

The Needs of Elementary School Teachers in Literacy Learning on Reading Comprehension Competence

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ARTICLE INFO

Keywords:

Need;
Elementary school teacher;
Literacy learning;
Reading comprehension.

Article history:

Received 2022-03-18

Revised 2022-08-02

Accepted 2022-12-13

ABSTRACT

Learning will be effective if the teacher understands the problems and needs in learning well. This study aims to explore the problems and needs of teachers in literacy learning on reading comprehension competence in elementary schools. The method used in this study is an exploratory qualitative conducted in an elementary school in Magelang Tengah Regency, Magelang City, Central Java, Indonesia. The results of the study indicate that there are several problems in learning literacy and reading comprehension competencies, namely teachers have not used learning models, teaching materials, and assessment instruments that focus on improving reading comprehension. After exploring the problem, it was found that the teacher's needs are as follows: (1) combining problem-based learning models with the SQ3R model, (2) developing teaching materials that are integrated with innovative learning models, and (3) developing assessment instruments oriented to higher-order thinking skills (HOTS). The conclusions from the results of this study will be used to conduct further research as a form of innovation in literacy learning on reading comprehension competence.

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1. INTRODUCTION

Reading comprehension is a literacy competency to acquire 21st-century skills (Ekawati and Dantes 2019). Reading comprehension competence needs to be developed and trained since elementary school. This is necessary so that the younger generation can obtain and understand information that has an impact on increasing insight and critical thinking skills from an early age (Susani 2017; Zuhari,

Djumhana, and Mulyasari 2018). For this reason, teachers need to teach reading skills so that students face all kinds of challenges in the present and the future.

In the elementary school curriculum, reading comprehension is taught in high grades, namely grades three to six. The goal is that students can understand the meaning and take advantage of the message conveyed by the author (Amir 2019). To practice reading comprehension competence, the teacher must make students like reading activities first by getting students used to reading. After making students like reading activities, the teacher will find it easier to teach reading comprehension competence. It should be understood by the teacher, that if students only read without understanding the meaning contained in the reading, then students will not be optimal in gaining knowledge from the readings they read. In learning Indonesian, the indicator of students mastering reading comprehension competence is when students can determine main sentences, make questions based on the content of the text, answer questions based on the content of the text, and make conclusions based on the content of the text (Aisha, Hendriani, and Heryanto 2019). Teachers need to understand these indicators to teach reading comprehension competence well.

The competence of reading comprehension has been taught by teachers since the third grade of elementary school, but in reality, students still have not mastered these competencies well. Based on the results of the PIRLS (Progress in International Reading Literacy Study) in 2018, Indonesia was ranked 74th out of 79 PISA participating countries with an average score of 371 for the reading ability category. This survey was conducted by taking a random sample of 15-year-old students. This shows that the literacy ability of students in Indonesia is still low. In line with the survey results, there were also problems in learning in five elementary schools in Magelang City. Based on the results of interviews and documentation in fifth-grade elementary schools in Magelang Tengah District, it was found that students' reading comprehension skills were still low. This can be seen from the results of the Minimum Competency Assessment which was carried out simultaneously throughout Indonesia in November. Students have difficulty working on literacy-based questions on the Minimum Competency Assessment questions. The results of the Minimum Competency Assessment of the five elementary schools show the low literacy skills of students. In addition, teachers are also aware that they do not always carry out learning innovations due to time constraints, especially in literacy learning on reading comprehension competence. Based on the results of the survey and data in the field, it can be concluded that the teacher has not succeeded in effectively carrying out literacy learning on reading comprehension competence seen from the low reading comprehension ability of students. Teachers need to carry out learning that can improve students' reading skills.

In this regard, there have been many studies that have raised the problem of low reading literacy, especially in reading comprehension competence, and offered various solutions to improve reading comprehension skills in elementary schools (Aisha et al. 2019; Azizah 2021; Khaerunnisa, Salam, and Astuti 2018; Yesika, Pribowo, and Afiani 2020; Yusmaidar 2019; Yuyun, Surya, and Mufarizuddin 2020). This research supports research conducted related to the problem and research objectives. This research is the basis for the importance of this research being conducted.

The importance of reading comprehension competence and the various problems that exist underlie the research carried out. This research is considered necessary by exploring problems and analyzing needs in the context of innovation in learning literacy learning on reading comprehension competence so that learning can run effectively and learning objectives on these competencies can be achieved properly.

