

# Elementary School Teachers' Efforts in Enriching Elementary School Students' Reading Literacy during the Pandemic Period through Literacy Reading Books

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## ABSTRACT

This study aims to determine the efforts of elementary school teachers in enriching the reading literacy of elementary school students during the pandemic through literacy reading books that have been compiled by Badan Pengembangan dan Pembinaan Bahasa in 2019. The study uses a qualitative method with a descriptive approach. Analysis of the data used in this study is to analyze the results of questionnaires from respondents using the Analysis Interactive Model from Miles and Huberman. Data was collected by filling out a questionnaire via Google Form. The sample of this research is fifty elementary school teachers in Jakarta. The results showed that literacy reading books have an important role and can be used as an alternative reading for elementary school students to enrich their reading literacy. The results of this study are expected to further enrich the reading literacy of elementary school students during and after the pandemic.

**Keywords:** *Elementary school teachers, Literacy reading books, Reading literacy, Pandemic period.*

## 1. INTRODUCTION

One of the activities as a form of implementing the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character is an activity to read non-lesson books for fifteen minutes before the learning time begins. This activity is an effort to foster a love of reading in students and a fun learning experience while stimulating imagination [1].

In the Guide to the School Literacy Movement in Elementary Schools, it is stated that at the lower grade elementary level, reading activities that can be carried out at the habituation stage are through picture story books, books without text, books with simple texts, both fiction and non-fiction. Meanwhile, for high school graders, these activities can be carried out through illustrated story books rich in text, beginner novels, both in print/digital/visual form. However, the book also mentions that the facilities and infrastructure used are the classroom book corner, library, and other reading areas in the school [2].

For this reason, Badan Pengembangan dan Pembinaan Bahasa compiles and publishes literacy reading materials that can be accessed by all Indonesian

people. Because the Badan Bahasa is aware of the vast territory of the Republic of Indonesia, apart from being made in print, the reading materials are also uploaded to the Badan Bahasa's website. Thus, the hope of being able to support the activity of reading non-lesson books for fifteen minutes before the start of study time will soon be realized.

However, the hope to support the habituation activities turned out to be obstacles. At the beginning of 2020 we were faced with a difficult time, namely the Covid-19 pandemic. Everything about reading literacy that has been stated in the Guide to the School Literacy Movement in Elementary Schools cannot be fully implemented. Learning in schools is carried out by distance learning (PJJ). All students are forced or forced to understand and be able to operate computers, laptops, or smartphones. This needs to be done so that students can continue to follow the learning of their teachers.

Reading literacy in lower grade elementary school is very disturbed. Especially if the student does not have the habit of reading books. It is not easy to introduce reading habits to lower grade elementary school students, while schools require them to open computers/laptops/devices. Apart from the problem that

elementary school students already have computers/laptops/devices to study, in fact many of the lower grade elementary students prefer to open computers/laptops/devices to play or something else than reading electronic books.

Therefore, the authors feel the need to examine how much effort elementary school teachers make in enriching the reading literacy of elementary school students during the pandemic. Especially because Badan Pengembangan dan Pembinaan Bahasa in 2019 has compiled literacy reading materials for elementary school students. This study aims to determine the efforts of elementary school teachers in enriching the reading literacy of elementary school students during the pandemic through literacy reading books that have been compiled by Badan Pengembangan dan Pembinaan Bahasa in 2019.

The scope of this research is limited to literacy reading materials that have been prepared by Badan Pengembangan dan Pembinaan Bahasa in 2019 and the presence of elementary school teachers in Greater Jakarta.

## **2. LITERATURE REVIEW**

### ***2.1 Elementary School Teacher***

In the book *Profile of Elementary School Teachers*, it is stated that the profiles of elementary school teachers that match the portrait of future education and the characteristics of elementary school students are capable (cheerful, adaptive, creative, patient, and compassionate) while still displaying the profile of Indonesian teachers who believe and fear God Almighty. One with noble character, independent, critical reasoning, creative, collaborative/mutual cooperation, and global diversity [3].

The book also states that (1) cheerful is an indicator of being cheerful, smiling, full of enthusiasm and energy, as well as being expressive; (2) adaptive, the indicators are being sensitive to the needs of children now and in the future, exploring the world of children, and being open to all things related to children's progress; (3) creative indicators are active in creating interesting and fun things for children, having unique and aesthetic ideas, and doing various activities in treating children; (4) patience is an indicator of accepting the child's uniqueness, not complaining a lot while being with the child, and remaining enthusiastic about dealing with children in any condition; and (5) compassionate, the indicators are having concern for children's complaints, embracing children, caring for children, and having empathy for children [3].

### ***2.2 Literacy Reading Book***

The Badan Pengembangan dan Pembinaan Bahasa has published 135 books of literacy reading materials as shown in the following link:

<https://badanBahasa.kemdikbud.go.id/lamanBahasa/content/buku-bahan-bacaan-literasi-2019> [4].

In Law no. 3 of 2017 it is stated that basic education units and/or programs can use non-text books that have been approved by the Central Government [5].

