

INCREASE IN LITERACY USING LITERACY BOX IN SMP NEGERI 1 MANDE

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Abstrak

Literasi diyakini mampu meningkatkan kualitas pendidikan siswa. Salah satu hal penting yang perlu ditingkatkan di tingkat sekolah adalah budaya literasi. Dunia sangat menghargai kemampuan membaca dan menulis. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana program literasi dilaksanakan di SMP Negeri 1 Mandé. Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari dua siklus. Siswa menulis sebuah kata pada siklus pertama dan kemudiamenempatkannya di kotak literasi. Siswa menggunakan media yang sama pada siklus kedua untuk menyusun rangkaian kata menjadi sebuah kalimat puisi dengan memberikan perhatian yang lebih besar pada indikator yang peningkatannya belum optimal. Subjek dalam penelitian ini adalah siswa kelas delapan. Metode pelaksanaan kegiatan yang digunakan adalah kualitatif-deskriptif. Observasi dan dokumentasi digunakan untuk pengolahan dan analisis data. Penelitian ini dilakukan selama tiga bulan, dimulai dari awal penerjunan pada tanggal 23 Maret dan berakhir pada tanggal 28 Juni 2022. Hasil penelitian di SMP Negeri 1 Mandé menunjukkan bahwa gerakan literasi yang dilakukan oleh peneliti mampu mengubah budaya literasi pada siswa. Pelaksanaan kegiatan literasi ini membutuhkan dukungan dari berbagai pemangku kepentingan, termasuk guru dan pimpinan sekolah.

Kata kunci: Sekolah Menengah Pertama, Budaya Literasi, Literasi Membaca

Abstract

Literacy is believed to be capable of improving student education quality. One of the important things that requires improvement at the school level is the culture of literacy. The world places a high value on having the ability to read and write. The goal of this study was to ascertain how the literacy program was being implemented at SMP Negeri 1 Mandé. This study is a two-cycle classroom action research project. Students write a word in the first cycle and then place it in the literacy box. Students use the same media in the second cycle to organize a series of words into a poetry sentence that puts greater attention on indicators whose improvement has not been optimal. The subjects in this study were eighth-grade students. The method of implementing the activities used is qualitative-descriptive. Observation and documentation are used for data processing and analysis. The study was conducted for three months, starting from the beginning of the deployment on March 23 and ending on June 28, 2022. The results of research at SMP Negeri 1 Mandé show that the literacy movement carried out by researchers is able to change the culture of literacy in students. Implementation of this literacy activity requires support from various stakeholders, including teachers and school leaders.

Keywords: Junior High School, Literacy Culture, Reading Literacy

INTRODUCTION

The meaning of literacy is not far from reading and writing. Over time, the term literacy has developed from a very broad definition. This change is caused by the expansion of the use of meaning to the change in analogy. Sulzby (1986) defines literacy as the linguistic ability to read, speak, listen, and write in different ways depending on the purpose. From the other side, literacy has the meaning of understanding and reflecting on reading material for the quality development of each individual in the completion of everyday life. Reading skills are very important for everyone and must be taught from an early age. There is an expression that says "book is the window of the world", which means through books we can know about many things that exist in the world. Literacy has many very important benefits. According to Huettig and Pickering (2019), readers can learn many new things about important information, broaden one's knowledge of syntax, and increase one's ability to predict spoken language to help understanding. In essence, reading activities often cause a lot of indifference from various groups, especially among students. Lots of students who do not have an interest in reading materials. As a result, they find it difficult to develop their potential and do not care about the environment around them and tend to be busier with their gadgets. The literacy rate in Indonesia itself

is still very low. Indonesia ranks 72nd out of 78 countries, or among the 10 countries with the lowest literacy rate. This survey was conducted by the Program for International Student Assessment (PISA) which was launched in 2018 by the Organization for Economic Co-operation and Development (OECD). Indonesia has participated in PISA surveys since 2000, but consistently ranks last.

