The literacy strategy of teachers to enhance students' reading interest in thematic learning in Grade IV of SD Negeri 09 Lintang Kanan

Irhandi¹, Hermi²

¹, ² Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Sekolah Tinggi Ilmu Tarbiyah Kota Pagar Alam, Jl. Lesung Batu, Ulu Rurah, Kec.Pager Alam Sel., Kota Pagar Alam, Sumatera Selatan 31521
Irhandi465@gmail.com

Abstract

This research explores the literacy strategies teachers implement to enhance students' reading interest during thematic learning in the fourth grade of SD Negeri 09 Lintang Kanan, Empat Lawang District. Additionally, it seeks to identify the factors hindering these strategies’ implementation. Utilising qualitative methodology and a descriptive approach, this study collected data through interviews, observations, and documentation to provide a comprehensive and in-depth understanding of the implemented literacy strategies. The findings are expected to provide insights into teachers' effective strategies to stimulate and sustain reading interest among fourth-grade students.

Keywords: Literacy, Learning, Reading Interest

INTRODUCTION

This study concludes that Indonesia's current national education system prioritizes independent learning, clearly outlined in the laws governing the execution of education across the country. Notably, there has been a significant improvement in both the quality and quantity of educational attainment up to university level in Indonesia. As such, the direction and purpose of education in Indonesia are well-defined and robustly established.

According to Ria and Rudiyanto (2021:321), Indonesia has been recognized as a nation that has successfully reduced its illiteracy rates. As per the UNDP's development program data since 2014, the literacy rates in Indonesia stand at 92.8% for adults and 98.8% for teenagers. However, Indonesia currently faces declining interest in reading among its populace, including students.

Strategies are essential for achieving the desired learning outcomes. They can address or solve problems in learning, in this case, the generally low reading interest among students in Indonesia, particularly in specific regions. Literacy strategies by teachers are crucial for addressing this issue, especially in Indonesian language lessons, which are vital since effective communication starts with
Schools serve as secondary environments where children are introduced to and imbued with various values such as honesty, politeness, morality, manners, character, and ethics. It is from these foundational values that there is great hope for the nation's children to become intelligent, skilled, and noble in character, aligning with the goals of the aggressive character education implemented in Indonesia. The three educational components or aspects that must be present in students include cognitive, affective, and psychomotor (Tasya Valentian et al., 2023: 631). The Indonesian government, particularly the Ministry of Education, Research, and Technology, is promoting a literacy movement across various educational units and regions in Indonesia, especially focusing on schools and universities. Consequently, local governments are also echoing this initiative with various literacy-related activities that foster reading interest early, including the appointment of literacy and reading ambassadors from children to adults. This includes efforts in the Province of South Sumatra, particularly in the Regency of Empat Lawang, down to its smaller or remote villages.

School literacy involves several stages in implementing its strategy, such as the necessity of infrastructure, a sufficient school population, and the capability of stakeholders. Literacy strategies are intended to cultivate students' motivation and understanding of literacy and enhance their interest in reading (Susanti et al., 2023: 632).

Mastery of the six basic literacies agreed upon by the World Economic Forum in 2015 is crucial for students, parents, and the community at large. These literacies include reading, writing, numeracy, science, digital, financial, and cultural and civic literacy. To excel in global and regional participation in the 21st century, our national education needs to focus on three main areas: basic literacy, competencies, and character quality.

The basic literacies that should be central to our educational focus are (1) reading and writing, (2) numeracy, (3) science, (4) digital, (5) financial, and (6) cultural and civic literacy. The competencies that should be emphasized include critical thinking for problem-solving, creativity, communication, and collaboration. The primary character traits that should be central include religious, nationalist, independent, cooperative, and integrity (Yusrwati, 2023: 127).

The author concludes from the above statements that every teacher must understand the specific situations and conditions and what can be used to support the literacy strategies to be implemented. Thus, teachers can use appropriate literacy strategies to enhance students' reading interests.

