



Implementation and Evaluation of Digial Literacy: Strategies to Increase Reading Interest Elementary learners

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ABSTRACT

Digial Literacy is a participatory activity that involves all elements of the school whether students, teachers, parents, school principals, communities and education policy makers at the district or city and provincial level in improving students' reading skills. Digial Literacy aims to foster student understanding through reading culture in order to become lifelong learners.

This study aims, first to understand the application of

Literasi Digital in the madrasa environment. Second, knowing the assessment given by madrasas to the implementation of Literasi Digital and third, understanding the results of the application of Digial Literacy in the madrasa environment.

In this study using qualitative research methods with the type of field research, data collection techniques in this study consisted of interviews, observations and documentation then this study uses triangulation of techniques (methods) and triangulation of sources. Data analysis in this study uses the interactive data analysis model of Miles and Huberman.

The results of this study indicate that, Digial Literacy learning in State Islamic Elementary School 3 Bondowoso is carried out in an integrated pattern with the compulsory hours of students carried out after the Duha prayer before the Teaching and Learning Process (PBM) begins both in the classroom and outside the classroom. With the habit of reading general books and reading the Qur'an, while the evaluation is done directly by measuring aspects of fluency, recognizing words, sentences and punctuation, then the results of this activity students are able to understand, know and practice what they have both the ability oral or written.

Keywords: *Literasi Digital , Interest in Reading, Students.*

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Introduction

PISA 2009 shows Indonesian students ranked 57th with a score of 396 (average score of OECD 493), while PISA 2012 shows Indonesian students at level 64 with a score of 396 (average score of OECD 496). A total of 65 countries participated in PISA 2009 and 2012. From these two results it can be said that the practice of education carried out in schools has not demonstrated the function of schools as learning organizations that seek to make all citizens become skilled at reading to support them as lifelong learners (Faizah et al., 2016). Based on the empirical data above, efforts to improve students' literacy abilities should be done as early as possible so that the literacy competencies of students can be increased. Efforts to improve student literacy skills are also increasingly crucial to be carried out in line with the enactment of the 2013 curriculum. In content, this curriculum integrates Indonesian subjects with other subjects. Thus learning is carried out through a literacy approach, integrated as well as differentiated. Through this approach, students are expected to have far better competence in attitudes, skills and knowledge. Through this approach students are also expected to be more creative, innovative and more productive. Therefore, in the context of the 2013 curriculum literacy learning is not only oriented to improve cognitive abilities. More than that, literacy learning in the context of the 2013 curriculum is oriented towards developing students' attitudes, skills and knowledge.

According to the Ministry of Education and Culture (2016: 7-8) in Abidin explained that Digital Literacy is a business or activity that is participatory in involving school residents (students, teachers, principals, school staff, school supervisors, school supervisors, school committees, parents or student guardians of students), academics, publishers, mass media, the public (community leaders who can present models, businesses, etc.), as well as stakeholders under the coordination of the Directorate General of Primary and Secondary Education Ministry of Education and Culture (Abidin, 2017). According to the opinion expressed by Bukhori (2005) in Marfu'i states that literacy is the ability of a person to use written information and from print media as a means to develop knowledge so that it benefits all parties (Marfu'i, 2016).

METHOD

This research was conducted at *Madrasah Ibtidaiyah Negeri (MIN) 3 Bondowoso*, Jl. Trunojoyo No. 02, Lombok Kulon Village, Wonosari District Bondowoso Regency,



East Java Indonesia. This study uses a qualitative research approach (Sarwono, 2017) with the type of field research (Lasena, 2018). The informants of this study were 7 informants consisting of 1 madrasa head, 1 curriculum waka, 2 teachers, 1 library officer and 2 students while to obtain data researchers used interview, observation and documentation data collection techniques. In order for this data to be completely valid the researcher uses a data validity test with source triangulation (Suheri, 2017) and triangulation of methods (techniques) (Sugiyono, 2015). Data analysis in this study uses the interactive data analysis model of Miles and Huberman

