

THE DEVELOPMENT OF STUDENT WORKSHEETS TO IMPROVE STUDENTS' LITERACY ACTIVITIES IN THE FOURTH GRADE ELEMENTARY SCHOOL DISTRICT OF HAMPARAN PERAK

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ABSTRACT: *This study aims (1) to develop student worksheets to increase students' literacy activities, and (2) to find out the level of feasibility of development by using student worksheets in Hamparan Perak District Elementary School. It is Research and Development (R & D) with the development method using the ADDIE model. The research discussion is adjusted to ADDIE's research and development procedures, namely: analysis, design, development, implementation, and evaluation. Determination of the feasibility level of student worksheets is based on expert validation tests and trials to students through questionnaires, while increasing students' literacy activities is obtained from the results of student performance evaluations. To determine the sample is with total sampling technique. 90 students from all grade four elementary schools that consisted of three schools namely, State Elementary School 101762 Payabakung, State Elementary School 106794 Payabakung and Harapan Private Elementary School Payabakung. Based on the results of the study, it is found that the assessment of the material expert validator which is equal to 86.2% or categorized as very valid so that it could be stated that student worksheet is very feasible to use. The percentage achieved by linguists is equal to 87.1% or very valid category so that it can be stated that it is very feasible to use. The percentage achieved by layout design experts is 80% or a valid category so that it can be stated that it is valid and suitable for use in elementary school fourth grade students. The results of the percentage of the student questionnaire is 83.8% which are categorized as valid, so that it could be said that the student worksheet is appropriate to be used for fourth grade students of elementary school. The average percentage of performance evaluation results after using literacy worksheets is 74% which can be categorized as good and classified high while the results of student performance evaluation before using the developed worksheet is 61% with sufficient categories and moderate classifications. It shows that the results the assessment of performance using literacy worksheets can improve students' literacy activities.*

KEYWORDS: Students' Worksheet, Feasibility, The Enhancement of Literacy Activities

INTRODUCTION

The world of information technology is currently developing very tightly. This development does not always bring a positive impact on society. Some education practitioners feel very worried about this situation. One form of concern is the low interest in reading of students in Indonesia. Nowadays, the generation in Indonesia does not make reading activities a necessity. This is contrary to the situation in previous years where the book is still the only source of reading.

Technology and information enable one to obtain knowledge from various media. Now, electronic books can be accessed anytime, anywhere, and in any situation. However, reading activities are not a priority in this country.

Literacy cannot be separated from language. A person is said to have literacy skills if he has acquired the basic ability of language which is reading and writing. Other words, Literacy is the main ability in reading and writing. The way to get literacy is through education. Literacy is closely related to comprehension of discourse, as stated by Benjamin. A & Hugelmayer. M (2013) literacy is defined as the ability to read and write. The more we develop the students' listening and speaking skills, the stronger their reading and writing skills will be.

Various reports from competent institutions, both national and international, government and non-governmental institution show that the index of reading interest and literacy rates of the Indonesian people are still very low and concerning. UNESCO (United States Educational, Scientific and Cultural Organization)s released data showing that the index of reading interest in Indonesia was only 0.001. That means that from one thousand people there is only one who has interest in reading. (<http://m.liputan6.com>).At the end of 2016, the Organization for Economic Cooperation and Development (OECD) which carry out a three-year assessment of 72 countries literacy culture through the Program for International Student Assessment (PISA) launched an index of student literacy culture among nations. Indonesian students' scientific and mathematical literacy index increases significantly by 21 and 11 points: 382 points in 2012 to 403 in 2015, and 375 in 2012 and 386 in 2015. The literacy index rises only one point: 396 in 2012 and 397 in 2015. (Kompas.com, 2017).

Regarding curriculum change, various parties analyze and see the need to apply competency and character based curriculum, which can equip students with a variety of attitudes and abilities that are in accordance with the demands of the times and technology. In order to answer the challenges of globalization, contribute to community development and social welfare, flexibility, and adaptability to various changes. Character and competency-based curriculum is expected to be able to solve various problems of the nation, especially in the field of education, by preparing students, through planning, implementation, and evaluation of the education system effectively, efficiently, and successfully. Therefore, it is a positive step when the government revitalizes character education in all types and levels of education, including in the development of the 2013 Curriculum. The 2013 curriculum emphasizes character education, especially at the elementary level, which will be the foundation for the next level. Through the development of a character-based and competency-based 2013 curriculum, it is hoped that this nation will become a dignified nation, and that the people will have added value that can be offered to other people and nations in the world, so that we can compete. This is possible, if the implementation of the 2013 Curriculum can truly produce productive, creative, innovative people.

