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Learning together program for reading and writing interest in Arahon Kidul Village

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ABSTRACT

Reading and writing literacy is the main ability that students must master, because reading and writing can greatly impact the quality of human life. Arahon sub-district, Arahon Kidul village is one of the places where the Indonesian Education University's Thematic Real Work Lecture (KKN-T) program is held for one month. It is known that there is still little attention paid to interest in reading and writing in the Arahon Village, therefore, in KKN-T activities, there is a joint learning work program which is expected to help students to be more active in learning to read and write. In this article, we will discuss the initial stages of activities and the implementation stages of the joint learning program. This article uses a descriptive method with a qualitative approach by collecting data obtained from observations and short interviews with students. The results found from this research were that students' lack of interest in reading and writing was due to a lack of supporting facilities and infrastructure. Meanwhile, students' motivation to learn to read and write is classified as very high. The impact resulting from this KKN-T activity is that human resources are facilitated to help guide students in learning to read and write so that students' enthusiasm is awakened to be more active in learning to read and write independently. Future recommendations hope the village and school can provide innovation and special learning media for elementary school students in Arahon Kidul.

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ABSTRAK

Literasi baca-tulis merupakan kemampuan utama yang wajib dikuasai oleh siswa, karena baca-tulis dapat memberikan dampak yang besar bagi kualitas kehidupan manusia. Kecamatan Arahon desa Arahon Kidul merupakan salah satu tempat dilaksanakannya program Kuliah Kerja Nyata Tematik (KKN-T) Universitas Pendidikan Indonesia yang berlangsung selama 1 bulan. Diketahui bahwasannya minat baca-tulis di desa arahon masih kurang diperhatikan oleh karena itu, dalam kegiatan KKN-T terdapat program kerja belajar bersama yang diharapkan dapat membantu siswa untuk lebih giat belajar baca-tulis. Dalam artikel ini akan membahas terkait tahap awal kegiatan dan tahap pelaksanaan dari program belajar bersama. Artikel ini menggunakan metode deskriptif dengan pendekatan kualitatif dengan pengumpulan data yang diperoleh dari hasil observasi serta wawancara singkat dengan siswa. Hasil yang ditemukan dari penelitian ini adalah kurangnya minat baca-tulis siswa dikarenakan kurangnya sarana dan prasarana serta fasilitas yang mendukung. Sedangkan, motivasi belajar baca-tulis siswa tergolong sangat tinggi. Dampak yang dihasilkan dari kegiatan KKN-T ini adalah terfasilitasinya SDM yang membantu dalam membimbing siswa belajar membaca dan menulis sehingga terbangunnya semangat siswa untuk lebih giat belajar membaca dan menulis secara mandiri. Rekomendasi kedepannya semoga pihak desa maupun sekolah mampu memberikan inovasi serta media belajar khusus bagi siswa-siswi sekolah dasar di Arahon Kidul.

Kata Kunci: Baca-tulis; belajar bersama; literasi; pendidikan

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INTRODUCTION

Education is a right for every child and one of the most critical aspects of society, as the advancement in a nation's quality is reflected through the education available. The significant impact of education can influence various aspects of a country's life development. Through education, it is possible to shape quality individuals equipped with knowledge, as stated in the definition of education found in *Undang-Undang Nomor 20 Tahun 2003*, which declares that "Education is a conscious and planned effort carried out to develop the potential of learners in terms of religious values, self-control, personality, intelligence, noble character, and other skills needed for themselves, society, the nation, and the state." In addition, John Dewey emphasized the importance of education, stating that education is a necessity of life, a social function, a form of guidance, and a means of growth that prepares, opens, and forms scientific disciplines (Kartika & Purwati, 2020). The opinion put forth by John Dewey is based on his belief that education is a vital element in transforming and renewing society, where it can serve as a space to foster courage and develop intelligence and empathy among its members (Sahertian, 2019). Therefore, with the presence of education in a country, it is expected to instill human values that are realized through character and personality. As is widely known, human values serve as a guide for individuals to live harmoniously within society, and one of the objectives of implementing human values in each individual is to enable people to treat one another with humanity (Amalia & Munawir, 2021; Safitri & Sulastrri, 2021; Susilawati, 2021).

