



Reading Literacy: How is it Implemented at the Elementary School Level?

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Abstract: This research aims to analyze students' reading literacy at elementary school level. This research uses a quantitative approach with a survey research type. The subjects of this research were all high class students of Madrasah Ibtidaiyah Negeri 10 Aceh Besar with a sample of 15 students. The sampling technique used in this research is Cluster Random Sampling. The data in this study was collected using a questionnaire. The data obtained is quantitative data which is then analyzed using Descriptive Statistics techniques. The results of this research show the high reading literacy of students in the high class of Madrasah Ibtidaiyah Negeri 10 Aceh Besar. There were 10 students who achieved the highest reading literacy with a presentation of 0.66%. A total of 2 students achieved good reading literacy with a presentation of 0.13%. 1 student achieved poor reading literacy with a presentation of 0.66%. And what was very bad was that 2 students achieved reading literacy with a presentation of 0.13%. It can be concluded that this research shows the high reading literacy of students in the high class with a very good categorization using a 1234 Likert scale. With a total of 15 students, of which 10 are have excellent reading literacy.

Keywords: reading literacy, primary school, elementary school students

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INTRODUCTION

Literacy is an important part of learning in schools, especially elementary schools (Anggrasari, 2020). Literacy skills are something that students must master so that they can more easily accept a series of future learning processes (Fatimah & Maryani, 2018). As is happening in the current development of the world of education which is becoming increasingly widespread, literacy has become something that must be studied not only by students but by all groups. Learning literacy will also make it easier for people to keep up with increasingly rapid world developments (Lubis & Dasopang, 2020; Zuchdi, 2012). In general, literacy is the ability to read and write using spoken language (Alghazali, 2019).

However, as time goes by, literacy is not just about reading and writing. Literacy is apparently also defined as the ability to speak, count, solve problems found in everyday life, understand and use one's potential abilities (Bungsu & Dafit, 2021; Lubis & Wangid, 2019). This makes types of literacy develop, starting from scientific literacy, digital literacy, to financial literacy (Fatmawati, 2019). Reading literacy is a core part of learning

in schools that cannot be separated. This skill is the most basic foundation for achieving success in learning (Wulanjani & Anggraeni, 2019). Reading literacy can help children understand other people and the environment around them, help children convey thoughts and feelings to others, foster children's interest in literacy, and develop attitudes, knowledge and skills needed at the next level of education. Reading literacy involves the ability to understand words, phrases, sentences, and texts as a whole. This includes the ability to identify word meanings, understand context, and interpret information presented in text.

Literacy is a complex process that involves building on previous knowledge, culture, and experience to develop new knowledge and deeper understanding. Literacy functions to connect individuals and society, and is an important tool for individuals to grow and participate actively in a democratic society (Gogahu & Prasetyo, 2020). The development of both conceptions of literacy is characterized by a number of views which state that literacy is closely related to social situations and practices. This view defines literacy as a social and cultural practice seen as a context-free cognitive achievement (Dasopang et al., 2023). Literacy is further viewed as a cultural and habitual belief. This view was born based on the viewpoint of experts who interpret and relate literacy to the world context. These changes play an important role in the process of developing students' literacy skills and the approaches students use to study various academic fields (Setiawan & Ilmiyah, 2020).

In the third generation, the meaning of literacy is broadened by the rapid development of information technology and multimedia. Literacy in this context has been expanded to include several types of literacy elements, such as visual, auditory and spatial rather than written words (Fatmawati, 2019). Fatimah & Maryani (2018) state that we have experienced a shift in the broader history of printed text culture, towards a point where the visual mode is more prominent with the help of new technology. Regarding this, Bosman (2012) gives an example, namely that the Encyclopedia Britannica, which has been known in printed form for 244 years, has now been transformed into an online version of the dictionary with the help of multimedia components. However, on the other hand, reading and writing on the internet and via multimedia modality (hypertext) requires a different way of interacting with text. When reading multimedia, readers move from the habit of reading narrowly, linearly, and only oriented towards printed text, towards a multidimensional and interactive context (Angrasari, 2020).

In the fourth generation, literacy has been viewed as a social construction and never neutral (Pratama, 2022). In line with the development of information and communication technology, the definition of literacy is also experiencing further development, namely literacy in the fifth generation. In line with this development, teachers in schools must also think that literacy is a developing concept and will have consequences for the use of various digital media in the classroom, school and society (Dasopang et al., 2022; Lubis et al., 2021). Treating literacy as an evolving concept also allows teachers to view cultural and linguistic diversity, as a valuable resource for students to engage with new digital media, not as consumers, but as critical and creative producers. Thus, students with different backgrounds and abilities can draw broader meanings based on a variety of resources that can be used to make meaning. In essence, being literate in this information age means having to be able to engage in various literacy practices, as well as being able to describe various sets of literacy skills in a variety of literacy domains. Inability to negotiate with various types of literacy skills will certainly cause students to be unable to access the list of choices available long.

