



FACTORS CAUSING THE LOW LITERACY CAPABILITY OF CLASS 5A STUDENTS IN PRIMARY SCHOOL NEGERI 22 BANDA ACEH

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ABSTRACT

Literacy is very important for students in elementary schools in learning, because literacy skills influence students' learning success at school and will also influence skills in students' daily lives. Low literacy skills can make it difficult for students in the learning process. Researchers want to know what factors cause low literacy in class V at SDN 22 Banda Aceh. This research uses a qualitative descriptive method through the results of questionnaires, interviews and observations, carried out in the VA class of SDN 22 Banda Aceh. Meanwhile, the research subjects were fifth grade elementary school students and parents of students in that class who were classified into three categories, namely students who had high, medium and low Initial Literacy Ability (KLA). The research results found that the factors causing students' low literacy skills were: (1) the socio-economic situation of the family; (2) communication and guidance for children at an early age; (3) communication and tutoring during school; (4) reading book facilities/collections at home; (5) cellphone, computer, television facilities; (6) gender; (7) relationships between family, school and community; and (8) use of strategies/models in learning to read. Based on these findings, it can be recommended: (1) fulfillment of literacy support infrastructure, (2) intensive guidance, especially in reading activities at home, (3) use of reading learning models in the learning process in elementary schools.

Keywords: *low literacy skills, elementary school students*

INTRODUCTION

In this modern era, the standard of success is determined and influenced by literacy abilities (Rani, 2022). Literacy is a person's language ability which includes listening, speaking, reading and writing skills, used to communicate in different ways according to the purpose. Apart from that, literacy is reading and writing activities related to knowledge, language and culture (Abas & Basri, 2019). There are many problems in education that can lead to students' low ability to learn, seen from the smallest things, such as inadequate school facilities and infrastructure (Willott & Larkin, 2008) Literacy is important for us to improve our ability to understand and learn about various events that have occurred so far (Jiun et al., 2019). So that the various events that occur not only become historical material but also educational material for continuing life in the future. Traditionally, literacy is seen as the ability to read and write, people who can be said to be literate in this view are people who are able to read and write or are free from literacy (Martalyana et al., 2018). Based on the explanation above, it can be explained that literacy is a person's language skills which include reading and writing which are very important for a person's development because they can improve the ability to understand and learn something well (Wulandari & Wulandari, 2016).

The level of quality of human resources can be improved through education. Not only that, education also has a very important factor in the development of the nation and state. One of the main factors for achieving success in any field, whether in the form of study, work, hobbies or any activity, is interest. Great interest will encourage individuals to do better things. Interest gives birth to attention and this allows a person to do something diligently for a long period of time. The development of science and technology demands the creation of a society that is fond of reading and writing literacy (Narut & Supradi, 2019). People who like reading and writing gain new knowledge and insights that will further increase their intelligence so that they are better able to answer life's challenges in the future. In the Qur'an, Allah has commanded humans to read. One of the main teachings contained in the Koran is the obligation to read, found in surah Al-Alaq verses 1 to 5 which means: "Read in (mentioning) the name of your Lord who created, He has created humans from a clot of blood. Read, and your Lord is the Most Gracious. Those who teach (humans) through the qalam (pen). He taught man what he did not know." (QS. Al-Alaq: 1-5).

Referring to the sound of the first verse, iqra (read), which is a call to the Prophet to read, which means it is a call to his people, followed by the fourth verse which teaches humans through the medium of qalam (pen, writing), it is very clear that Islam calls on its people to always read and write (Rahayu, 2017). Islam really interprets reading and writing activities as important media for human life. Through reading and writing activities, people's insight will increase (Pujiati et al., 2022). It is easy to be pro-active, but critical of any changes. The Prophet Muhammad SAW really appreciated someone who was able to read and write. For example, if you find prisoners of war who are able to teach reading or writing to Muslims, they will be given the right to freedom on the condition that they are willing to teach it to the Prophet's friends or other Muslims who are still literate (Nur'aini et al., 2021). In contrast, if 14 centuries later, precisely the era in which we as a people live, our culture of reading and writing is very worrying and an irony. Therefore, by having an interest and habit of reading and writing, apart from having a developed brain, you will also have a good attitude. This is where the importance of reading with greater and stronger interest (Lase, 2019).

METHODS

The method used is descriptive research, namely a research method that aims to explain an event that is currently taking place and also in the past (Primadita, 2022:479). Descriptive research studies problems, applicable procedures and certain situations that occur in society, including views, processes and the influence of phenomena which is usually called field research. The research approach used is a qualitative approach. Qualitative research is research that uses a natural setting, with the aim of interpreting phenomena that occur and is carried out by involving various existing methods. In qualitative research, the methods usually used are interviews, observations and use of documents (Sugiyono, 2018).

