

The Effect of Reading & Writing Literacy Awareness Elementary Education Teachers on the Reading and Writing Literacy Ability of High-Grade Students

Noor Alfulaila

Madrasah Ibtidaiyah Teacher Education Department, Universitas Islam Negeri Antasari,
Banjarmasin, South Kalimantan, Indonesia

Email: nooralfulaila@gmail.com

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Abstract:

The background of this research is the low reading literacy ability of high grade students in Banjarmasin. The low reading ability is thought to have an effect on student achievement. This is indicated by the results of student learning achievement which is still low. The aims of the study were; 1) to determine the reading literacy ability; 2) to determine the level of learning achievement; and 3) to determine the effect of reading literacy ability on the learning achievement of high-class students in Banjarmasin. The research design used survey quantitative research with research samples of high-class students in Banjarmasin. Data analysis using simple linear regression test. The results showed that; 1) students' reading literacy ability was quite adequate at 67.53%; 2) student learning achievement was classified as very good at 81%; and 3) there was a significant effect of 5.4% between reading literacy ability and achievement student learning.

Keywords: *Literacy, Reading Ability, Learning Achievement*

Abstrak:

Latar belakang penelitian ini adalah rendahnya kemampuan literasi membaca siswa kelas tinggi di Banjarmasin. Rendahnya kemampuan membaca diduga berpengaruh terhadap ketercapaian prestasi belajar siswa. Hal ini ditunjukkan dengan hasil prestasi belajar siswa yang masih rendah. Tujuan penelitian adalah untuk mengetahui tentang; 1) Mengetahui kemampuan literasi membaca; 2) Mengetahui tingkat prestasi belajar; dan 3) Mengetahui pengaruh antara kemampuan literasi membaca terhadap prestasi belajar siswa kelas tinggi di Banjarmasin. Desain penelitian menggunakan penelitian kuantitatif survey dengan sampel penelitian siswa kelas tinggi di Banjarmasin. Analisis data menggunakan uji regresi linier sederhana. Hasil penelitian menunjukkan bahwa; 1) Kemampuan literasi membaca siswa tergolong cukup sebesar 67,53%; 2) Prestasi belajar siswa tergolong sangat baik sebesar 81%; dan 3) Terdapat pengaruh signifikan sebesar 5,4% antara kemampuan literasi membaca dengan prestasi belajar siswa.

Kata Kunci: *Literasi, Kemampuan Membaca, Prestasi Belajar*

INTRODUCTION

Literacy has traditionally been defined as reading and writing in English. This viewpoint holds that people who can read and write or who are not illiterate can read and write or who are not illiterate. Understanding literacy develops into the ability to read, write, speak, listen, and communicate with others (Karimi et al., 2021). With time, the definition of literacy has evolved from a narrow understanding to a broader understanding that encompasses a wide range of other essential fields (Islam & Fadillah, 2017; Mulyani et al., 2018; Agussalim et al., 2021). This change results from a variety of factors, including the expansion of meaning as a result of increased usage, the development of information and communication technology, and changes in analogy (Setyaningsih et al., 2019; Oktaviani et al., 2021).

Literacy comes from English *literate*, which means those who learn. Literacy is not only limited to the ability to read and write (Syawaluddin & Nurhaedah, 2017; Setyaningsih et al., 2019). Literacy is also associated with understanding science, information, and technology with technology development (Rizqiyah, 2020; Rofifah, 2021). The ability to read and write is the most critical foundation for developing a broader literacy awareness in a person (Amalia & Siregar, 2018; Umiarso et al., 2022).

The assessment of Indonesian literacy is seen from the OECD program, namely PISA, which constantly improves its survey results every three years. Empirical data on the quality of Indonesia's education has not shown any improvement, and this is shown in the Primary Years Program category, which states that out of 146,052 primary schools in Indonesia, only eight schools have received world recognition, as well as junior high school rankings, only eight schools are included in the Middle Years Program category of 20,918 junior high schools. For high school rankings, only seven schools received world recognition out of 8036 high schools (Damrin, 2018). Other data states that the average position of Indonesian student achievement can be said to be low compared to the study participating countries (Wulandari & Haryadi, 2020).

The data above shows that Indonesia's literacy level is still far from the government's needs. Literacy is not yet the norm & culture of the Indonesian nation. Everything related to using literacy is still foreign to the Indonesian people and the Cirebon people in particular. So that no matter how small a business is to introduce literacy, it is hoped that it will cultivate literacy in this beloved homeland (Kharizmi, 2015).

