

## Regency Analysis of the Problem of Low Literacy Skills of Elementary School Students in Dompu

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### Abstract

*This study aims to analyze the problems and low literacy skills of students, especially at the elementary school of Madrasah Ibtidaiyah (MI) Al-Faat Bara. This study uses a descriptive analysis method based on qualitative data through observations and interviews conducted at the elementary school of MI Al-Faat Bara. While the research subjects are elementary school students / MI. As well as the parents of the students. Based on the results of the study, it shows that the factors causing the low literacy skills of MI Al-Faat Bara students are: 1. Low interest in reading; 2. Insufficient facilities and infrastructure; 3. Relationships in the family; 4. The influence of cellphones and television; 5. Teachers have not maximized the model in learning to read.*

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## 1. INTRODUCTION

The low interests and habits of students in Indonesia in reading, writing, listening, and critical thinking are explained by the World Literacy Institute. According to PIRLS data, *Progress International Reading Literacy Study* in 2011, Indonesia ranked 45th out of 48 participating countries. Meanwhile, the reading literacy test in PISA (*Programme for International Student Assessment*, 2009) shows that Indonesian students are ranked 57th out of 65 participants, while in PISA 2012 Indonesia's ranking decreased to 64th out of 65 participants. This data is in line with UNESCO's findings (Wiedarti, 2016), where Indonesia is in the low category; only one in 1000 Indonesians likes to read. This fact is supported by a 3-year survey by the Central Statistics Agency (BPS) regarding the reading and watching interests of Indonesian children. The BPS results stated that only 17.66% of Indonesian children have an interest in reading, while those who have an interest in watching reached 91.67% (Femina, 2017). In addition, the reality that exists in society until now still considers reading activities to be merely an activity to pass the time, not an activity to fill time intentionally. This means that reading activities have not become a habit but rather a mere 'fun' activity (Rahman, 2017).

Disadvantages: Learning in elementary school includes: 1. the ability to repeat information that is stated explicitly; 2. making references; 3. checking and assessing language content and elements. The reading texts are still below the international average. Based on this explanation, the author conducted research to determine the factors causing the low literacy skills of students at MI Al-Faat Bara. This research is deemed necessary to understand the background and causal factors that accompany the development of literacy skills in Indonesia, so that in the future it can serve as an alternative solution in determining literacy development policies.

## 2. RESEARCH METHODS

### a. Research Approaches and Types

This study uses a qualitative approach with a descriptive research type that functions to provide in-depth meaning to existing data or facts (Moleong, 2007). This approach was chosen because the researcher describes the existing data, facts, and conditions, and conducts an analysis of the data obtained. The data from this study are regarding the Analysis of Problems of Low Literacy Skills of Students at MI Al-Faat Bara. The research subjects include the principal, homeroom teacher, students, and parents of students. Sampling in this study uses purposive sampling; from the various informants above, the researcher can obtain accurate data from the results of in-depth interviews.

### b. Data Collection Techniques

This research uses the following data collection techniques:

#### 1) Observation

According to Sugiyono (2012), observation is a complex process, composed of various observations and memories. The observations carried out by researchers include direct observations of teaching and learning activities carried out at MI Al-Faat Bara. These observations were conducted while the teacher was teaching the class.

#### 2) Interview

Interviews were conducted to obtain data directly from respondents (Sukardi, 2017). These included interviews with school principals regarding information on school policies, literacy facilities such as libraries, reading corners, and the implementation of the School Literacy Movement (GLS). Interviews with teachers or homeroom teachers included information on teaching methods, classroom obstacles, and direct observation of student abilities. Interviews with students were conducted to determine reading behavior and learning motivation. Interviews with parents were conducted to determine economic conditions, study guidance, and reading habits at home.

#### 3) Documentation

Documentation is a record used as a complement to interview and observation methods (Sugiyono, 2015). The documents collected are relevant school documents, such as student learning outcomes, literacy programs, and facilities and infrastructure that support literacy activities at school.

### c. Triangulation

Triangulation is a data collection technique that combines various data collection techniques and existing data sources to test the accuracy of the data obtained by researchers (Sugiyono, 2012). In this study, researchers used source triangulation and method triangulation techniques. Researchers checked the validity of data from various sources, such as interviews with the principal, homeroom teachers, students, and parents. Related to the Problem of Low Student Literacy Skills at MI Al-Faat Bara. Meanwhile, triangulation is a technique used by researchers to check data obtained from interviews, observations, and documentation.

### d. Technique Data analysis

The data analysis process carried out by researchers involves the stages of data reduction, data display or data presentation, and conclusion.

## 3. RESULTS AND DISCUSSION

### 3.1. Problems in Implementing the Literacy Movement at MI Al-Faat Bara School

The implementation of the school literacy movement (GLS) can run well if the school pays attention to and fulfills the scope of GLS implementation which includes: a. the physical environment of the school (availability of literacy facilities, resources and infrastructure); b. an effective social environment (support and active participation of all school members) in carrying out literacy activities in elementary schools/Islamic elementary schools; c. an academic environment (the existence of a real literacy program that can be implemented by the school community).

Based on the author's research results with several sources, the implementation of GLS at MI Al-Faat Bara has not fulfilled all categories of the scope of the school literacy movement, be it the physical school environment, the affective social environment, or the academic environment. To facilitate the analysis of GLS data conducted at MI Al-Faat Bara, the author recorded the data in the indicator table below.

