Improving Students' Literacy Through Picture Story Books at SDN 1 Gunjan Asri

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Abstract

Literacy skills are very important for every individual in helping a person's development. The learning model, especially the independent curriculum, where literacy skills are really needed. Behind the interesting activities presented by teachers and able to be enjoyed by teachers and students, of course the individual abilities of students must be able to develop students' abilities in the learning process. Data from the ministry shows a low figure for students' literacy abilities in Indonesia, especially at the elementary school level, namely 30%. It is very unfortunate indeed to see the fact that the reading ability which should be really needed to support the development of students is actually very low. (PIRLS) once stated that the literacy ability of Indonesian people is at number 41 out of 45 countries and many others. Gunjan Asri Village is a village that has only been expanded for 4 years and is located in a remote area far above sea level. Of course, quality human resources are needed to help develop the region. Judging from the literacy figures in 3 elementary schools of the same level, the figures are low, so this research was carried out to be able to develop the literacy skills of students in Gunjan Asri village.

Keywords: *Increasing students' literacy through picture story books.*

INTRODUCTION

Literacy is the ability of a person's skills, where this ability includes speaking, listening, searching for information, digging for information, processing information, critical thinking, reading and writing (Ranung and DKK: 2024). In the new learning model in the digital era, literacy is an important ability that a person must have in individual development. In the new learning model, Literacy covers all aspects of learning, including Mathematics, where the form of learning is in the form of stories with high literacy value, information processing is really needed in working on a problem.

The concept developed in Merdeka is learning to improve personality in accordance with the culture in the area, to be a person who has faith and piety to God who is almighty, healthy, generous, talkative, knowledgeable, innovative, creative, and responsible. Merdeka self-learning is a program designed to create a pleasant learning environment for teachers and students at school. The concept of Merdeka education focuses on developing students' cognitive abilities to be able to analyze well and be able to think critically. The cognitive ability can be in the form of Mathematical literacy (Hanif Naufal and DKK: 2022).

Mathematical literacy is students' ability to understand and apply various mathematical applications such as facts, principles of manipulation and problem solving in everyday life (Dewi: 2015). Behind the great need for literacy skills in an individual's self-development, there are several countries that have obstacles in improving literacy at the elementary school/madrasah ibtidaiyah (SD/MI) level. Data from the Ministry of Education and Culture itself shows that the literacy rate of Primary Schools/Madrasah Ibtidaiyah in Indonesia is very low, namely 30% who have adequate literacy skills (Nisati: 2020). The low literacy rate in Indonesia itself is included and highlighted in the study *Progress in International Reading Literacy Study* (PIRLS) Where Indonesia ranks 41st out of 45 countries in terms of reading or literacy in elementary schools/madrasah ibtidaiayah (SD/MI) (Kharizmi: 2015). Other international studies also show that Indonesia's literacy rate is low, *Program for international Student Assessment* (PISA), PISA in 2012 placed Indonesia's literacy capacity at 64 out of 65 countries. Apart from that, Pisa in another year 2022 showed that the Literacy score in

Indonesia was 356 from the previous score in 2018, which reached a score of 371.

Developing abilities from an early age is one way to improve children's abilities in their golden years. Apart from the learning process, it provides stimulation for students who are able to develop all aspects of children's development as a whole, including cognitive, socio-cultural, artistic, moral, religious values and physical motor aspects. There are various types of literacy for early childhood according to aspects of development, including media. Media is anything that is used to channel messages from teachers to students so that it can stimulate students' thoughts, feelings, attention and interests so that the learning process occurs (Sudiman and DKK: 1996). The fact that happens at SDN 1 Gunjan Asri is that not all children can read well and fluently, they cannot write and, because they don't know letters, many students cannot tell what the teacher has given them, so literacy skills are very necessary.

PROBLEM

Literacy skills are very important that individuals must have in developing themselves in the digital era like today. In the current era of technology, children born after 2010 are the younger generation, where today's children are very familiar with digital technology. Children's own motivation to learn and interest in learning is very small. The development of digital technology in Gunjan Asri village itself means that parents have less time to see and pay attention to their children, so that many children spend more time on their cell phones. Children's literacy abilities. The facts that we found for ourselves at SDN 1 Gunjan Asri are very diverse, including: not all children have the same reading level, they can read but cannot write, they don't know letters yet, and there are consonant letters whose pronunciation is always the same in the eyes of the students- female student.

The village of Gunjan Asri is located far above sea level and is one of the villages that has just blossomed as a root village, where road access, technology and so on are still very lacking. Residents who work more in the plantation sector themselves make it so that students have to participate in various activities carried out by their parents. So, there is very little time for studying and guidance provided by parents. The school route is very far from the homes of the students studying at school, making the learning process ineffective because the students are still tired. Books at school are less varied where they only contain learning books which makes students less interested in reading at SDN 1 Gunjan Asri.

The culture is diverse in Gunjan Asri village itself because Gunjan Asri village itself has 3 religions including Hinduism, Buddhism and Islam. Making the culture in the village very diverse. There are a lot of cultural activities, both from customs, religion and others, which make learning effectiveness at school less because many students are involved in these activities, which is a shame, the much-needed parental direction is rarely obtained by students because parents are busy with their work. in the garden, and for their livestock.