Education encompasses the learning process, which has a significant impact on students' ability to achieve learning objectives in lower grades, particularly in reading, writing, and arithmetic skills (Safitri & Sulastrri, 2021). This issue is evident in one of the villages in Indramayu, where many students still cannot read or are not fluent in writing, despite some of them being in the 3rd or 4th grade of elementary school, specifically in the village of Arahan Kidul. This highlights the significance of children's reading literacy levels in today's generation, particularly among rural communities. Arahan Kidul Village is located within the Arahan Subdistrict of Indramayu Regency. Arahan Subdistrict has a total area of 33.2 km² and consists of eight villages: Arahan Kidul, Arahan Lor, Cidempet, Linggajati, Sukadadi, Sukasari, Tawang Sari, and Pranggong. Arahan Kidul has a total population of 5,640 residents and covers an area of 7.23 km², consisting of 41 RT and 8 RW (Data from BPS Indramayu, see <https://indramayukab.bps.go.id/publication/2021/02/26/399667831f12287ee670c9df/kabupaten-indramayu-dalam-angka-2021.html>). Arahan Kidul holds significant potential in the agricultural sector, with the majority of its residents working as rice farmers. The largest land area in Arahan Kidul is 684 hectares. **Figure 1** shows the map of Arahan Kidul Village.

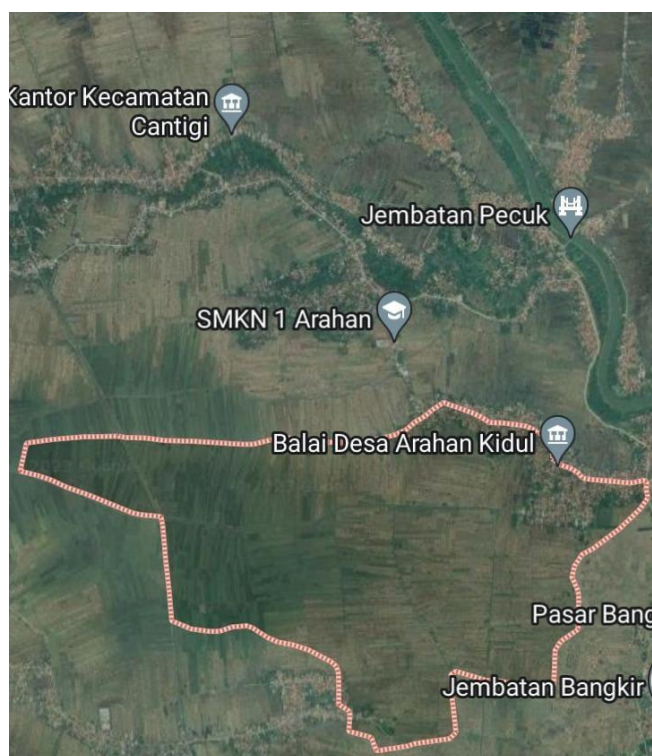


Figure 1. Arahan Kidul Village Region Map
Source: Google Maps

Literacy is an essential skill that must be mastered by all groups, especially children at the elementary school level. Literacy encompasses several categories, including reading and writing literacy, numeracy, scientific literacy, financial literacy, and digital literacy (Nugraha & Octavianah, 2020; Pramadhani, 2022). One of the fundamental types of literacy that students are required to master is reading and writing literacy. Reading and writing are among the earliest forms of literacy in human civilization, and both have a profound impact on everyday life (Pratiwi, 2022; Sakolan & Rahmadani, 2020). When students have a strong command of reading and writing literacy, it becomes easier for them to absorb various sources of information and then convey that information in written form that reflects what they have understood. Reading and writing literacy should already be introduced at the elementary school level as a foundation for future students.

The Ministry of Education and Culture in 2022, in alignment with the roadmap of the *Gerakan Literasi Nasional* (National Literacy Movement) 2016–2019, emphasized the importance of instilling a culture of literacy, which is expected to eventually influence students' levels of competence—particularly their ability to analyze information by reflecting on each piece of information they receive, especially in today's era of rapid advancement (Mahardhani *et al.*, 2021). Literacy and reading interest are two concepts with only slight differences, where reading and writing interest refers more to the student's intrinsic motivation or desire—without coercion—to enjoy reading and writing. The habit of enjoying reading should ideally be cultivated from an early age through light reading materials, so that by nurturing this love early on, children can develop a fondness for reading naturally and without pressure. As children's motivation to explore knowledge through reading materials increases, their intellectual curiosity also grows. However, this is undoubtedly the shared responsibility of all parties to provide adequate facilities and media in the process of developing students' reading motivation.