DISCUSSION

A. School Literacy Movement (DIGITAL LITERATION).

The meaning or meaning of literacy in English literacy comes from the Latin littera (letters) which means it involves the mastery of the writing systems and the conventions that accompany them. Literacy is very much related to language and what language is used. The written language system can be said to have a secondary nature, where language is certainly closely related to the discussion about culture because language itself is part of culture (Marfu'I, 2016). While the understanding of School Literacy in the context of the School Literacy Movement is the ability to access, understand and use something intelligently through various activities, including reading, seeing, listening, writing, and / or speaking (Budiharto, 2017), this is in accordance with the word of God swt in QS. Al-Imran verse 58 which reads:

ذَٰلِكَ نَتْلُوهُ عَلَيْكَ مِنَ الْآيَاتِ وَالذِّكْرِ الْحَكِيمِ ﴿٥٨﴾

Meaning: Thus we read to you (Muhammad) some verses and wisdom that are full of wisdom (Ministry of Religion of the Republic of Indonesia, 2013).

The main target of the School Literacy Movement is in schools at the elementary school level. Students in elementary schools are still easy to develop in the age of 6-12 years. Therefore, the school must hold a School Literacy Movement program in an effort to increase students' interest in reading by developing school library management (Faradina, 2017).



1. The Purpose of the School Literacy Movement.

a. General purpose.

Develop and develop students' character through the acculturation of the school literacy ecosystem which is manifested in the School Literacy Movement so that they become learners throughout life.

b. Special purpose.

- 1) Growing literacy culture in schools.
- 2) Increase the capacity of citizens and the school environment to be liberated.
- 3) Making the school a fun and child-friendly learning park so that school residents are able to manage knowledge.
- 4) Maintaining the sustainability of learning by presenting various reading books and accommodating various reading strategies.

2. Scope of DIGITAL LITERATION.

- a. The physical environment of the school (literacy facilities and infrastructure).
- b. Social and affective environment (support and active participation of all school members).
- c. Academic environment (literacy programs that foster interest in reading and support learning activities in elementary schools).

3. Target of Achieving the Implementation of DIGITAL LITERATION in SD.

DIGITAL LITERATION in elementary schools creates an educational ecosystem in liberalized elementary schools. Liberal education ecosystem is an environment that:

- a. Fun and friendly students, so that fostering the enthusiasm of its citizens in learning.
- b. All citizens show empathy, care and respect for others.
- c. Cultivate a spirit of curiosity and love of knowledge.
- d. Enable citizens to be able to communicate and can contribute to their social environment.
- e. Accommodating the participation of all school residents and the elementary external environment (Faizah, 2016).

4. The principles of DIGITAL LITERATION.

- a. The development of literacy goes according to the stages of development that can be predicted. The stages of children's development in learning to read and write intersect with each other between stages of development.



- b. A good literacy program is balanced. Schools that implement a balanced literacy program realize that each student has different needs.
- c. The literacy program is integrated with the curriculum. Habitual and literacy learning in schools is the responsibility of all teachers in all subjects because learning any subject requires language, especially reading and writing.
- d. Reading and writing activities can be done at any time. For example "writing letters to the president" or "reading to mothers" are examples of meaningful literacy activities.
- e. Literacy activities develop oral culture. Strong literacy-based classes are expected to bring up various oral activities in the form of discussions about books during class learning.
- f. Literacy activities need to develop awareness of diversity. School residents need to respect differences through literacy activities in schools.

5. Stage of DIGITAL LITERATION.

- a. Phase 1: Fun reading habit in the school ecosystem. This habituation aims to foster interest in reading and reading activities within the school community.
- b. Phase 2: Development of reading interest to improve literacy skills, aims to develop reading skills by linking with personal experiences, critical thinking and managing communication skills creatively.
- c. Phase 3: Implementation of literacy-based learning, aims to develop the ability to understand texts and relate them to personal experiences, think critically and manage communication skills creatively (Abidin, 2017).

