Reading Literation Strategies Applied by Lecturers in Learning at the Faculty of Education Universitas Pendidikan Ganesha

I Made Tegeh[1*], I Nyoman Jampel[1], I Gde Wawan Sudatha[1]

[1] *Educational Technology, Universitas Pendidikan Ganesha, Singarajai, Bali 81116, Indonesia*
Corresponding author. Email: im-tegeh@undiksha.ac.id

ABSTRACT

This research is survey research. The population of this study were 57 civil servant lecturers and 490 students of semester 3 and 5 of the Faculty of Education, Ganesha University of Education. The research sample selected by purposive random sampling was 32 lecturers and 200 students who were spread over four study programs. The data collection techniques used were questionnaires and interviews. The data analysis used quantitative descriptive analysis and qualitative descriptive analysis. The results showed that (1) there were eleven strategies applied by lecturers in reading literacy, (2) there were various problems faced by lecturers in implementing reading literacy, (3) the lecturers had implemented various solutions in solving reading literacy problems, (4) the Students of the Faculty of Education are most interested in reading in printed form (66.82%), then those who are interested in reading in softcopy (28.81%), and finally those who are interested in other types of reading (3.37%), and (5) There are 20 problems faced by students in reading literacy activities.

Keywords: Strategy, Reading Literacy, Learning

1. INTRODUCTION

In achieving the goals of National Education, there are many challenges faced by the government and the people of Indonesia. The challenges of education development in Indonesia are very complex; from macro matters such as overcoming the impact of the ongoing economic crisis, completing the 9-year compulsory education, expanding broad-based education / life skills, increasing moral education, character, and so on, to micro matters; such as the availability of a curriculum that can produce national and / or global standards, facilities, infrastructure, and so on [1].

It is realized that until now, Indonesia is still facing four classic main problems in the world of education, namely: (1) equality of education problems, (2) quality issues of education, (3) problems of efficiency and effectiveness, and (4) problems of relevance. . Various efforts have been made unceasingly by the government. In addition, the government has responded to the complex challenges of educational development, both macro and micro, through a number of reforms at the end of the 20th century. In general, the term reform can be defined as an effort to change to improve the situation

[2]. Reform activities in various development sectors are expected to contribute positively to the progress of a nation's development, which in turn will lead to improving the welfare of the people.

Political reform in Indonesia at the end of the 20th century brought major changes to the education sector development policy, which generally rests on two new paradigms, namely automation and democratization [3]. Law Number 22 of 1999 concerning regional autonomy has placed the education sector as an autonomous one with other regional-based development sectors, such as forestry, agriculture, cooperatives, and tourism. At the same time, the government also issued Law Number 20 of 2003 concerning the National Education System.

These two laws bring a very revolutionary new perspective in the context of improving the education sector, which encourages education as a public affair and a public affair in general by reducing government authority, both in curriculum policies, management, and various policies for the development of educational institutions themselves. The direction of educational reform at the beginning of the 21st century is democratization in the development and management of

education, supported by the community as contributors to the delivery of education. The direction of educational reform is important to face the challenges of 21st century education. The challenge of 21st century education is to build a knowledge-based society [4]. The two laws also indicate a more independent management of all levels of education, from elementary schools to tertiary institutions.

Building a knowledgeable society requires hard and creative efforts because the circumstances and habits of the community that lack reading activity can be one of the obstacles. The reading literacy culture is also felt to be lacking among students. Reading has not become a necessity and habit for most students. The results of observations on student activities at the Faculty of Education in September-November 2018 show that they prefer to play online games, chat, social media, and watch YouTube rather than reading books, both hardcopy and softcopy. Based on the results of interviews with students majoring in Educational Technology and Elementary School Teacher Education in October 2018, it is known that the average number of hours spent reading books in a day is still very minimal, which is less than two hours. There are also very few important books on the scientific field of the department owned by students.

