

Strengthening Reading Literacy for Students In Islamic Elementary Schools

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Abstract

Reading literacy is the ability to understand, use, evaluate, and reflect on various written texts to develop individual capacities to contribute positively to society. Reading literacy is essential to be taught and strengthened, especially for elementary school-aged children. This study aims to describe in-depth supporting reading literacy in first-grade students at MI Muhammadiyah Pasir Lor Banyumas. The research method is descriptive-qualitative, with interviews, documentation, and observation as data collection techniques. The results showed that strengthening reading literacy in the institution was carried out through two main methods: the learning process and other ways. The reinforcement is focused on the level of understanding and using existing literacy. This is done according to the stage of student development, learning materials, and the level of competence at that class level. The reinforcement can have a good impact on students' literacy skills.

Keywords: reading, literacy, teacher, elementary school

1. Introduction

The development of information technology has a significant impact on various areas of human life (Bibri & Krogstie, 2017), (Fukuda, 2020), including education (Dicheva et al., 2015), (Alper Arduç, 2021). This impact will always consist of two sides: the positive side and the opposing side. The positive effects of the development of information technology in the field of education include: education can be held without being limited by place and time, improving education services is easier to do, the availability of abundant learning resources, and access to learning resources is more accessible, it is easier to develop the talents and potential of participants students (Nagasubramani, 2018), (Sigdel, 2017). The negative impacts of technological developments on education, especially for students, include: students in schools have decreased focus on learning, dropped writing skills, being trapped in cyberbullying, fell humanity, and high rates of plagiarism and cheating (Vázquez-Cano et al., 2022), (Nagasubramani, 2018).

The development of technology and information that impacts education requires educators to be responsive and make various efforts/adaptations, to minimize the adverse effects and optimize the positive impact. This has the consequence that the role of educators in the current era is much more severe and complex. The role of educators in the Digital Era, at least, includes: strengthening character internalization in students, creating an empowering classroom management system, optimizing the habituation process and literacy development in the classroom, using blended learning methods in learning, being a learning partner for students, and providing valuable experiences in the learning process (Wardipa; Mahri, 2019), (Hutapea, 2020), (Estetika, 2019).

Of these various roles, the role in the habituation and development of students' literacy skills in the classroom cannot be postponed anymore. This is because one of the readiness of students in responding to the industrial revolution 4.0, apart from mastering a set of knowledge and skills, they must also master data literacy, technological literacy, and human resource literacy (Patmawati, 2019). Data literacy, in this case, means the ability to process meaningful information from the data received (Oliver, 2021); besides that, some define data literacy as the ability to read, analyze, and use information (Big Data) in the digital world (Aoun, 2017). Technological literacy is the ability to use and utilize new media, such as the internet, to

access, disseminate, and communicate information effectively (Helaludin, 2019), (Syarifuddin, 2014). Meanwhile, human resource literacy includes at least the human ability to solve complex problems, critical thinking, creativity, management, emotional knowledge, coordination with others (teamwork), decision-making ability, service spirit, negotiation, and cognitive flexibility (Anggresta, 2019).

The various literacy skills needed are closely related to basic literacy skills, especially reading and numeracy literacy. In this case, reading literacy ability means understanding, evaluating, and reflecting on various types of written texts to develop individual capacities to contribute productively to society (Pembelajaran, 2020), (Arum NW, 2019). Numerical literacy is the ability to think using concepts, procedures, facts, and mathematical tools to solve everyday problems in various contexts relevant to individuals as part of the world's citizens (Pembelajaran, 2020), (Suswandari, 2021). Understanding the meaning of the two literacy, shows that both are skills that are indispensable as the basis for developing more complex literacy skills. In this regard, the culture of reading and numeracy literacy needs to be developed for each student according to the stage of development and level of education.

