

Implementation of Elementary and MI Students' Basic Literacy Strengthening Program in East Lombok Regency

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Abstract: This study aims to identify the level of students' reading ability; described the implementation of the basic literacy strengthening program in schools; and described the reflection on basic literacy strengthening programs. This study used descriptive qualitative research, with a target school of 30 SD and MI in East Lombok, and involves supervisors, principals, teachers, and students. Data collection techniques used reading competency assessment, interviews, observation, FGD, and documentation. Data analysis used an interactive model, including data reduction, data presentation, and concluding. The results of the study found that: 1) student literacy at the proficient level was 338, 200 proficient abilities, 217 basic abilities, and 2.067 special interventions; 2) program implementation is divided into the stages of preparation and capacity building, collaboration, and active participation; 3) the results of program reflection show that there are 21 schools with an optimal score, 7 schools with a targeted score, and 2 schools with a score just starting. The reflection process is very important to review the achievements made by the school and the things that need to be improved from various aspects.

Keywords: Basic literacy; Strengthening; Students.

Introduction

Basic literacy skills are important abilities for students at the basic education level. Basic literacy includes the ability to read, write, and count which is the basis for developing language, social, and problem-solving skills (Fahrianur et al., 2023; Kharizmi, 2015). However, there are still many students in Indonesia who do not have adequate basic literacy skills. Based on the results of the 2019 National Literacy Survey (SLN), only 29.7% of grade 3 elementary school students had above-average reading skills (Narut & Supradi, 2019).

Literacy is an individual's ability to process and understand individual information when writing or reading. Literacy is very important because it is a process of transferring knowledge from the information read (Fitriani, 2022; Shalihah et al., 2022; Sumirat et al., 2023). The process of transferring knowledge can be carried out by students by accessing, understanding, analyzing, and

evaluating information, making meaning, expressing thoughts and emotions, generating ideas, and opinions, establishing relationships with others, and interacting in activities at school and activities outside of school.

Literacy can also be said as literacy, which means the ability to write and read, literacy culture which is meant to carry out the habit of thinking which is followed by a process of reading, writing which in the end what is done in an activity process will create a work, cultivate or familiarize for reading and writing, a process is needed if indeed in a community group, these habits do not yet exist or have not been formed (Harahap et al., 2022; Prasrihamni et al., 2022; Puspitasari, 2021).

Basic literacy includes various knowledge and skills which are divided into 6 literacy, namely reading and writing literacy, scientific literacy, numeracy literacy, digital literacy, financial literacy, and cultural and civic literacy (Nudiati, 2020). The six aspects of literacy have different goals and skills in their application. However,

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the ability to read and write is basic in learning because almost all abilities to obtain information in learning depend on this ability (Fitriani, 2022). Because literacy is a skill in searching, reading, tracing, understanding, writing, and processing information to achieve goals, participate in the social environment and develop potential and understanding.

One of the efforts to improve students' basic literacy skills is through mentoring programs. The right mentoring program can help students improve their reading, writing, and arithmetic skills through guidance from more experienced people (Agustian & Marantika, 2022). Basic literacy support for students in elementary schools is an important topic to discuss. Literacy problems that occur in Indonesia are still a big problem, especially at the basic education level. The results of the International Student Reading Comprehension Survey conducted by the Program for International Students Assessment in 2018 showed that students' reading skills in Indonesia were below the average of other countries that took part in the survey. The results of the survey that highlighted the most were the average score of students' reading skills in Indonesia declining and getting the lowest PISA score when compared to the previous year, which was 371 points (Wuryanto & Abduh, 2022).