### ***2.3 Literacy Reading***

According to Siti Habsari Pratiwi in her paper entitled "Efforts to Improve Reading Literacy in a Pandemic Period through a Week of a Book Activity", reading is a thought process, which includes interpreting, interpreting meaning, and applying ideas from symbols. However, in the definition of reading literacy, Pratiwi states that reading literacy is not only limited to reading text books by gaining understanding/meaning from words or sentences in a text or what is spoken [6].

According to Clay in Taylor & Mackenney, reading literacy is an activity to get messages and be used flexibly to solve problems. These activities are very dependent on the situation and context being discussed [7].

Literacy is more than just reading and writing, but includes thinking skills using knowledge sources in print, visual, digital, and auditory forms. In the 21st century, this ability is referred to as information literacy in the Indonesian context, early literacy is needed as the basis for acquiring literacy in the next stage. One of the literacy components is explained as follows: Early Literacy, namely the ability to listen, understand spoken language, and communicate through pictures and verbally formed by his experience interacting with his social environment at home.

As explained above, as an embodiment of Permendikbud No. 23 of 2015, at school, habituation activities are carried out using 15 minutes before the day of learning to read books other than subject books (every day). When the reading habit has been formed, it will then be directed to the development and learning stages [1].

### ***2.4 Pandemic Period***

The word "pandemic" based on the online version of the Big Indonesian Dictionary Edition V means epidemics that spread simultaneously everywhere, covering a wide geographic area [8]. The beginning of the pandemic period in Indonesia was when at the end of 2019 Covid-19 (coronavirus disease 2019) appeared in Wuhan, China. Almost all countries have experienced the impact of this pandemic and many sectors have experienced paralysis, one of which is education. The

face-to-face teaching and learning process in schools has been canceled to prevent the spread of Covid-19. Despite many obstacles, face-to-face learning during the pandemic was replaced by online learning [9].

As a result of the pandemic period, online learning is considered an effective way in the world of education, as stated in Circular Letter Number 4 of 2020 concerning Education Policy in the Emergency Period for the Spread of Coronavirus Disease (Covid-19) which was signed by the Minister of Education and Culture of the Republic of Indonesia on March 24, 2020 [10].

### **2.5 Relevant Research**

From research conducted by Anugrahana, Andri. "Obstacles, Solutions, and Hopes: Online Learning During the Covid-19 Pandemic Period by Elementary School Teachers", it was stated that despite the limited conditions due to the Covid-19 pandemic, teachers were still able to do online learning. The problem is that parents have to add more time to accompany their children. Meanwhile, teachers must understand technology better and are required to learn a lot about online-based learning [11].

Meanwhile, according to Setiawan's research, Heri et al. "Utilization of Augmented Reality-Based Reading Resources for Literacy Movements in Elementary Schools", states that the use of augmented reality-based reading sources for literacy movements in elementary schools aims to provide alternative strategies for implementing literacy. It is hoped that literacy activities do not run from reading books of the same type [12].

Siahaan said in his paper entitled "The Impact of the Covid-19 Pandemic on the World of Education" that the Covid-19 pandemic has had a significant impact on the world of education. Online learning is considered less effective for teachers, especially for elementary school age children. For this reason, Siahaan also said that parents must be able to transform and adapt first so that they can become a companion or mentor for change for their children at home [13].

From the research that has been carried out on reading literacy in elementary schools during the pandemic, no research has been found on literacy reading materials made by the Badan Bahasa.

## **3. METHOD**

This research is a qualitative descriptive study using a survey method conducted online. Primary data collection was carried out by distributing questionnaires via online Google Form to 42 primary school teacher respondents who were affected by the Covid-19 pandemic in Greater Jakarta. In addition, supporting data is secondary data in the form of documents,

articles, or news related to reading literacy in elementary schools related to Covid-19.

The results of the questionnaire from the respondents were analyzed using the Analysis Interactive Model from Miles and Huberman, namely data reduction, data display, conclusion drawing/verification [14].

## **4. FINDING AND RESULT**

### **4.1 Finding**

From the survey results, it is known that there were 42 respondents who filled out the questionnaire, seven of whom were men, 35 were women. Four people (9.5%) of them graduated from S-2, 36 people (85.7%) graduated from S-1, 1 person graduated from D-2, and 1 person just graduated from PGSD. Of the 42 respondents, three of them teach more than one class. The rest only teach in one class, from grade one to grade six. Respondents teaching in Grade 1 are 5 people (11.9%), Grade 2 are 4 people (9.5%), Grade 3 are 7 people (16.7%), Grade 4 are 9 people (21.4%), Grade 5 there are 16 people (38.1%), and Grade 6 there are 10 people (23.8%).

During the pandemic, most of the respondents 39 people (92.9%) did online learning, the rest did blended learning, face-to-face with only 2 children, and formed study groups of 1 person each.

During the pandemic, there were 12 people (28.6%) of respondents who sent electronic books to enrich students' reading literacy, 10 people (23.8%) who sent story summaries, 9 people (21.4%), the rest each one person sends folk tales, reads from own sources, reads aloud in Zoom class, reads aloud and reads silently, reads student books aloud, sends digital literacy learning videos, sends story reading texts, makes summaries, makes clippings, sends narrations, and videos, in the form of videos, and reading books at home.

