Teachers' Efforts to Develop the Reading Literacy Skills of Grade 1 Students

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Abstract

The difficulties in reading experienced by students are due to students not knowing letters or not being proficient in reading as well as students' lack of inspiration regarding the general atmosphere, so teacher efforts are needed to develop students' reading literacy skills. The aim of this research is to describe the teacher's efforts to develop reading literacy skills in class I students at SD Negeri 105 Pekanbaru. This research design is qualitative with a case study type. The subjects in this research were school principals, teachers and students. Data collection techniques and instruments use observation, interview and documentation techniques. Testing the validity of the data in this study used data triangulation techniques. The data analysis method used is in accordance with the Miles and Huberman theory which has stages, namely data reduction, data presentation and drawing conclusions. The results of the research show that there are three teacher efforts in developing the reading literacy skills of grade 1 students at SD Negeri 105 Pekanbaru, namely carrying out a school literacy program by getting into the habit of carrying out reading activities for 20 minutes which are routinely carried out once a week in the school yard, providing interesting learning media and collaborate with students' parents. The novelty in this research is the teacher's efforts to develop reading literacy by involving collaboration between parents and teachers with the Nyalanesia movement.

Keywords: student reading literacy; teacher effort; literacy skills

INTRODUCTION

Education plays a role in human development in every aspect of personality and life (Hoerudin, 2021). Developing reading literacy in the classroom is one strategy for improving education. Education is an introduction to creating the next generation. The quality of the next generation is determined by the quality of education obtained. One indicator of successful education is students who have broad insight and knowledge. Students who have broad insight are students who like to read (Kartika et al., 2023). According to (Valentina et al., 2023), the functions and objectives of education in Indonesia have been regulated in the national education system by prioritizing independent learning.

The government has achieved significant progress in the field of education and obtained the best human resources through the Ministry of Education and Culture (Kemendikbud), which led to the birth of the innovative School Literacy Movement (GLS) program. The School Literacy

Movement (GLS) is a mandatory movement of the Ministry of Education and Culture in Elementary Schools, Middle Schools and High Schools which aims to increase interest in reading and make Indonesia's young generation literate (Nasution & Mustika, 2024). The aim of the School Literacy Movement is to instill a love of reading from the 15 minute reading program. In addition, GLS aims to maintain the continuity of learning by presenting a variety of reading books and accommodating various reading strategies (Syah & Nugroho, 2022). This time is spent reading and being informed, and it is a great way to increase students' sensitivity to education and help them become educated.

The school literacy movement according to Ambar (in Safitri & Dafit, 2021) is one step in fostering reading and writing activities to foster children's interest in reading and have an impact on their potential to become literate from an early age. Learning to read is a skill that needs special attention because it is the initial key to retention, and requires a lot of practice to learn to read (Ramahdani & Mustika, 2023). Reading literacy plays an important role in student learning, therefore teachers must be able to train students in reading literacy in order to increase interest in reading and also increase broader knowledge. This method has an effect on improving students' reading abilities. Reading is the most fundamental habit any child can learn - not only educationally, but reading is essential to your child's overall upbringing (Luchiyanti & Rezania, 2022). Literacy skills are skills that are very urgent for students to master in order to face the consequences of the development of information technology that encourages the emergence of many changes (Karimah et al., 2024).

Initially the concept of reading and writing was referred to as literacy. Individuals who have the ability to read and write, or are not illiterate, can be considered literate. According to Amri & Rochmah (2021), Literacy comes from the English word which means learner. The ability to read and write is only one aspect of literacy ability. Scientific, information and technological literacy are also related to literacy along with technological advances. The capacity to read and write is essentially the basis for defining literacy in a broader sense.

One of the skills that elementary school/early grade level children need to master is reading. Reading ability is one of the most important things for elementary school/MI children to master in the early grades, because it will help them to understand texts, develop vocabulary, and expand their understanding through reading literacy. Reading will also prepare them for more in-depth study in other areas such as mathematics, science, and history. The role of the teacher not only includes teaching and instructing in rules, but also religion and in accordance with the religious beliefs and customs of his students (Astari & Muhroji, 2022). Therefore, the role of teachers is important in developing reading literacy in schools, using various methods according to students' needs, such as creating a School Literacy Program. Reading as a language skill has the following objectives: (1) wanting to know about several topics or problems; (2) enriching language vocabulary; (3) requiring instructions to be able to carry out several tasks in work or daily life; and (4) improving understanding (Ayuniar et al., 2021).