The reality in this field if left unchecked can have an impact on the quality of graduates produced by an educational institution for educational personnel. Activities that lead to habituation of reading literacy, such as initial literacy, are very important for lecturers to do. Putman [5] argues that research institutions have widely noted the significant effect of early literacy learning on subsequent academic success. For this reason, it is necessary to extract various information about reading literacy activities and strategies that have been implemented by lecturers to foster students' reading interest. In addition, various reading literacy problems and solutions that need to be taken need to be studied so that reading literacy activities for students can run according to the goals to be achieved.

1.1. Research Question and Objective

This study aimed to be achieved in the implementation of this research are to identify: (1) strategies implemented by lecturers, (2) problems faced by lecturers, (3) solutions made by lecturers, (4) types of reading interested by students, and (5) the problems faced by students in carrying out reading literacy activities.

2. LITERATURE REVIEW

2.1. Research Question and Objective

According to the Merriam-Webster online dictionary, Literacy comes from the Latin term 'literature' and the English 'letter'. Literacy is the quality or ability of literacy / script which includes reading and writing skills. But more than that, the meaning of literacy also includes visual literacy which means "the ability to recognize and understand ideas that are conveyed visually (scenes, videos, pictures)." The National Institute for Literacy, defines Literacy as "The ability of an individual to read, write, speak, calculate and solve problems at the skill level required in work, family and society." This definition interprets literacy from a more contextual perspective. This definition implies that the definition of literacy depends on the skills needed in a particular environment.

On the other hand, the Education Development Center (EDC) states that Literacy is more than just literacy. But more than that, literacy is an individual's ability to use all his potential and skills in his life. With the understanding that literacy includes the ability to read words and read the world. Meanwhile, according to UNESCO, people's understanding of the meaning of literacy is strongly influenced by academic research, institutions, national context, cultural values, and also experience. The most common understanding of literacy is a real set of skills - specifically cognitive reading and writing skills - regardless of the context in which they were acquired and from whom.

UNESCO explains that literacy skills are the right of everyone and are the basis for lifelong learning. Literacy skills can empower and improve the quality of individuals, families, communities. Because of its "multiple effect" or can have an effect on a very broad domain, literacy skills help eradicate poverty, reduce child mortality, increase population, and ensure sustainable development and the realization of peace. Illiteracy, however, is an obstacle to a better quality of life.

At present, the term literacy has begun to be used in a broader sense, such as information literacy, computer literacy, and scientific literacy, all of which refer to competencies or abilities that are more than just Literacy [6]. It's just that, indeed, the most common understanding of literacy is the ability to read and write. A literate person (can read and write) is able to understand all other forms of communication. The implication of his literacy skills is on his mind. Literacy involves a variety of complex fundamentals about language such as phonology (involving the ability to hear and interpret sounds), word meaning, grammar and fluency in at least one language of communication. These skills determine the level attained by an individual.

Literacy cannot be separated from language. A person is said to have literacy skills when he has acquired basic language skills, namely reading and writing. So, the basic meaning of literacy as literacy ability is the main door for the development of literacy meaning more broadly. The method used to obtain literacy is through education. Education and literacy skills are two very important

things in our life. A country's progress is directly dependent on the literacy rate in that country. Therefore, educated people are expected to do their job well.

2.2. Instructional Strategy

At first the term strategy was used in the military world which was defined as a way of using all military power to win a war. The strategist weighs his own strength and the strength of the opponent. Next, he arranged what actions to do, both the tactics of war to be carried out, the tactics and techniques of warfare, as well as the right time to attack. Likewise, a football coach, he will determine the strategy he thinks is right to win a match. By understanding the potential of his team and the potential of the opposing team, he implements a strategy with a 4-4-2, 5-3-2, or other pattern. From these two illustrations it can be concluded that the strategy is used to achieve success or success in achieving goals.

In the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal (David, in [7]). So, a learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals.

There are two things that should be observed from the above understanding. First, the learning strategy is an action plan (a series of activities) including the use of methods and the use of various resources / strengths in learning. This means that the formulation of a new strategy has not yet reached action. Second, strategies are drawn up to achieve certain goals. That is, the direction of all strategic planning decisions is the achievement of goals. Thus, the preparation of learning steps, the use of various learning facilities and resources, are all directed towards achieving goals. Therefore, before determining a strategy, it is necessary to formulate clear and measurable goals for success, because goals are the spirit in implementing a strategy.