B. Student Reading Interest.

According to Farida (2008: 28), in Wirahyuni reading interest is a strong desire accompanied by one's efforts to read. Someone who has a strong interest in reading will be manifested in his willingness to get reading material and then read it on his own consciousness. From the above understanding, it can be concluded that the interest in reading is a sense of interest in the activities of meaningful interpretation of written language (reading) as indicated by the desire, a tendency to pay attention to these activities without anyone being instructed or carried out with awareness, followed by a sense of pleasure and the presence businesses (Wahyuni, 2017). Operationally Lilawati (1988) in Yetti interpreted the interest in



reading children as a strong and deep concern accompanied by a feeling of pleasure towards reading activities so as to direct children to read on their own volition (Yetti, 2009). This is in accordance with the word of Allah in the QS. Al-Alaq verse 1 which reads:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)

Meaning: Read in the name of your Lord who created.

According to Harris and Sipay, in Thresia interest in reading is a source of strong motivation for someone to analyze and remember and evaluate the readings they have read, which is an exhilarating learning experience and will influence the shape and intensity of a person in determining their ideals in the future, matters It is also part of the process of self-development that must always be sharpened because interest in reading is not obtained from birth (Thresia, 2014).

Interest in reading is an activity carried out with full perseverance in order to establish a pattern of communication with oneself to find the meaning of writing and find information to develop intellectuality carried out with full awareness and feelings of pleasure that arise from within him (Dalman, 2017). According to Rahim, teaching reading is not only expected to improve reading skills, but also to increase students' interest and reading interest. Increased interest and fondness of reading will affect students' positive attitudes towards reading. Students who have high interest and are fond of reading will improve reading skills, and vice versa. Reading fondness is one of the keys to one's success in achieving science and technology. For this reason, teachers need to manage various activities that are able to foster a student's fondness for reading. If reading is a necessity, a positive attitude towards reading generally develops (Rahim, 2011).

Interest in learning can be measured through 4 indicators as mentioned by (Slameto, 2010) namely interest in learning, attention in learning, motivation to learn and knowledge. Interest in learning means that if someone who is interested in a lesson then he will have a feeling of interest in the lesson. He will be diligent in learning and continue to understand all the knowledge related to the field, he will follow the lessons with enthusiasm and without any burden in him. Attention



is the concentration or activity of one's soul towards observation, understanding or the other by ignoring other things than that. So students will have attention in learning, if their souls and minds are focused on what they are learning. Motivation is an effort or impetus that is done consciously to take action to learn and realize directed behavior in order to achieve the expected goals in situations of learning interaction. Knowledge means that if someone who is interested in a lesson will have extensive knowledge about the lesson and how the benefits of learning in everyday life (Nurhasanah, 2016).

RESEARCH FINDINGS AND DISCUSSION

A. Implementation in DIGITAL LITERATION.

DIGITAL LITERATION is a comprehensive effort that involves all school members (teachers, students, parents or guardians of students) and the community, as part of the education ecosystem. The School Literacy Movement strengthens the movement of character development as outlined in the Minister of Education and Culture Regulation No. 23 of 2015. One of the programs in the movement is "15 minutes of reading non-lesson books before the learning time begins". This program is implemented to foster interest in reading students can improve reading skills so that knowledge can be better mastered. The reading material contains the values of character, in the form of local, national, and global wisdom that will be delivered in accordance with the level of education of students.

The school library is one of the supports for the implementation of the School Literacy Movement program, which functions as a provider of scientific reading material and a source of information for educators and students. The library is also a provider of library reading material that functions as a provider of literacy tools, namely the class reading corner, the reading area, creating a text-rich environment, and strategies for developing students' reading interest. The first means of literacy is the reading angle of the class, the reading angle of the class is an angle in the classroom that is equipped with a collection of books that are arranged in an interesting way to foster student interest in reading. The reading angle of this class as an extension of the function of the SD / MI library is to bring books closer to



students, books available in the reading corner of the class can be partially derived from the school library.

Besides coming from the library, students and students must bring books from home to be placed in the reading corner of the class. The reading angle of this class is managed by librarians, class teachers, students, and parents. Second, the reading area includes the school environment (porches, corridors, courtyards, gardens, classrooms, places of worship, parking lots, UKS rooms, headmaster's room, teacher's room, waiting room, toilets, etc.) equipped with a collection of books to facilitate reading students and school residents. Third, the text-rich environment provided in the form of student work (pictures or graphics), posters related to the lesson, book posters, reading campaign posters, and other campaign posters aimed at fostering a love of knowledge and character. Fourth, the development of students 'interest in reading is an activity that can improve students' abilities such as, short story competitions, book fairs, activation of bulletin boards, book journals and others.