**METHOD**

This study employs a qualitative research methodology and a descriptive approach. It involves gathering written and spoken information from individuals, books, paperwork, or observed actions of informants. The collected data is then thoroughly and comprehensively explained. Qualitative research is a thorough and meticulous examination of a particular subject of study, focusing on its intricate details and comprehensive understanding.
RESULTS AND DISCUSSION

**Teacher Literacy Strategies for Enhancing Student Reading Interest in Thematic Learning for Grade IV at SD Negeri 09 Lintang Kanan**

The author's observations conducted in the fourth grade of SD Negeri 09 Lintang Kanan revealed that the literacy strategies employed by teachers significantly boosted students' interest in reading within thematic learning. Specifically, these strategies were applied to the thematic book "The Beauty of Diversity in My Country," covering themes from reading materials 1 through 6.

**The Importance of Literacy Strategies in Thematic Lessons**

Insights gained from a fourth-grade teacher at SD N 09 Lintang Kanan emphasised the crucial role of literacy strategies. "Strategies are vital for teachers as they aid in the learning process. For instance, in reading lessons, teachers must have strategies to engage students who show less interest in reading and those who are not yet fluent readers; hence, literacy strategies are essential for enhancing student reading interest" (Nova Desmita, Interview, April 13, 2024). Observations confirmed that implementing educational strategies is crucial as it significantly impacts students' learning activities, helping them achieve positive changes in their learning processes.

**The Importance of Enhancing Students' Reading Interest**

Additional information from the interview highlighted, "The strategies implemented by teachers are also crucial for boosting students' reading interest, especially among younger students who still need considerable guidance in their learning process. Another viewpoint is that teachers' literacy strategies are crucial for increasing students' reading interest because some students have low reading interest and some are not yet fluent readers; their spelling skills are also poor, affecting their reading interest. Therefore, teachers must have the right strategies to address these students to enhance their reading interest" (Nova Desmita, Interview, April 13, 2024). Analysis of interviews and observations concluded that thematic learning literacy strategies implemented by teachers are essential for increasing reading interest, particularly among lower-grade students, with this study focusing on fourth graders at SD Negeri 09 Lintang Kanan. The strategies used must also be tailored to the student's learning capabilities.

**Steps to Establish and Implement Literacy Strategies in Thematic Lessons**

The principal of SD Negeri 09, Lintang Kanan, also mentioned, "My approach to establishing and implementing strategies in thematic lessons starts with choosing an appropriate theme, then developing Core Competencies (KI) and Basic Competencies (KD), and organizing the syllabus and Lesson Plans/Teaching Modules for classroom learning. Initially, determining the steps and implementing strategies begins with understanding the subject's competency standards and basic competencies, choosing themes that suit the students' age, needs, or abilities" (Hasuanri, Interview, April 13, 2024).

Teachers determine the steps involved in creating these strategies, starting from theme
selection, then creating KI KD and aligning them with the syllabus, Lesson Plans, and Teaching Modules based on students' capabilities. From interviews and observations conducted with fourth-grade teachers and the principal as additional informants, it is clear that in implementing strategies in lessons, teachers first establish steps such as theme selection and then tailor KI and KD to match the Lesson Plans or Teaching Modules and syllabus according to the capabilities and needs of the students.

Teaching Materials and Media Used to Enhance Students' Reading Interest in Thematic Lessons

In executing literacy strategies in the classroom, teachers also utilise other media available. This is observed during classroom lessons where some teachers use media such as pictures, whiteboards, and laptops. These media are intended to attract students' attention, enhance their learning, and foster creativity in the learning process. To increase students' reading interest in thematic lessons, teachers can use illustrated books because these books with pictures tend to attract students more than just listening to the teacher explain the material. Here, students can also expand their creative thinking in learning.

CONCLUSION

The factors influencing the enhancement of reading interest among students in thematic lessons in fourth grade at SD Negeri 09 Lintang Kanan in Empat Lawang District include supporting and inhibiting factors. The supporting factors encompass infrastructure, practical teaching materials, and adequate facilities. Meanwhile, the inhibiting factors are environmental factors, a lack of interest in reading among the students, intellectual factors (students' intelligence), and parental factors.

REFERENCES


The literacy strategy of teachers to enhance students' reading interest in thematic learning in Grade IV of SD Negeri 09 Lintang Kanan, Irhandi, Hermi


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