The study will be adapted to the conditions of the COVID-19 pandemic, which requires learning to be conducted online or in limited face-to-face meetings. This condition will certainly be an obstacle to learning reading comprehension competence. In this regard, the author will overcome these obstacles by conducting learning innovations by conducting a needs analysis as initial research to explore the potential that can be used as a solution in learning reading comprehension competence. The focus of this research objective is to explore learning problems and explore the needs of teachers in literacy learning on reading comprehension competence in elementary schools on several aspects of

learning (models, materials, media) and assessment instruments that will be used in learning reading comprehension competence. This goal is adjusted to several studies that use learning models to improve reading comprehension competence (Febriyanto and Yanto 2019; Yusmaidar 2019). This research is a preliminary study to conduct further research by identifying what teachers need to carry out reading comprehension competency learning.

2. METHODS

This study uses an exploratory qualitative method with an inductive approach. This approach was taken because data collection started from the field, namely empirical facts, and focused on meaning according to the participant's perspective (Vivianti, Pusung, and Korompis 2021).

The subjects in this study were fifth-grade elementary school teachers in Central Magelang Sub-District, Magelang City, Central Java. The determination of the subject in this study was carried out using a purposive sampling technique, namely with certain considerations and goals (Sugiyono 2017). The research subject is one teacher in each cluster in Central Magelang Sub-District. Considerations in choosing the subject can be seen in the table 1 and table 2 below.

Table 1. Research Subject Data

No.	Gugus	Subject
1.	Magelang	1 person
2.	Cacaban	1 person
3.	Kemirirejo	1 person
4.	Gelangan	1 person
5.	Rejowinangun Utara	1 person

Table 2. Description of Research Subject Characteristics

No	Indikator	Description
1.	Class/Grade	Grade 5 Elementary School
2.	Teachers	5 teachers
3.	Average Age	30 – 35 tahun
4.	Teacher Characteristics	Teachers consist of one male teacher and four female teachers who have almost the same characteristics in terms of age, civil servant teacher status, have basic skills in operating computers, and the teaching environment tends to have the same characteristics.

The instrument in this study was an interview guide used to assist researchers in collecting information through direct question and answer with the five research subjects, namely grade 5 teachers in the Sub-District of Central Magelang. The interview guide consists of two indicators related to learning activities and students' reading comprehension competence. Aspects that are asked related to the indicators on the instrument will be the basis for analyzing the needs of teachers in literacy learning for reading comprehension competence.

The procedure in this study begins with data collection. Data collection in this study used the interview method so the main instrument in this study was the researcher assisted by interview sheets. Data collection was carried out in March 2022 by directly meeting the sources and contacting via WhatsApp if researchers needed additional data. After conducting interviews, discussions were held regarding solutions to problems faced in learning as a teacher's need in literacy learning for reading comprehension competence.

Sugiyono (2017) explains that data analysis in qualitative research is carried out before entering the field, while in the field, and after finishing in the field. In this study, researchers used data analysis

techniques Miles and Huberman models. The stages of research data analysis include data reduction, data display, and conclusion.

3. FINDINGS AND DISCUSSION

This study tries to analyze the problem and explore the needs of teachers in learning literacy and reading comprehension competence in elementary schools. The source of the data is the fifth grade teacher in Magelang Tengah District, Magelang City, who was interviewed by researchers regarding general learning problems and then conducted discussions regarding literacy learning problems in reading comprehension competence. The results of the discussion will be a reference for researchers to find innovative ideas as suggestions for teacher needs that can be a solution to problems in learning reading comprehension literacy competence in elementary schools.

Based on the results of interviews that have been conducted, there are several learning problems in general. The main problem is the implementation of online learning or limited face-to-face meetings due to the Covid-19 pandemic. This learning is constrained by the ownership of quotas. Internet quota is an important part of online learning. The following is an answer from one of the informants that can represent the answers of the other five sources.

Learning during the Covid-19 period was carried out online or in limited face-to-face meetings during the Covid-19 development trend. When online, communication tools play an important role in supporting the learning process. The average student already has a smartphone, but the main problem is the ownership of the quota. There is a smartphone but it doesn't have a quota, it's the same as the learning process can't be done optimally when online.

Based on the results of the interview, learning at elementary schools in Magelang City has the same problem in carrying out learning during the Covid-19 pandemic, namely the limited student quota. Teachers experience barriers to online learning because of this. When conducting limited face-to-face meetings in the classroom, the teacher has limited time so the teacher still gives additional assignments to students to do at home. Teachers give students the freedom to look for other reference sources to support online learning.

