

## Analysis of Literacy Implementation in Class VI Elementary School

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**Abstract.** Literacy program for students is very important to be implemented in schools. Reading activities need to be cultivated and accustomed to both at school and at home. The literacy program aims to increase interest in reading for students. Not only reading but understanding what he reads. Reading is an interpreting activity to obtain information based on the writing submitted by the author. This research was conducted in class VI SDS Jai Nalanda Jambi City. This study uses a qualitative approach with a descriptive type of research. Data analysis in this study consisted of 3 stages, namely data reduction, data presentation and conclusions. In this study, the researcher acted as an instrument. The results showed that the implementation of literacy in class VI consisted of three stages, namely the habituation stage, the development stage and the learning stage. The factors that influence the implementation of the literacy movement in class VI are divided into 2, namely internal factors and external factors. The internal factor is that students have a low reading interest. External factors are reading materials that are less varied, the influence of technology and family attention.

Keywords: literacy, elementary school

### 1 Introduction

Reading is an interpreting activity to obtain information based on the writing submitted by the author. According to (Wulanjani & Anggraeni, 2019) reading is one of the most important things in learning. Reading is not only voicing the writing but understanding the meaning of the writing itself.

Reading activity is one aspect of student literacy. In Indonesia, reading activities are still low, this is based on the Indonesian literacy ranking released by PISA, which ranks 72 out of 77 countries.

The first step to developing and improving literacy competence in learning can be done through a reading culture. A teacher uses the right strategy to support the implementation of a reading culture. The school literacy movement is participatory consisting of school residents, parents, and the community (Kemendikbud, 2016).

This is one of the reasons for improving the quality of education in Indonesia. The literacy program is one of the programs that can be carried out by schools to familiarize and grow students' interest in reading. In addition to reading, the results of the reading are written and in the form of a review as outlined in a book (Azriansyah et al., 2021).

Based on preliminary observations that have been made at SDS Jai Nalanda, it was found that class VI has implemented a literacy program. The habit of reading before learning has been carried out by the teacher.

Therefore, researchers are interested in discussing the implementation of literacy programs in elementary schools. The purpose of this study was to determine the implementation of the literacy program in grade VI SDS Jai Nalanda and the influencing factors.

## 2 Methods

This research was conducted in class VI SDS Jai Nalanda Jambi City, Jambi Province. The informants in this study were sixth-grade teachers. The approach in this research is qualitative. Qualitative research has the aim of understanding the symptoms/phenomenon through clear explanations in the form of words that will produce theories (Surjaweni, 2019). This research uses descriptive qualitative research. Data collection techniques in the study consisted of 3 techniques, namely observation techniques, interview techniques and documentation techniques. In qualitative research, the research instrument is the researcher himself (Sugiyono, 2021)

. This study uses data triangulation as a validity test. Triangulation is the disparate information and checking of evidence from sources that are used to build a continuous justification of the theme (Creswell, J. W, 2014). The procedure in this research consists of the preparation stage, planning stage, implementation stage, and evaluation stage.

Data analysis using Miles and Huberman models. In analyzing qualitative data the data obtained will be developed into a hypothesis (Sugiyono, 2020). Data analysis activities consist of data reduction, data presentation, and conclusions.

## 3 Results and Discussion

Based on the results of observations, interviews and documentation conducted by the researchers, it was obtained:

### 1. Implementation of the literacy movement

#### a. The habituation stage

The implementation of the literacy movement at this stage has the aim of introducing and familiarizing students with reading or reading activities. At this stage, the habituation will foster the interest and interest of students in reading. The reading materials used are reading books related to numeracy literacy such as books on mathematical discoveries, and encyclopedias (Dyah Worowiras tri Ekowati et al., 2019). Based on the results of research through observations and interviews, it was found that class VI had carried out the habituation stage which was realized through reading activities before learning every day for 15 minutes.

#### b. Development Stage

The purpose of the development stage is to increase interest in reading, and improve fluency and understanding with reading books read by students. Students not only read but understand what they read. At this stage, students will write down important information from the results of their understanding from reading books. Based on observations and interviews, it can be seen that students can write down important information after reading books.

#### c. Learning Stage

At the learning stage, the goal is to develop the ability to understand reading and relate it to the experiences of students. In the learning phase, reading activities aim to support the implementation of the 2013 curriculum. In the implementation of the learning phase in class VI, it can be seen that students' activities are by literacy skills. Students carry out reading, writing, and communicating activities.

Literacy activities carried out in class VI are carried out regularly to foster interest in reading for students to improve reading skills and comprehension skills so that students not only like reading but also understand what they read. Reading books contain good values, and local, national and global wisdom adapted to the development of students.

### 2. Factors in the implementation of the literacy movement

Based on the results of observations, interviews and documentation, several factors were found in the implementation of the literacy movement. These factors are divided into 2, namely internal and external factors.

a. Internal factors

In the implementation of the literacy movement, sometimes students are less interested in reading. This results in students having difficulty understanding reading material and not completing the reading. This happens because students' reading interest is low.

b. External

Factors External factors are reading less varied books, so that the implementation in class is less than optimal. In addition to the influence of technology, students have become accustomed to smartphones so students prefer to play on smartphones rather than read books. This resulted in low motivation to learn and read students. The family factor is also very important because parental guidance and attention are needed so that students have the enthusiasm to learn.

Good education is education in which there is a cooperation between schools and parents in educating. This is in line with (Puspasari & Dafit, 2021) that teachers can provide invitations and agreements to parents to support literacy activities for students at home. Support from parents is very necessary for their growth and development. Students will be ready to accept learning if they child has support and motivation from home.

#### 4 Conclusion

Based on the results of observations and interviews in class VI SDS Jai Nalanda, it was found that the literacy program consisted of 3 stages, namely the habituation stage, the development stage and the learning stage. In the implementation of literacy in grade VI SDS Jai Nalanda is influenced by internal factors and external factors. The internal factor is the lack of student interest. External factors are 1) lack of variety of books, 2) the influence of technology, and 3) parental attention.

The researcher hopes that this research can be used as a reference for teachers to prepare appropriate methods and strategies in the implementation of literacy and can overcome obstacles that occur in the implementation of the literacy movement in grade VI.

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