The main target of the School Literacy Movement is in schools at the elementary school level. Students in elementary schools are still easy to develop in the age of 6-12 years. Therefore the school must hold a School Literacy Movement program in an effort to increase students' interest in reading by developing school library management. In the implementation of the School Literacy Movement program can be seen from the discipline of students, the School Literacy Movement in elementary schools is carried out in three stages, namely the habituation stage, the development stage, and the learning stage.

Based on the manual book of the School Literacy Movement in Primary Schools according to the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture, the implementation of the School Literacy Movement program in the first phase is the habituation phase aimed at fostering students' interest in reading and in reading activities. At this stage of habituation activities carried out in accordance with the level of education are elementary / MI low grade and SD / MI high class, with activities such as listening and reading reading / enrichment books. Both stages of development aim to maintain interest in reading and in reading activities, as well as improve students' fluency and reading comprehension. Activities undertaken include



listening, reading, speaking, writing and sorting out information. The three stages of learning aim to maintain students' interest in reading and in reading activities, as well as improve students' literacy skills through enrichment books and textbooks. Literacy activities at the learning stage improve receptive language skills (reading and listening) and active (speaking and writing) that have been carried out at the development stage.

The implementation of DIGITAL LITERATION at MIN 3 Bondowoso is still implementing at the habituation stage. This habituation stage is still focused on reading activities, be it reading books or other reading sources, especially in the lower class grade 1A. The habituation phase focuses on reading al-qur'an, in this case iqro 'and books related to learning while in class. especially in class V, the habituation stage focuses on reading RPUL and RPAL books, DIGITAL LITERATION activities at MIN 3 Bondowoso are carried out before the learning process takes place for 15 minutes, MIN 3 Bondowoso library also provides the facilities and infrastructure needed in DIGITAL LITERATION activities such as mading, reading corner and other reading books as well as the MIN 3 Bondowoso library have their own DIGITAL LITERATION activities, namely the visit of each class to the library during scheduled breaks.

B. Evaluation of DIGITAL LITERATION.

One implementation of DIGITAL LITERATION is the habit of reading fifteen minutes every day. Fifteen minutes is the most effective range of time to read. There are so many variations on the implementation of DIGITAL LITERATION, some call it reading hours, hours of literacy, or whatever. The school gives the name or designation of this program with the aim of becoming a jargon that is easy for students to remember that now is the time to read. Various obstacles arise related to the implementation of DIGITAL LITERATION. Many students complained about the lack of discipline in the implementation of this program, the books provided by schools were less varied, or some other things. Schools have an important role to maximize this movement. Schools must actively ensure the sustainability of DIGITAL LITERATION programs, carry out internal monitoring and evaluation, seek to build networks with external parties including public involvement in mobilizing the implementation of DIGITAL LITERATIONS and imaging DIGITAL



LITERATIONS in various ways, participating in developing libraries, school reading angles, and working closely with teachers and students to build a class reading corner to strive for a literal school ecosystem as follows.

Evaluation regarding the effectiveness of the implementation of the DIGITAL LITERATION program is very important. Evaluation is an activity to gather information about the workings of something, which later the information is used to determine appropriate and accurate alternatives in making a decision. The results of this evaluation can be used as a form of accountability to the public or stakeholders regarding various aspects related to implementation and the results achieved. And without evaluating, it is impossible to find accurate information about the weaknesses and strengths of the DIGITAL LITERATION program that has been implemented. Of course the evaluation process is carried out not only in one aspect, but must be comprehensive. This is done to find out information or data that is accurate and comprehensive about the weaknesses that need to be corrected and the strengths that need to be maintained so that the planned objectives are achieved well.

