

Model Study "Moyeg" as Efforts to Increase the Ability to Read for Student Beginners

(Study on the Disadvantaged Primary School in District Sukaresmi Garut Regency, West Java Province)

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Abstract—This research is motivated by the high number of illiterates in the village Mekarjaya Sukaresmi District of Garut, from (1,471) of the respondents were carefully only (697) people, or approximately around (43.38%) were able to read. The high illiteracy rate is influenced by the ability of teachers to teach, as well as other individual factors and sociology. At the level of schooling, especially at the beginning student Basic reading skills in grade I, II and III are very low. Among many existing models, researchers tried to use the Model "Moyeg" as an alternative to solve the problem of reading literacy. The purpose of this study was to describe the application of the teaching of the reading ability for students beginning in support of literacy. In order to obtain optimal information, at an early stage using field research (field research) using Participatory Action Research (PAR) that can answer any problems that occurred in the period and area of interest. His analysis in the Research and Development (R and D) to get a decent learning products used according to the needs of the users. The results showed that the model effectively direct Moyeg beginner students to increase motivation and the ability to read, but it can accelerate the students' ability to read with a very pleasant process. His analysis in the Research and Development (R and D) to get a decent learning products used according to the needs of the users. The results showed that the model effectively direct Moyeg beginner students to increase motivation and the ability to read, but it can accelerate the students' ability to read with a very pleasant process. His analysis in the Research and Development (R and D) to get a decent learning products used according to the needs of the users. The results showed that the model effectively direct Moyeg beginner students to increase motivation and the ability to read, but it can accelerate the students' ability to read with a very pleasant process.

Keywords—*Moyeg model; learning and fun*

I. INTRODUCTION

Mekarjaya village one village in the district Sukresmi Garut, one in the village who fall into the category underdeveloped village. In general, the problems of education in the village Mekarjaya among others: (1) Approximately 47.38% society is still plagued by illiteracy, (2) School of government property away from settlements and hilly, (3) The school building concern, (4) Lack of competence of the teaching force, (5) There is a doctrine in society, children are

not anything not school, better enough lessons, help the elderly in the field / fields, or take care of his sister and the last (6) average new admissions 20 / year. Problems found in the village Mekarjaya 6th grade elementary school students cannot read the Latin alphabet (script Indonesian).

Weak ability to read awareness of parents in the field of health is reduced. The implications of illiteracy practically encourage people and create identity citizenship, such as; making identity cards, family cards, birth certificates, marriage certificates, driving licenses, to land certificates and other citizenship administration.

Findings blindness in the village Mekarjaya script above, in line with the results of previous studies conducted by several international institutions, including; PIRLS, PISA, INAP, UNESCO and PIAAC [1].

TABLE I. PRIOR ART RESEARCH ON ILLITERACY IN INDONESIA

| | | |
|-----------|---|--|
| Indonesia | PIRLS (Progress of International Reading) | Fourth grade students reading ability is still low, with ranks number 42 out of 45 countries |
| | PISA (programme for International Student Assessment) | kemampuan 15-year-old students in reading, math, and science; ranks 57th out of 65 countries (2009) and ranks 64th out of 65 countries (2012). As well as rank 64th of 70 countries (2015) |
| | INAP (IndonesiA National Assessment Program) | Value the ability to read 46.83% (2016) |
| | UNESCO | Year (2012) The habit of reading the Indonesian community of 1,000 people only one who has the habit of reading (1 / 1,000) |
| | PIAAC (Program for the International Assessment of Adult Competencies) | (2016) to the level of proficiency of adults Indonesia ranked at the bottom in virtually all types of competency |

Table 1 gives an overview of the capabilities and the habit of reading in Indonesia is still weak, it is in line with the opinion of Burns, et al. in Rahim suggested that reading skills are vital in an educated society [2]. However, children who are not yet understanding the importance of learning to read will not be motivated to learn to read. It is often found in children

low grade elementary school is in the process of learning to read.

Results of preliminary observations made in class I, II and III SD Sukaresmi, District Sukaresmi, Garut on Monday, January 11, 2017, found a variety of problems in the Indonesian language learning, especially at the beginning of learning to read. Obstacles encountered are still many students who are not fluent in reading.

