

Analysis Of Reading Ability For Class 1 Students Through Online Learning At Sd City Banda Aceh

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Abstrak

Selama diberlakukannya sistem pembelajaran dirumah seakan memberikan kesan bahwa pendidikan murni didapatkan seorang anak melalui pendampingan orang tua, mendampingi kesuksesan anak selama proses belajar di rumah atau yang disebut sistem pembelajaran online menjadi sangat penting hal ini menuntut peran serta keaktifan siswa orang tua dalam memotivasi anak. Hasil penelitian di lapangan menunjukkan bahwa, latar belakang pendidikan orang tua memiliki pengaruh terhadap pemahaman materi yang diberikan oleh guru, orangtua sebagai pembimbing dan sebagai fasilitator harus mampu dalam mendampingi anak belajar dirumah dimasa pandemi ini.. diketahui bahwa persentase membaca siswa kelas 1 SD Negeri dengan kategori Lancar sebesar 38,47% dengan jumlah siswa sebanyak 1253 siswa, kategori membaca sedang dengan persentase 29,87% dengan jumlah siswa sebanyak 973 siswa, kategori membaca lambat sebesar 19,96% dengan jumlah siswa sebanyak 650 siswa dan kategori siswa yang belum bisa membaca sebanyak 11,88% dengan jumlah siswa 387 siswa. persentase membaca siswa kelas 1 SD Negeri Swasta kota Banda Aceh dengan kategori Lancar sebesar 48,71% dengan jumlah siswa sebanyak 301 siswa, kategori membaca sedang dengan persentase 20,39% dengan jumlah siswa sebanyak 126 siswa, kategori membaca lambat sebesar 20,71% dengan jumlah siswa sebanyak 128 siswa dan kategori siswa yang belum bisa membaca sebanyak 10,68% dengan jumlah siswa 66 siswa.

Kata Kunci ; Kemampuan Membaca, Pembelajaran Online; Pembelajaran di Rumah

Abstract

During the implementation of the home learning system, it seems to give the impression that pure education is obtained by a child through parental assistance, accompanying the child's success during the learning process at home or the so-called online learning system is very important. The results of research in the field indicate that the educational background of parents influences the understanding of the material given by the teacher, parents as mentors, and facilitators must be able to assist children in learning at home during this pandemic. It is known that the percentage of reading grade 1 elementary school students with the fluent category is 38.47% with 1253 students, the medium reading category is 29.87% with 973 students, the slow reading category is 19.96% with 650 students, and the category of students who cannot read as much as 11.88% with the number of students 387 students. the reading percentage of grade 1 students at the private elementary school in Banda Aceh with 48.71% fluent category with 301 students, a moderate reading category with 20.39% with 126 students, the slow reading category with 20.71% with several students as many as 128 students, and the category of students who can not read as much as 10.68% with the number of students 66 students.

Keywords: Reading Ability; Online Learning; Home Learning System

INTRODUCTION

During the implementation of the home learning system, it seems to give the impression that pure education is obtained by a child through parental assistance, accompanying the child's success during the learning process at home or the so-called online learning system is very important. WHO tries to make a guide for guiding and mentoring children for parents when children study at home during the pandemic, the guide contains positive and constructive parenting methods in the process of mentoring children when doing activities at home, parents receive training directly from the book. The basic thing that must be done by parents in guiding their children is guiding attitudes and skills that will shape the child's personality and character (Sari et al., 2019), at this time the role of parents is not only in shaping children's skills and character. but has changed the function of being an educator in the academic field. During the COVID-19 pandemic, parents must have extras and are versatile, parents must be able to guide, educate, maintain, direct and guide children during the learning process.

Parents must ensure that children are safe during the online learning process, especially the place used by children must be comfortable and clean, parents must be able to arouse children's enthusiasm in learning and be active in interacting with teachers when online lessons take place, children are required to actively communicate with teachers. In addition to being safe in terms of where parents must ensure their children access the positive things from gadgets, the facilities used by children must also be safe. Because in addition to having a positive impact, gadgets are also able have a negative impact, parents must accompany and direct their children when they use gadgets (Syah, 2020) (Handarini & Wulandari, 2020).

