakarta Teaching and Learning Strategy: rineka Cipta 2008 Rusman. 2011.
37. Learning Models. Jakarta: PT. Raja Grafindo.
38. Rusman. 2016. Learning Models: Developing Teacher Professionalism. Jakarta: PT. Raja Grafindo Persada.
39. Rusmono. 2012. Strategy Learning Problem based Learning ForIncreasing Teacher Professionalism Bogor: Ghalia Indonesia.
40. Samjaya, Vienna. Educational Process Standards Oriented Learning Strategies. Jakarta: Kencana Prenada Group. 2005