Next obtained information that there are many first-class students who have not completed reading the beginning. There are a 64% or 16 students do not meet the minimum completeness criteria (KKM). Students are familiar with all the letters, but still cannot assemble letters into syllables and words.

Meanwhile, other findings were in class I, II and III at the Mekarjaya Elementary School, Pasir Gelang Primary School, Sukaresmi District Primary School, Garut Regency on Monday, January 11, 2017, found problems in learning to read early. Obstacles encountered are many students who are not fluent in reading. For example, the word chicken read a-ey-a-um, said Father / read / be-a-pe-a / said / bu-ku / read / be-u-ka-u / said / ma-ma / read / me-a- me-a / said / me-ja / read / em-e-je-a /. There are also students who have not been able to recite the alphabet correctly, so that at the time of reading the correct pronunciation of the spoken yet. For example, students read word / i-kan / read / iiiikkkkkaan /, said deer read / rrrrruuuusssssa /, said fruit bbbbbbuuuuuuh read. Those problems likely due to the methods used in learning are less effective in improving students' skills in reading. In learning to read more teachers often use the alphabetical method.

Early learning in reading students still follow the spirit of learning, but after 30 minutes from students who do not pay attention to the teacher, chat with friends, and some are running around inside and outside the classroom. Therefore, the need to model and learning strategies more attractive for students, by learning through methods that vary in accordance with the conditions of the students.

According to interviews with classroom teachers Another problem is the effect on the background conditions of students in the family and society. There are some students who are experiencing barriers (difficulty) reading family conditions caused by factors that are having problems. These conditions make the lack of attention of family members, especially parents towards their children's education. This resulted in the availability of textbooks and other school supplies are also very less. Students who have problems in the family also suffered psychological stress will hinder performance in school. Students who experience these problems become rare in school so that left the subject matter.

From the above problems, the low initial reading skills of first, second and third grade students at Mekarjaya I Elementary School, MI Pasir Gelang, Mekarjaya II Primary School and Mekarjaya III Elementary School are more due to the less innovative method of reading learning applied. Mekarjaya caused more reading learning methods are applied less innovative. In learning to read is more often done through a method that is less effective alphabet. Early reading learning

methods need to be more suited to the conditions of the students.

The used proper method of reading beginning teacher needs to be done to improve the reading skills of beginning. In the opinion of Sabarti Akhadiah in reading starters there are several methods that can be used, among others are: (1) a method alphabet, (2) methods of sound, (3) methods of stripping the chain of syllables, (4) The agency said method, (5) global methods, and (6) the method of synthetic analytic structure (SAS) [3].

Noting the various problems over researchers trying to formulate a model that is characterized by local wisdom and was named "Model *Sakali Moyeg*". Model *Sakali Moyeg* is development of the "Model MASAGI" in the model there are 12 steps MASAGI complete structured to address the needs 3 good human potential cognitive, affective and psychomotor. Of the 12 such steps are no technique "Once Moyeg" and "*Sakali Ulin*" which is the object of this research.

A. Problem Formulation

Referring to the description of the background of the above, then the starting point of this study departs from the big questions are: "Efforts are being made to make students literate beginners can read Latin script via the Model *sakali Moyeg* and *Sakali Ulin*".

From the main problems above, derived research questions as follows:

- What is the reality of students' reading ability beginners class (1, 2, and 3) in SD Sub district Sukaresmi Garut?
- How Implementation Model Learning *Sakali Moyeg* the beginning students in elementary school?
- How *Sakali Model Moyeg* effectiveness in improving students' reading ability beginners?

II. METHOD

A. Approaches and Methods

In this study researchers used field research methods Participatory Action Research (PAR) that can answer any problems that occurred in the period and area of interest. This study becomes important in formulating the problem-solving model. In order to conduct the testing and result in the development of the learning model used methods Research and Development (R & D) [4].

B. Research Sites

This study took all the schools in Mekarjaya Village, Garut Regency, namely the beginning of class I, II and III students at Mekarjaya I Elementary School, MI Pasir Gelang, Mekarjaya II Elementary School and Mekarjaya III Elementary School. The sampling of the Mekarjaya Village with the consideration that this village has a high literacy rate.