Kemp (in [7]) explains that the learning strategy is a learning activity that teachers and students must do so that learning objectives can be achieved effectively and efficiently. In line with the above opinion, Dick & Carey [8] also states that the learning strategy is a set of learning materials and procedures that are used together to produce learning outcomes in students.

Abimanyu and Sulo [9] argue that the concept of learning strategies contains multidimensional meanings. This implies that the learning strategy can be viewed from various aspects, namely the design dimension and the implementation dimension. In the design dimension, learning strategies are strategic thinking and efforts in choosing, compiling, mobilizing, and synergizing all means, facilities / infrastructure, and resources to achieve learning objectives. In the implementation dimension, the learning strategy is defined as (1) the decision to act

strategically in modifying and aligning the components of the instructional system to more effectively achieve learning objectives and (2) general patterns of teacher-student actions in the realization of teaching and learning activities.

Now, how are efforts to implement plans that have been compiled in real activities so that the goals that have been prepared are achieved optimally, this is called a method. This means, the method is used to realize the predetermined strategy. Thus, one learning strategy can occur using several methods. For example, to implement the expository strategy, lecture methods as well as question and answer methods or even discussion can be used by utilizing available resources including using learning media. Therefore, strategy differs from method. Strategy refers to a plan to achieve something, while the method is a method that can be used to implement a strategy. In other words, strategy is a plan of operation achieving something; while the method is a way in achieving something.

Another term that has similarities with strategy is approach. Actually the approach is different both with strategy and method. An approach can be interpreted as a starting point or our point of view towards the learning process. The term approach refers to the view on the occurrence of a process which is still very general in nature. Therefore, the learning strategies and methods used can be sourced or depend on certain approaches. Killen (in [7]), for example, notes that there are two approaches to learning, namely the teacher-centered approach and the student-centered approach. The teacher-centered approach derives direct instruction strategies, deductive learning or expository learning. Meanwhile, a student-centered learning approach, Academic literacies model.

2.3. Learning in Higher Education

In the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal (David, in [7]). So, a learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals.

There are two things that should be observed from the above understanding. First, the learning strategy is an action plan (a series of activities) including the use of methods and the use of various resources / strengths in learning. This means that the formulation of a new strategy has not yet reached action. Second, strategies are drawn up to achieve certain goals. That is, the direction of all strategic planning decisions is the achievement of goals. Thus, the preparation of learning steps, the use of various learning facilities and resources, are all directed towards achieving goals. Therefore, before determining a strategy, it is necessary to formulate clear and measurable

goals for success, because goals are the spirit in implementing a strategy.

Kemp (in [7]) explains that the learning strategy is a learning activity that teachers and students must do so that learning objectives can be achieved effectively and efficiently. In line with the above opinion, Dick & Carey [10] also states that the learning strategy is a set of learning materials and procedures that are used together to produce learning outcomes in students.

Abimanyu and Sulo [9] argue that the concept of learning strategies contains multidimensional meanings. This implies that the learning strategy can be viewed from various aspects, namely the design dimension and the implementation dimension. In the design dimension, learning strategies are strategic thinking and efforts in choosing, compiling, mobilizing, and synergizing all means, facilities / infrastructure, and resources to achieve learning objectives. In the implementation dimension, the learning strategy is defined as (1) the decision to act strategically in modifying and aligning the components of the instructional system to more effectively achieve learning objectives and (2) general patterns of teacher-student actions in the realization of teaching and learning activities.

Now, how are efforts to implement plans that have been compiled in real activities so that the goals that have been prepared are achieved optimally, this is called a method. This means, the method is used to realize the predetermined strategy. Thus, one learning strategy can occur using several methods. For example, to implement the expository strategy, lecture methods as well as question and answer methods or even discussion can be used by utilizing available resources including using learning media. Therefore, strategy differs from method. Strategy refers to a plan to achieve something, while the method is a method that can be used to implement a strategy. In other words, strategy is a plan of operation achieving something; while the method is a way in achieving something.