Based on this ting, the Ministry of Education and Culture developed a school literacy movement that involves all stakeholders in the education sector, starting from the central, provincial, and municipal, to educational units. In addition, the involvement of external elements and public elements, namely parents of students, alumni, society, business and industry is also an important component in school literacy movement. To implement school literacy movement, the government

provides a guide which is a further elaboration of the Master Design of the School Literacy Movement (2016), the guidebook which contains the implementation of school literacy activities which are divided into three stages, namely: habituation, development, and learning and operational steps implementation. This guide is intended for principals, teachers, and education staff to help them carry out literacy activities in elementary schools.

Based on the results of interviews of researchers with the Head of Administration Subdivision, Mr. Sukemi, S.Pd at the Office of Youth and Sports Education in Hamparanperak Subdistrict, Deli Serdang Regency, there are currently 63 Public Elementary Schools and 17 Private Elementary Schools in which 80 elementary schools in this sub-district. Only 38 from 80 primary schools carry out the 2013 curriculum and the rest still carry out the Education Unit Level Curriculum. The school literacy movement initiated and developed by the Directorate General of Primary and Secondary Education has not been fully implemented. Many schools are still not even familiar with literacy culture. The main teaching materials is currently used to implement the 2013 curriculum are only sourced from one book, the 2013 Integrated Curriculum Thematic book published by the Ministry of Education and Culture of the Republic of Indonesia in 2016. It is used by students not yet fully able to increase literacy activities even though there are many discourses in it. Meanwhile the material and learning process in the teacher's books and student books are national. So that it does not integrate local content values in the sub-district.

Based on the description above, it can be concluded that one of the causes of students' low reading comprehension is because students are not introduced early with literacy activities. One effort that can be done is through the use of student worksheets to increase student literacy in the learning stage in the implementation of the school literacy movement. Therefore, the researchers develop student worksheets to increase the activity of literacy of students on the topic *Saving Energy* fourth grade students in Public Elementary School 101762, 106794 and Harapan primary school in Hamparan Perak District. Researchers hope that the development of learning tools in the form of student worksheets is able to improve literacy activity. It is able to realize a generation that has a strong physical and character, masters the scientific foundations and has global insight. Based on the background, the researchers are interested in conducting research and development entitled *The Development of Student Worksheets to Improve Students' Literacy Activities in the Fourth Grade Elementary School District of Hamparan Perak*.

RESEARCH METHODOLOGY

Location and Time of Research

This research is conducted in 101762 State Elementary Schools, 106794 State Primary Schools and Harapan Paya Bakung Private Elementary Schools which are located in Paya Bakung village, Hamparanperak District. This research was conducted in odd semester 2018/2019 Academic Year.

Research Subject

Subjects of this study are: (1) fourth grade students in Public Elementary School 101762, 106794 and Harapan Paya Bakung Elementary School that consisted of 90 students as the subject of field

trials; and (2) two experts who each have criteria: material experts, linguists, and design experts as subjects to validate students worksheet.

Development Model

The development model which is the reference in this study is the ADDIE development model. Gagne et al (in Januszewski and Molenda, 2008) provide an extension of the ADDIE stages into a more detailed procedural guide, namely: analysis, design, development, implementation, and evaluation. Therefore, the product development procedure in this study is in the form of student worksheets to increase the literacy activities of fourth grade students and research procedures referring to the ADDIE development model according to Gagne which is clearly presented in chart 3.1