There is relevant research indicating that the lack of reading interest among students is due to the absence of a sense of ownership and understanding regarding the importance and benefits of reading, as well as an unsupportive environment. In addition, several aspects also influence this condition, including internal

factors (such as feelings, attention, and motivation) and external factors (such as the role of teachers, environment, family, and facilities) (Mumpuni & Nurbaeti, 2019). Furthermore, another study found that in general, various factors contribute to the declining reading interest among students and the wider community, including the unaffordability of books, limited library facilities, lack of attention and awareness from families and communities in fostering reading interest from an early age, and the insufficient commitment from the government in promoting the public's reading interest. All of these factors are interrelated and influence one another (Yoni, 2020). These previous studies share similarities with the issues encountered in the field, particularly regarding the factors contributing to the decline of reading interest in society. However, the current study will expand upon and draw from past research by focusing specifically on the issue of low reading interest among elementary school students in Arahan Kidul Village, as addressed by the KKNT UPI group in Arahan Kidul Village.

The importance of literacy and students' reading interest is undeniable; however, the limitations in human resources, facilities, and supporting infrastructure remain major issues, especially for rural communities. Through the mandatory *Kuliah Kerja Nyata Tematik* (KKN-T) program of Universitas Pendidikan Indonesia in 2023, organized by the Institute for Research and Community Service of Universitas Pendidikan Indonesia, a program was initiated to assist villages in facilitating the community—particularly elementary school students—in increasing their reading interest through a two-week learning program called *Belajar Bersama* (Learning Together). KKN-T is a form of community service activity that is expected to help shape students into independent individuals who are prepared to live and contribute to society in the future (Safitri & Septiadi, 2021). This article will discuss the initial stages of the *Belajar Bersama* program and examine the implementation of the learning activities.

The objective of this article is to serve as a tangible implementation of the *Kuliah Kerja Nyata Tematik* (Thematic Community Service Program) within the community, aiming to enhance the reading interest and learning motivation of elementary school students in Arahan Kidul Village, Indramayu. Through this KKN-Tematik activity, students from Universitas Pendidikan Indonesia apply the knowledge they have acquired during their studies and implement it within the Arahan Kidul Village community.

Literature Review

Reading Interest

Reading interest remains one of the most frequently discussed topics and unresolved issues in Indonesia. According to data obtained from a survey conducted by the International Association for Evaluation, it was revealed that the reading skills of elementary school students in Indonesia ranked 29th out of 30 countries. Furthermore, according to UNESCO records, Indonesia's reading interest index is 0.001, meaning that out of 1,000 people, only one person enjoys reading. In fact, upon closer examination, a high interest in reading can have a significant impact on the quality of education, and students with a strong interest in reading are more likely to achieve higher educational outcomes. Conversely, an extremely low reading interest can lead to a lower quality of human resources, which, in turn, negatively impacts the nation's overall progress (Agustina *et al.*, 2022).

Reading interest is one of the primary components in building literacy for the well-being of society (Rahmawati, 2020). One way to increase students' reading interest is by providing facilities such as libraries and the activities within them (Hapsari *et al.*, 2019; Lamis *et al.*, 2022). The availability of libraries, along with supporting programs, is an effort to foster reading interest, provide reading and writing guidance, and serve as a recreational resource for students, especially elementary school students in villages that face various limitations in services and facilities. Libraries can also be considered a long-term investment that helps facilitate community development of reading interest (Machfud, 2022).

Group Learning

Group learning through tutoring is defined by Crow & Crow as “assistance provided by an individual who possesses an adequate personality and is well-trained to help others.” Additionally, they state that tutoring services offered by an individual to a group can be beneficial in helping individuals avoid and overcome problems in their lives independently (Dari *et al.*, 2022). Tutoring activities are not limited to formal educational settings but can also be obtained through informal means such as peer tutoring and studying with peers. The purpose is to provide students with varied learning experiences, allowing them to gain new insights and knowledge beyond what is typically acquired in school. In group learning, the educator serves as both a motivator and facilitator in the learning process (Gafur, 2021; Umirin, 2022).

METHODS

This study uses a descriptive method with a qualitative approach. Descriptive research is a type of research that gathers information based on observed phenomena and then clearly explains it about the intended objectives, plans the research approach, and collects various sources of data (Jayusman & Shavab, 2020). A qualitative approach is used in research to describe a phenomenon in greater depth (Gusri *et al.*, 2021; Fadli, 2021). Meanwhile, Moleong, as cited in Rijali (2019), defines the qualitative method as a research procedure that produces data described descriptively, either in written or spoken form, derived from observed individuals or objects. Data collection instruments were obtained through field observations, brief interviews with representatives from schools and villages, as well as short interviews with elementary school students.

