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CREATIVE STEPS IN IMPROVING THE READING ABILITY OF HIGH CLASS STUDENTS THROUGH INTRODUCTION TO NATURE PIR BATEE PUTEH V STATE ELEMENTARY SCHOOL ARONGAN LAMBALEK WEST ACEH

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ABSTRACT

The learning process does not rule out the possibility that elementary school students experience reading difficulties. High grade elementary school students' reading difficulties are also found in several elementary schools in various regions, of course this greatly influences the students' learning process in responding to and understanding the lessons given by the teacher. Improving reading skills in high class students at PIR Batee Puteh V State Elementary School, Arongan Lambalek, West Aceh requires a creative and contextual approach. This research explores innovative steps involving the introduction of nature as a means of increasing student literacy, namely: (1) Observation and introduction to the natural surroundings, (2) Selection of reading materials inspired by nature, (3) Integrated science exploration and learning activities, (4) Writing activities based on natural observations, (5) Discussion and reflection together. The author's aim is that through natural exploration activities based on the school environment, students can enrich their reading experience, increase their interest in learning, and provide a deeper understanding of concepts.

Keywords: *Reading difficulties, improve students' reading*

INTRODUCTION

Many high school elementary school students still have difficulty reading, of course this is a problem in the learning process. Students who have difficulty reading affect the level of understanding of the learning delivered by their teachers at school (Kurniawati & Basuki, 2023) Because they have to read one sentence very slowly, namely: reading each letter and stringing the words together to get to one sentence. And they also digest the meaning of the sentence very slowly in their heads (Manizar, 2015). Learning in high class elementary schools has discussed lessons at the next stage from the low class learning stage. So it can cause failure in learning achievement.

Indicators of student ability depend on how teaching and learning uses what media. Some of the obstacles to student ability indicators are as follows: (1) Students are said to have failed if within a certain time limit the person concerned does not reach the minimum level of success or level of mastery in a particular lesson as determined by the adult or teacher. (Muhammad Idrus & Dra Aswati, 2022), (2) A student is said to have failed if he or she cannot achieve the appropriate performance, whereas in the prediction he or she can achieve this with satisfactory results (S. M. Sari et al., 2023), (3) Students are said to have failed if they do not succeed in reaching the level of mastery required as a prerequisite for continuation at the next learning level. (Vitalis Tarsan, Hermanus Saman, Arnoldus Helmon, 2022).

In the course of the learning process, we realize that not all high school elementary school students have the same reading ability. Some of them may face reading difficulties (Pgsd et al., 2023), a challenge that does not only affect their academic aspects (RANI, 2022), but it can also have an impact on self-confidence and social interactions in the school environment (C. P. Sari, 2018). Reading difficulties are often accompanied by stigmatism from classmates or even people around them, which can increase the emotional burden on the student. (Kurniawati & Basuki, 2023).

This condition of low reading ability of high class students is not limited to one region or school, but often occurs in elementary schools in various regions, especially elementary schools that are far from cities and inland. (S. M. Sari et al., 2023). Reading difficulties can be a serious obstacle in a student's learning process, hindering their ability to respond to and understand the learning presented by the teacher (Shoumi, 2019). Learning difficulties are not always caused by low intelligence factors (mental disorders), but can also be caused by non-intelligence factors. (Dodi, 2016). Learning difficulties can be grouped into four types: a. Judging from the type of learning difficulty: 1) Some are heavy 2) Some are light b. Judging from the field of study studied 1) There are some fields of study. 2) There are entire fields of study c. Judging from the nature of the difficulty: 1) Judging from the aspect

permanent or permanent in nature, 2) Some are only temporary d. Viewed in terms of causal factors 1) Some are due to intelligence factors 2) Some are due to non-intelligence factors (Wasikin Haryanti, 2017).

This research focuses on efforts to overcome reading difficulties and improve reading skills in high class students at PIR Batee Puteh V State Elementary School, Arongan Lambalek, West Aceh. Introduction to nature is considered a creative and contextual approach in increasing student literacy. The innovative steps used in this research include observation and recognition of the natural surroundings, selection of reading materials.