Another term that has similarities with strategy is approach. Actually the approach is different both with strategy and method. An approach can be interpreted as a starting point or our point of view towards the learning process. The term approach refers to the view on the occurrence of a process which is still very general in nature. Therefore the learning strategies and methods used can be sourced or depend on certain approaches. Killen (in [7]), for example, notes that there are two approaches to learning, namely the teacher-centered approach and the student-centered approach. The teacher-centered approach derives direct instruction strategies, deductive learning or expository learning. Meanwhile, a student-centered learning approach.

3. RESEARCH METHODOLOGY

3.1. Design of the Study

This research includes survey research. Surveys are "critical observations or investigations to get good information on a particular problem in a particular area or location, or an extensive study that is patterned to obtain the information needed" [11].

Survey research can be used for the purposes of (1) exploratory (exploratory), (2) descriptive, (3) explanation (explanatory or confirmatory), (4) evaluation, (5) prediction or predicting certain events in the future, (6) operational research, and (7) development of social indicators [12]. In this survey research, the purpose of the research is emphasized on exploratory and descriptive. The exploratory purpose is to dig up various information needed regarding reading literacy activities in learning at the Faculty of Education, Ganesha University of Education. Descriptive is intended for careful measurement of certain social phenomena. Researchers develop concepts and gather facts, but do not test hypotheses.

3.2. Participants and Instrument of the Study

The population of this research is 57 lecturers of the Faculty of Education and students in semester 3 and 5 of the Faculty of Education, Ganesha University of Education, totaling 490 people. Given the wide coverage of the population and the limited time and manpower available, a sample was taken. The research sample selected by purposive random sampling was 32 lecturers and 200 students who were spread over four study programs.

3.3. Data Analysis and Triangulation

The raw data of these interviews was transcribed manually as an initial attempt of data analysis. Ary, et. al., admitted that qualitative data analysis takes much time and difficult because the massive amounts of interview scripts, audio recordings, video data, field notes and other documents which must be interpreted and examined. Therefore, Miles and Huberman developed three main steps of qualitative data analysis; data reduction, data display and verification or drawing conclusion.

The data collection techniques used were questionnaires and interviews. To anticipate the possibility of obtaining invalid data due to the use of questionnaires, data collection was complemented by interview techniques. Based on these two data collection techniques, the data collection instruments used were questionnaire sheets and interview guidelines.

4. FINDING AND DISCUSSION

4.1. Finding

Lecturers at the Faculty of Education, Ganesha University of Education, have attempted various strategies in learning to familiarize students with reading activities. In learning, the lecturers have implemented eleven strategies that lead to accustoming students to reading activities. Of the eleven strategies that have been implemented by lecturers, there are six strategies that are mostly used by lecturers to familiarize students with reading various learning sources. The six strategies are (1) assigning students to read certain chapters or sections of literature and then conducting classical discussion and question and answer, (2) assigning students to read certain chapters or sections of literature and then making presentation media, (3) assigning students to read certain chapters or sections of literature and then making a summary of the material, (4) assigning students to read certain chapters or sections of literature and then making papers, (5) assigning students to read certain chapters or sections of literature and then making concept maps or mind maps, and (6) assigning students to read certain chapters or sections of literature and then retelling the contents of certain chapters or sections of literature.

In addition to the six strategies above, there are five strategies applied by lecturers to familiarize students with reading literacy activities. The five strategies referred to include: (1) assigning students to read certain chapters or sections of literature and then students answering quizzes given by the lecturer: 5 people, (2) assigning students to read certain chapters or sections of literature and then students making chapter synopses : 2 people, (3) assign students to read one literature and then make a synopsis: 1 person, (4) assign students to read a certain chapter or section of literature and then make questions: 2 people, and (5) assign students to read chapters or certain sections of literature and then students are assigned to make a group or individual report: 1 person. The five reading habits for students as mentioned above are carried out by one to five lecturers.

In addition to the eleven strategies applied by the lecturers in an effort to get students accustomed to reading literacy activities, there is still the possibility that there are other strategies implemented by the lecturers, but they were not revealed through data collection. To get alternative strategies to familiarize other students with literacy activities, lecturers need to carry out scientific discussion activities, focus group discussions, seminars, workshops, and others. With the variety of strategies they have, lecturers can study and choose the right strategy according to the characteristics of the students and the existing situations and conditions.