The implementation of the KKN-T activity took place in Arahan Kidul Village, Arahan Subdistrict, Indramayu Regency, over a period of one month, from July 26, 2023, to August 26, 2023. The method of implementing this Thematic KKN activity was carried out through several stages, including: 1) contacting the head of Arahan Kidul Village to request permission to conduct the KKN-T activities; 2) holding discussions regarding the group's work programs, which had been tailored to address issues found in the elementary school environment of SD Negeri 1–4 Arahan Kidul; 3) conducting outreach to the schools regarding the group learning program to be held at the base camp; 4) informing students around the school after meeting with the school leaders that a group learning activity would take place; 5) measuring the students' reading interest and ability; 6) carrying out the implementation process. The subjects of this study were students from SD Negeri 1–4 Arahan Kidul who still struggled with reading and writing skills.

RESULT AND DISCUSSION

Initial Stage

The initial stage of the activity began with conducting outreach and consultation with the village authorities regarding the planned program. After receiving full support from the village officials, the next step was to visit each school and conduct outreach sessions with school representatives to explain the program's objectives, as shown in Figure 2. The schools we visited were SDN 1 Arahan Kidul, SDN 2 Arahan Kidul, SDN 3 Arahan Kidul, and SDN 4 Arahan Kidul. Once all the schools approved the program and designated which classes would participate, the next step was to conduct brief interviews with school representatives regarding the availability of school libraries. It was found that SDN 1 Arahan Kidul, SDN 2 Arahan Kidul, and SDN 4 Arahan Kidul did not have school libraries due to space and facility limitations. Meanwhile, SDN 3 Arahan Kidul did have a library room; however, it was undergoing renovation due to a leaking roof, which led to another issue: the scattering of book collections outside the classroom.



Figure 2. Socialization at SDN 3 Arahon Kidul
Source: Personal Documentation, 2023

The next activity was conducting an initial engagement with the students by entering classrooms that teachers did not accompany. During this engagement stage, the first step was to introduce ourselves and then present national songs, asking the students to read, sing, and write the lyrics in their notebooks. This simple activity aimed to assess the children's reading and writing abilities. From this activity, it was observed that many students were still unable to read and write. Following this, we conducted outreach and announced to the children—both those who could and could not yet read and write—that they were welcome to visit the KKN-T post, as group learning activities would be held there. The students responded with great enthusiasm to the announcement. This engagement activity was designed to foster a bond with the students, enabling them to feel comfortable interacting and making time to learn alongside their peers. This is illustrated in **Figure 3** and **Figure 4**.



Figure 3. Exploration with 4th-grade students of SDN 2 Arahon Kidul
Source: Personal Documentation, 2023



Figure 4. Exploration with students who visited the post
Source: Personal Documentation, 2023

Implementation Stage

The group learning activities were conducted at the UPI Thematic KKN post, located in Gang Buyut Aritem, RT., RW. 08, in front of the KUD field. These activities were conducted over two weeks, with each school following a different weekly schedule. Group learning sessions took place from 14:00 to 17:00 WIB, as the students were required to attend Madrasah school beforehand. During the sessions, various subjects were introduced, including English, mathematics, reading, writing, and coloring as a recreational activity for the students. The students' initial responses were highly enthusiastic, which in turn motivated us even more to carry out the program. However, behind the students' enthusiasm, some activities could not be realized, such as storytelling and shared reading using fairy tale books. These activities could not be conducted due to a lack of facilities and the unavailability of reading materials, as there were no books available for borrowing from either the village library or school libraries. As a result, we provided reading and writing assistance to students using only the limited tools and media available to them.

JADWAL LES BELAJAR BERSAMA

HARI	SENIN	SELASA	RABU	KAMIS	JUMAT	SABTU	MINGGU
TANGGAL	31 Juli 2023	1 Agustus 2023	2 Agustus 2023	3 Agustus 2023	4 Agustus 2023	5 Agustus 2023	6 Agustus 2023
SEKOLAH	LIBUR	SD 2 Arahan Kidul	LIBUR	SD 4 Arahan Kidul	LIBUR	SD 1 Arahan Kidul	LIBUR
JAM	LIBUR	14.00 – 17.00	LIBUR	14.00 – 17.00	LIBUR	14.00 – 17.00	LIBUR

HARI	SENIN	SELASA	RABU	KAMIS	JUMAT	SABTU	MINGGU
TANGGAL	7 Agustus 2023	8 Agustus 2023	9 Agustus 2023	10 Agustus 2023	11 Agustus 2023	12 Agustus 2023	13 Agustus 2023
SEKOLAH	LIBUR	SD 3 Arahan Kidul	LIBUR	SD 2 Arahan Kidul	LIBUR	SD 4 Arahan Kidul	LIBUR
JAM	LIBUR	14.00 – 17.00	LIBUR	14.00 – 17.00	LIBUR	14.00 – 17.00	LIBUR

Figure 5. Group Learning Schedule
Source: Personal Documentation, 2023

The division of learning materials and tutors was adjusted based on the children's needs; however, a reading and writing tutor was always present at each session, as shown in **Figure 5**. In the English lessons, the children were particularly excited because English is not offered at their schools due to a shortage of teaching staff. Based on the activity outcomes, only about 4 to 8 students from the four schools—who had not yet mastered reading and writing—were willing to attend the group learning sessions. From brief interviews with the children, several reasons were identified for why other students could not participate in the reading sessions, including playing, using mobile phones, attending madrasah, and distance limitations, as Arahan Kidul is the second-largest village in Arahan Subdistrict.