In online learning, children tend to get bored easily and lose their enthusiasm for learning. For this reason, parents try to create a comfortable atmosphere when children learn from home. Give your child space to focus, such as turning off the television or something. The following is the role of parents that is reflected during the Covid-19 pandemic: first accompanying children in doing school assignments. The role of parents during the learning period from home is more to help do the tasks given by the teacher at school to students. Both do activities together while at home. This moment provides an opportunity for parents and children to strengthen bonds with each other. In line with this, UNICEF revealed that there are several ways that parents can help the parenting process during this pandemic. One of them is making quality time with children (United Nations Children's Fund (UNICEF), 2020) (Kemdikbud, 2020).

As Minister of Education and Culture, Nadim said that online learning is learning carried out by teachers through video conference interactions. He also suggested that there should be an interaction between teachers and students when there are no barriers to internet access. The online learning system is a learning system in which teachers and students do not face each other directly, but are carried out online via the internet (Sadikin & Hamidah, 2020).

Online learning is an open distributed learning system that uses teaching tools (educational aids) enabled via the Internet and web-based technologies to promote the learning process and knowledge formation through meaningful action and interaction. (Horvitz, 2007) This needs to be considered and ensured so that students can continue teaching and learning activities even at home. Teachers are required to be able to use online media to design learning media as an innovation. Teachers or teaching staff consider this method not very effective because it focuses more on homework, and not all students have the technology to support this learning method. The government has adopted a learning policy to conduct distance learning through online media using mobile phones, computers, or laptops (Kusumadewi et al., 2020) (Ahsani, E., L., 2020).

Various polemics have sprung up regarding online learning that parents feel they have a full role in children's education with all the limitations, both in terms of facilities and in terms of parents' pedagogical abilities. The results of the pre-study show that parents come from different educational backgrounds, there are even parents who only have a high school education background, educational background has an influence on understanding the material provided by the teacher, parents as mentors, and as facilitators (Safarati et al., 2020). must be able to assist children in learning at home during this pandemic. Understanding of teaching materials is the main obstacle in the implementation process, this is shown based on the results of interviews of researchers with guardians of students who stated that conveying knowledge to elementary school children (SD) is not easy and requires special training especially elementary school students who are not yet so fluent in learning. reading especially in understanding the teaching material.

METHODS

The qualitative method used in this study is an analytical descriptive approach considering that this approach is expected to be able to describe and analyze various information and data that are from the researched problems related to online learning problems. In taking research subjects must go through a way called sampling. Sampling in this study uses a technique commonly used in qualitative research, namely purposive sampling is a technique for taking data sources with certain considerations. to obtain information related to the subject studied in this study is the parents of students (Lexy J. Moleong, 2019).

Data Collection Techniques

- a. Interview: The interview instruments proposed are those relating to how the online learning process takes place at home, how the role or direct participation of parents in the online learning process, what habits are instilled in students when studying online at home, and how online learning outcomes are related to the results. test students in fluent reading.
- b. Observation: The observation technique used is participant observation (Participant Observer), a form of observation where observers can be directly involved in the activity direct observation by researchers on the role of parents at home in the online learning process. The indicators that are observed by researchers are
- c. The documentation used is in the form of student assignments during the online learning process and, student reading test results as a result of the teacher's recapitulation through online and video learning processes

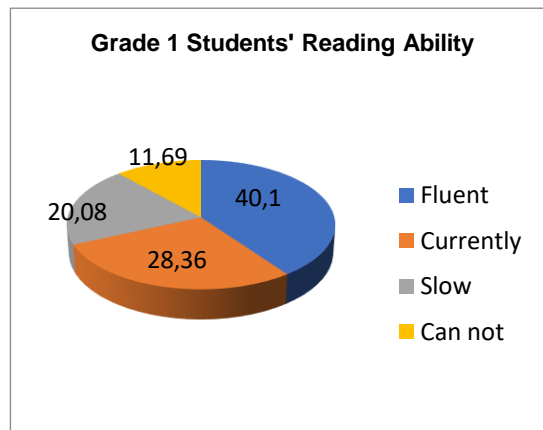
RESULTS AND DISCUSSION

The results of research related to online learning imposed by the school's parents explain that they have a full role in the child's learning process including

The results of the reading ability test of grade 1 students through online learning at the Banda Aceh City Elementary School