In the field of education there are two types of evaluations, namely evaluating learning outcomes and evaluating educational programs. Evaluation of learning outcomes aims to measure whether learning various fields of science achieve the goals determined by the science learning curriculum. This evaluation is done through homework, general tests, and national examinations. Evaluation of educational programs to evaluate various aspects of education for example, curriculum, subject learning processes and methods, educational services, educators and so on. Evaluation of learning outcomes is input to the evaluation of educational programs. Program is an activity or activity that is designed to implement a policy and carried out for an unlimited time. Policies are general in nature and for the realization of policies various types of programs are prepared. The program needs to be evaluated to determine whether the service or intervention has met the stated objectives. Program evaluation is a systematic method for gathering, analyzing, and using the results information to answer basic questions about the program.

In MIN 3 Bondowoso the evaluation conducted on the implementation of DIGITAL LITERATION at the stage of reading culture accustomed emphasizes the fluency and fluency aspects of students reading books, especially those in class 1A and in class V the evaluation emphasizes more on the quantity aspects of the reading.



C. Results From the Application of DIGITAL LITERATION.

21st Century thinking that requires students to think critically, creatively, innovatively, and collaboratively. The development of 21st century thinking culture requires the educational process not only to produce winners and losers, winners and losers but it is hoped that all students can succeed in developing their potential. Therefore in learning what is desired is not the completion of the material but the complete competence that is mastered by each student. The existence of 21st century thinking patterns causes a paradigm shift of thinking in learning, namely textual learning into multi-dimensional learning because every student is expected to get guidance and space for learning.

In order for 21st century thinking to be achieved then all components of education that must be done, especially students must have a high interest in reading, because of the activity of reading 21st century thinking will be achieved because this has been explained and written in the Qur'an, iqro '(read). Reading is a language skill and an important factor in the learning process, because by reading students can obtain information. Reading is one of the activities in literature. Literacy cannot be separated from the world of education. Literacy is a means for students to recognize, understand, and apply the knowledge they get in school. Reading skills play an important role in our lives because knowledge is obtained through reading. Therefore, these skills must be mastered by students well from an early age.

In MIN 3 Bondowoso the DIGITAL LITERATION program is still in the habituation stage, namely reading activities for 15 minutes, both in class 1A and in class V, then the results of these activities will be able to know, understand and practice in everyday life what is gained students from reading activities be it reading in books or in other sources and students can make portfolios, speeches. Not only that is used as a benchmark of the results of an application of DIGITAL LITERATION, but the effectiveness, efficiency and attractiveness of students' learning is also a benchmark of the results of the application of DIGITAL LITERATION.

Speaking the effectiveness of the application of DIGITAL LITERATION at MIN 3 Bondowoso was very effective because the implementation of DIGITAL LITERATION at MIN 3 Bondowoso was carried out before the learning process both in the low class and high class. Furthermore, efficiency, efficiency of the application



of DIGITAL LITERATION in MIN 3 Bondowoso is very efficient because the application of DIGITAL LITERATION is carried out for 10 to 15 minutes before learning both in low and high classes, then the attractiveness of student learning in the application of DIGITAL LITERATION, speaking the attractiveness of student learning in MIN 3 Bondowoso with the application of DIGITAL LITERATION makes students very interested in the application of DIGITAL LITERATION, this is because the classroom teacher uses strategies that are interesting and in accordance with student learning development. For example like in class 1A, class teachers use picture story books in the process of applying DIGITAL LITERATION, because the existence of picture story books makes students more interested in learning more. Different in class V, class V guardians have their own strategies in making students interested in the application of DIGITAL LITERATION, one of the things done is to ask questions and answers with what is read by students, and this can make students become more interested in the application of DIGITAL LITERATIONS at the madrasa.

CONCLUSION

DIGITAL LITERATION learning in MIN 3 Bondowoso is carried out in an integrated pattern with the compulsory hours of students which are carried out after the Duha prayer before the Teaching and Learning Process (PBM) begins both in the classroom and outside the classroom. With the habit of reading general books and reading the Qur'an, while the evaluation is done directly by measuring aspects of fluency, recognizing words, sentences and punctuation, then the results of this activity students are able to understand, know and practice what they have both the ability oral or written.



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