In addition to the limited internet quota, learning is also constrained by the limited ability to operate learning support applications. Teachers have tried to make learning innovations related to technology so that they can carry out online and offline learning effectively and creatively. However, students are still not familiar with technology-based learning.

Some students also have difficulty operating applications that support the learning process such as the use of google classroom, zoom, and evaluation tools such as Google forms. The intensity of use of the application is not too frequent. Teachers only do learning via zoom once a week and carry out evaluations with google forms only during daily assessments once a week. We use WhatsApp groups more often to do learning because WhatsApp only requires a small amount of quota. Even though students are now familiar with some of these applications, in our opinion, offline classes are the best classes compared to online classes. Offline classes now have a problem, namely time constraints. Face-to-face meetings are limited to 120 minutes per day. This makes us continue to provide structured assignments and online discussion or consultation services, namely through Whatsapp groups.

This answer provides information to researchers that teachers often use WhatsApp group media to conduct online learning. Offline learning at face-to-face meetings is limited due to time constraints. This requires teachers to continue to carry out online and offline learning (blended learning). These problems certainly have an impact on literacy learning, especially on reading comprehension competence. Reading comprehension competence is a skill that requires continuous effort (Selmedani, Septiana, and Lasari 2021). Thus, learning during the Covid-19 pandemic has limited the ability of

teachers to train students' reading comprehension competence. This happens because students also do not have the awareness to read independently. Students tend to read when given an assignment by the teacher.

Students' reading habits during the Covid-19 pandemic have undergone many changes. If before the pandemic students were accustomed to reading books before learning, now there is no more habituation. Students' vocabulary becomes limited. Students will read if given the assignment to read. That's not all either. Students tend to directly work on the questions given by the teacher without carrying out the teacher's instructions for reading.

The next problem is that teachers do not have enough time to fully use the learning model in learning situations during the Covid-19 pandemic. Literacy learning on reading comprehension competence which is included in Indonesian language learning is carried out by the teacher using the assignment and question and answer method. Teachers find it difficult to apply the learning model as a whole as in learning before the pandemic. The five informants stated that the learning model could not be used in its entirety during online learning, but it was still possible to use the learning model during limited face-to-face meetings (offline). The learning model used by the teacher in offline learning on reading comprehension competence is a cooperative model with a question and answer method and discussion. The model was used by four resource persons from SDN Kemirirejo 1, SDN Cacaban 1, SDN Rejowinangun Utara 2, and SDN Gelangan 5. While speakers from SDN Magelang 7 tended to use a problem-based learning model (PBL). The five resource persons had never tried to use learning models designed to improve reading comprehension skills, such as the SQ3R, DRA, or KWL learning models (Karakaita Putri, Arini, and Sumantri 2019; Krismanto, Halik, and Sayidiman 2015; Ledina, Saadie, and Sumiyadi 2020).

The next problem related to literacy learning in reading comprehension competence is the use of teaching materials. The following is one answer that represents the answers of the other four sources regarding teaching materials.

During the pandemic, literacy learning of reading comprehension competence in Indonesian content uses teaching materials sourced from student books and relevant readings from the internet and then uses PowerPoint in delivering the material. We then shared the PowerPoint presentation during virtual face-to-face learning with Google Meet/Zoom. During face-to-face learning, we also use PowerPoint because so far it is still effective in attracting children's attention during learning.

Based on this answer, the teacher has tried to innovate to teach reading comprehension competence, namely by looking for reading texts outside of students' books and packaging them in PowerPoint.

Last, the problem faced by teachers in learning literacy competence is in the aspect of learning assessment. The five sources have tried to conduct an assessment during the pandemic using google forms. The assessment is done by giving questions in the form of multiple-choice questions or descriptions. Three resource persons from SDN Rejowinangun Utara 2, SDN Magelang 7, and SDN Cacaban 1 have tried to adapt the assessment to the Minimum Competency Assessment question. However, the resource persons have not been maximal in innovating in the assessment aspect, for example by using an assessment in the form of complex multiple-choice which can train students' critical thinking skills.

Based on some of these problems, in general, the five resource persons have carried out literacy learning on reading comprehension competence well. However, there are still some aspects of learning that need to be innovated to produce higher quality learning. This innovation is used as a list of teacher needs in carrying out literacy learning aspects of reading comprehension, namely learning and assessment aspects.