It should be understood that students' literacy skills are closely related to the demands of reading skills which lead to the ability to understand information analytically, critically, and reflectively (Sari, 2018). So about reading literacy for students, it is necessary to continue striving to be introduced, trained, and familiarized, especially for children at the elementary education level. This is because reading, writing, and arithmetic activities, if forced to implement efforts at the early childhood level, still occur polemics between those who agree and those who refuse (Nasir, 2018), (Sachi, n.d.). Therefore, training and habituation in reading literacy in elementary school-aged children should start when the child enters elementary school (Arum NW, 2019). This will provide benefits in increasing self-development, fulfilling intellectual demands, fulfilling life interests, increasing interest in a field, knowing basic things, and opening up life horizons for children (Nurmaya, 2020).

The benefits obtained can at least minimize the emergence of various problems due to low reading literacy where these problems will affect their education in the future, such as low achievement in school, lack of literacy as an adult, as well as increased behavioral problems and dropout rates (Iwayantari, 2019). In addition, there is also an opinion that the problems caused by low reading literacy in students include: decreased learning motivation, low ability to capture information, potentially repeating classes, and even not continuing education (Utama, 2020).

By observing these various problems, every teacher should strive optimally to cultivate reading literacy in every student, including teachers in elementary schools. And this study seeks to find patterns/models of strengthening reading literacy carried out by teachers in the first-grade class of Madrasah Ibtidaiyah. So that this pattern will be useful to strengthen the reading literacy provision of each student. And in the end, it is easier for students to develop their abilities and potential, including developing capacity in data literacy, technological literacy, and human resource literacy in the future.

2. Research Methods

This research is a field study with a descriptive qualitative method. For data collection using interviews, documentation, and observation. The research location is MI Muhammadiyah Pasir Lor Banyumas. Data analysis uses three stages: data reduction, data display, and drawing conclusions.

3. Results and Discussion

This research description is divided into three main sub-sections, starting from the relevant theory, data presentation, and discussion:

3.1. Reading Literacy in Elementary School

Reading is one of the essential functions in life because all learning processes are based on the ability to read. With reading skills that are entrenched in every child, the level of success in school and life in society will open up opportunities for better life success (Mulyo Teguh, 2017), (Laily, 2014). Therefore, these skills need to be continuously developed in students. And this has received government support, such as the policy of the Ministry of Education and Culture No. 21 of 2015 concerning the Growth of Character, which was then followed up with the School Literacy Movement. So that reading skills are given ample opportunity to be developed.

As for reading literacy, content generally consists of two parts: informational text and fiction text. Informational text aims to provide facts, data, and information in the context of developing scientific insight and knowledge. At the same time, the fiction text seeks to provide the experience of getting entertainment, enjoying stories, and doing reflection to the reader (Pembelajaran, 2020), (Sudianto, 2021). Both of these contents will be very useful because this informational text will ultimately provide students with provisions for exploring various information in an increasingly massive digital era. Sometimes, not all of them contain the truth. At the same time, fiction texts provide conditions for students to improve their reasoning, creativity, and imagination.

Several principles must be considered in teaching and familiarizing reading literacy, especially for lower-grade elementary school students (Faizah et al., 2016): *first*, the books that are read are reading books, not textbooks. This is because various types of reading can expand knowledge of many things so that students can see multiple opportunities and have more choices (Dasar, 2021). *Second*, the books that are read are books that are of interest to students. Students are allowed to read books brought from home. The teacher must choose the reading text students are interested in. And with the ability to get books from home, teachers make students responsible for choosing reading materials according to student's interests, which in the end, students can be interested in reading activities (Shofiah, 2017). *Third*, reading books at this stage of habituation is not followed by tasks of memorizing stories, writing synopsis, and others. This is done so that students do not find it hard to read and that the job of learning is better carried out in the upper class in various ways and methods (Salsabila, 2021).