Based on the findings of interviews conducted by researchers with the homeroom teacher of class I at SDN 105 Pekanbaru, reading literacy problems often arise among class I students. Please note that more than half of the students in my class experience difficulties in reading and reading literacy. Only ten of the thirty-two disciples were able to do so. Teachers still need to provide extra guidance and attention to others. In fact, it takes the homeroom teacher four months to prepare his students for reading literacy. The instructor stated that because literacy activities help students get used to reading, they can help students train themselves in reading activities.

Difficulties in reading skills training experienced by students are due to students not knowing letters or not being proficient in reading as well as students' lack of inspiration about the general atmosphere. According to educators, the reason why students do not know letters or do not use them fluently can be caused by various things, one of which is a lack of attention and direction from guardians when at home because they only depend on studying at home. schools and students also do not participate in kindergarten training so there are still many who do not know letters. The task of an educator is very influential on students' excellence in reading. Efforts that teachers can make are by providing direction and inspiration to students, creating homeroom teachers who like to read, using media and books that are interesting for students to be interested

in reading, and being able to establish good relationships. with students, and by having proficiency training at school it can increase students' privileges in using it because proficiency training is carried out consistently so that students begin to get used to understanding letters because students need direction and support from educators so that with direction from instructors students are also persuaded to learn.

In line with the problems raised by Melmusi & Ramadan (2023), stated that the problem in his research was that teachers found that the lack of school facilities and infrastructure and students' low interest in literacy were the main causes of obstacles or challenges in implementing literacy activities in the classroom. Apart from that, the reading ability of class I students is still low according to research (Matondang et al., 2023). Other research conducted Cahyani et al (2024) The key to learning something is by reading. Despite the pandemic, literacy levels in society are still low, and in today's increasingly modern world, people must be able to understand the information they receive. Meanwhile, the problem that researchers found related to reading literacy was the low reading literacy of students. It was found that the majority of students in class 1 of SD Negeri 105 Pekanbaru were not yet fluent in reading, there were still students who did not know letters, there was a lack of attention from parents, and so on.

Based on the description above, the aim of the research is to describe the teacher's efforts in developing reading literacy skills in class I students at SD Negeri 105 Pekanbaru. It is hoped that the findings of this research can be studied, used as material for developing educational knowledge, and advancing knowledge about how to help grade I children at SD Negeri 105 Pekanbaru improve their reading skills. In particular, teachers act as assessors in the classroom and as sources of inspiration or innovation to exercise leadership in teaching and guide students in developing reading literacy. The urgency of research regarding teachers' efforts to develop reading literacy in class II students is very high and relevant in providing an overview of strategies, approaches and methods that are effective in helping students overcome reading difficulties.

METHODS

This research provides an overview of the efforts made by teachers at SDN 105 Pekanbaru to improve the reading literacy skills of their first grade students. Qualitative research with case study methodology was used in this research. To obtain in-depth knowledge about an event, this research approach uses case studies. The subjects in this research were the principal, class 1 homeroom teacher and class 1 students at SD Negeri 105 Pekanbaru. In this research, researchers obtained data sources through primary data and secondary data. Secondary data is obtained from observation, interviews and documentation. Meanwhile, collecting secondary data from supporting information from interviews, observations, and documentation in the form of school work plans, programs, and pictures related to teachers' efforts to foster reading literacy in class I students at SD Negeri 105 Pekanbaru. The data collection techniques use observation, interviews and documentation. Meanwhile, the data collection instruments used were observation sheets, interview sheets and documentation sheets. The following is a grid of research instruments used by researchers in collecting data:

Tabel 1. Instrument Grille

Aspect	Indicator	Sub Indicator
Teachers' efforts to develop students' reading literacy	School Literacy Program	Forms of reading literacy activities
	Using interesting learning media	Learning media facilities
		Learning methods
	Collaborate with students' parents	Collaboration with parents
		Collaboration form

Source: Modified (Bimantara & Amalia, 2023)

In the data validity technique in this qualitative research, the researcher used a data triangulation test to verify the data in this research to ensure its suitability. The three types of

triangulation used in this research are time triangulation, source triangulation, and technical triangulation. By using source, technical and time triangulation, this research used a credibility test to verify the correctness of the data. Direct information from the principal, homeroom teacher, and class I students of SD Negeri 105 Pekanbaru was used for source triangulation. Apart from using interviews as the main method of data collection, this research also uses observation and documentation to triangulate methodology and time. Next is the data analysis technique used in this research using the Miles and Huberman Model with the steps involved in this data analysis including data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

