

Examples and Non Examples Learning Training to Determine The Reading Ability Of Primary School Students

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ABSTRACT

Education is a conscious effort to improve knowledge, skills and shape students' character. Education does not only prioritize cognitive skills but also combines several elements to become a person who believes and is devoted to God Almighty. In the context of basic education, the foundation that must be instilled is student character supported by cognitive knowledge such as writing, reading and basic knowledge. Seeing the reality, not all elementary school students can read or spell as expected, as is the phenomenon found in elementary schools in the Jember district. To overcome this, a training activity was carried out using examples and nonexamples methods to increase students' knowledge and skills in reading. This activity method is carried out through training and simulations for students starting with the planning stage, implementing activities, and evaluating post-training activities. The results of this activity showed that there were around 26 elementary school students who could not read and spell well and correctly. Apart from that, teachers' knowledge and skills have increased in guiding students to be able to read and spell using examples and nonexamples methods.

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INTRODUCTION

Education must be given great attention, because that is when all a person's initial abilities will be formed. Education in Indonesia itself has begun to progress to remote areas. However, there are still some remote areas that still have minimal access to education. Starting from the lack of student staff in remote areas to the low level of knowledge and economy of the community. The Indonesian government, especially the Ministry of Education, Culture, Research and Technology, has collaborated with the President to improve the quality of education in Indonesia, including strengthening the resources of quality teachers and lecturers (Wahyudi et al., 2022)

The Indonesian government continues to strive to increase educational equality to ensure that every child in Indonesia has the same opportunity to receive quality education. Equal distribution of education in Indonesia is an effort to reduce educational disparities and access to education between regions in Indonesia. Government programs include funding allocations, improving teacher quality, and developing educational infrastructure, especially in remote areas in Indonesia. Special attention is given to the development and advancement of education in order to improve its quality and quality (Ginting Ria R. et al., 2022).

One obstacle that is still often found, especially in remote areas, is the reading and writing ability of elementary school children. which is caused by several factors such as family, surrounding environment and lack of quality teachers. This is still one of the obstacles to education in Indonesia. Therefore, creativity is needed in teaching reading and writing by elementary school teachers. Of course, in this activity the problem of reading in lower grade elementary school children is very interesting to discuss compared to the problem of child growth and development which is very sensitive and requires attention. Children aged 0 to 8 years experience rapid development, starting from psychomotor, cognitive, social, emotional, linguistic and religious development (Sunanih, 2017).

Developing literacy skills in children will be very beneficial for the future. Literacy skills in children can help in carrying out activities ranging from academic activities, developing independence, communication skills when socializing with the surrounding environment. Apart from that, the most important thing is that literacy skills in children can develop children's ability to think logically in dealing with problems. The higher the child's skills in learning to read and write, the more it can help the child absorb information and make decisions in solving everyday problems.

SDN Manggisan 4 is an elementary school located in Manggisan Village, Tanggul District, Jember Regency. This school is quite developed even though it is located in a village area. This is proven by the large number of students, as well as the reading ability of grade 1 and 2 children who are quite capable. However, there are still some students who experience problems in reading and writing activities. Therefore, KKN students at Muhammadiyah University of Jember Group 18 chose this school to help implement reading and writing learning for grade 1 and 2 students.

METHOD

The method used in the implementation of examples non examples learning activities carried out at SDN Manggisan 4 is applied to students in grades 1 and 2 by learning to read and write which is carried out face to face by KKN students at the Muhammadiyah University of Jember. In applying this method we took a sample of 4 classes by delegating 2 KKN members in each class.

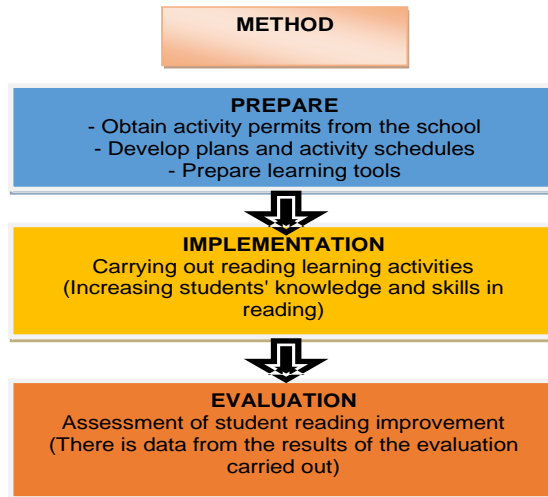


FIGURE 1. Imolementation Method

RESULT AND DISCUSSION

In implementing the reading literacy work program activities that have been carried out at the Manggisian 4 Public Elementary School, namely the learning method using tools to aid learning spelling and reading. This is in accordance with Riensuciati's explanation in Minartin (2017) that example and non-example learning methods can be used as an effort to stimulate students to hone their abilities both cognitively and in finding ideas in learning to be more independent. More broadly, Adistia (2019) explains that education not only builds cognitive abilities and skills, but has a more important function, namely forming students' good character. This assumption is of course the basis that learning is not only about transferring knowledge but more about character formation and developing students' abilities. Implementatively, the implementation of example and non-example learning models is by conducting training and implementing reading literacy in 4 classes, namely class 1A with 28 students, class 1B with 28 students, class 2A with 27 students, and class 2B with 26 students. This was done because referring to (CIPTAWATI. et al., 2019). explanation in her research, it was revealed that this method could be used to increase student achievement in the subjects being taught. Because substantively this method provides examples that students can understand and students are more likely to be active and participative.