The *fourth* principle is reading books at the habituation stage can be followed by informal discussions about books being read or fun activities related to books being read if time permits. Responses in the discussion and follow-up activities are not assessed/evaluated. This is important because this informal discussion activity teaches students to get used to repeating the main content of the reading without feeling burdened individually, but can listen to the teacher's or other students' opinions. In addition, it also familiarizes students to discuss, where this will positively affect students in the future (Budiantman, 2022), (Subelli, 2017). *Fifth*, the activity of reading books at this stage of habituation takes place in a relaxed and pleasant atmosphere. The teacher greets the students and tells a story before reading the book and asking them to read it. This is important to do because good learning is fun learning (Darmanto, 2016), (Stoimcheva-Kolarska, 2020), (Hassan, 2022).

It is necessary to support these principles by arranging reading activities and structuring a literacy-rich environment for lower-grade elementary school students, especially during the habituation stage. This can be done with the following steps (Pembelajaran, 2020): 1) reading story/enrichment books for a few minutes before the lesson starts, 2) enriching the reading collection to support these activities, 3) functioning of the school's physical environment through the use of school facilities and infrastructure, for example, the school garden area. or a canteen enriched with text-rich materials, 4) Involving the community outside the school in reading activities and developing literacy facilities, as well as procuring library collection books and classroom book corners, 5) Choosing good reading books.

In addition, to foster a culture of literacy in the school environment, classrooms need to be enriched with text-rich materials, for example (Pembelajaran, 2020): student works in the form of writing, pictures, or graphics, posters related to lessons, book posters, and reading campaign posters, and other campaign posters aimed at cultivating a love of knowledge and character, labeling the names of students on their belongings stored in class (if any), welcome greetings and words of encouragement on classroom doors, elementary school hallways, and other places that are easy to see, and all materials and tools must be stored in an area that is easily accessible by students and needs to be grouped according to their function and students need to know where they can find the materials they need.

3.2. Strengthening Reading Literacy in the learning process at MI Muhammadiyah Pasir Lor Banyumas

Teachers do various ways at first to strengthen reading literacy in students. In the first learning observation, the teacher starts learning by pasting some squares containing two letters (vocals and consonants), then the teacher begins by giving an example of how to read. After that, students are given time to try to read together by the teacher pointing at some papers at random and then asking students to read them. Furthermore, students are allowed to come forward individually to read, and those who dare to be given an award in the form of a star affixed to the shirt. Then the teacher teaches students to read the paper pasted on the blackboard again. The teacher inserts a training game to attract the attention of students who are starting to look less focused on following the learning process. Which is done using students lining up following every step of the teacher through the sidelines of the tables and chairs

In the second learning observation, the teacher begins by asking about various kinds of sounds around the students, such as how the sound/sound of the guitar is plucked, the sound of a chicken, the sound of a cow, the sound of a cat, and several other sounds. Furthermore, the teacher teaches students to write in their respective books related to several animal names. Students then write in their books the terms of the animals mentioned by the teacher. On the sidelines of the teacher asking students to write down the names of the animals mentioned by the teacher, the teacher seemed to give some signs indicating the pattern of certain letters asked by the students because some students were still not fully memorized writing the letters of the alphabet.

As for the third learning observation, the teacher starts by asking students to name some of their parent's names. Students enthusiastically mention the names of their respective parents. Next, the teacher shows some vocabulary and the teacher shows some letter cues, and then the students are asked to guess the answer. Next, students are asked to come forward and write on the blackboard some of the letters that have been mentioned, including the letters W, N, U, H, A, I, and X. The learning activity continues with the teacher asking students to open the thematic book. Page 123. then students are asked to point to the letters as explained by the teacher. After several times the teacher mentions the letters, and the students write them down, the teacher allows students to go forward writing letters, where the letters to be written are read out first by the teacher. Students who want to advance to writing are given an asterisk as a reward.