C. Techniques of Data Collection and Data Sources

The instrument will be used in data collection for this study as described above, methods of Participatory Action Research (PAR) that can answer any problems that occurred in the period and specific regions and the Research and Development (R & D) [4].

III. THEORY STUDY AND DISCUSSION

A. Model Sakali Moyeg

Word *Moyeg* in Indonesian is "Shake" move, *Sakali Moyeg* have an understanding before getting to the core of learning, the students are first given who aims to be warming up in the child's brain Conditions alpha, alpha state is a very relaxed condition lest they burdened with various tasks in learning so that a child's brain in a state of Beta zone Consequently direct brain dominant Beta wave phase so brain will feel constantly depressed and cannot relax.to create a conducive atmosphere, to relax, to make students feel happy so it will be ready to accept the lesson, students are invited to play while learning the alphabet Gymnastics by example by a teacher. This activity can be done in the classroom and done in open space with the position of students and teachers marched in front to provide direction Literacy Movement. Gymnastics This script uses music as a supporter audio gymnastic movements.

Model *Masagi* in the beginning was one of learning techniques in MASAGI learning model is the result of previous research conducted by the Foundation for Development of Quality *Ummat Nusantara* [5]. After going through the process of testing the model found there were 12 steps in developing the ability of cognitive, affective and psychomotor students,

Model MASAGI in steps adopted many of the local cultural wisdom with Sundanese cultural background and character of the Sundanese. A place of learning not only in the classroom but the result is more optimal if conducted in or outside the classroom outdoor / open space. This model aims to improve the literacy skills Siwa kindergarten or elementary school, not just limited to reading, writing, arithmetic, discuss and communicate more away this MASAGI models develop students' ability to interpret the value contained in an article, until they got used to display values the character values in everyday life. From the steps of the 12 models *Masagi* that each step contains elements of characters that should be developed, for example from step *sakali moyeg cageur* instill character and singer, *Bengkung ngariung* hunchback *ngaronyok* (Together in joy and sorrow), *Sakali ngawih* embed code Curiosity, *Sakali nempo* embed smart persevering character, instill character *sakali* creative character, instill character *sakali* constructing smart, tangerine *sakali* embed creative character, instill character *sakali ngotret* and independent singer *sakali* ironwood instill character likes to read, *sakali* puppet *Motekar* embed code Creative, *Sakali reflection Surti* instill character, instill character *sakali pamingkal* religious, The point of the 12-step structured endeavors to impart Sundanese characters that *cageur*, *bageur*, right, smart, singer, *tata-titi*, *nastiti Jeung Surti* "Translation:" healthy, honest, true, clever, deft, polite, orderly and

understand". In the Learning Model MASAGI (*Macak Sakali ngartii*) there are several steps such as:



Fig. 1. Illustration of gymnastics literacy models Moyeg.

TABLE II. MODEL MASAGI

| | |
|------------------------|---------------------------|
| 1. sakali Moyeg | 7. Sakali Ngeprok |
| 2. sakali Guyub | 8. Sakali Ngotret |
| 3. sakali Ngawih | 9. Sakali Ulin |
| 4. sakali Nempo | 10. Puppet Sakali Motekar |
| 5. sakali script | 11. Sakali Reflection |
| 6. constructing sakali | 12. Sakali Pamingkal |

Table 2 above, researchers carried out tests (experiments) to all existing models. Of the 12 models of the above, it was found two models that are superior, namely; Model *Sakali Moyeg* and *Sakali Ulin*.

In step *Moyeg sakali* is very appropriate for individuals who have a tendency kinesthetic learning style, because it will learn better if physically involved in activities directly. They will learn best when physically involved in the learning process.

The first movement: M = Both ends of the right and left hands together shaped arch then moved up and down alternately.

Second Movement: A = Both ends of the left and right hands together, later moved up and down alternately.

Third movement: S = The right hand above head level with the arch-shaped and straight left hand parallel to chest. Movement Fourth: A = Both ends of the left and right hands together, later moved up and down alternately.