RESULTS AND DISCUSSION

By reading, a person can also think rationally and have broader insight and can control themselves. In other languagesThe habit of reading will enrich a person to prepare him to become a higher quality human being. Literacy (reading and writing) needs to be implemented and taught to students from the start of class because it is the basis for achieving success in the student learning process. Successful development of literacy skills in lower grades can support the learning process at higher levels. Therefore, literacy programs need to be developed in lower grades. It is hoped that implementing literacy programs in lower or early grades can create habits, foster interest in reading and writing and help students improve their literacy skills.

Nowadays, the issue of literacy is one of the problems that must receive special attention from the Indonesian people. This is because in the last few decades, the competitiveness of the Indonesian nation among 8 other nations has tended to be less competitive. This reality is reflected in research results from the Program for International Students Assessment (PISA) at Puspendik (2019). The Program for International Students Assessment (PISA) is a study organized by the Organization for Economic Co-Operation and Development (OECD). The OECD conducted an international survey to measure the basic literacy levels of 15 year old students such as reading, mathematics and science. The PISA study not only reports the results of each country's literacy achievements, but also presents information regarding demographic aspects, habits, perceptions and aspirations obtained from school and student questionnaire data (OECD, 2019a). PISA is carried out every three years and Indonesia has participated in seven rounds of PISA since 2000. PISA 2018 in Indonesia was attended by 399 educational units with 12,098 students. The Indonesian PISA respondents represent 3.7 million students in grades 7 – 12 aged 15 years. The 2018 PISA results show that Indonesia is in the bottom 10 of the 79 participating countries. The average reading ability of Indonesian students is 80 points below the OECD average. The abilities of Indonesian students are also still below those of students in ASEAN countries. The average reading, mathematics and science abilities of Indonesian students are respectively 42 points, 52 points and 37 points below the average of ASEAN students.

If we look further at the abilities of Indonesian students in PISA 2018, students' abilities can be divided into minimum level competency or above and below. In percentage terms, approximately only 25% of Indonesian students have a minimum level of reading competency or more, only 24% have a minimum level of mathematics competency or more, and around 34% of Indonesian students have a minimum level of science competency or more (OECD, 2019a). Many factors influence student competence, including internal student factors (e.g. self-motivation to learn, toughness/resilience, competitive nature, etc.) and external factors (e.g. learning environment at school and at home, teaching practices carried out teachers, completeness of learning facilities, and so on). These factors in PISA 2018 were also studied through student questionnaires and school questionnaires by looking at the school principal's answers and student perceptions regarding these various factors (OECD, 2019b)(Nur'ain et al., 2021).

Apart from comparisons with the literacy level of countries in the world, other research also shows that the literacy level of elementary school students in Indonesia is generally relatively low. Findings from research by Nelia Hera Putri, et al. Shows that the literacy level of class III children at SD Negeri 1 Pagar Air Aceh Besar is still relatively low. The results of the research show that the results of the reading test can be seen from four types of reading criteria that are assessed, namely that there are 14 students or (45.16%) who are very

able to read, 10 students (32.25%) who are able to read, and 6 students (32.25%) who are able to read. (19.35%) were quite capable of reading. And the results of the writing test showed that the majority were able to write, namely 7 students or (22.58%) were very capable, 12 students (32.26%) were classified as capable, 11 students amounted to (35.48%) were classified as quite capable. capable, and 1 student (3.23%) is classified as less capable. From the interview results, it was stated that students' interest in reading and parents' concern for students' education greatly influenced literacy. The documentation results show differences in the ages of the students, that students who are older than others have a slight influence on literacy. From the results of the biodata documentation of the parents, there are 12 parents with low education, 31 people with upper secondary education, while 19 people with higher education, so it can be seen that parents with higher and middle education are more capable in literacy than educated parents. low. So from the research results that have been presented it can be concluded that age, interests and the role of parents clearly influence the literacy abilities of students themselves.

The importance of literacy for students has led the Aceh provincial language center, which is overseen by the Ministry of Education and Culture (Kemendikbud), to develop the National Literacy Movement (GLN). The National Literacy Movement is an effort to strengthen synergy between the main units of literacy movement actors by gathering all potential and expanding public involvement in developing and cultivating literacy in Indonesia. This movement will be implemented comprehensively and simultaneously, starting from the family realm to schools and communities throughout Indonesia. Increasing national literacy needs to be framed in an integrated national movement, not partial, isolated, or determined by certain groups. The literacy movement is not only the responsibility of the government, but also the responsibility of all stakeholders including the business world, universities, social organizations, literacy activists, parents and the community. Therefore, public involvement in every literacy activity is very important to ensure the positive impact of the movement to increase the nation's competitiveness.