From several observations during the learning process, it was shown that the teacher in the first-grade class did that: *first*, the strengthening of reading literacy in students was carried out by adjusting the existing learning materials and the

students' stages of development. This will certainly be meaningful for students (Rachmawati, 2022), (Mulyo Teguh, 2017). *Second*, the teaching method chosen by the teacher shows conformity with the stage of growing and getting used to reading in students. This is important for teachers because suitable methods can positively impact students' reading literacy (Lestari, 2018), (Nuriasih, 2021). *Third*, using games and things close to the student's environment makes it easy for teachers to strengthen reading literacy because students feel familiar with learning to read with various things around them. This is because the surrounding environment is the initial environment where children learn to communicate and interact with others, so what is in the environment around students can be a strategic entry point for teaching reading literacy (Arsa, 2019), (Joyo, 2018). *Fourth*, giving awards to students will increase students' interest in learning to read. This proves that the development of student's abilities, no matter how small, needs appreciation from the teacher so that students are increasingly motivated to continue to develop their abilities (Marjani, 2019), (Muktadir, 2021).

3.3. Strengthening Reading Literacy with other ways than learning in MI Muhammadiyah Pasir Lor Banyumas

In strengthening reading literacy in a student's first-grade class, the classroom teacher takes the following steps: *first*, attaching learning posters that support the learning process and build reading habits in students. *Second*, placing a reading corner in the classroom has several illustrated reading books as enrichment. *Third*. Regulate student seating patterns, allowing teachers to be mobile and fully control the class.

From several observations during the learning process, it was shown that the teacher in the first-grade class showed that: *first*, the teacher paid attention to placing various posters that supported the strengthening of reading literacy in students. These different posters will be able to stimulate interest in reading from students, in addition to creating literacy for students (Dewantara, 2017), (Marini, 2018). *Second*, the teacher is committed to the existence of a reading corner and its function in strengthening reading literacy in students; where in the reading corner, the teacher places books that are by the child's developmental stage. This is important to do because the existence of a reading corner containing picture storybooks will attract students' interest in reading (Faradina, 2017), (Nurmaya, 2020). *Third*, the teacher has a strategy to regulate student sitting patterns, making it easier for students to carry out mobility, including going forward to do assignments from the teacher in front, reading in front of the class, or carrying out activities that support strengthening reading literacy in students. This seating arrangement is essential because it can provide opportunities for students to learn how to be part of a group, and develop listening, speaking, and interacting skills with others (Rusydiyah, 2016), (Rahmat, 2019).

By using the two models of strengthening reading literacy, it has an impact on students, among others: students become brave enough to try to read the text/writing given by the teacher, students become brave to come to the front of the class and read the reports made by their friends or teachers, students do not seem depressed or afraid when they make mistakes in reading, students seem to feel happy and enthusiastic about participating in reading activities because of the appreciation and attention of the teacher.

Although the two models of strengthening patterns can have a positive impact on students' reading literacy, this research on the pattern of strengthening reading literacy conducted by grade 1 teachers at MI Muhammadiyah Pasir Lor cannot be separated from several limitations: the research focus is only on one class and one teacher, not all teachers who teach in first-grade class are involved as informants. So this research is still very open to further deepened and further expanded the area or scope of classes and schools

4. Conclusion

The pattern of strengthening reading literacy carried out by first-grade class teachers at MI Muhammadiyah Pasir Lor, there are two models, namely: reinforcement based on learning, and reinforcement based with other ways than learning. The first model is done by adjusting the learning materials and the stage of student development. So that the ways and methods used in learning are also adapted to these two things. As for the second model, it is adjusted to the capacity of the class teacher himself; this is because the pasting of posters, filling in the reading corner, and seating arrangements are managed by the teacher independently. In some cases, there is support from the school, but the decision in the classroom is returned to the teacher. The two models show a positive influence on strengthening students' reading literacy. Of course, there are still limitations to some extent, but this does not reduce the teacher's efforts to enhance reading literacy in students at the school.

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