The first problem we encountered among students who had not yet learned to read was that they were not familiar with the alphabet. Therefore, the initial step was to introduce the alphabet and instruct them to write the letters in their notebooks. However, some students had difficulty remembering the alphabet. From the first session to the final one, some students continued to struggle to recall the letters. Additionally, some students struggled with spelling sentences. For students who were not yet fluent in writing, we provided materials consisting of words with dotted lines to guide them through the process. Likewise, for those who had trouble spelling, we supported them with segmented words to aid in pronunciation and recognition.

Students who were already fluent in reading and writing were invited to participate in brief discussions about their interest in reading and writing. Some of them expressed a genuine interest in reading, while others preferred activities such as watching YouTube, playing Mobile Legends, or using TikTok. Furthermore, even among the students who were interested in reading, there was still a lack of comprehension regarding the information they read. Based on this brief observation, it can be concluded that reading and writing interest in Arahan Kidul Village is indeed a critical focus that needs attention from the village government in terms of providing facilities, school support, and family involvement. At the very least, children should be able to read and write as a foundation for their future. Based on the analysis of the problems encountered and the activities carried out, it is evident that students have strong motivation and enthusiasm to improve their skills. However, due to the limited availability of facilities, the program

faced several obstacles and had to rely heavily on whatever resources were available. These activities are illustrated in **Figure 6** and **Figure 7**.



Figure 6. Group Learning Activity
Source: Personal Documentation, 2023



Figure 7. Joint reading and writing guidance activities
Source: Personal Documentation, 2023

Discussion

The Group Learning program was designed to provide motivation and tutoring support to students, as well as to assist the village's human resources in supporting students' education, particularly those who are still struggling with reading and writing. As is widely known, listening and speaking skills can be learned even before entering school, whereas reading and writing are typically developed during formal schooling (Pratiwi, 2020; Sari, 2020). This program is designed to help students acquire knowledge beyond the classroom and foster a spirit of learning as they pursue their future aspirations, thereby motivating them to practice reading and writing independently. It is well understood that reading and writing literacy play a significant role in the learning process (Suandewi *et al.*, 2019). Furthermore, reading and writing skills serve as a fundamental basis for developing broader concepts of literacy (Winoto, 2022).

The presence of this program has encouraged greater support from the community, the village, and families in helping children create a supportive learning environment. A supportive learning environment has a significant impact on a child's ability to respond to and master each learning activity. Learners, especially at a young age, still require a great deal of support, assistance, and guidance to develop their

core values (Yusuf *et al.*, 2023). This is because when children feel that they have a support system in their learning journey, they become more motivated and confident (Dari *et al.*, 2022; Sari, 2018).

CONCLUSION

The village, school, and students responded positively to the activities carried out by KKN-T, students tend to have very high learning motivation, however, the reading and writing interest of elementary school students 1-4 Arahan Kidul is still relatively low, this is due to the lack of facilities such as village libraries or school libraries that can be used as media in joint reading and writing learning activities. During the two weeks of joint learning activities, there has been no change for students who cannot read and write due to the limited estimated time for KKN-T activities. It is hoped that in the future, the village and school will be able to provide innovative learning materials and special educational resources for elementary school students in Arahan Kidul, and continue this activity so that the desired goals can be achieved. Moreover, students can have good reading and writing skills.

AUTHOR'S NOTE

The village authorities, schools, and students responded positively to the activities carried out by the KKN-T program. The students generally showed a high level of motivation to learn; however, the reading and writing interest among students at SD 1-4 Arahan Kidul remains relatively low. This is primarily due to the lack of facilities, such as village libraries or school libraries, that could serve as learning resources for group reading and writing activities. Over the two weeks of the group learning program, there was no significant change among students who had not yet acquired reading and writing skills, primarily due to the limited time frame of the KKN-T program. It is hoped that in the future, both the village and the schools will be able to provide innovations and dedicated learning media for elementary school students in Arahan Kidul, as well as continue this initiative so that the intended goals can be achieved and students can develop adequate reading and writing skills.

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