

**Teacher's Efforts in Improving Reading Literacy with SI PANCA Extracurricular
(Siswa Pandai Membaca) in Elementary School**

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Abstract

Education is crucial for everyone because it emphasises the importance of reading literacy, which is a skill that everyone should possess because it can help people learn new things and gain new insights from their previous reading. The aim of this study is to find out the teacher's efforts in improving reading literacy with the SI PANCA extracurricular (Siswa Pandai Membaca) in classroom. The method used was a qualitative method with a phenomenological design, namely discussing the process and meaning of phenomena as the reality of the subject at *Sekolah Dasar (SD) Muhammadiyah Wonorejo*. Research data was collected using interviews, observation, and documentation. The points in the interview were efforts to increase reading literacy with SI PANCA, factors that influence SI PANCA, and solutions to overcome SI PANCA constraints. Points of observation included the objectives of SI PANCA, plans to improve reading literacy with SI PANCA, SI PANCA plans that help learning, and materials used in SI PANCA that can support the learning process. The results of this study indicated that the extracurricular SI PANCA programme had a great impact on teaching and learning activities because students become fluent readers and are independent readers of material that previously had to be read by the teacher, as well as an increase in reading literacy skills in students both at school and at home. In conclusion, the extracurricular SI PANCA at SD Muhammadiyah Wonorejo is going well with the progress of students' abilities.

Keywords: teacher efforts, reading literacy, extracurricular

INTRODUCTION

Education is very important for everyone; education can develop one's talents and interests. Education can achieve happiness and desire both in one's individual life and in the life of society. As defined by Ki Hajar Dewantara, which means "education is a must for every person because education has the goal of directing all the potential that each person has, so that that person in his life can achieve or obtain safety and happiness in life in his social environment and in his individual environment" (Rohman, 2017). In the world of education, there is literacy. Literacy is an ability that is usually used by someone for an activity related to thinking, writing, and reading that has the aim of increasing one's skills in studying information that has been obtained reflectively and critically, and that person can create something that has never existed from the information that has been obtained (Suyono et al., 2017). Most of the expert opinions consider literacy a human right that must be facilitated for citizens, which means that literacy is the ability to understand, manage, and use information from several contexts (Hartati, 2016). From the theoretical opinion above, literacy skills must be owned by every student to understand, search for, and manage the information obtained, and this ability will be needed in the 21st century through various activities, namely listening, reading, viewing, writing, listening, and speaking.

One of the literacy activities is reading literacy, which has an important role for the advancement of the world of education because reading will get a variety of new information from a text that has been read and can add new insights from reading material. Through reading literacy, students can acquire a lot of new knowledge.

Reading activities carried out at school will be more effective if the school's students have a high interest in reading, but in reality, the Indonesian people's reading interest is still relatively low. According to the Progress in International Reading Literacy Study (PIRLS) survey conducted in 2011, Indonesia is one of the countries that ranks lowest compared to other countries in the literacy skills of its students. Likewise, with first-grade students in reading abilities, there are still many students who can spell and even some who cannot read. This is what requires teachers to pay special attention to students in reading abilities because reading is an initial ability in continuing education at the elementary level. This opinion is in accordance with (Hijjayati et al., 2022) which revealed that there are students who are still spelling, and when sentences are read, students are still confused, even though reading ability is the starting point in further education.

Based on the results of research conducted at SD Muhammadiyah Wonorejo, it was found that reading literacy among first grade students was still relatively low. Low interest in reading is indicated by students who have difficulties with their reading skills, get bored quickly if they find long readings, and are less enthusiastic when asked to read. According to Olivia, she is of the opinion that part of the teaching and learning process is reading (Lani et al., 2017). That is what requires students to familiarize themselves with reading and be obliged to read with the hope that teaching and learning can run optimally. With low reading literacy among first-grade students at Muhammadiyah Wonorejo Elementary School, the teacher has made efforts to increase reading literacy with the SI PANCA activity for first-grade students at Muhammadiyah Wonorejo Elementary School. SI PANCA is carried out in such a way as to improve students' reading skills so that they do not feel burdened or bored and that each student experiences improvement. This is in accordance with the opinion (Dayarni, 2020), which reveals that learning in elementary schools is designed in such a way that children are not bored and are not

burdened, so that the learning atmosphere can be made fun.