The School Literacy Movement Program at SD Negeri 105 Pekanbaru has a direct person in charge, namely Mrs. Yunida Sapriani, S.Pd. as homeroom teacher for class I. Mrs. Yunida directly leads the implementation of the School Literacy Movement for class I students at SD Negeri 105 Pekanbaru, so that the programs in the School Literacy Movement can be implemented well. Therefore, the researcher will explain the research results obtained through interviews that the researcher conducted regarding the teacher's efforts to develop the reading literacy skills of class I students at SD Negeri 105 Pekanbaru. The results of the interview will be presented as follows:

School Literacy Program

Based on the results of interviews with school principals and teachers related to school literacy programs, it was found that implementing literacy activities involved various efforts. Teachers hold literacy activities once a week in the school yard to stimulate students' interest in reading. Apart from that, each class is equipped with a reading corner which encourages students to read diligently during class. Finally, at each classroom door there is a pocket book that students can take during break times to read in the school yard, so that literacy becomes an integral part of daily activities.

This data is strengthened by the findings that the implementation of reading literacy activities is carried out through various methods designed to improve students' reading skills. Teachers develop reading literacy teaching modules that are tailored to students, use interesting methods and media, and carry out activities repeatedly so that students can remember the vocabulary they have learned. This approach helps students understand more easily and develop their literacy skills on an ongoing basis.

Figure 1. Reading Literacy Activities in the Field

Furthermore, documentation of observation findings can be seen in Figure 1 which shows that students are carrying out reading literacy activities in the school field, which is part of the literacy program that has been implemented. This is in accordance with teacher interviews that this literacy program involves group reading activities which are held every Wednesday morning in the school yard. This activity aims to foster students' interest in reading from an early age. Apart from that, students are also accustomed to reading before starting lessons in class, so that the culture of reading is increasingly integrated into their daily routine.

So it can be concluded that SD Negeri 105 Pekanbaru related to the school literacy program

has been carried out systematically and continuously. This program includes various activities aimed at fostering students' interest in reading, such as literacy reading which is carried out in the school yard every Wednesday morning, as well as the habit of reading before starting lessons in class. Apart from that, the school also provides reading corner facilities in each class and pocket books in front of the classroom door that students can use during break times. With this approach, schools try to make reading culture a part of students' daily lives, supported by the use of interesting methods and media, as well as repetition of literacy activities so that students become more accustomed and skilled in reading. According to (Yulia & Eliza, 2021), language literacy development is an effort made to optimize children's reading and writing abilities, development patterns and methods are adjusted to the child's needs .

Using Interesting Learning Media

Based on the results of interviews with school principals and teachers regarding the use of interesting learning media, it was found that the facilities provided by the school were very adequate in supporting the development of students' reading literacy. This can be seen from the various facilities available, such as the school library, pocket books placed on the walls of the school yard, and reading corners in the classroom. Apart from that, technology-based media such as laptops, infocus and Chromebooks are also provided to support literacy activities. If there is an additional need to support school literacy activities, the school will immediately facilitate the necessary media. Based on interviews with the homeroom teacher and school principal, it was found that the teaching methods applied were also adjusted to the students' level of development. For example, for class I students who are still at the age where they like to play and find it difficult to focus on theory, the homeroom teacher uses playing and singing while learning to increase student involvement. Meanwhile, for higher classes, sentence analysis methods are starting to be applied to develop deeper literacy skills.

This data is strengthened by the findings that by using interesting learning media it was found that in the learning process, the class I homeroom teacher actively taught by involving students in reading stories. After the students read, the teacher asks about the contents of the story, and the students' answers are recorded on colored paper which is then stuck on the blackboard. This shows that the class I homeroom teacher has utilized existing media to support students' reading literacy, including making their own media such as alphabet binders and colorful notes. When reading literacy activities take place, teachers use a variety of methods so that students can easily understand spelling. This activity is carried out repeatedly, where the teacher calls students who are not yet fluent in reading and brings their notebooks. Next, the teacher instructs students to read the writing shown, and uses an alphabet binder if there are students who do not understand the letters. The spelling method applied in reading literacy learning has proven to be effective, because this method is easy for students to understand, so it can improve their reading skills gradually. It can be said that the creative wall magazine is very important as a vehicle or means of practicing students' creativity and talents, such as art and writing (Dhafia & Jannah, 2023).