Cultivating literacy in schools is not as easy as turning the palm and full of obstacles and challenges. These obstacles and obstacles can be seen from how difficult it is to implement and familiarize literacy activities in high schools (Wahid, Bali, & Maimuna, 2021). Many factors are thought to influence the success of literacy activities, including internal and external factors, one of which is students and teachers as education actors (Oktafiyah & Yaqub, 1993).

Literacy culture can be realized by implementing the *Gerakan Literasi Sekolah* (GLS). GLS can be implemented by integrating curricular, co-curricular, and extra-curricular activities at school (Murniatiningsih, 2017). This method is proven to increase students' reading skills and the independent character of

high-class students. Indirectly, GLS activities are integrated with learning because character education needs to be combined with knowledge.

The researcher focused his research on a high school in Banjarmasin. If you look at the academic achievements of high school students in Banjarmasin, the data shows that the average score always revolves around the *Kriteria Ketuntasan Minimal* (KKM). A value that is close to the KKM indicates that students' perceived value is still lower than the KKM. The school report card is a cumulative score of cognitive, emotional, and psychological points so that teachers can add points to reach the KKM. Several previous research results found that there was a positive effect of 0.55 between the school literacy movement on students' reading interest (Anisa, Ipungkarti, & Saffanah, 2021). Furthermore, Kholil's research results produce a significant influence between reading habits on student achievement by 32.8% (Kholil et al., 2021). Based on the results of previous studies and the existing problems, the researcher suspects an influence between reading skills and student achievement. This can be seen from the familiarity with literacy activities in their respective schools and students' academic results at that school. Students' reading ability is directly proportional to academic achievement (Wana et al., 2018).

Identify the problems that exist in the high class in Banjarmasin, including the low level of education of the Indonesian people, literacy difficulties, and difficulties in developing literacy because Indonesian language culture is still valid (Siddiq et al., 2020). From 3 of 2017 concerning the booking system, lack of public awareness of the importance of literacy, lack of literacy activities in schools, lack of diversity and number of book collections in school libraries, no school environment that supports sustainable literacy activities, literacy has nothing to do with learning outcomes in the community, and students are lazy to carry out literacy activities, literacy activities are mandatory because they are only seen as government programs in schools (Landa et al., 2021).

Based on these problems, this study examines how students' reading literacy in high grades is, and its effect is seen from the learning achievements of high-class students in Banjarmasin. Furthermore, this research aims to identify reading literacy ability and its impact on high-grade students' learning achievement.

RESEARCH METHODS

The research design uses quantitative correlational research to determine the relationship between the variables studied. The population used is high-grade students, totaling 344 students in high grade in Banjarmasin. In comparison, the sample took 25% of the population of 88 students. Below is the distribution of the number of samples studied.

Table 1: Distribution of Number of Samples

No.	School Name	Sample
1	STN 1 Banjarmasin	27
2	STN 2 Banjarmasin	44
3	STN 3 Banjarmasin	17
Total Number of Samples		88

The instrument used was a closed questionnaire with 25 items first tested for validity and reliability before being released. An initial pre-analysis test was performed to determine normality, uniformity, and linearity in the data set. The data were then analyzed using the simple linear regression analysis technique to test hypotheses and theories, and the results were published.

Table 2: Relationship Variables

	Y	
X		Student Achievement (Y)
	Student Reading (X)	(X, Y)

Data analysis is carried out to answer the truth and falsity of the hypothesis and answer the proposed formulation. However, before analyzing the data, it is necessary to test the prerequisites of the analysis, namely the normality test, homogeneity test, and regression linearity test. The normality test used is the chi-square test. The homogeneity test used is the Bartlett test using table f. To test the linearity of the regression in this study using the ANOVA formula.

RESULTS AND DISCUSSION

The pre-test results showed that the standard value of the student reading variable test (X) was 0.069 and the student achievement variable (Y) was 0.092, which means that the data for both variables are normally distributed. The homogeneity test results showed that the value of the X variable was 1.393 and the Y variable was 0.911; namely, the data of the two variables were identical. Meanwhile, the results of the linearity test for the X variable are 1.177, and the Y variable is 0.745, which means that the data for the two variables is linear. In comparison, the data is feasible to test the hypothesis. For more details, the following are the results of previous tests for data analysis of variables X and Y.