4.2. Discussion

In the era of the Industrial Revolution 4.0, various learning resources were very easy to obtain by lecturers and students. In order to accustom students to have high levels of reading literacy, lecturers need to develop innovative strategies. The lecturers' creativity and innovation in this regard are needed. Student-centered learning, student empowerment in learning, learning with a scientific approach, the use of various learning resources, the application of various innovative learning models, etc. are strategic efforts that lead to increased student literacy activities.

The problems faced by lecturers in implementing reading literacy activities for students are very complex. Based on the data collected, there are 20 problems faced by lecturers of the Faculty of Education, Ganesha University of Education. After being studied, there are three dominant problems faced by lecturers, namely: students' low reading interest, quality reading materials mostly in English, so students have difficulty understanding the reading content, and low student literacy awareness.

The sources of problems faced by lecturers in implementing reading literacy activities for students are generally grouped into two, namely internal sources and external sources. Sources of internal problems are problems that arise from the lecturers themselves and external sources are problems that occur due to factors outside the lecturer.

Some of the problems that come from internal sources include: (1) lecturers have difficulty motivating students to read, (2) lecturers have not provided high-quality teaching materials and are according to student needs, (3) implementing lecturer-centered learning strategies, and (4) lecturers have not optimally guided students in finding and using learning resources that are relevant and current. Unlike the problems that come from internal sources, the problems of reading literacy in students actually come from external sources, in this case external sources, in the form of students. There are also problems that come from external sources, including: (1) students are less skilled at exploring and sorting out relevant references on the internet, (2) students are lazy to read books given, (3) students' awareness of collecting reading material is low, (4) most of the quality reading materials are in English, so students are lazy to read them, (5) students take too many sources from the internet and rarely read textbooks and modules, (6) students 'motivation to read is not optimal, (8) students' interest in reading is low, (7) lack of literacy materials in the form of hardcopy, (8) lack of student literacy awareness, (9) students often use the same teaching materials, so teaching materials are less varied, (10) students often experience confusion in citing and differentiating scientific articles and non-scientific articles, (11)

students do not really read, (12) students just read and do not try to understand the content of the reading, (13) students are not motivated to look for references, other than those given by the lecturer, (14) the ability of students to understand the content of the reading is low, and (15) the habit of students making lecture assignments with the help of information from blogspot.

The source of external problems apart from students, there are also other sources of external problems. Other sources of external problems include: reading sources in the library that are not suitable for the needs of students, the number of readings that are inadequate compared to students who need them, reading that is not up to date, and others. When compared with other sources of external problems, it is known that there are far more external sources from within students.

Reading literacy problems that originate from within students need to find solutions for solutions. Solving this problem requires self-awareness of students and motivation from external parties, including from lecturers who teach courses. To foster self-awareness of students about the importance of literacy activities, all lecturers need to be united. Through individual and group assignments, both structured and unstructured, students are encouraged and given reinforcement to carry out reading literacy activities. This in a certain period of time will direct and encourage students to get used to reading various literature.

The problems faced by lecturers in implementing reading literacy strategies in learning need to find solutions to solve them. This is important because without the right problem-solving solutions, the reading literacy program will not run as expected. The lecturers of the Faculty of Education, University of Education are very happy.

5. CONCLUSION

Based on the description of the research results and discussion of the research results, the following five conclusions can be drawn.

(1) In learning, lecturers have implemented eleven strategies that lead to accustoming students to reading activities. Of the eleven strategies that have been implemented by lecturers, there are six strategies that are mostly used by lecturers to familiarize students with reading various learning sources. The six strategies are (1) assigning students to read certain chapters or sections of literature and then conducting classical discussion and question and answer, (2) assigning students to read certain chapters or sections of literature and then making presentation media, (3) assigning students to read certain chapters or sections of literature and then making a summary of the material, (4) assigning students to read certain chapters or sections of literature and then making papers, (5) assigning students to read certain chapters or

sections of literature and then making concept maps or mind maps, and (6) assigning students to read certain chapters or sections of literature and then retelling the contents of certain chapters or sections of literature.