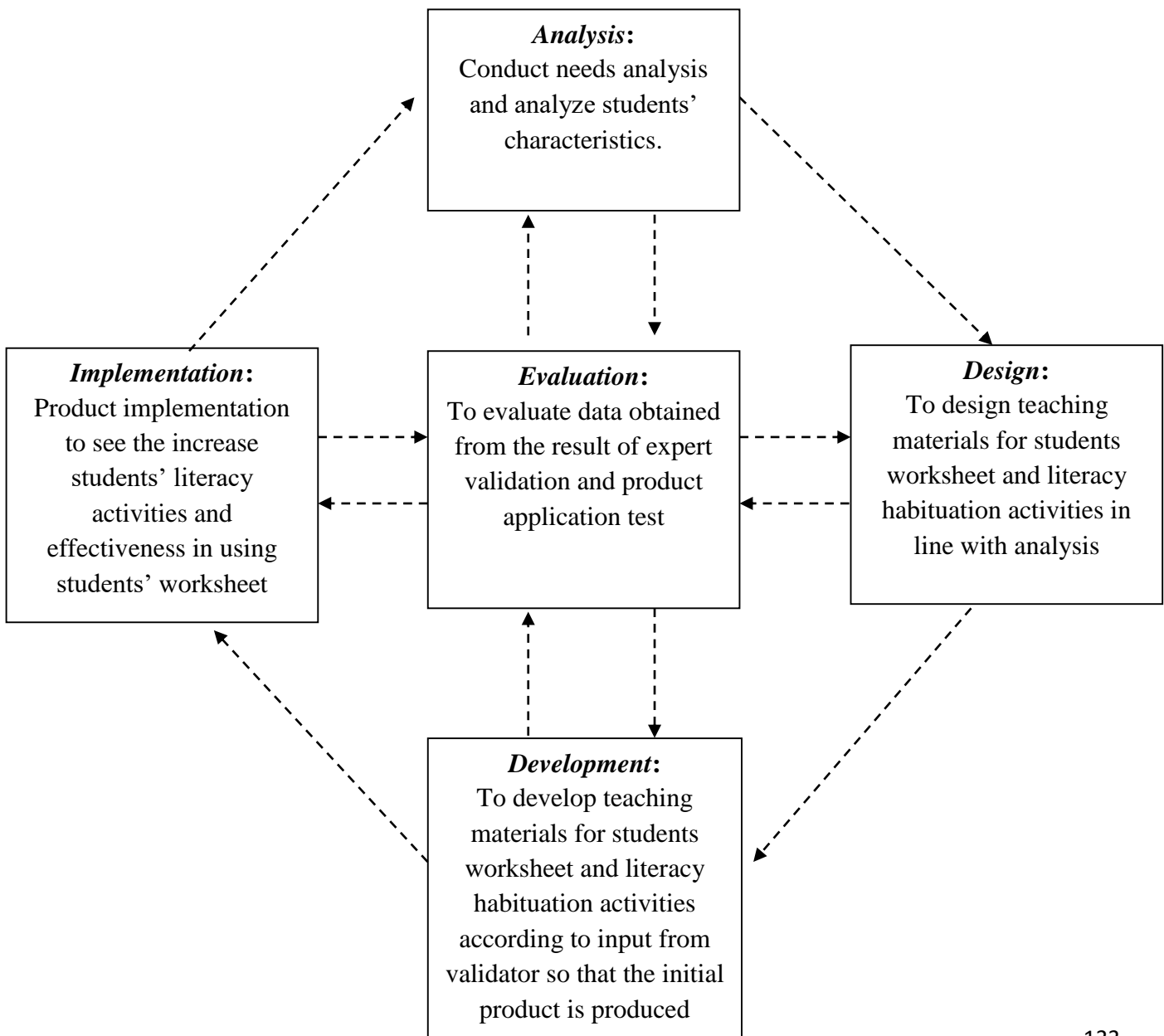


Chart 3.1. ADDIE Research and Development Model

Data collection technique

Data collection techniques are methods and instruments used in collecting research data. According to Sugiyono (2010: 102) the research instrument is a tool used to measure natural and social phenomena observed. Specifically all of these phenomena are called research variables. The following data collection techniques to be used in this study are:

Expert and Practitioner Validation Questionnaire

Questionnaires are used to find out the responses and judgments given by experts (material, language and layout expert) and the practicality of the products developed is in the form of students' worksheet for student literacy activities.

Student Literacy Skill Assessment Rubric

Rubric is a scoring guide that describes the criteria that the teacher wants in assessing or giving the level of student work. Skills assessment is an assessment carried out to determine the ability of students to apply knowledge to perform certain tasks in various contexts in accordance with indicators of achievement of competence. The literacy assessment rubric contained in students' worksheet is a guideline for assessment conducted by the teacher to determine students' ability to perform certain tasks in various contexts.

In the rubric of assessing literacy skills, performance instruments are used, where the criteria for the assessment of students worksheet column can be stated as follows:

- 4 = Very Good
- 3 = Good
- 2 = Enough
- 1 = Need Guidance

C. RESEARCH RESULTS AND DISCUSSION

Research Results

Process of Developing Student Worksheets to Increase Student Literacy Activities

This study aims to describe the results obtained from the development of Literacy Worksheets in 101762 Public Elementary School Students, Harapan Private Elementary School, and 106794 Public Elementary School in Hamparan Perak District. The student worksheet is developed to support the school literacy movement which seeks to make all students become skilled at reading to support students to become lifelong learners. The results of the study are described based on the steps in developing product or ADDIE research procedures such as: (1) analyzing student needs through literacy habituation activities in topic *Save Energy*; (2) designing students worksheet for

student literacy activities; (3) developing students worksheet for literacy activities according to expert validation; (4) applying literacy student worksheet to students; and (5) evaluating data obtained from the results of expert validation and application of literacy worksheets to students.