METHODS

This research uses innovative methods. Rogers and Shoemaker (1971) define innovation as new ideas, new practices, or objects that can be perceived as something new by individuals or students. The meaning of new here means that it is not just new to the mind (cognitive), but also new because it has not yet been widely accepted by all students in the sense of attitude (attitude) and also new in the sense that it has not yet been accepted and applied by students. Innovative learning is learning packaged by students with the encouragement of new ideas which are the product of learning how to learn to carry out learning steps, so as to obtain progress in learning outcomes.

RESULTS AND DISCUSSION

Based on observations by researchers and high school teachers at PIR Batee Puteh V State Elementary School, Arongan Lambalek, West Aceh. The cause of reading difficulties experienced by high class students is because they are not interested in studying, especially when they are at home they never hold a textbook even if they only read one sentence. And these students often miss school. Meanwhile, the response from their parents also seemed indifferent. By implementing innovative methods that utilize the natural environment around the school, it is able to trigger students' interest in improving learning. They looked enthusiastic while studying in the school yard while observing nature and reading literature or stories related to the natural surroundings. Students also seemed active during discussions and enthusiastically asked questions and expressed their opinions.

1. Observation and recognition of nature.

At this stage, steps to observe and introduce nature at PIR Batee Puteh V State Elementary School, Arongan Lambalek, West Aceh have achieved positive results in increasing student interest and participation. Key points that demonstrate the positive impact of the activity.

2. Increased student interest:
Observations of the natural surroundings of the school succeeded in triggering increased student interest. Introduction to nature not only introduces students to various aspects of the environment, but also stimulates curiosity and admiration for the natural beauty around them.
3. Active student participation:
Student participation in nature introduction activities reaches an active level. Activities that involve students directly in observing and understanding nature create fun and relevant learning experiences. This active participation creates deeper involvement in the learning process.
4. An interesting and relevant learning experience:
Nature introduction activities create interesting and relevant learning experiences. By presenting learning through the surrounding environment, students not only get information from textbooks, but they experience learning directly, making it more live and meaningful.
5. Relevance to the surrounding environment:
The introduction of nature creates relevance to the environment around students. Students can relate learning to their daily lives, thereby creating strong connections between learning concepts and the reality around them.

Steps in early learning to read.

1. Selection of nature-inspired reading materials:
The selection of reading materials inspired by nature has had a positive impact on students' interest in reading. Following are the key points that demonstrate the positive impact of this step.
2. Reading Material as a Source of New Interest:
Reading materials inspired by nature can create a new interest in reading. The connection of reading materials with the natural environment creates a special attraction, stimulating students' curiosity and desire to be involved in the reading process.
3. Increased Reading Initiative:
Students show increased initiative to read more outside the learning context. Interesting reading materials create an intrinsic drive for students to engage in reading activities outside formal learning time. They develop the habit of reading as part of everyday life.
4. Relevance to Personal Experience:
Reading materials inspired by nature create relevance to students' personal experiences. Students can relate the content of the reading material to their own experiences, creating an emotional connection with the text and increasing their understanding.
5. Reading Material as a Creativity Encouragement:

Inspirational reading materials from nature stimulate students' creativity. Students don't just read as a chore, but they see reading as a means to explore their imagination and enrich their understanding of the world. Selecting reading materials inspired by nature is effective in increasing students' interest in reading. The new interest that arises from reading materials has a positive impact on students' initiative to read independently outside the formal learning context. Thus, this step not only creates a positive relationship between students and reading, but also helps develop reading habits that are intrinsic and relevant to their daily lives.



Figure: 1. Reading Literacy Activities



Figure: 2. Reading as a means of science



Figure: 3. Cultural Literacy

CONCLUSION

At the beginning reading level, readers do not yet have actual reading skills, but are still in the learning stage to acquire reading skills. Reading at this level is still at the stage of getting to know written language. It is through writing that students are required to be able to sound out the sound symbols of the language. The first student ability that must be measured is reading ability, the emphasis of which is on the ability to sound symbols.

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