The term literacy in the fifth generation is also known as multiliteracy. The term multiliteracy implies the skill of using various ways to express and understand ideas and information, using conventional text forms as well as innovative text, symbols and multimedia (Lubis & Dasopang, 2021). In the multiliteracy view, students need to become experts in understanding and using various forms of text, media, and symbol systems to maximize their learning potential, keep up with technological changes, and actively

participate in the global community (Pratikno & Sumantri, 2020). Thus, literacy learning is aimed at developing students' skills in critical literacy, visual literacy, media literacy, technological literacy, cross-curriculum literacy and literacy in other languages.

The concept of multiliteracy as above is in line with Eisner's concept (Kist, 2005:12) which states that multiliteracy is the ability to read, write poetry, share, paint, dance, write novels, or the ability to contact various media that require literacy. Thus, Eisner argues that literacy can be seen as a way to find and make meaning from various forms of representation that exist around us. Based on this view, Eisner argued that literacy is not only seen as the ability to grasp meaning from written symbols, but also from various symbols that contain meaning that exist around us. Apart from the ability to make meaning, literacy can also be said to be the ability to produce various ideas in various forms of representational media, both using traditional language codes and high-tech codes. As a conclusion to Eisner's view, literacy is seen as having gone beyond the generation of word literacy, visual literacy and critical literacy, and has entered the realm of technological literacy which can then be said to be multiliteracy.

Eisner's view above is in line with the view of C. Luke (Rahmasari et al., 2023) who states that multiliteracy is the ability to view knowledge in an integrative, thematic, multimodal and interdisciplinary manner. Based on this point of view, efforts to build meaning can be made in various forms of communication media. All media that can be brought close to literacy are considered to hold meaning, so that knowledge will further develop if these meanings and various representative symbols can be explored and discovered. Furthermore, the difference between literacy and language was stated by Bentley Davies (2013) who stated that language and literacy are related to each other, but are not the same thing. Language teachers play an important role in developing and teaching literacy skills such as reading, writing and speaking. However, language is a subject, especially involving key knowledge and skills beyond literacy. Some of these key concepts are between Cope and Mary Kalantzis regarding the emergence of the term multiliteracy as the final part of the development of the concept of literacy. In the view of Cope and Kalantris (Pinariya & Lemona, 2019), literacy is the most important element in the modern education project. Based on this, there are at least three reasons why teachers must change their views on the concept of literacy pedagogy. These changes must be made based on the current view of literacy pedagogy, which is only limited to efforts to develop students' reading and writing skills in schools, to a broader view, then known as multiliteracy (Khoimatun & Wilsa, 2021). Changing this perspective is very important in efforts to develop students' abilities in the current and future era of globalization.

The first reason underlying the change in the term literacy to multiliteracy is that literacy is a very important transformation design. Literacy is an effort to express the meaning contained in existing meaning design images, as well as an effort to produce meaning by adding something as a result of our own thoughts to the existing design. In this way, the resulting transformative design is able to contribute to world change. Therefore, to the literacy notions that have appeared previously, dynamic agency or design must be added. The diversity of sources of meaning as a hybrid design of meaning is also another consideration. that must be considered in adding agency or design to traditional literacy concepts.

The second reason is that literacy in its natural state is multimodal. This multimodal nature becomes very important in the context of the current communication environment. This is because literacy stretches from multimedia computer screens to supermarkets, which increasingly shows that texts have been presented variously and dynamically in sound, visual, spatial and gestural forms. On the other hand, globalization and local diversity in a balanced and progressive manner have also transferred meaning far from just the language aspect. In line with this reality, literacy learning must be upgraded to interdisciplinary learning. Thus, the boundaries between literacy and art, drama and music are not clearly defined

The third reason is that metalanguage design has given rise to variations in meaning forms in relation to variations in meaning functions. Grammar has been used in different forms for different purposes. Grammar itself cannot only be interpreted as rules of written language, but more broadly as rules for using language in a very broad scope involving very varied media for conveying meaning. Thus, almost no grammar can be interpreted with clear truth and error. Interpretation of the meaning of this broad grammar will depend greatly on age, gender, region, ethnic background, social class, occupation, and so on.