Literacy issues affect students' skills in interpreting lesson content at school and can influence their future learning success. Therefore, it is necessary to have a basic literacy assistance program for students to help students improve their reading, writing, and arithmetic skills. The problem of low interest in reading among students is also one of the factors that have a low impact on students' basic literacy skills. Research conducted by (Harahap et al., 2022) found that from the results of the research conducted on 150 students regarding reading literacy skills, a percentage of 58.89% was obtained or categorized as low. The awareness of school members about the benefits of reading literacy skills for students' lives in the future is still very low, and the provision of interesting and quality reading sources is still lacking so activities to develop literacy skills for students are not maximized (Wiratsiwi, 2020). Some of the factors above should become material for schools to revitalize the implementation of the literacy movement in elementary schools.

Based on the results of a preliminary study on March 1 to 15 March 2023 from several target schools for implementing the basic literacy strengthening program at SD/MI in East Lombok Regency, it was found that students still experienced many difficulties in the learning process because their level of reading ability was still relatively low, providing opportunities for literacy traditions in schools were still lacking, the learning system only focused on student learning completeness and the teacher center approach, and

reading literacy is not a framework for students to stand on in learning. (Maharani & Wahidin, 2022; Marmoah & Poerwanti, Suharno, 2022) explains that a reading literacy culture can have an impact on the level of competitiveness of human resources. Looking at some of these issues, placing a reading culture as a form of intra-curricular and co-curricular activities is the key to making students literate in the future.

The results of research conducted by (Fatmawati et al., 2023; Pratiwi et al., 2022) show that literacy programs programmed in schools have a positive effect on literacy culture, then library facilities have a positive effect on literacy culture in elementary schools and simultaneously literacy programs and library facilities have a positive effect on culture literacy in elementary school. The Literacy Movement Program in Schools (GLS) is an important component in realizing Four of the Nine priority agendas (Nawacita) which have a correlation with literacy skills to form quality, competitive, productive, character and nationalist human resources (Directorate of Elementary School Development, 2016). Explicitly, this illustrates that programs to strengthen basic literacy are important for the progress of the nation. So, from some of the phenomena described above it is important to provide solutions and pay attention together to give reinforcement to students' basic literacy in realizing the ideals of the nation.

Basic literacy assistance programs for students in elementary schools can help overcome this problem by providing guidance and support to students in improving their reading, writing and arithmetic skills as well as increasing students' interest in reading (Muttaqin & Rizkiyah, 2022; Pujiati et al., 2022). Through this program, students can be given motivation and support in the learning process so that they can improve their academic skills and abilities. In addition, with the existence of a student basic literacy assistance program in elementary schools, it is hoped that it can help improve students' basic literacy skills and assist them in facing future challenges.

Strengthening literacy in schools can be carried out massively by conducting an assessment of the level of ability or level of reading of students, so that the treatment given is by with the student's learning profile. The implementation of the School Literacy Movement (GLS) in several locations as the subject of this research often results in a distortion between what should be expected in implementing literacy strengthening in schools, resulting in students not being able to reflect on their level of reading ability (Retnasari et al., 2022; Subur et al., 2022). Then the right approach is needed in strengthening students' basic literacy skills. One of the right approaches to increasing children's reading interest and reading ability level is by using an approach to

grouping students based on reading ability level. Students with the same ability level are grouped in a learning process regardless of class level and age and are evaluated periodically. Dividing students based on their level of ability can be an answer to the problem of gaps in students' understanding of literacy and numeracy that has been happening in class (Cahyono, 2022; Erfan et al., 2021; Fitriani, 2022; Syarifudin et al., 2022). So from the description above, this study aims to: 1) identify the level of students' reading ability; 2) describe the implementation of basic literacy strengthening programs in schools; 3) describe the reflection of the basic literacy strengthening program.

Method

This research was descriptive qualitative research that aims to provide an overview and describe in-depth problems with behavior and natural events about how the implementation of programs to strengthen the literacy skills of elementary school students in East Lombok Regency results. The descriptive type is used to accurately reflect data using sentences, describing events and complex facts while in the field. In descriptive research it is not necessary to administer and control the treatment. In addition, the use of qualitative methods is more appropriate when examining processes, not results or products (Fahrianur et al., 2023).