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) uses various methods to promote this literacy culture among students to improve literacy and numeracy skills in schools. One of the most effective programs to promote literacy and numeracy in schools is Kampus Mengajar program. Kampus Mengajar, which is part of Merdeka Belajar – Kampus Merdeka (MBKM), is here to accommodate students in helping Elementary School (SD) and Junior High School (SMP) students to overcome a lack of interest in literacy and numeracy at school. It is hoped that the presence of students in the target schools will increase students' motivation to read and write.

In general, Kampus Mengajar program can assist educators in teaching elementary and junior high schools. The specific objectives of implementing this program include: (1) Helping students improve their literacy and numeracy skills; (2) Instill empathy and social sensitivity in students towards the problems of social life around them; (3) Develop insight and hone thinking skills when working with students from all disciplines to solve problems faced by students; (4) Encouraging and advancing national development by fostering people's motivation to participate in development. Through this program, students propose to hold literacy activities in target schools to increase students' interest and motivation in reading material. The activity that was promoted was the literacy box. Which is teaching poetry in choosing the right words is the main goal of this learning. It is hoped that literacy culture is not just reading, but goes further in understanding the reading that is read.

METHOD

This research is classroom action research which consists of two cycles. In the first cycle students write a word and then put it in the literacy box. In the second cycle students arrange a series of words into a sentence of poetry using the same media which places more emphasis on indicators whose improvement has not been optimal. The activity implementation method used is descriptive qualitative. This method is intended to describe in detail how a service program occurs. This data and information are collected through observation and documentation. Researcher then articulate and analyze the results obtained descriptively. The data collected is in the form of (1) observations of students' teaching and learning activities with teachers; (2) documentation of student learning activities; (3) results of field notes that are in accordance with student activities during the learning process related to action.

Analysis of the observed data was carried out before and after entering the field. The steps of qualitative data analysis include data reduction, data presentation, and drawing conclusions which describe the steps and stages of implementation of the previously planned solutions. Simply put, qualitative descriptive research is a research method that puts forward a simple qualitative approach in an inductive flow. This inductive flow means that qualitative descriptive research begins with an explanatory process or event from which generalizations can be drawn that represent the conclusion of the process or event (Yuliani, 2018). The aim of this program is to improve literacy competence at the junior high school level.

RESULTS AND DISCUSSION

The results of the implementation of the literacy box program in improving literacy skills that have been carried out by Kampus Mengajar students, especially at SMP Negeri 1 Mande, are quite in line with the achievement of program objectives. Literacy learning is carried out offline in class with the target of grade 8 (eighth) students. The implementation of Kampus Mengajar Program Batch 3 at SMP Negeri 1 Mande consisted of 3 (three) students. During the program, students are accompanied by Field Supervisors (DPL) assigned by the Kampus Merdeka. The results of program implementation are literacy teaching through literacy box. In practice, researcher findings show that students look enthusiastic in receiving programs delivered by Kampus Mengajar students. This positive attitude can support the optimization of student learning in receiving new insights. Students look conducive in the implementation of the program. In practice, students seem to quickly receive new information and insights.

The literacy box is one of the work programs carried out by Kampus Mengajar students at SMP Negeri 1 Mande. This program aims to improve students' literacy skills packaged with different methods. The method used is the preparation of poetry sentences with the selection of words that have been arranged by students. The word is obtained by the students themselves. The method of implementing this program is that each student is asked to write one word on a piece of paper and then from each word that is collected, arranged and made into a sentence of poetry by the students. Of course, through the help of students in the preparation of making poetry sentences. Through the literacy box, it is hoped that students can improve literacy skills and increase new vocabulary.



Picture 1. Explaining the procedure for implementing the literacy box program



Picture 2. Collection of words from a piece of paper by each student



Picture 3. The arrangement of poetry sentences from random words by students

CONCLUSION

From the description above it can be concluded that the implementation of the Kampus Mengajar program has a positive impact on students in achievement of goals and expectations. By bringing students to learn directly from real applications, making them understand the knowledge conveyed. Students in the Kampus Mengajar program at the school where they are assigned feel the enthusiasm of the students for implementing the program. Teaching methods directly in class can improve understanding and new vocabulary obtained.

RECOMMENDATION

For further researchers, it is hoped that the implementation of literacy activities in schools is packaged more attractively so that students do not get bored to carry out literacy activities at school.

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