Figure 2. Class I Wall Media and Magazine

Furthermore, documentation of observation findings can be seen in Figure 2 which shows that class I is equipped with various media and wall magazines which function as sources of information and learning aids. This supports the observation results that in the learning process, the class I homeroom teacher actively teaches by involving students in reading stories. After the students read, the teacher asks about the contents of the story, and the students' answers are recorded on colored paper which is then stuck on the blackboard. This shows that the class I homeroom teacher has utilized existing media to support students' reading literacy, including making their own media such as alphabet binders and colorful notes. In addition, wall magazines in the classroom contain interesting material that can inspire students to read more. When reading literacy activities take place, teachers use a variety of methods so that students can easily understand spelling. This activity is carried out repeatedly, where the teacher calls students who are not yet fluent in reading and brings their notebooks. Next, the teacher instructs students to read the writing shown, and uses an alphabet binder if there are students who do not understand the letters. The spelling method applied in reading literacy learning has proven to be effective because this method is easy for students to understand, so it can improve their reading skills gradually. With the support of various media, it is hoped that students will be increasingly motivated to develop their reading skills.

So it can be concluded that SD Negeri 105 Pekanbaru, in relation to the use of interesting learning media, has succeeded in creating a conducive learning environment through the use of interesting and varied learning media. The facilities provided, such as libraries, reading corners and pocket books, provide sufficient access for students to develop their reading literacy. Apart from that, the existence of technology-based media, such as laptops and infocus, enriches the learning process and provides an interactive learning experience. In terms of teaching methods, teachers at this school have implemented approaches that are tailored to student needs and development. Varied methods, such as playing and singing while learning for class I, as well as sentence analysis for higher classes, demonstrate a commitment to increasing student engagement. Through active learning and involving students, it is hoped that students can better understand the material being taught and gradually improve their reading skills. From the results of interviews with the principal and teachers, as well as the results of classroom observations, it can be concluded that SD Negeri 105 Pekanbaru has a good system for using learning media. The school not only provides adequate facilities but also continues to strive to improve the quality of teaching through teacher training and the development of appropriate learning media. With this effort, it is hoped that students can be motivated to read more and develop their literacy skills well.

Collaborate with Students' Parents

Based on the results of interviews with school principals and teachers in collaboration with students' parents, it was found that the development of reading literacy, especially for class I students, really requires collaboration with parents. This is important to do so that the child's learning to read process can run smoothly and quickly. In interviews involving class teachers and school principals, researchers also received information that one of the factors supporting the smooth running of reading literacy activities in schools is collaboration with external parties, including the Nyalanesia program, which has national standards. This collaboration shows the school's commitment to creating an environment that supports optimal student literacy development.

This data is strengthened by the findings related to collaborating with students' parents, it was found that parental involvement is very important to support children's development in reading literacy, especially in creating a reading corner. In the process of creating a reading corner, the parents of class I students were asked to come to class and collaborate in creating an interesting reading corner for the children. The reading corner is purely the result of collaboration between parents and teachers. When developing reading literacy, class teachers need support from various parties, both within the school and at home, to achieve the goal of children being able to read fluently. In implementing the lesson, the teacher gives assignments to students to read sentences that have been prepared in their books. After students have finished reading the

text, the teacher provides an assessment of their reading literacy skills. At the end of the lesson, the teacher also gives students assignments to do at home with parental guidance, so that children's literacy skills can improve through consistent repetition. With guidance from parents, students become more enthusiastic about reading at home, which in turn helps them make progress in their reading skills.

Figure 3. Results of Collaboration with Parents of Students

Furthermore, documentation of the observation findings can be seen in Figure 3 which shows that the results of collaboration were successful between the school and the students' parents in an effort to increase reading literacy. This is in line with the observation that parental involvement is very important to support children's development in reading literacy, especially in creating a reading corner. Figure 4.3 also illustrates that there is positive interaction and collaboration between parents and teachers, which contributes significantly to students' literacy development.