Sampling was carried out used purposive sampling, namely the school as the sample was determined with certain considerations (Ames, Glenton, & Lewin, 2019; Etika, Musa, & Alkassim, 2016). In this study, it was determined that there were 30 schools in East Lombok Regency as samples for data collection. The determination of the 30 schools was based on the representation of schools under the auspices of the ministry of religion and the Ministry of education by looking at the distribution of sub-districts in East Lombok Regency. The subjects in this study involved supervisors, principals, teachers, and students from 5 sub-districts in East Lombok Regency. This research was carried out during the implementation of a basic literacy strengthening program carried out by the Hamzanwadi University Disability Service Center Team in collaboration with INOVASI. The implementation of this activity lasted for six months, starting from the activities to increase the capacity of supervisors to the implementation of strengthening basic literacy for students.

The research data consists of qualitative and quantitative. The data obtained was in the form of qualitative data relating to the implementation model of the basic literacy strengthening program, as well as the supporting and inhibiting factors for the implementation

of the basic literacy strengthening program in schools. Then the data obtained from the level of students' reading ability is quantitative data. The technique of collecting data in this study used reading competency assessment, interviews, observations, FGD, and documentation. This reading competency assessment is an online assessment tool that can be used to determine students' reading competency levels which are divided into 4 levels, namely: special intervention level, basic level, proficient level, and advanced level. To obtain the validity of the data using triangulation techniques and sources. Technical triangulation, namely checking and comparing data obtained through interview techniques, with reading competency assessment techniques, observation, FGD and documentation. Meanwhile, source optimization is related to checking the similarities and differences in data from various data sources in this study. Research data analysis used an interactive model that follows the format of (Miles, BM, & Huberman, 1992) which includes three stages consisting of data reduction, data presentation, and concluding.

Result and Discussion

Basic literacy as an integral part of children's competencies ranging from understanding to internalizing knowledge in facing future challenges. Therefore, through programs to strengthen basic literacy for students to achieve lifelong learning targets, improve school literacy culture, and create a literate school environment. The program involved 30 schools spread across the Districts of Selong, Jerowaru, Labuhan Haji, Masbagik and Wanasaba. This study describes the results of students' reading ability levels, the implementation of basic literacy strengthening programs, and reflections on basic literacy strengthening programs.

Student Reading Ability Level

Based on the results of field observations, the number of schools, and the research subjects consisted of 30 schools with a total of 2,822 students starting from grade 1 to grade 4. The data from the online assessment results read SD/MI students using the KoboToolBox application which has been developed by INOVASI. The stages of carrying out an assessment of students' reading ability levels start from identifying reading fluency, measuring students' ability to understand reading in the form of text and illustrations, to the stage of the assessment results as the final result of students' ability levels, namely: special intervention level, elementary level, proficient level, and advanced level. At the end, the teacher's assessment can make several recommendations that can be applied to increase students' reading ability levels. From the results of the

assessment, it was found that student literacy at the proficient level was 338 students or the equivalent of 12%, the proficiency level was 200 students or the equivalent of 7%, the basic ability level was 217 students or the equivalent of 8%, while at the special intervention level there were 2,067 students or equivalent to 73%.



Figure 1. Data on Student Basic Literacy Results

The ability of special interventions with a total of 2,067 students is described as follows: literacy skills at the story level are 796 students, paragraph level are 532 students, sentence level are 231 students, word level are 346 students, and beginner level are 162. This data is shown in more detail in following diagrams:

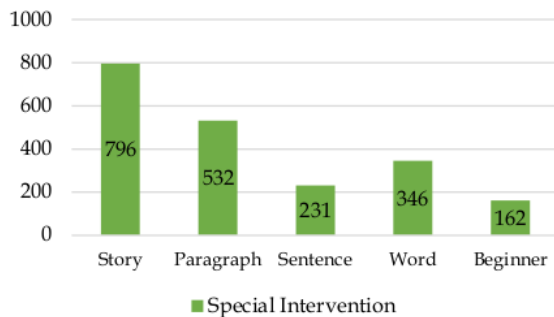


Figure 2. Data On Students' Basic Literacy Levels

Based on the results of the assessment above, it illustrates that the basic literacy level of students still needs to be strengthened in the form of a planned and systematic program to provide solutions to this problem. Research (Hasanah et al., 2021) explains that literacy does not only measure the ability to understand numbers and read, but students are also required to be able to analyze reading material and understand the concepts in the reading material. Assessment is an important component in supporting what students have achieved, in order to produce information that aims to improve the quality of teaching and learning (Maharani

& Wahidin, 2022) . This assessor is intended to measure the basic competencies needed by students in learning and really functions as a basis for implementing basic literacy programs.

Management of the learning process should adhere to the principles of flexibility and suitability to the needs and learning profiles of students. Learning is always centered on students and their characteristics. To know the characteristics and needs of students, it is very important for teachers to measure students' literacy levels. Literacy is the ability to know something or more precisely to have curiosity about various things that are usually obtained through reading activities and set forth in writing (Fahrianur et al., 2023) .

Implementation of Basic Literacy Strengthening Program

The implementation of this program is divided into several stages, namely: preparation and capacity building, collaboration, and active participation. Each stage of program implementation is monitored periodically by looking at the output of each activity implementation. This program is a collaboration between the Center for Disability Services and INOVASI which is concerned with identifying and supporting changes in the education system, policies, and learning to accelerate student learning outcomes in literacy, numeracy, and 21st century skills. This program is carried out for six months, starting from March to August 2023.

Hold the planning, at this stage the Lecturer Team with INOVASI conducted a workshop in reviewing and compiling material that is relevant to the characteristics of students and the currently relevant educational conditions. Furthermore, capacity building was carried out during two meetings on March 20 and May 10 2023. This activity was attended by 9 supervisors from the distribution of program locations and 6 Hamzanwadi University lecturers as assistants. Debriefing materials for supervisors (unit 1 is about the basic foundations of inclusive education, unit 2 is about identifying functional student learning difficulties, unit 3 is about differentiated learning, unit 6 is about educational report cards). This activity aims to provide training to supervisors on how to create a student-friendly school and be accepted in their school environment by taking into account the learning needs of students. The supervisor's achievement after carrying out this activity has knowledge in strengthening students' basic literacy and using the initial assessment instrument for students' learning needs and basic literacy. So that in the next stage, supervisors can equip school principals and teachers who are scattered as target schools for implementing basic literacy strengthening programs.

Capacity building for teachers and principals of target SD/MI at the education unit level. Debriefing and

mentoring was carried out in 8 meetings. The material given to school principals and teachers is unit 1,2,3, and 6 material. Those involved in the mentoring process are UPTD heads, supervisors, lecturers, school principals, grade 1-4 teachers. Achievements for teachers and school principals, including: 1) Teachers are able to implement basic literacy strengthening and have data on students' reading ability levels; 2) Increasing the level of students' reading ability; 3) identification of students' functional learning difficulties; and 4) positive perceptions about inclusive education. Meanwhile, school principals have positive perceptions and are able to collect and use information that is relevant to students' basic literacy data based on the results of the assessment. So that in the future learning carried out by teachers in good and professional ways will certainly affect student learning outcomes as expected (Then, 2022).

The stages of collaboration and active participation in this activity are also important points in ensuring the success and long-term implementation of the program. Stakeholder involvement in the implementation of this activity started from the Head of East Lombok Education and Culture, Head of the East Lombok Ministry of Religion, Education Quality Assurance Center, Teacher Mobilization Center, LIDI Foundation, GERKATIN, Supervisors, Unit Heads, and School Principals. This collaboration was built to create involvement and active participation that together contribute to improving the quality of education, especially students' basic literacy competencies. So that this becomes a collaborative movement by involving literacy stakeholders outside of school, with programs that provide space for collaboration and the development of literacy networks. School literacy requires the support of literacy stakeholders outside of school to accelerate achievement and optimize its implementation. This can be done by organizing activities that involve them. It is hoped that the aim of involving literacy stakeholders can provide a new face for the development of literacy programs in schools (Antoro, 2018).