First, teachers need innovation in the learning model. Teachers have taught using learning models such as cooperative models and problem-based learning. However, the learning model used does not focus on improving literacy learning, especially on aspects of reading comprehension. Literacy learning on reading comprehension competence needs to use a learning model that focuses on developing reading comprehension skills. One of the models that can be used is the SQ3R model (survey, question, read, recite, review). This model requires students to explore students understanding with five understandings of the reading process which consists of surveying the content, making questions, reading the content, telling the contents of the reading, and reviewing the reading (Mawaria 2019). The reason for choosing this model is because it has been widely used and proven effective to improve student's reading skills, one of which is in research conducted by Arafik and Kartini (2020). Although the SQ3R model has proven to be effective, it has a weakness, namely the learning steps that take a long time. In addition to the SQ3R model, teachers also need to facilitate students with a problem-based model. This is done to train students to think critically in dealing with a problem. Another model that can be used is a problem-based learning model. This model has often been used in learning, but there are still few who use it to improve reading comprehension competence. The problem-based learning model has proven to be effective in improving reading comprehension skills (Febriyanto and Yanto 2019). The innovation that the author tries to offer is to combine two models, namely PBL and SQ3R. The combination of these two models will give birth to a new learning step that is simpler but does not reduce the characteristics of the PBL and SQ3R models. Because the learning model is an aspect of learning with a broad scope, this innovation will have an impact on updating aspects of teaching materials that will be adapted to the PBL and SQ3R learning steps. Learning media will be adapted to learning conditions, namely by using learning media that can be used online or offline, one of which is PowerPoint.

Second, teachers need innovation in teaching materials. Innovative learning models can be integrated into teaching materials used by teachers. Teaching materials are everything that can be used to help teachers when doing a lesson. Teaching materials that meet good criteria will result in an effective learning process (Husada, Taufina, and Zikri 2020). Teachers need teaching materials that contain problem-based learning steps and SQ3R learning models to guide students in reading meaningfully. The teaching materials made can be adapted to the conditions of the learning to be carried out. Teachers can create printed teaching materials that can be used face-to-face or electronic teaching materials that students can use online. The making of these teaching materials is expected to help teachers improve the quality of literacy learning in reading comprehension competence and have an impact on increasing students' reading comprehension competence.

Third, teachers need innovation in assessment instruments. After innovating the learning model, the teacher needs to innovate the assessment instrument so that the literacy learning objectives in the aspect of reading comprehension can be achieved properly. This innovation can be done by developing high-level oriented assessment instruments. Assessment oriented to higher-order thinking describes the learning process-oriented to higher-order thinking as well. As evidenced by the assessment that is oriented toward higher-order thinking skills, the learning process is getting more quality, and students are accustomed to higher-order thinking (Fazriani, Supendi, and Humaira 2019; Ndiung and Jediut 2020; Umami, Rusdi, and Kamid 2021). Therefore, it is necessary to innovate assessment instruments that are oriented to higher-order thinking skills to measure the extent of knowledge possessed by students during the learning process (Kamila 2021). One form of the question that can be developed is complex multiple-choice questions. This form of the question supports the problem-based learning model because it presents the problem in the reading text and then students are given high-level oriented questions. This form of the question is also one of the questions in the Minimum Competency Assessment so it is very suitable to be used today to train student literacy.

Teacher needs which are the results of the analysis that has been done can be used as a reference for teachers to use in literacy learning on aspects of reading comprehension. Teachers can use one of the three lists of teacher needs that have been presented to be implemented in learning. Teachers can

also implement these three needs at once. With the implementation of the teacher's needs, it is expected to be able to improve reading comprehension competence in literacy learning in elementary schools.

4. CONCLUSION

Based on the findings and analysis that has been done, it can be concluded that there are still some literacy learning problems in reading comprehension competence. Teachers need to innovate learning as a form of teacher needs in literacy learning on reading comprehension competence. First, teachers need a learning model that can improve reading comprehension competence and train students' critical thinking skills. The learning model in question is a combination of a problem-based learning model (PBL) with a survey, question, and answer, read, recite, and review (SQ3R) model which can then be referred to as the PBL-SQ3R model. Second, teachers need teaching materials that contain the SQ3R model. Third, teachers need an assessment instrument in the form of complex multiple-choice questions. The form of the questions on this instrument was chosen because it can measure students' reading comprehension competence and critical thinking skills.

Acknowledgments: Here I say a regard to all those who have helped in the research, especially the teachers participating in the research.

Conflicts of Interest: No potential conflict of interest was reported by authors.

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