- a. Data on Reading Ability of 1st Grade Elementary School students in Banda Aceh City

Based on the results of research on the reading ability test of 1st-grade elementary school students in Banda Aceh in 89 elementary schools which are members of public and private schools with a total of 3875 students in grade 1 with the test categories of fluent reading ability, moderate reading, slow reading and not being able to read. the following results were obtained

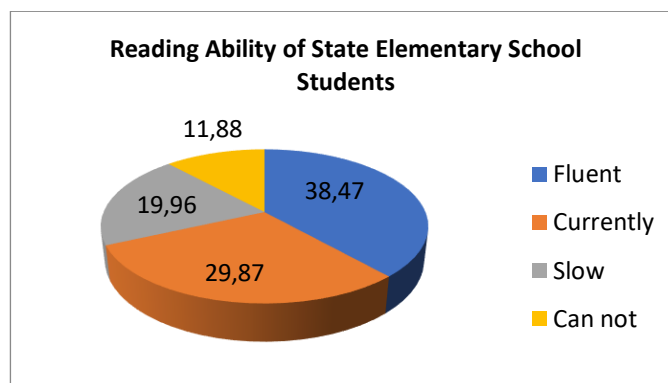


Graph 1. Student Reading Ability

Based on the graph above, it is known that the reading percentage of grade 1 students in the fluent category is 40.10% with the number of students being 1554 students, the medium reading category is 28.36% with the number of students being 1099 students, the slow reading category is 20.08% with the number of students is 778 students and the category of students who cannot read is 11.69% with a total of 453 students. The data above shows that the average grade 1 elementary school student can read fluently but this is not fully influenced by online learning based on the results of an interview with one of the guardians of students who said that children's reading intelligence is influenced by the factor that children have attended kindergarten and even children can reading since kindergarten, even when entering elementary school children must be able to read. According to the student's guardian, one of the requirements to enter a favorite elementary school is that students must be able to pass reading and writing tests so indirectly the child's ability to read is obtained when kindergarten.

b. Data on Reading Ability of First Grade Elementary School Students in Banda Aceh City

The results of the reading test were then translated into two categories of elementary schools, namely public elementary schools and private elementary schools in the city of Banda Aceh. The following is a description of the reading ability of students from 72 State Elementary Schools in Banda Aceh with a total of 3257 grade 1 students.



Graph 2. Student Reading Ability

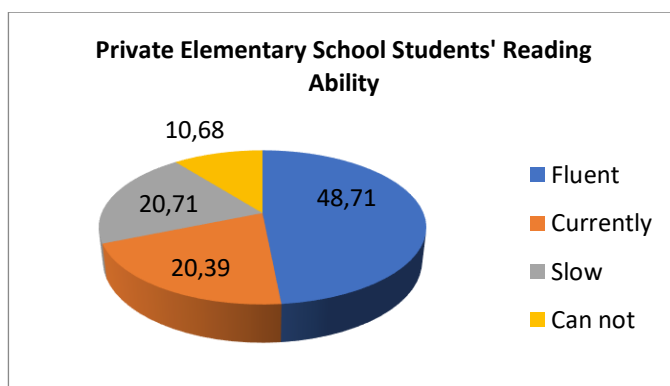
Based on the graph above, it is known that the reading percentage of 1st-grade students in the State Elementary School in the fluent category is 38.47% with several students as many as 1253 students, the medium reading category with a percentage of 29.87% with the number of students as

many as 973 students, the slow reading category is 19.96 % with the number of students as many as 650 students and the category of students who can not read as much as 11.88% with the number of students 387 students.

From the quantitative data, the researcher conducted interviews with the guardians of students who were included in the slow category and could not read. The guardians of students revealed that in the implementation of online learning there were several obstacles related to the ability of students to read including parents or guardians' lack of time in the process of assisting children when learning took place due to parents who had to work from morning to evening, lack of ability of parents to understand the material. teaching, learning at home is less effective and not serious, learning time is not optimal due to teachers having to pursue several lessons in one day, lack of attention from parents, lack of time in offline learning, limited teacher-student relationships by keeping a distance, so that learning is not optimal, because some students don't go to kindergarten, and there is still a lack of interest in reading students, some students who enter elementary school still don't know letters, children still spell per syllable because children don't go to kindergarten so they don't recognize letters.

c. Data on Reading Ability of Grade 1 Private Elementary School Students in Banda Aceh City

The following is a description of the reading ability of students from 17 State Elementary Schools in Banda Aceh with a total of 618 students in grade 1.