Table 3: Prerequisite Test Results

No.	Test	Variable	
		X	Y
1	Normality	0.069	0.092
2	Homogeneity	1.393	0.911
3	Linearity	1.177	0.745

Correlation Test Results and Hypothesis Testing

Based on the correlation test, it is known that reading ability has a significant positive relationship with student achievement. The significance value obtained is 0.3, smaller than 0.05, which means that the two variables have a positive relationship. This positive relationship implies that the higher the students' reading ability, the better their academic achievement.

Table 4: Corelation Reading Skills and Learning Achievement

Test	Value		
	%	Variable	Significant
0.232	23.2	Reading Skills	Low
	5.4		Low
	94.6	Other Variables	High

The magnitude of the relationship between reading skills and learning achievement is 0.232 or 23.2%. This relationship is fragile because many students with low reading abilities have outstanding academic achievements. Students with moderately good reading abilities perform below the average educational achievement in the sample.

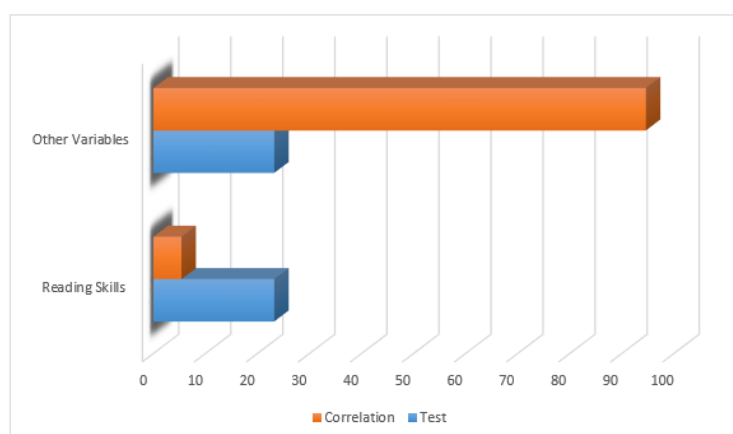


Figure 1: Corelation Reading Skills and Learning Achievement

The value of the influence of reading skills on academic achievement is 5.4%. This value is still meager because reading skills are only 5.4%, affecting learning outcomes and other variables influencing 94.6%. The results of this study are supported by Rahman's research which states that there is a significant influence between reading habits on student achievement (Rahman et al., 2019).

Reading literacy ability can be seen from; 1) the number and variety of reading materials; 2) the frequency of borrowing reading materials in the library; 3) the number of school activities related to reading literacy; 4) there is a school policy regarding reading literacy; 5) there is a reading community in schools (Tohet et al., 2021).

The reading assessment carried out by PISA takes into account the following three things, namely; 1) the type of text used (type of text in terms of media, format, type, and environment); 2) aspects of understanding (accessing and retrieving information from the text, integrating and interpreting the text) reading content, reflecting and evaluating the text, and connecting the content of the text with the reader's experience; and 3) aspects of the social situation (personal, general society, education, and the world of work) (Mushfi et al., 2021). The indicators of readability in this study were: 1) the type of text used (type of media text, format, type, and environment); (2) the frequency of borrowing reading materials in the library; 3) the number of school activities

related to reading; 4) There are a reading community in the school; and 5) Aspects of the field of understanding (accessing and retrieving information from the text, integrating and interpreting the content of the text, reflecting and evaluating, and relating the content of the text) with the reader's experience.

Reading Literacy Ability of High-Grade Students in Banjarmasin

The reading literacy level of STN students in Banjarmasin is 67.53%. This value is obtained from the average value of reading literacy skills and is also obtained from calculating the predetermined questionnaire value formula. The value of 67.53% indicates that the reading literacy ability of STN students in Banjarmasin is included in the excellent category. This data is supported by reading literacy activities at STN, which have only been promoted in the last two years. The reading literacy activity, which is only two years old, still faces many obstacles, so its implementation is still far from optimal.