During the pandemic period, there were 19 people (45.2%) of respondents who asked parents to read electronic books to their children at home, 10 people (23.8%) who asked parents to borrow books from the library, 8 people (19%) who asking parents to buy reading books, the rest each person asking parents to read electronic books, asking students to read and report readings via Google Form links, giving short stories while Zooming, taking advantage of readings at home, asking parents to buy or uploading electronic reading books, and asking parents to buy reading books and or uploading electronic reading books.

Of the 42 respondents, only 28 people (66.7%) are familiar with the website of Badan Pengembangan dan Pembinaan Bahasa. And even then, 15 people (53.6%) admitted that they rarely open the website. Meanwhile,

out of 42 respondents, only 19 (45.2%) already know information about literacy readings in 2019 on the Badan Bahasa website. The rest, as many as 23 people (54.8%) admitted that they did not know information about literacy readings in 2019 on the Badan Bahasa website.

From the 19 respondents, it is known that 22 book titles have been introduced to students by the teacher, namely numbered titles as shown in the following table.

**Table 1.** Number of Respondents and Number of Book Titles Introduced by Teachers to Students

Book Number	Number of Respondents
1	4
2	12
3	5
4	7
5	4
6	3
7	5
8	4
9	9
10	6
11	2
12	5
13	2
20	2
25	2
44	1
45	1
67	1
78	1
81	1
101	1
131	1

Note:

- Book Number is the title number of the Badan Bahasa literacy in 2019 reading material.
- Number of respondents is the number who chose the book number.

From the table, it is known that the title of the book that was chosen the most was number 2, namely the book entitled "Aku Sayang Ayah", followed by the book title number 9, namely the book entitled "Blue and Nyiur".

Of the 19 respondents who already knew the title of the 2019 Badan Bahasa literacy reading material on the Badan Bahasa website, it was found that as many as 9 people (47.4%) introduced the reading material to students by means of the teacher opening the website and then asking to read, There were 9 people (47.4%) who asked parents to upload websites for their children. The rest of the parents and students open the website together.

Of the 19 respondents who already knew the title of the Badan Bahasa literacy reading material in 2019 on the Badan Bahasa website, it was found that as many as 9 people (47.4%) motivated students to enjoy reading the reading material by choosing reading according to their child's interests. There were 5 people (26.3%) who asked the child's favorite theme. There are 2 (10.5%) who group material books according to the child's favorite theme. The rest, each person who asked parents and their children to open the website and understand the book together sent a printed book, and students were asked to read aloud and then make questions for their friends.

From 42 respondents, it was found that 14 people (33.3%) asked students to borrow computers/laptops/devices from friends/relatives/parents in order to continue to enrich reading literacy if students did not have computers/laptops/devices. There are 12 people (28.6%) asking students to study in groups. There are 7 people (16.7%) who will deliver literacy reading books to students' homes. The rest of the teachers will lend laptops/devices to students or students are asked to come to school to take reading books.

#### **4.2 Result**

From the results of data collection, it is known that there are 19 respondents who already know the website of the Badan Bahasa that informs about literacy reading materials in 2019. This shows that there are still few elementary school teachers who know about 2019 literacy reading materials. The reading materials should have been known by school teachers. basic because it was introduced a year ago.

Respondents' knowledge of the existence of the Badan Bahasa on social media is only about 50% of the total respondents. The most popular social media are Facebook and Instagram. This shows that respondents prefer the two social media because they think Facebook and Instagram can provide information about various things compared to the Badan Bahasa website which only provides information about language.

From the results of respondent data collection, only about 22 book titles out of 135 titles for the 2019 Badan Bahasa literacy reading material are available on the Badan Bahasa website that have been used by respondents. This means that the socialization that has been carried out by the Badan Bahasa has not been fully utilized by elementary school teachers, especially teachers in Greater Jakarta.

The efforts of elementary school teachers in enriching the reading literacy of elementary school students during the pandemic are considered not optimal. During a pandemic like now when learning is done online, teachers should improve their skills in technology so they can transfer knowledge to students.

Suggestions put forward by the respondents include (a) more socializing the Badan Bahasa website; (b) more cooperation with the school, especially in increasing reading materials for students; (c) developing a pdf format into an electronic book; (d) further increase the variety of readings; (e) holding a language week event in every elementary school; and (f) strive for language sentences that are more easily understood by many people.

### **5. CONCLUSION**

Here's how the teachers introduce students to the 2019 literacy reading materials on the Badan Bahasa website: students are asked to open the Badan Bahasa website; parents are asked to open the Badan Bahasa website for their children; students are asked to study in groups; and the teacher opens the website and asks students to read.

Here's how the teachers motivate students to enjoy reading literacy reading materials on the Badan Bahasa website: choosing readings according to students' interests; group reading books according to students' favorite themes; ask the child's favorite themes; and send a printed book.

The socialization that has been carried out by the Language and Literature Center, the Badan Pengembangan dan Pembinaan Bahasa, should be further improved in quality and quantity, especially for elementary school teachers in Greater Jakarta as respondents to this research.

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