Results from the examples and non-examples method training. When the learning was carried out, it was found that there were still a number of children who were not fluent in reading. This can be seen at grade 1-2 level where there are several students who still have difficulty reading and spelling. Even though the teachers at the elementary school have made efforts, namely providing guidance or providing additional tutoring outside school hours, there are still students who lack understanding in learning to read. Furthermore, from the results of interviews conducted by teachers and also the principal at Manggisian 4 Elementary School, there are still several students who are not yet fluent in reading, namely at grade 3-6 level. The results of these data findings are certainly a problem that must be resolved by teachers so that students can read as a whole. This is in accordance with the statement from Apriyandi (2023) in her research explaining that in the current modern era, increasing student literacy can be done through reading habits both at school and outside school. This needs to be done because literacy can be improved through interesting and practical methods or tools so that it is more effective in improving students' reading abilities. Of course, the goal of education can be achieved by implementing all the elements of education, Rahman (2022).

One of the elements of education is learning methods and a conducive educational environment. Based on the activities carried out, it shows efforts to implement good methods and have a positive impact on increasing the reading

achievement of students at SDN 4 Manggis. Apart from that, the examples method creates a productive environment in improving students' reading and spelling abilities. This happens because in the classroom there are examples and tools installed and attached to the wall, thereby stimulating students to read. This is as per the documentation that shows this in the school where the training took place:



FIGURE 1. Example and Non-Example Learning Training

Based on the results of data analysis in the field, factors that influence students' lack of reading ability include the environment or culture and the lack of parents' role in children's education. Based on Anzar's explanation in Ali (2022), the ability to read substantially does not only improve language skills, but can increase students' knowledge, skills and activeness. There are efforts that can be made to improve reading skills through drawing methods and other relevant methods. From the results of interviews with the principal at Manggis 4 Elementary School, data was obtained that geographically, the people live in mountainous areas, in this hamlet the majority of the people are Madurese where there is a culture or custom that is still inherent in the hamlet, namely early marriage (marriage at a young age).). This results in low human resources in the hamlet which results in a lack of assistance for children by their parents in education and learning at home. From these problems, many factors that influence the occurrence of education in Sungai Tengah Hamlet are still relatively low due to a lack of awareness among parents regarding the importance of education itself. Parents in this hamlet prefer to marry off their children first rather than provide or prepare for a better education in the future. As a result, many of the next generation are entrusted to their grandparents due to economic limitations and household conditions that are not psychologically or emotionally stable so that these children receive less stimulation from the family. Even though the family has an important role in children's education and the formation of good character. If parents do not have the knowledge and skills in educating children, of course the child's character and educational development will not be optimal.

From the results of interviews and activities carried out by the activity implementing team, data on students who were not fluent in reading and spelling were obtained as follows:

KELAS	Total Students	Indicator
1	16	Not enough
2	8	Not enough
3	3	Not enough
4	2	Not enough
5	3	Not enough
6	4	Not enough
Totals	26	

TABLE 1. Data on Students Who Are Not Yet Fluent in Reading

Furthermore, the role of parents in providing stimulation to children is also an important factor. Many parents do not provide enough attention and guidance to their children at home, so they only rely on teachers at school to educate their children. Lack of interaction and stimulation at home can affect children's overall learning abilities. Therefore, collaborative efforts are needed between schools and parents to improve students' reading literacy. Schools can provide more help and support to students who experience reading difficulties, while parents need to be actively involved in their children's education by providing the necessary support and stimulation at home. The school must also provide a higher level of understanding to stimulate its children more intensively. According to Suragih (2022), efforts to improve reading skills are through image media so that children do not get bored and are interesting. Meanwhile, according to Wijaya (2018), example and non-example methods have a big influence on improving students' learning abilities. This is in accordance with the results of research conducted by Wijaya that when this method is applied in social studies and science lessons, the level of influence is large among the number of respondents, 32 students. This learning method can be used by teachers at school and parents at home to support the improvement of students' abilities in reading and spelling. Thus, it is hoped that there will be a significant increase in students' reading abilities at SDN 4 Manggis. Because reading substantially shows good Indonesian language skills (Taseman et al, 2021).

CONCLUSION

Examples non examples learning activities carried out by the team from Muhammadiyah University of Jember include learning in the form of word stringing games as well as student mentoring by students. It was found that there were still students who did not understand spelling and reading. This can create obstacles in the teaching and learning process. Because the teaching and learning process will be hampered by students who are unable to absorb information optimally. Therefore, this activity can help SDN Manggis 4 educators to be more creative in choosing students' reading learning methods.

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