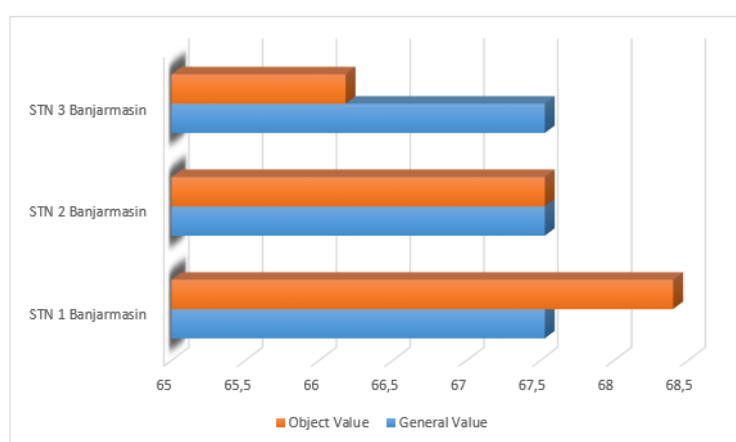


Figure 2: Level of Reading Literacy Ability of STN Students

The level of reading literacy ability of STN students in Banjarmasin sequentially is STN 1 Banjarmasin with a score of 68.4%, which is categorized as sufficient, STN 2 Banjarmasin with a score of 67.53%, which is classified as enough, and STN 3 Banjarmasin with a score of 66.18% which is categorized as sufficient also. The three schools have reading literacy scores in the excellent category with minimal grades.

High-Class Student Achievement in Banjarmasin

The average value of student achievement at STN in Banjarmasin is 81, with a median value of 80.5, and a score that often appears is 84. The lowest score is 73, which means that the learning achievement score is good. The highest score is 92, which means the excellent learning achievement value.

Table 5: Categorized of Learning Achievement of STN Students

	Score	Value		
	Achievement	Students	%	Categorized
STN Students in Banjarmasin	84	71	81	Very Good
	73	38	43.18	Good
	92	49	56.82	Very Good

The level of learning achievement of STN students in Banjarmasin is 81% which means very good, with 43.18% being categorized as good and 56.82% being very good. This is because the value of achievement taken is the value of report cards whose assessment is not only based on cognitive values. Affective and psychomotor examinations also affect the score to become an excellent cumulative score. In line with the 2013 curriculum, literacy learning is oriented to improve cognitive abilities and is also trained to develop students' attitudes, skills, and knowledge (Bali & Musrifah, 2020).

Table 6: Categorized Level of Learning Achievement of STN Students

STN Students in Banjarmasin	Value		
	Students	%	Categorized
STN 1 Banjarmasin	22	84.2	Very Good
STN 2 Banjarmasin	34	78.7	Good
STN 3 Banjarmasin	12	76.35	Good

The learning achievement level of high-class students in Banjarmasin sequentially is STN 2 Banjarmasin with a score of 84.2%, which is in the excellent category, STN 1 Banjarmasin with a score of 78.7% is in a good category, and STN 3 Banjarmasin with a value of 76.35% good category too. Only STN 2 Banjarmasin is categorized as very good, while STN 1 Banjarmasin and STN 3 Banjarmasin are considered good learning achievements.

The Influence of Reading Literacy Ability on High-Grade Students' Learning Achievement in Banjarmasin

Based on the correlation test, it is known that reading ability has a significant positive relationship with student achievement. The significance value obtained is 0.3, smaller than 0.05, which means that the two variables have a positive relationship. This positive relationship implies that the higher the students' reading ability, the better their academic achievement. The magnitude of the relationship between reading skills and learning achievement is 0.232 or 23.2%. This relationship is fragile because many students with low reading abilities have outstanding academic achievements. Students with moderately good reading abilities perform below the average educational attainment in the sample.

For the effect of reading skills on academic achievement, the value is 5.4%. This value is still meager because reading skills are only 5.4%, affecting learning outcomes and other variables influencing 94.6%.

CONCLUSION

The results showed that the reading ability of STN students in Banjarmasin was at the appropriate level, which was 67.53%. Reading ability is based on indicators of text style, reading frequency, number of literacy activities in schools, reading communities, and aspects of student literacy. The academic results of STN students in Banjarmasin are excellent, with 81%. Reading ability

and learning outcomes of STN students in Banjarmasin have a positive relationship with a value of 23.2%. The value of this relationship is low because the field reading operation is less than optimal.

Meanwhile, the effect of readability on academic achievement is only 5.4%. Students should further improve their reading skills to maximize success by seeing these results. In addition, schools need to provide their best support for literacy programs held in high grades so that the reading skills of high-grade students in particular and Indonesia, in general, are raised to become a country that is not inferior to other countries. A country with a higher literacy rate.

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