

The Elementary School Students ability to read with Online Methods in the Covid-19 Pandemic era

Nur Hidayanti, Raden Kania, Tifani Intan Solihati

Program Studi Teknik Informatika, Universitas Banten Jaya, Banten, Indonesia
Corresponding Author : nurhidayanti@unbaja.ac.id

Abstract

The process of learning online makes the education has the current condition concerning. The problems occur at the Elementary School students in grades 1 and 2 is in the reading introduction stage because not all elementary school students attend kindergarten, but they have to take online schools that cannot meet their teachers in person. The students should be guided by the teacher to learn spelling and counting, could not be realized. The impact for the elementary school students in grades 1 and 2 is cannot read, even they have not memorized the alphabet completely. This is a small thing that is not visible to the naked eye but becomes a big problem in the field of education. The training and guidance for elementary school students can achieve the goal of the concepts of the 2021 KKM program, and they are not only good at reading, but they are familiar with digital literacy which has developed very rapidly in the globalization era.

Key word : Digital, Literacy, Online, Reading, Pandemic

INTRODUCTION

COVID-19 is a virus that disrupts the system respiratory infections, severe lung infections that can cause death. In Indonesia, the current COVID-19 pandemic continues to experience escalation. Not only has the potential to cause growth contractions economy and this virus not only causes high numbers of deaths around the world but also causes economic decline and also resulting in a large number of unemployed (Komala et al., 2020).

Education frees us from the shackles of ignorance and backwardness towards a better civilization and a bright future. However, in reality, there are still many people who are not concerned with better education. In this era of globalization, there are still many people who are illiterate and elementary school students who still cannot read. The prolonged Covid-19 pandemic has resulted in schools being conducted online or online. The effect of this online is that grade 1 elementary school students who should be guided by their teachers in spelling and reading, make these students have to study alone with the limitations of their parents at home.

Not a few of them have parents who can't read, they also don't teach their children to read. Another obstacle is the limitation of online facilities, the majority of which do not have computers or mobile phones that have the online capacity and also the quota they have to buy. However, all parents must follow the applicable rules, namely online learning. The school must also have a solution, and the solution during the pandemic is to use network-based learning, and teachers are also required to be innovative in using online learning models (Anugrahana, 2020). Online learning or e-learning is a form of learning model that is facilitated and supported by the use of information and communication technology by many people today (Hanum, 2013).

The community service that the writer did is in the Banjar Agung sub-district in RT 1 RW 2 has found several problems and obstacles for students who run online schools. The most fatal obstacle is when the student enters grade 1 elementary school who conducts online schooling, the teacher is only given assignments via WhatsApp, without being taught to read via face-to-face or zoom. The students still can't read when grow up to grade 2. The various assignments were given by the teacher,

and the student is assisted by his parents in doing the assignment, without the parents teaching their children to read. The student's response was very slow when taught to spell because they were not used to reading, some even did not memorize the letters of the alphabet.

In addition, students who can read are given an introduction to online media via cellphones or laptops. With the introduction of digital literacy, namely the internet, to elementary school students, it is hoped that they can get to know the diverse outside world. Starting from how to paint, sing, count, and so on. The importance of introducing digital literacy to elementary students in this era of globalization, because later they will take further education.

Literacy may have become a familiar term among educated people. However, not many of them understand the meaning and definition clearly. Especially for people who do not take education at all. This is because literacy is a concept that has a complex, dynamic meaning, and is interpreted and defined in various ways and from different perspectives. Regarding this, there is no need to find out who is at fault and who should be responsible or even blame the government (Ngurah Suragangga, 2017). Because in fact, a culture of literacy awareness is not a condition that can be realized suddenly and instantly.

Someone who is in the adult stage, but is not yet able to read and write may be influenced by environmental factors, such as being in an illiterate community so that they have no interest in learning or feel embarrassed because of the condition of not being able to read seems to be a normal thing. among them (Nggaruaka et al., 2020). Like calistung, students only know the concept of reading through reading without first introducing letters or words so as not to have difficulty in reading (Nur & Musamus, 2019). Children's understanding of reading is better starting with their knowledge of speaking experiences in the surrounding environment (Hermansyah, 2017).

Discussing educating the nation's life, of course the main problem is how to favor the nation's successor who has intelligence (Nouval Rumaf, 2020). In this case, the successor of the nation in question is the younger generation from Sabang to Merauke.

METHOD

a. Observation

The data collection process was obtained at the Banjar Agung village, in the form of a village profile containing the location of the village, the structure of the village, citizen data, and location conditions

b. Socialization

In this activity, interviews were conducted with local residents and village officials. The purpose of socialization based on the information on KKM activities and work programs can be synchronized and realized.

c. Training and Mentoring

The training and mentoring activities were carried out twice. At the initial stage, all students are given equal training. In the second stage, the writers selected with the criteria only students who cannot read. To achieve the goals those were conceptualized at the beginning of the discussion or meeting. At least the student is a little fluent in spelling words and recognizes all the letters in the alphabet.

RESULT

Students' reading interest is very low, especially now they are still using online learning. Elementary school students can't use computers, because learning is online and they don't know the internet at all. At the introduction of electronic books, elementary school students are very happy, but there are still many who can't access them because they don't have a smartphone. All students are very happy with this KKM activity because they have activities. KKM students have carried out the tri dharma of higher education for 1 month.