Basic literacy assistance is one of the focuses of developing Indonesia's human resources. This basic literacy concept involves cognitive and linguistic skills to achieve learning goals. Students are still at the bottom, so it should be necessary to strengthen knowledge and practice of teaching literacy for teachers to improve students' literacy competencies (Budiman et al., 2021). When students are faced with reading texts, students will go through a series of reading processes starting from understanding, using, evaluating, to reflecting on reading in writing as well as formal and non-formal conversations. For students who are skilled in basic literacy, the learning process will automatically continue. However, for students who lack the ability to

collide at the crucial stage of reading, a structured learning process is needed.

The stages of structured basic literacy learning can be grouped into several levels, namely special, basic, proficient, and proficient interventions. To help students who are at a special intervention level given assistance and classified starting from the beginner level, words, sentences, paragraphs, and stories (Abhijit Banerjee, Rukmini Banerji, James Berry, Esther Duflo, Harini Kannan, Shobhini Mukherji, Marc Shotland, 2016). This learning process is carried out by evaluating the level of student ability starting from the introduction of letters, then letters are spelled into syllables and words, after words are arranged into sentences, sentences are translated into paragraphs, and paragraphs are developed in the form of stories. In the process of assisting basic reading literacy, teachers can use various learning media as a form of oral tests.

The process of assisting basic literacy really needs the teacher's efforts in designing learning activities. The existence of data on basic literacy results is a reference for teachers to provide appropriate assistance and learning activities to students (Then, 2022). In basic literacy assistance, this can become data for the results of the initial assessment. Having a diagnostic assessment can make basic literacy assistance more effective. Therefore, after carrying out the learning process the teacher is required to reflect on learning.

Reflection on Basic Literacy Strengthening Program

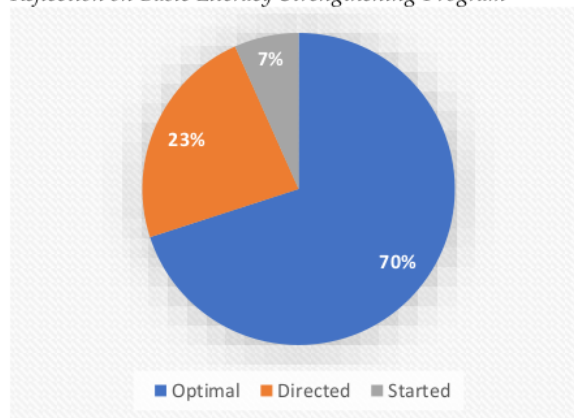


Figure 3. Learning Supervision Data

Filling out a student-centered learning supervision questionnaire, the question indicators consist of: 1) positive experiences of students, 2) application of assessment and differentiated learning, 3) safe, inclusive, and character-building classes, and 4) positive experiences of teachers. The score results can show the school category at a new level of starting, directed, and optimal in growing reading literacy through the

implementation of students' basic literacy strengthening programs. The results of filling out the questionnaire showed that there were 21 schools with optimal scores, 7 schools with targeted scores, and 2 schools with just starting scores. More details in Figure 3.

Based on the results of the interviews, some information was obtained from grade 1 to grade 4

teachers, as well as school principals related to reflection activities to strengthen student-centered learning. As for the things that were asked in the interview, namely: 1) teacher activities that have been carried out well and must be maintained, 2) priority for improvement, and 3) forms of support given for improvement. The interview results obtained are described in Table 1.