Table 1. GSL Achievement Indicators for Discussion Stage

No	Indicator	Belum	Sudah
1	Ada kegiatan 15 menit membaca (membaca dalam hati, membaca nyaring) yang dilakukan setiap hari		V
2	Kegiatan 15 menit membaca telah berjalan selama minimal 1 semester		V
3	Peserta didik memiliki jurnal membaca harian	v	
4	Guru, kepala sekolah, dan tenaga pendidikan menjadi model dalam kegiatan 15 menit membaca dengan ikut membaca selama kegiatan berlangsung.	v	
5	Ada perpustakaan, sudut baca di tiap kelas, dan area baca yang nyaman dengan koleksi bacaan non pelajaran	v	
6	Ada poster-poster kampanye membaca di kelas, koridor, atau area lain di sekolah	v	
7	Sekolah selalu melibatkan public (orang tua, alumni, dan elemen masyarakat) untuk mengembangkan kegiatan literasi sekolah	v	

Table 1: hasil data indikator ketercapaian GLS tahap pembiasaan

The implementation of the School Literacy Movement (GLS) at MI Al-Faat Bara has been carried out at the learning stage, but the implementation at this stage is more focused on supporting aspects of the GLS implementation, such as students reading alone without anyone accompanying them during the GLS activity. Teachers, principals, and educational staff have not yet become models in the 15-minute reading activity by participating in reading during the activity.

### 3.2. Factors Causing Low Student Literacy at MI Al-Faat Bara

#### a. Facilities/collection of reading books

MI Al-Faat Bara does not yet have sufficient supporting facilities for the implementation of GLS, including: The availability of a school library that has adequate facilities and book collections, the absence of a librarian who manages the library, the lack of a reading corner in each class equipped with cupboards, bookshelves, a collection of fiction books, and the lack of a literacy journal to facilitate the evaluation process of the implementation of GLS. This can be seen in the table below.

Table 2. Space facilities in 2023

NO	Jenis Ruang	Ada	Tidak ada	Jumlah
1	Ruang Kelas	V		9
2	Laboratorium		V	0
3	Ruang Perpustakaan		V	
4	Ruang Komputer		V	
5	Ruang Serbaguna		V	
6	Ruang UKS		V	
7	Ruang BK		V	
8	Ruang Guru	V		1
9	Ruang Tata Usaha		V	
10	Ruang Osis		V	
11	Ruang Tamu		V	
12	Ruang Ibadah		V	
13	Kamar Mandi/WC Guru	V		1
14	Kamar Mandi/WC Siswa	V		1

Figure 3. Table 3. Library Book Number Data 2023

NO	Mata Pelajaran	Buku Pegangan Guru		Buku Teks Siswa		Penunjang	
		Jumlah	Jml Judul	Jumlah	Jml Judul	Jumlah	Jml Judul
2	Pendidikan Agama	1	2	1	10	2	6
3	Bhs.Indonesia	2	2	1	10	2	6
4	Bhs.Ingggris	2	2	1	10	2	6
5	Sejarah	2	2	1	20	2	6
6	Bhs.Arab	2	2	1	10	2	6
7	IPS	2	2	1	10	2	6
8	PPKN	2	2	1	10	2	6

b. Low Attention from Students' Parents

The low literacy skills of students at MI Al-Faat Bara are caused by the lack of parental attention in preparing reading books that children like, as well as the lack of parents in supervising when children learn to read at home. This is based on the confessions of several students during interviews. Lack of attention from parents makes children no longer interested in reading because they play with gadgets more often. Communication and learning guidance from parents are supporting factors in children's literacy skills. This is in line with the results of Martin's (2010) research, which shows that students who have a good level of literacy skills are students who have parents/families who care and have time to guide children in reading.

c. Lack of Coordination Between Teachers and School Management Team

For a program or activity to run smoothly, strong cooperation and coordination are essential. However, implementation is not always smooth sailing. Ineffective activities are one of the consequences of a lack of team cooperation and coordination. This also occurred in the implementation of GLS at MI Al-Faat Bara.

d. The Influence of Cell Phones/Gadgets and Television

Based on interviews and questionnaires, all students with cell phones use them for gaming and YouTube. They watch television primarily for soap operas and cartoons. Both cell phone and television use should be accompanied by parental guidance and direction. Interviews with students revealed that they rarely use their cell phones for literacy development activities, while their parents rarely provide guidance when they use their cell phones.

e. Lack of reading activities outside of school.

Playing online games can negatively impact children's reading habits. This is based on student feedback during the study. They prefer playing online games to reading books. Reading is a window to the world, as it allows students to learn about many things they might not otherwise have known. Therefore, students with high literacy skills have a habit of reading outside of school (Shiel, G., & Eivers, E., 2016: 35).

#### 4. CONCLUSION

Based on the data and findings obtained by the researcher, it can be concluded that the factors that influence the problem of low literacy skills of students at MI Al-Faat Bara school are as follows: 1. lack of enthusiasm of students towards reading activities; 2. The limited collection of books available in the library; 3. Teachers' teaching methods are less interactive because most of the teachers recruited by the school are teachers who have just completed their SI strata, so they do not have experience in teaching; 3. lack of attention and support from parents so that children spend more time with cellphones excessively, thus reducing study time at home; 4. inadequate facilities and infrastructure for managing literacy movement activities at school; 5. The literacy movement, 15 minutes before the start of class, is not implemented effectively.

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