DISCUSSION

1. Students' reading interest is still relatively low, because, based on the result of the interviews with the students concerned; the students reasoned that online schools were not taught to read by teachers in class. While the assignments were given by the teacher, the majorities were read by their parents and were not taught to read by their parents. The students always rely on help in every task because they cannot read. The teachers lack in the village, and no one helps the villagers with this online school. If only there were villagers who worked as teachers in the village, surely many villagers would rely on them to help students who cannot read.
2. During the introduction of the internet, students were very enthusiastic. By being given a laptop, students are given knowledge about how to open the internet via Google Chrome or Mozilla. And the students also allowed to open videos via YouTube with the protection of any video restrictions that can be opened.
3. Because generally they only know that the cellphone can only call and chat or what is com the introduction of an e-book, is given to students in grades 3.
4. The students can certainly read when introduced to electronic books or commonly called e-books. It used by the WhatsApp application, and the students are used to only reading books in school. It cannot be generalized when students study in urban areas with students who study in rural areas. This is different in terms of facilities. We can't blame the government, but the writer have to take many initiatives to help the government by going directly to the field to participate, be it in the fields of health education, hygiene, and so on.
4. Togetherness will lead to warmth and brotherhood among human beings. With socialization, the writer knows where to help and improve. By holding community service at KKM, the writer can know that there are still many of our society who need to be helped in various ways. For example, in the field of education.
5. Students and lecturers must carry out the tri dharma of Higher Education, namely Teaching, Research, and Service. KKM is a community service for students who can be assisted by lecturers as field supervisors. Lecturers can also go directly to the field to do community service. This service is voluntary and has indeed been stated in University courses which are mandatory, as well as a requirement to carry out a thesis trial.

CONCLUSIONS AND RECOMMENDATIONS

The 2021 Thematic KKM activity was carried out for 1 month and was carried out at Banjar Agung Village, Cipocok Jaya District, Serang City, Banten. Many things need to be improved, starting from how to teach online to elementary school students who still can't read, then how to deal with garbage in the village because there are still many trash bins and counseling about the importance of maintaining health in this pandemic era. Counseling on COVID-19 can increase the knowledge and understanding of students and teachers, as well as the importance of exposure to modes of transmission and impacts and how to prevent them (Sahputri & Sofia, 2020). The author recommends that readers be willing to become covid volunteers in the village, especially regarding counseling and being a house-to-house teaching volunteer.

ACKNOWLEDGMENTS

Thank you to all those who have participated in the KKM 2021 Universitas Banten Jaya event. Alhamdulillah, all KKM events went smoothly even though there were some obstacles and limitations in implementing KKM in this pandemic era. Even though our country is still hit by the COVID-19 pandemic, we can still care for others and share knowledge without discriminating against ethnicity, religion, and race.

REFERENCES

- Anugrahana, A. (2020). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(3), 282–289. <https://doi.org/10.24246/j.js.2020.v10.i3.p282-289>
- Hanum, N. S. (2013). Keefektifan e-learning sebagai media pembelajaran (studi evaluasi model pembelajaran e-learning SMK Telkom Sandhy Putra Purwokerto). *Jurnal Pendidikan Vokasi*, 3(1), 90–102. <https://doi.org/10.21831/jpv.v3i1.1584>
- Hermansyah, A. K. (2017). Nilai-Nilai Kemanusiaan dalam Buku 100 Cerita Anak Pilihan dan Kesesuaiannya Sebagai Bahan Pembelajaran Sastra di SD/MI. *Al Ibtida: Jurnal Pendidikan Guru MI*, 4(1), 17. <https://doi.org/10.24235/al.ibtida.snj.v4i1.1368>
- Komala, L., Budiyanto, A., Wibowo, W. A., Praditya, A., & Pamungkas, I. B. (2020). Membangun Kreativitas Dan Kemandirian Masyarakat Di Masa Pandemi Covid - 19. *Dedikasi Pkm*, 1(2), 20. <https://doi.org/10.32493/dedikasipkm.v1i2.6384>
- Nggaruaka, T., Hermansyah, A. K., & Monika, S. (2020). Peningkatan Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Berdasarkan Level Pemula Menggunakan Teknik Retrieval Jaringan Semantik. *Disastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(2), 154. <https://doi.org/10.29300/disastra.v2i2.3039>
- Ngurah Suragangga, I. M. (2017). Mendidik Lewat Literasi Untuk Pendidikan Berkualitas. *Jurnal Penjaminan Mutu*, 3(2), 154. <https://doi.org/10.25078/jpm.v3i2.195>
- Nouval Rumaf, A. W. (2020). *Penerapan Gaya Literasi Read And Writing Bagi Siswa Di Sd Labschool Stkip Muhammadiyah Sorong Warmon Kokoda Kabupaten Sorong*. 3(1).
- Nur, A. S., & Musamus, U. (2019). *Pembuatan Media Pembelajaran Matematika Dan*. 16(1), 56–67.
- Sahputri, J., & Sofia, R. (2020). Penyuluhan Protokol Kesehatan Era Pandemi Coronavirus Disease (Covid-19) di SDN 14 Muara Dua Kota Lhokseumawe. *Lentera: (Jurnal Ilmiah Sains, Teknologi, Ekonomi, Sosial Dan Budaya)*, 4(4), 53–57. <http://journal.umuslim.ac.id/index.php/ltr2/article/view/135>

APPENDIX



Figure 1. Learning to read for elementary school students who cannot read



Figure 2. Internet introduction to elementary school students who can already read



Figure 3. introduction of electronic books to elementary school students



Figure 4. photo with elementary school students and KKM students after the service event



Figure 5. photo with KKM students