Since 2016, the Ministry of Education and Culture has activated the National Literacy Movement (GLN) as part of the implementation of Minister of Education and Culture Regulation Number 23 of 2015 concerning the Development of Character. The Ministry of Education and Culture formed a National Literacy Movement working group to coordinate various literacy activities managed by related work units. The Community Literacy Movement, for example, has long been developed by the Directorate General of Early Childhood and Community Education (Ditjen PAUD Dikmas), as a follow-up to the illiteracy eradication program which received a UNESCO award in 2012 (literacy rate was 96.51%). Since 2015, the Directorate General of PAUD Dikmas has also mobilized family literacy in the context of empowering families to increase children's interest in reading.

The habit of reading books is considered to foster interest in reading and improve reading skills so that knowledge can be mastered better. The School Literacy Movement is expected to be able to mobilize school residents, education stakeholders and the community to participate in efforts to develop a culture of literacy in schools, increase the capacity of residents and the school environment to be literate, make schools fun and child-friendly learning parks, and maintain the continuity of learning by presents a variety of reading books and accommodates various reading strategies. It is also hoped that with this literacy movement, this nation's generation will become more aware of the importance of literacy culture in an increasingly modern era.

Based on the results of observations made by researchers regarding children's reading and writing literacy skills, namely, at the beginning of learning, the VA class teacher at SDN 22 Banda Aceh City has tried to develop students' basic literacy skills by reading at the beginning of the lesson for 15 minutes, this aims to ensure that students do not become an aliterate student, meaning a student who is able to read, but does not make reading a habit in his personal life. When students were asked to read a book 15 minutes before learning, some students were not enthusiastic about reading the book, students just turned the pages of the book. On average, students are unable to use 15 minutes to really read a book, some prefer to chat with their friends so that when asked questions related to the content of the reading, students do not know the content of the reading.

From several classes, researchers focused on the low literacy skills of class V students. The low literacy skills of students in reading were indicated by students who were less interested in visiting the library to read or borrow books. Students also do not have a sense of enjoyment in books or reading materials around them.

Students do not prioritize literacy activities in their daily lives, when students have free time such as free time, students do not want to use their time to read material in books. Students also do not have the initiative to read textbooks or write of their own accord. Usually new students read and write when instructed by the teacher. The class teacher stated that the literacy abilities of students, especially class III, were still low. There are still 17 students who cannot read reading books, some students cannot write correctly, students cannot retell stories that have been read previously, even if there are students who can retell the story, of course the story is not coherent, students don't like reading reading texts. which is in the book.

From what the researchers have explained, problems in this matter, especially in reading and writing literacy, are caused by several factors, such as internal factors and external factors. Internal factors are factors that exist within the student, while external factors are factors that come from outside the student, such as environmental factors, both from the family environment and the school environment. By knowing the factors that cause low literacy skills

in students, the right solution can be found to overcome this problem so that in the future students' literacy skills are not low.

Based on the results of questionnaires, interviews and observations of learning activities as well as the results of tests on students' literacy and critical thinking abilities, the results showed that the causal factors were as follows. using descriptive analysis methods based on qualitative data through questionnaires, interviews and observations. Questionnaires and open interviews were conducted with teachers, students and parents which included: (1) education and employment of parents, (2) communication and reading guidance for children at an early age, (3) communication and guidance during school, (4) student book facilities/collections, (5) cell phone, computer, TV facilities provided to children. (6) pretest – posttest results of reading ability based on gender, (7) relationships between school, family, community, and (8) use of reading learning models. Meanwhile, the research subjects were fifth grade elementary school students and their parents who were classified into three categories, namely students who had high, medium and low Initial Literacy Ability (KLA). The KLA grouping is based on the results of reading comprehension observations which are measured through Effective Reading Speed (KEM) with the unit of measurement being kpm (words per minute). Based on the research results, students' low literacy skills are caused by two factors, namely internal factors and external factors. These findings are in accordance with Prasetyono's opinion, who stated that the low interest in reading among students is caused by several factors such as internal factors and external factors for students. Internal factors are factors that cause students' low reading and writing literacy skills that come from within the student, while external factors are factors that cause students' low reading and writing literacy skills that come from outside the student.(Sari, 2018).

CONCLUSION

Based on the research results and discussion, this research can be concluded as follows. 1. The internal factors that cause the low interest in reading in class V students at SD Negeri 22 Banda Aceh City are students, including students who lack clear articulation in pronunciation and students who still mispronounce words in one sentence. Students still have difficulty understanding the meaning contained in the reading. 2) The lack of reading habits among students occurs because students do not yet have awareness of the importance of reading books and students prefer to use their time to do other activities rather than reading books in class or in the library. 2. External factors that cause facilities and infrastructure to be less supportive include the reading culture in the school environment which is still low, the literacy program is not running optimally, and the school wall is rarely updated. The learning factors applied by teachers are dominantly working on questions both individually and

in groups. The family environment does not support students' reading and writing abilities. The influence of watching television and playing with cellphones includes students' intensity in watching television and using cellphones to play games. This happens because students are more interested in the entertainment provided by television and cellphones rather than reading books.

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