METHOD

The type of research carried out is library research. Where literature study is research carried out by collecting information and data assisted by various materials available in the library such as reference books, the results of previous research which is similar to research carried out in articles, notes and various journals which are still related to the formulation of the problem to be studied. thorough (M. Sari and Ahmendi: 2020). The data collection that we carry out is by recording the results of the assessment and documentation through guidance given to students. The use of reading books and pictures in developing students' cognitive abilities. The data analysis technique used is content analysis, namely the process of selecting, comparing and combining, and sorting various information so that the most relevant is found.

Assessment carried out in literacy activities. Assessment is a process of collecting data and information to obtain results from

students' learning development (Gloria: 2012). Respondents Participants who took part in literacy activities at SDN 1 Gunjan Asri, 9 students who were divided into 4 reading levels according to the literacy abilities of students from various classes starting from grade 3 to grade 6. The assessment was carried out to measure students' learning abilities for further analysis regarding various types of errors in the literacy documentation results of students at SDN 1 Gunjan Asri.

The results of this research were reviewed by conducting a literature study, from various documentation records, where the most relevant results were obtained from the results of the literacy guidance provided. In the literacy process, image media is used, where the media really helps students understand the literacy reading, they are doing. From the results of the data analysis itself, a comparison was found between reading without pictures and having picture media in books which were used to measure students' reading abilities. Students are able to draw reading content from the images they see on the teaching media provided.

Using Research Design *Pre- and posttest Control Group design* where we use several

groups to help make it easier to get data from various groups.

RESULTS AND DISCUSSION

Activities carried out at Gunjan Asri 1 State Elementary School, held on August 13 2024 in KKN group VII activities in Gunjan Asri Village. Activities focus on literacy in grades 3 to 6 at SDN 1 Gunjan Asri. We carry out assessments on students who have low literacy skills. Assessment is the process of collecting data about student development (Gloria: 2012). Assessment can be said to be an assessment of the process, as well as, student learning outcomes (monthly: 2001). The assessment was carried out to obtain data on students' literacy abilities, where the number of respondents was 9 students. Literacy results are specifically for small group placement in the literacy guidance carried out (pre-and *posttest Control Group design*).

Each group is created to measure activities to get the best possible results given (pretest *dan posttest*). From the results of the assessment carried out in the first cycle. With the following results:

Cycle Table 1

No	No	Class	Reading level
1.	Siska Herlina's daughter	3	Say
2.	I'm a philanthropist	4	Say
3.	I grew up in Aerospace	4	Paragraph
4.	Laelatul izati	4	Say
5.	Zidane Mahendra	4	Beginner
6.	Nevi gem sari	5	Story
7.	Aulia	5	Say
8.	Syarif Hidayatulah	5	Say
9.	Abdul Gani	6	Beginner

From the results obtained, there were 2 students who were beginners and did not know letters at all. Many students are at word level and the problems found are with the consonants of the letters: b, d, p, q, t. These letters are considered the same in their pronunciation and there are many reading errors when they are in these letters. There was 1 case where 1 student, Nevi Permata Sari, had

good reading skills but was unable to write well. In fact, all of the letters are not written correctly.

The first activity is reading and singing an alphabet song to improve students' memory skills for letters by motivating and making the learning atmosphere more enthusiastic to attract students' interest in reading. We use picture story books to help students analyze the

meaning of reading. Where do we know that picture story books are familiar to children? Picture story books themselves have 2 ways of conveying information in writing which is clarified with illustrations. The images in the book function as supporters and convey the news. According to (Surabaya: 2016) picture books are books that are presented using text and illustrations or pictures. We do this to help and motivate students in analyzing the meaning of reading by concluding images in literacy guidance.

The best way we have found is to provide a way to learn literacy according to students' interests. The students at SDN 1 Dunjan Asri really enjoy putting together words to express themselves. From this, we gave a posttest in the form of making rhymes where the students there were very enthusiastic so that when they were presented their reading was very precise and fluent without any errors in pronunciation of words or letters. You can read picture story books in 2 days to finish reading. Apart from students being able to analyze reading, students are also motivated because they understand the reading and want to know the continuation of the story they read.

The second assessment was carried out to determine reading results and improve students' reading skills in the second cycle which was carried out on August 21 2024.

Cycle Table 2

No	No	Class	Reading level
1.	Siska Herlina's daughter	3	Paragraph
2.	I'm a philanthropist	4	Paragraph
3.	I grew up in Aerospace	4	Story
4.	Laelatul izati	4	Paragraph
5.	Zidane Mahendra	4	Letter
6.	Nevi gem sari	5	Story
7.	Aulia	5	Paragraph
8.	Syarif Hidayatulah	5	Paragraph
9.	Abdul Gani	6	Letter

There was an increase in reading ability in the results of the assessment carried out, which was an increase from the previous results.

CONCLUSION

There were many things discovered from the results of the literacy guidance carried out at SDN 1 Gunjan Asri, there were students who did not know letters, reading errors in letter consonants, as well as good reading skills but difficulties with writing skills. From our observations and document retrieval, we discovered several factors. Literacy books lack variety, guidance and direction regarding global technology is so lacking that children lose direction.

Motivation to learn and learn greatly influences the learning outcomes achieved by students. With high interest in learning, students will be enthusiastic and ready to accept any learning. The learning model presented adapts to students' interests, so that the learning atmosphere is active and interesting for students to achieve effective and efficient learning and achieve learning goals.

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