METHODS

This research is quantitative research with a survey research type. This research was conducted using a cluster random sampling technique. The data collection technique in this research was obtained using a questionnaire. The subjects in this research were 15 high school students from the Min 10 Aceh Besar school. The location of this research is at Min 10 Aceh Besar school. The instrument used was a question sheet using a Likert scale. The question sheet was used as a guide for interviewing 10 Aceh Besar high school students about reading literacy.

Data were analyzed by describing the findings obtained through the questionnaire results. The quantitative data in this research was analyzed through the following steps: (1) Editing. At this stage, the data that has been collected through a list of questions or interviews needs to be read again. This is done to see whether there are things that are still doubtful. from the respondent's answer or not. (2) Coding, the data in the form of the respondent's answer needs to be coded. The aim is to make the process of analyzing data easier. The coding stage is studying the respondents' answers, deciding whether or not the answers need to be categorized first, and assigning codes to the existing answers. This stage must be done for each question in the questionnaire or questionnaire, one by one. Giving codes for each answer is the main content of a code book. This is very important, if the data processing is carried out with the help of a computer. (3) Data Tabulation, Data tabulation is a processing process carried out by entering data into tables. Data tabulation can also be said to be the presentation of data in the form of a table or list to make evaluation and observation easier. The results of this data tabulation can be an illustration of the research results. This is because the data obtained from the field has been arranged and summarized in a table that is easy to understand. meaning. After that, the researcher is tasked with providing an explanation or explanation using sentences regarding the data that has been obtained. (4.) Data Analysis. Basically, data processing in social research cannot be separated from the use of certain statistical methods. Statistics plays a very important role in research, both in the preparation, formulation of hypotheses, development of research tools and instruments, and also in data analysis. Statistical data processing is basically a way of processing simple quantitative data, so that the research data that has been obtained can have meaning. (5). Data Interpretation, After the collected data is analyzed using statistical techniques. Then the results must be interpreted or interpreted so that important conclusions are easily known by the reader. Interpretation is a detailed explanation of the true meaning of the material being explained. Apart from that, interpretation can also provide more meaning. extent of research findings (6). Generalizations and Conclusions Based on the results of data analysis and interpretation, researchers can make generalizations and conclusions from the results of their research. Generalization can be referred to as something related to the formation of ideas or general conclusions from an event. In research, generalization must be related to the theory underlying the research. This generalization will then be followed by a process of drawing conclusions from the results of the research that has been carried out.

RESULTS

Based on the research results obtained at the MIN 10 Aceh Besar school using a questionnaire, it was found that 10 students achieved the highest reading literacy with a presentation of 0.66%. A total of 2 students achieved good reading literacy with a presentation of 0.13%. 1 student achieved poor reading literacy with a presentation of 0.66%. And what was very bad was that 2 students achieved reading literacy with a presentation of 0.13%.

The observations carried out by the researcher were two days in class IV and two days in class V, VI and one day was used to observe reading literacy and provide test questions in the form of a questionnaire. Based on the results of observations made by researchers on the first day of the school Literacy Movement related to reading in class III and class V, it was carried out 15 minutes before learning. The types of reading that are done are reading silently and reading aloud. The books read are story books, textbooks and knowledge books. In the observations made on the first and second days in class IV, the activity system was the same, namely reading silently then reading aloud and telling stories. Some students were asked to come forward by the teacher to read aloud and in tune, and some students were asked to tell stories. In the observations made in class IV there was a difference, namely that the books used on the first day were learning books and on the second day they were story books. The types of reading used are reading silently and reading aloud. Activities carried out on the first day The teacher gives 5 minutes to read silently.

Then several students were asked to read aloud in turn. The teacher asks several students questions about the content of the reading that the students have read. The teacher also gives students the opportunity to answer questions given by the teacher. Activities carried out on the second day. The teacher provides reading material in the form of stories and then students are asked to read silently. Students are asked to understand the contents of the reading and then several students are given the opportunity to tell the contents of the reading in front of the class. Interviews conducted with class IV and V, VI teachers and the school principal showed that students were very happy to take part in this literacy activity. The condition of students' interest in reading has also increased with the Reading Literacy Movement. The habit of reading every day will certainly have a positive impact on students. The positive impact in the form of improving academic learning outcomes is starting to be seen. A confident attitude when reading and telling stories also begins to appear. The facilities used to support this literacy activity are a supply of books in the form of learning and non-learning books, a library.