Graph 3. Student Reading Ability

Based on the graph above, it is known that the reading percentage of grade 1 students in the Banda Aceh City Private Elementary School with the fluent category of 48.71% with several students as many as 301 students, the medium reading category with a percentage of 20.39% with the number of students as many as 126 students, the slow reading category by 20.71% with the number of students as many as 128 students and the category of students who can not read as much as 10.68% with the number of students 66 students. From the data above, it can be seen that the number of students who have not been able to read in private elementary schools in the city of Banda Aceh is a smaller percentage than in the public elementary schools in the city of Banda Aceh. the city of Banda Aceh, namely distance learning is an obstacle for teachers to teach reading, all processes must be done online, so sometimes it is difficult for teachers to follow up and arrange schedules, lack of parental support, and some students are not all present when called for reading classes, there is still a lack of cooperation from parents because the time is so short and also limited in guiding and training children to read so that teachers do not reach the targets set by the school because teachers and children can only meet for a few hours a week.

Furthermore, the teacher of a private elementary school in the city of Banda Aceh also explained that grade 1 students were new students who did not know their teacher very well, so online learning methods were less effective for new students. So, the school suggested going offline or face-to-face, but some parents objected because they were worried about the COVID-19 pandemic. Only 75% of class students are allowed to go to school according to a predetermined schedule. Learning online is felt to be less effective because parental assistance in guiding children to learn online is not optimal. The school has tried to bring students who really cannot read for us to guide. Limited time for parents to guide their children at home, more time playing at home with learning, and less parental care and support. Online classes are also difficult to measure student progress. Except by multiplying learning video props, and this requires a video-making process and expensive financing

The results of research in the field show that parents come from different educational backgrounds, there are even parents who only have a high school education background, educational background has an influence on understanding the material given by the teacher, parents as mentors, and as mentors. facilitators must be able to assist children in learning at home during this pandemic. Understanding of teaching materials is the main obstacle in the implementation process, this is shown based on the results of interviews of researchers with guardians of students who stated that conveying knowledge to elementary school children (SD) is not easy and requires special training especially elementary school students who are not yet so fluent in learning. reading especially in understanding the teaching material.

Many parents are impatient in guiding and accompanying children to study at home because parents are busy both at the office and at other workplaces. The impatience of this parent will bring up annoyance and vent it on the child so that the child becomes stressed and afraid to study with parents because they will often be scolded if they can't. Parents must be able to become figures in giving patience in the learning process to children, another thing is due to the boredom and inability of parents to understand the learning material provided by the school (A. Tabi'in, 2017). Constraints related to the variety of internet service coverage mean that not all areas are covered by internet services and the distribution of internet networks is slow from time to time. Slow internet service coverage may affect the health of students. Parents with the ability to provide online education facilities are also

CONCLUSION

The percentage of reading grade 1 students in the fluent category is 40.10% with a total of 1554 students, the medium reading category with a percentage of 28.36% with several students as many as 1099 students, the slow reading category is 20.08% with the number of students as many as 778 students and the category of students who cannot read is 11.69% with a total of 453 students. The data above shows that the average grade 1 elementary school student can read fluently but this is not fully influenced by online learning based on the results of an interview with one of the guardians of students who said that children's reading intelligence is influenced by the factor that children have attended kindergarten and even children can reading since kindergarten, even when entering elementary school children must be able to read. the percentage of reading grade 1 students of SD Negeri with the fluent category is 38.47% with a total of 1253 students, the moderate reading category with a percentage of 29.87% with several students as many as 973 students, the slow reading category is 19.96% with a total there are 650 students and the category of students who can't read is 11.88% with a total of 387 students. the reading percentage of grade 1 students in the Banda Aceh City Private Elementary School

with a fluent category of 48.71% with a total of 301 students, a medium reading category with a percentage of 20.39% with several 126 students, a slow reading category of 20, 71% with 128 students and the category of students who can't read is 10.68% with 66 students.

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