Table 1. Reflection Interview Results of Learning Reinforcement

Aspect	Teacher	Headmaster
Impact of the Basic Literacy Program	<ul style="list-style-type: none"> a. Can build student readiness before learning begins; b. Can foster students' self-confidence; c. Creating fun, active, interactive, safe learning; d. Grow motivation to learn through feedback; e. Utilizing digital-based learning media; f. Has data on the initial ability level of students. 	<ul style="list-style-type: none"> a. Motivating teachers to carry out learning according to student ability levels; b. Improving the quality of human resources; c. Improving infrastructure for learning in class.
Repair Priority	<ul style="list-style-type: none"> a. Preparation of diagnostic and formative assessments; b. Preparation of lesson plans that do not accommodate differences in student abilities; a. Teaching materials/learning resources that are less varied according to students' ability levels; b. Lack of reflection on learning; c. Lack of giving opportunities to students to express opinions; d. Haven't been able to instill character in learning 	<ul style="list-style-type: none"> a. Optimization of learning reflection activities; b. Encouraging teachers in using science and technology to innovate to improve the quality of learning.
Support provided	<ul style="list-style-type: none"> a. Develop learning plans that can foster enthusiasm, interaction, liveliness, and comfort for students; b. Providing trigger questions to build students' critical thinking skills ; c. Maximizing learning reflection activities d. Finding and developing various learning resources. e. Provide examples or analogies of learning materials f. Paying attention to data on students' basic literacy skills through the results of a diagnostic assessment 	<ul style="list-style-type: none"> a. Provide full support for learning activities through mentoring and HR assistance b. Provision of infrastructure for learning support c. Carry out learning reflection activities every weekend

Strengthening basic literacy really needs reflection, because reflection activities on programs can produce meaningful programs that can strengthen program quality. Through program reflection activities, school principals and teachers can prepare activities that can help students to foster enthusiasm, activeness, interaction, and student confidence in improving their literacy skills (Maharani & Wahidin, 2022) . The reflection process is very important to review the achievements made by the school and the things that need to be improved from various aspects honestly and based on evidence. Reflection is not only done to assess deficiencies, but to appreciate success. What big or small successes have been made and how to jointly discuss solutions to challenges (Wiratsiwi, 2020) .

Learning reflection is one of the learning activities that aims to provide an assessment or feedback on a series of learning processes that have been carried out, material that has been studied by students, and follow-up that must be carried out next (Then, 2022) . Besides that, literacy is the most important to improve student learning outcomes, various kinds of literacy including

literacy are also very influential on improving student learning outcomes (Fatmawati et al., 2023). Through learning reflection activities the teacher can find out the right activities so that they can be maintained, priority activities to be repaired because there are still deficiencies or problems that occur, and forms of support to be able to provide solutions to deficiencies or problems found.

Conclusion

The basic literacy assistance program for students in elementary schools and madrasas is an effort to improve students' basic literacy skills, especially in reading and writing. Qualifications for students' basic literacy levels can be classified based on their level, namely: proficient, proficient, basic, and special interventions. Based on the results of the initial assessment found 1 iterations of students at the proficient level were 338 students, the proficient level was 200 students, the basic ability level was 217 students, while at the special intervention level there

were 2,067 students. Basic literacy assistance can be started from the beginner level, words, sentences, paragraphs, and stories. The results of basic literacy assistance can become assessment data for teachers to then develop appropriate learning designs based on student learning needs.

The implementation of the basic literacy strengthening program for students is divided into several stages, namely: preparation and capacity building, collaboration, and active participation. Because school literacy requires the support of literacy stakeholders outside of school to accelerate achievement and optimize its implementation. Each stage of program implementation is monitored periodically by looking at the output of each activity implementation. Strengthening basic literacy really needs reflection, because reflection activities on programs can produce meaningful programs that can strengthen program quality. The reflection process is very important to review the achievements made by the school and the things that need to be improved from various aspects.

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Author Contributions

First author: Coordination with related parties, research data collection, and qualitative data analysis. Second, third, and fifth authors: carried out preliminary studies, collected and analyzed quantitative data, drafted articles. Fourth author: data collection, publication writer, and paper submission.

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Conflicts of Interest

The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

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