The results show that from 90 elementary school students in three Hamparan Perak sub-district schools namely 101762 Public Elementary School, Private Hope Elementary School, and 106794 Public Elementary School on the assessment indicators understanding oral, written and image texts in literacy activities. The student performance score is 58% at the first meeting. The student performance score is 62 at the second meeting. At the third meeting the average value shows 65% of the performance value of students. At the fourth meeting the average score of student performance is 62%. At the fifth meeting, there is an average score of student performance of 64%, and at the last meeting, the results of the average student performance score of 62%. From the average score of each meeting, the average total value obtained is 62% which can be categorized as sufficient and classified as moderate. This shows the need for the development of student worksheet that contains more varied literacy activities.

The results of the study document also found that literacy worksheets used by fourth grade students in the three elementary schools are 101762 Public Elementary School, 106794 Public Elementary School, and Harapan Private Elementary School is still united with student books so that it still needed to be developed with various activities that attracted students in literacy not only reading and answering questions based on the readings in the student book. From the results of the interview, it is found that students are less interested in reading long texts.

From the description above, it can be concluded that the development of students' worksheet is needed to increase student literacy in speaking, reading and writing material for fourth grade students in Hamparan Perak District.

Feasibility of Student Worksheets to Increase Student Literacy Activities

The feasibility of students' worksheet explains about: (1) material feasibility, (2) language feasibility, (3) feasibility of layout design, and (4) practicality obtained from student response questionnaires. The feasibility of the students' worksheet obtained after going through the expert validation process and the average score of the students response questionnaire. The feasibility students' worksheet process is carried out by validating the students' worksheet products by material experts, linguists and layout design experts. Every acquisition of validation results is classified in the form of percentages (Sugiono, 2011: 118).

Process of Increasing Student Literacy Activities After Using Student Worksheets

The increasing literacy activity of fourth grade students of elementary school in Hamparan Perak District is assessed by teachers using student worksheets and assessment rubric. Assessments are carried out when students study students' worksheet 1 through students' worksheet 6 for one week.

The acquisition of total average student worksheet I up to VI is 74%. It can be categorized as good and high. This shows that the results of the performance evaluation using literacy worksheets are categorized as high compared to the acquisition of daily values of literacy habituation activities

| Comparison | Student worksheet I | Student worksheet II | Student worksheet III | Student worksheet IV | Student worksheet V | Student worksheet VI | Total average percentage |
|---|---------------------|----------------------|-----------------------|----------------------|---------------------|----------------------|--------------------------|
| Before using literacy student worksheet | 59% | 61% | 67% | 63% | 59% | 55% | 61% |
| After using literacy student worksheet | 70% | 74% | 73% | 73% | 77% | 74% | 74% |

before using student worksheet in topic-2, *Saving Energy*, 61% with sufficient categories and moderate classifications. This shows that there is an increase in the literacy activities of 4th grade elementary school students in the Hamparan Perak District. It is shown in Table 4.15 and Figure 4.10 below.

Table 4.15 The Comparison of the Total Average Percentage of Performance Assessment in Literacy Habituation Activities

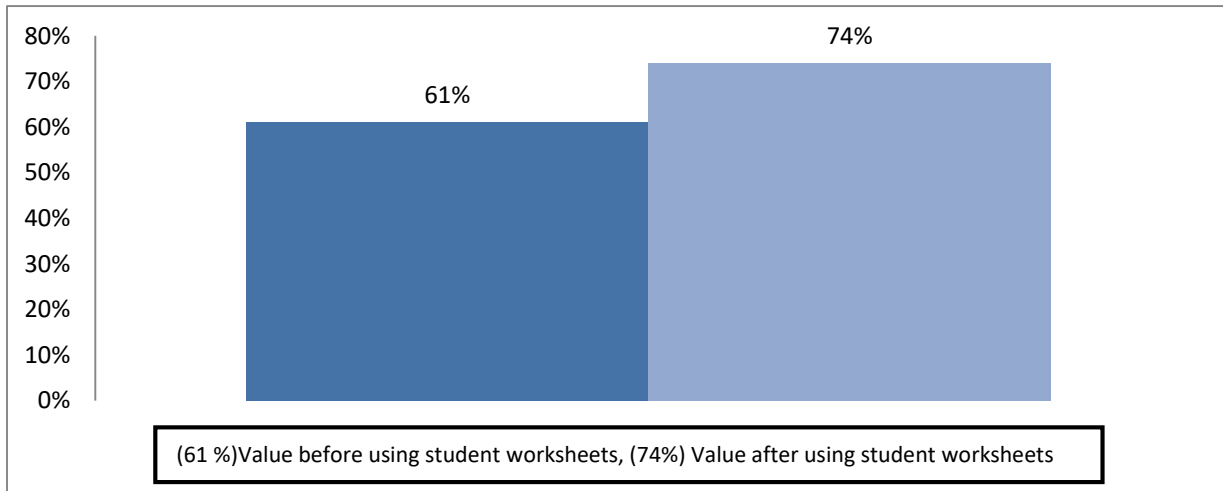


Figure 4.10 The Comparison of the Total Average Percentage of Performance Assessment in Literacy Habituation Activities