Fifth Movement: G = right hand above head level with the arch-shaped and straight left hand parallel to the chest.

Sixth Movement: I = Both ends of the left and right hands together, later moved up and down alternately.

IV. RESULTS AND DISCUSSION

A. Test Model

12-step learning model that examined the results *Sakali* method *Moyeg* with *Sakali Ulin*, occupies the first and second highest score. The percentage of test results from all 12 of the model, as follows:

TABLE III. TEST RESULTS LEARNING MODEL

| No. | Model | The result |
|-----|-----------------------|------------|
| 1 | sakali Moyeg | 20 |
| 2 | sakali Guyub | 9 |
| 3 | sakali Ngawih | 7 |
| 4 | sakali Nempo | 7 |
| 5 | sakali script | 5.5 |
| 6 | constructing sakali | 6.5 |
| 7 | sakali Ngeprok | 6.5 |
| 8 | sakali Ngotret | 7 |
| 9 | sakali Ulin | 14 |
| 10 | Puppet sakali Motekar | 7 |
| 11 | sakali Reflection | 7 |
| 12 | sakali Pamingkal | 3.5 |
| | | 100% |

Table 3 above illustrates that of the 12 steps developed in the model MASAGI, *sakali* step *Sakali Ulin Moyeg* and get the highest score and deserve to be developed at a later stage.

1) *Category activity student:* The results of the model test conducted concurrently with time student teaching (Teaching and Learning).

TABLE IV. CATEGORY ACTIVITIES STUDENT

| Interval (100%) | Category |
|-----------------|-----------|
| 75-100 | Very well |
| 80-74 | Good |
| 55-64 | Enough |
| <55 | Less |

Table 4 above provides for a valuation in assessing learning activities of the students.

2) *Student learning outcomes:* To determine whether there is any influence on the improvement of students' reading ability starters, every class and elementary schools. At each cycle in comparison with the minimum completeness criteria (KKM) 80% of any classical. Scores obtained from each student at the end of the next cycle dinayatakan in percentage form stating mastery learning.

3) *Individual completeness:* individual scores comes from a student criteria (people) have reached 70% of the total assignment of teachers with a value of 80. Then automatically the students receive a model that is being offered.

B. Discussion of Results

1) *Student activity:* Based on the data known that the implementation of learning using the model "Moyeg" always increase from the first cycle to the second cycle. In the first cycle, the first meeting of student activity 57, 45% to the category enough, then at the meeting of the two rose to 64, 09% in both categories. Later in the cycle to three to 91.02% with the category very well.

TABLE V. STUDENT ACTIVITY

| meetings cycle | result |
|----------------|-----------|
| I | Enough |
| II | Good |
| III | Very well |

Table 5 above shows the average student activity from the first meeting, the second, the third to an increase in the learning process.

2) *Learning outcomes:* The results of the study visits of the evaluation value in the first cycle and the second cycle in classes 1, 2, and 3 in three elementary schools in the District Sukaesmi Mekarjaya village Garut. After using Method Moyeg Sakali can be seen in Table 6 below:

TABLE VI. INDIVIDUAL MASTERY LEARNING

| Individual completeness | Cycle I | Cycle II |
|-------------------------|----------------------------|----------------------------|
| | The number of students (%) | The number of Students (%) |
| Complete | 32 (81.45) | 37 (94.00) |
| Incomplete | 7 (16.50) | 2 (5.00) |
| Amount | 40 (100) | 40 (100) |
| classical completeness | Not t = Completed | complete |

In Table 6 above can be interpret that the learning process using a "Moyeg" in grade beginners, experienced an increase at every meeting, both individuals and groups.

V. CONCLUSIONS

Based on the research that has been carried out can be concluded that model "Moyeg" effectively direct the beginner students to increase motivation and the ability to read, but it can accelerate the students' ability to read with a very pleasant learning process.

Her advice to teachers of student's beginners specially in remote areas to use the model "moyeg" as a model and the rocking body motion, so the teachers who teach the beginner students will be helped increase children's motivation to learn to read and difficulty in learning to read.

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