(2) There are 20 problems faced by lecturers of the Faculty of Education of the Ganesha University of Education in the application of reading literacy to students. Of the 20 problems, there are three dominant problems faced by lecturers, namely: students' low reading interest, quality reading materials mostly in English, so that students have difficulty understanding the content of the reading, and students' literacy awareness is low.

(3) In an effort to solve the problems faced related to reading literacy activities, the lecturer has suggested 34 solutions. From 34 solutions, it can be grouped into 11 solutions. The eleven solutions include: (1) providing instructions or training students on how to find and cite reading sources, (2) developing e-books, (3) providing innovative activities based on reading, (4) raising student awareness to use many references, (5)) suggests the use of books in Indonesian or translated books, (6) gives students time to read, (7) recommends reading electronic reading sources, (8) assesses the quality of students' reading, (9) teaches how to screen articles, (10) advises students going to the library and using the play store, and (11) giving rewards or awards to students who are active in discussing certain reading content.

(4) The types of reading that students are interested in reading are classified into three types, namely reading in printed form, reading in softcopy, and other types. Students of the Faculty of Education were most interested in reading in printed form (66.82%), then those who were interested in reading in softcopy (28.81%), and finally those who were interested in other types of reading (3.37%). There were 8 people (3.85%) who were interested in reading in printed form as well as reading in softcopy.

(5) There are 20 problems faced by students in reading literacy activities. Of the 20 problems, there are six major problems faced by students of the Faculty of Education in reading literacy activities, namely the material is unclear and difficult to understand, easily bored / sleepy, there is no material to read or lack of reading material, lazy to read, lack of reading time or less time sharing, and less interest in reading.

ACKNOWLEDGMENTS

REFERENCES

[1] Dantes, N., I W. Sadia, & W. Subagia, Pengembangan Perangkat Evaluasi Proses dan Hasil Belajar Kurikulum Berbasis Kompetensi (KBK) Rumpun Pelajaran Sains. Laporan penelitian (unpublished), Singaraja: Universitas Pendidikan Ganesha, 2006.

[2] Y. Miarso, Menyemai Benih Teknologi Pendidikan, Jakarta: Kencana, 2004.

[3] D. Rosyada, Paradigma Pendidikan Demokratis: Sebuah Model Pelibatan Masyarakat dalam Penyelenggaraan Pendidikan, Jakarta: Kencana. 2004.

[4] U. A. Chaeruman, Mendorong Penerapan E-Learning di Sekolah, Jurnal Teknodik, 12 (1) (2008) 26-32.

[5] R. S. Putman, Teknologi versus Teacher in the Early Literacy Classroom: An Investigation of the Effectiveness of the Istation Integrated Learning System, Education Tech Research Dev, (65), 2017, pp.1153-1174.

[6] A. Mujib, Gerakan Literasi Sekolah, 2018. Tersedia pada http://literasi.jabarprov.go.id/baca-artikel-954-apa-sih-literasi-itu.html.

[7] W. Sanjaya, Strategi Pembelajaran Berorientasi Standar Proses Pendidikan, Jakarta: Kencana Prenada Media Group, 2007.

[8] W. Dick, L. Carey, The Systematic Design of Instruction, Illinois: Scott,Foresman and Company. 1985.

[9] S. Abimanyu, and Sulo Lipu La Sulo, Strategi Pembelajaran, Jakarta: Direktorat Jenderal Pendidikan Tinggi, 2009.

[10] S. Carey, Are children fundamentally different kinds of thinkers and learners than adults?. Thinking and learning skills, 2, 1985, pp. 485-517.

[11] M. Daniel, Metode Penelitian Sosial Ekonomi, Jakarta: Bumi Aksara, 2003.

[12] M. Singarimbun, Metode dan Proses Penelitian. Dalam Masri Singarimbun & Sofian Effendi (Eds.), Metode Penelitian Survai, pp. 3-14, Jakarta: Lembaga Penelitian, Pendidikan dan Penerangan Ekonomi dan Sosial (LP3ES), 1989.