So it can be concluded that State elementary school 105 Pekanbaru, in collaboration with students' parents, has succeeded in establishing productive cooperation in increasing students' reading literacy. Parents' involvement in various activities, such as the creation of reading corners and participation in the Nyalanesia national program, shows a shared commitment to supporting children's literacy development. Apart from that, the school has attempted effective outreach to parents to direct their children to more positive activities, such as reading, compared to using gadgets. With consistent support from parents and cooperation, the process of learning to read can run more smoothly and effectively, so it is hoped that students can achieve better literacy skills. All of these initiatives reflect the school's dedication to creating a supportive environment for students, so that they can not only read well, but also develop a love of books and literacy as a whole. Through this collaboration, it is hoped that the quality of education at State elementary school 105 Pekanbaru can continue to improve and have a positive impact on students and the community.

According to(Faridah et al., 2023), reading skills are the ability to understand, interpret and describe written texts well. The importance of reading skills covers various aspects of the lives of every individual and society as a whole. Reading skills play an important role in the development of literacy and education in the current digital era from the Reading and writing are two key aspects of literacy. Proficiency in literacy is a skill that every student must have. Literacy is also seen as the main foundation in everyday life for smooth communication. Literacy is an individual's ability to communicate using language in various situations through speaking, writing, listening and reading activities. In simple terms, literacy involves the ability to write and read. Mastering literacy involves communication skills, including the ability to write and read (Nurhasanah & Mustika, 2024). Apart from that, according to (Subakti et al., 2021), readingit is an activity carried out in everyday life which is intended to obtain information, news, and knowledge that can increase human ability to think critically and find new ideas.

The term literacy is generally related to an individual's ability to process, analyze and understand information in reading or writing activities (Maryono et al., 2021). The School Literacy

Movement (GLS) aims to familiarize students with reading non-learning books for 10-15 minutes before learning begins. This habit is expected to instill positive attitudes and behavior in students from the time they are in elementary school until they graduate. Apart from that, this activity is also in line with the principle of active learning which states that students are more effective in learning when they are directly involved in the learning process. According to Sinaga et al (2021), emphasizes that children receive stimulation from a quality school environment, which contributes to early reading abilities. With a supportive environment, children will be more motivated to recognize writing and its meaning, and be interested in reading.

As stated by Munawir et al (2022) Interesting learning media can help increase students' interest in learning because it provides variation in the delivery of material, which in turn makes it easier for students to understand. According to Qomaria et al (2023), A supportive learning environment, such as the availability of various reading sources that can be accessed by students, can improve literacy skills by giving students the opportunity to explore material independently. According to Akhyar et al (2024), Technology in learning can help students relate the material being taught to a more real and relevant context.

In addition, collaboration with the Nyalanesia national program shows the school's commitment to improving the quality of literacy. According to Efendi & Sholeh (2023), programs that involve parents and the wider community can create a more inclusive learning environment, thereby contributing to the achievement of better learning outcomes. According to Annisa et al (2024), Support from parents in learning activities at home contributes greatly to the development of children's literacy skills. In the process of creating a reading corner, parents are asked to collaborate in creating an interesting reading corner for children. The results of this collaboration not only improve reading skills, but also create a closer bond between parents and children, which is very necessary in the learning process.

The solutions offered so far are still very limited, including; 1) students are asked to visit the library for 15 minutes before learning begins in the morning; 2) students are presented with various interesting reading materials (non-text books) that are displayed around the hallways and playground; 3) students' writing in the form of short stories and poems are displayed in the form of wall magazines decorating the terraces throughout the school (Zakiya et al., 2023).

CONCLUSION

Based on the research findings that have been presented, it can be seen that the teacher's efforts to develop the reading literacy skills of grade 1 students at SD Negeri 105 Pekanbaru were carried out in three stages. First, the teacher carries out a school literacy program based on the habituation phase by carrying out a 20-minute reading activity which is routinely carried out once a week in the school yard which is then read by students in the school yard. Second, using interesting learning media by creating a text-rich environment through pocket book activities which then provides a reading corner in the classroom, provides a reading corner outside each class, provides media inside and outside the classroom, and provides an appropriate library. Third, teachers collaborate with parents, namely involving the surrounding environment, where the SD Negeri 105 Pekanbaru school involves the surrounding environment, such as collaborating with student parents, collaborating with the surrounding community, and also collaborating with organizations outside the school such as Nyalanesia. So it can be concluded that the teacher has made various efforts to develop the reading literacy skills of grade 1 students at SD Negeri 105 Pekanbaru, namely implementing school literacy programs, providing interesting learning media and collaborating with parents.

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