Based on the results of research using observation sheets, it was found that literacy skills in MIN 10 Aceh Besar, Montasik sub-district, are very high. To develop students' reading skills, appropriate strategies are needed so that students become more interested and trained to read and search for information in the surrounding environment so that it becomes useful knowledge. for himself. Therefore, implementing reading literacy in schools is very appropriate and very important for schools, especially as elementary schools are the first place to instill the basics of reading literacy in students. The implementation of reading literacy at MIN 10 Aceh Besar was carried out several years ago, this implementation was followed because in the 2013 curriculum learning regulations, reading literacy activities were carried out every morning before learning time started. Activities for implementing reading literacy at MIN 10 Aceh Besar have several programs consisting of making wall panels for the classroom, and reading corners. The reading literacy activities at MIN 10 Aceh Besar include students reading in front of the class and other friends listening carefully.

Another service that supports reading literacy at MIN 10 Aceh Besar is the library. The government has also collaborated with each school to create libraries for students to read books, borrow books and do assignments. This library functions as a program to condition students so that they are not too late or noisy during break time. The books in the library consist of general knowledge books, textbooks, story books, comics and short stories. Apart from that, the library has the benefit of providing a new atmosphere in the

school, also during free time or break times it can be used for students to read and make students happy and enjoy reading with the guidance of teachers. The reading literacy program held at MIN 10 Aceh Besar consists of creating poetry, pantu and short stories from students' experiences while reading or the students' own experiences. This program can be seen from every student making poetry or pantu, their work is exhibited in every school hall. As for those who make short stories, students will read them in front of the field when the roll call takes place. This program is implemented by teachers before each semester exam to increase the value of students who are active in learning. This program is carried out individually and in groups depending on what the students want to be like.

Apart from storytelling activities and composing written works, the implementation of reading literacy at MIN 10 Aceh Besar is also carried out by inviting students to practice analyzing text content, drawing analytical inferences on texts, criticizing texts, and presenting creatively. In implementing the school literacy movement, there are various factors supporting and inhibiting the implementation of literacy. Factors Supporting the implementation of reading literacy at MIN 10 Aceh Besar consist of teachers who are enthusiastic about implementing reading literacy, there is an allocation of time every morning before learning, and there is collaboration with the students' parents. Meanwhile, the inhibiting factors are the inadequate availability of infrastructure such as reading books and there are some students who cannot read fluently.

DISCUSSION

At the familiarization stage, the principal of MIN 10 Aceh Besar established a policy to require students, educators and education staff to read 15 minutes before class time. To support these activities, the principal also develops a physical school environment that is rich in literacy, such as providing a library at the MIN 10 Aceh Besar school, including an adequate library. This can be seen from the condition of the library which is neat, clean and comfortable with a well-arranged book collection. This finding is in line with the findings of Pratiwi (2021) who stated that reading literacy can be increased by increasing students' awareness of reading and providing good facilities to increase reading awareness.

Apart from that, the school principal also provides other supporting facilities and infrastructure such as providing reading corners, reading carts, madding and providing interesting reading books for students to read. Schools can also carry out development with the aim of improving students' literacy skills. The development activity carried out at MIN 10 Aceh Besar is to invite students to read 15 minutes before class time. Reading is done either aloud or reading silently or other activities with non-academic billing. The activities carried out are having conversations in English, reading fairy tales that have values about the students' real lives. Apart from that, literacy skills development is also carried out through activities in school libraries and visits to city or regional libraries. Providing a class reading corner, reading corner, reading cart and watching short films.

Developing literacy skills through activities in school libraries and city/regional libraries or classroom reading corners with various activities, including: (a) reading books aloud, reading silently, reading together, guided reading, watching short films and reading texts (printed, visual/digital material from the internet); (b) students respond to fiction and non-fiction texts, through several simple activities such as drawing, making concept maps, discussing and talking about books.

Reading literacy is also carried out in the learning process. Before entering the core learning stage, the teacher asks students to read the material that will be taught for 15 minutes so that students have initial knowledge related to the learning material that will be presented by the teacher. This is done to support the implementation of the 2013 curriculum which requires students to read non-textbooks which can be books about general knowledge, hobbies, special interests, or multimodal texts, and can also be linked

to certain subjects. As for literacy activities in learning, they are adjusted to the academic requirements in the 2013 curriculum.

CONCLUSION

Based on the results of this research, it can be concluded that the high level of reading literacy at the MIN 10 Aceh Besar school was 10 students who received excellent categorization with a presentation of 0.66% of the total 15 students in the high class studied using a questionnaire with the Cluster Ranom Sampling Technique. A total of 2 students achieved good reading literacy with a percentage of 0.13%. 1 student who achieved poor reading literacy with a percentage of 0.66%. And as many as 2 students achieved very poor reading literacy with a percentage of 0.13%. So from the data obtained, it is stated that literacy results are very high for high class students at MIN 10 Aceh Besar.

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