DISCUSSION

The discussion is intended to discuss in more detail the results of the research described above and adapt them to the theory and results of previous relevant research so that conclusions of data that are theoretically and empirically proven are obtained. The research discussion is adjusted to the procedure in this study which referred to the ADDIE research and development model. Gagne et al (in Januszewski and Molenda, 2008) provide an extension of the ADDIE stages in a more procedural guide

The results of observations about competencies or literacy material that students learn and the needs of students should show various activities such as reading, observing, listening, writing, and speaking. In ordinary student worksheet books, commonly used in fourth grade students, which have been united with student books all this time only in the form of discourse and questions based on reading. This student workbook also shows that there are various activities that can add insight and make students active in the military. Due to the results of evaluating the performance of students who use ordinary worksheets are still in moderate categories. The results of preliminary observations also found that students need a variety of activities or literacy activities that are more varied, not just reading and answering questions in student worksheet contained in the student book. Hendro Darmodjo (in Tri Astari2016: 55) Student Worksheets are learning tools that can be used in increasing involvement or activities in the learning process.. According to Trianto (2009: 73) outlines that student worksheets are student guides that are used to carry out investigation or problem solving activities.

In previous studies, it also explains how student worksheet is needed in learning and how literacy activities are carried out. Muhammad Mustofa (2013) with a study entitled *Development of Student Observation Based Worksheets at Park Schools as a Source of Science Learning at N Tinjomoyo Elementary School*. The results shows an assessment of the feasibility of student worksheet by material experts by 90% (very feasible), design experts by 96% (very feasible), and teachers by 93.18% (very feasible). This research is relevant because the development research that produces products in the form of student worksheet for elementary students. The difference in this study is based on the problem of observation in the school park as a source of learning while the research carried out by student worksheet is developed to improve a variety of literacy activities that are more varied. Suyono (2014) *The Effective and Productive Learning Based on Literacy Analysis of Contexts, Principles and Alternative Forms of Implementation Strategies in Schools*, published in the journal Language and Literature Education of the State University of Malang shows that: literacy can be used as a basis for developing effective and productive learning in school. It explains that literacy activities should be carried out with various diverse activities so that learning in literacy activities is more effective and productive.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Conclusion

Based on the results and discussion of the research, it is concluded that the products developed in this study are student worksheet to increase the literacy activities of 4th grade elementary school students. The product that has been developed is tested to expert validation to determine the feasibility of the product and to be tested in the field to find out the increase in student literacy activities and to find out the effectiveness of the product in student literacy activities. From the results of expert validation, student worksheet has been obtained to increase the literacy activities of students. It has been used properly for fourth grade students of Public Elementary School 101762, Harapan Private Elementary School, and Public Elementary School 106794 in Hamparan Perak District. Feasibility is also obtained from the results of the student response questionnaire of 83.8% categorized as valid or eligible. It can be concluded that student worksheet for literacy activities based on the results of student questionnaire responses are valid. Performance

assessment to find out the increase in student literacy activities using student worksheet is 74% with good categories and high classifications.

Implications

Based on the development and testing of products that have been carried out in grade four of the elementary school in Hamparan Perak district, it can be concluded that there are implications that can be carried out by educators and subsequent researchers. The implications in this study are:

1. In using student worksheet, the teacher must really understand the instructions for using the it and explain how to use it to students clearly so that students more easily understand each activity contained in it.
2. Some activities require a longer time allocation in the implementation, so that students are more maximal in working on each activity contained in student worksheet.

Suggestions

Based on the research that has been carried out, the writer presents several suggestions as follows:

1. To the teacher, it is expected to develop a variety of literacy activities not only limited to the activities contained in student worksheet.
2. For other researchers who carry out development research, it is better to develop products that are very much needed by the subject of research and it should be conducted in locations that have facilities, media, and those who support it.
3. If the teacher or other researcher who conducts research with the same model and instrument, but the research subject is different, it is expected that the trend of the results is not much different from the results of this study and it is expected to obtain more perfect research results

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