The problems discussed in this study were: (1) Implementation of reading literacy through SI PANCA activities for grade 1 students at SD Muhammadiyah Wonorejo; (2) Factors influencing extracurricular activities for SI PANCA; and (3) Solutions to overcome inhibiting factors. The aims of this study were (1) to describe the implementation of SI PANCA, (2) to explain the factors influencing SI PANCA, and (3) to describe the solutions to overcome the inhibiting factors. The benefit of this research is to help students who have difficulties reading and increase reading literacy in first-grade students so as to foster literate students. This research is different from previous research, namely participation or subjects that are different from previous research, namely previous research using high classes while this research uses low classes; besides that, other studies use media and learning methods while this research uses extracurriculars to increase students' reading literacy.

The following is a description of relevant previous research, research from (Gogahu & Prasetyo, 2020) the similarity of previous research with this study is the same the same improves reading literacy but the difference from previous research with this study is that in improving reading literacy previous research used learning media while this study used SI PANCA extracurricular. Relevant research from (Sa'diyah et al., 2022) the similarities between previous research and this study are the same both improve literacy, while the difference between previous research and this study is that previous research used learning strategies while this study used extracurricular activities.

METHOD

This type of research uses qualitative research (Guntur et al., 2019). The aim is to provide an overview of improving reading skills with the SI PANCA extracurricular for first-grade students at Muhammadiyah Elementary School Wonorejo as an effort by teachers to make their students become members of society. Test the validity of the data using source triangulation, namely by utilising several sources to check the data so that a kind of credibility is obtained from the SI PANCA extracurricular companion teachers, class teachers, and the principal of SD Muhammadiyah Wonorejo.

In this research data collection technique used interview. It is one of techniques to get information from several sources or informants, by interacting between the interviewer and the informant. The informants in this study were SI PANCA companion teachers, class teachers, Grade 1 students and the principal of SD Muhammadiyah Wonorejo. Questions like those in the interview included: the establishment of SI PANCA, the purpose of establishing SI PANCA, factors influencing the implementation of SI PANCA, and solutions to overcoming inhibiting factors.

The data analysis technique in this research consisted of three steps of qualitative data analysis: first, data reduction is the stage of collecting all the necessary information from the results of the interviews; then, grouping the data will be carried out. The second presentation of data is the presentation of data that will be used in conducting research, while data that is not needed will be discarded. The third is drawing conclusions with the interpretation of research data, which conclusions will be drawn based on the phenomena that have been obtained.

FINDINGS AND DISCUSSION

Teacher's Efforts to Improve Reading Literacy through SI PANCA (*Siswa Pandai Membaca*).

Someone who has an important role in the world of education is the teacher because the teacher's role affects the success of their students and the teacher has a role in creating the next generation of the nation who has good quality so that they become a new generation to advance each country, this is in accordance with the Republic of Indonesia law number 14 of 2005 regarding teachers and lecturers article 1 paragraph 1, which contains teachers who are professional educators whose main duties are teaching, educating, guiding, training, assessing and evaluating students through early childhood education, formal education, basic education and secondary education, in other words teachers has the responsibility to educate the nation's next generation (Nur & Mannuhung, 2022). From the theory above, the researcher concludes that the teacher is a professional person who imparts the knowledge he has to his students with the goal that his students become intelligent people, and it is hoped that students can achieve their goals according to their wishes. Besides that, the teacher has the task of being able to plan and carry out learning, mentoring, and assessing students.

The role of a teacher is very important in the progress of his students, so the teacher's efforts are important for the progress of his students. Students will be guided, educated, and taught so as to achieve a predetermined goal to increase their abilities. The results of this opinion are in accordance with research from (Rusby, 2017), which reveals that the teacher's efforts are ones that are carried out by the teacher and are shown to his students for the purpose of educating, teaching, guiding, and transferring knowledge to his students based on their abilities and professionalism in order to achieve the goals set.

Table 1. Results of Interview Reading Skills and Reading Literacy Skills

No	Informant	Question	Answer
1.	Headmaster	How are the reading abilities and reading literacy abilities of first grade students?	Still relatively low.
	Classroom teacher		It is still relatively low, and many students have difficulty with their reading skills.
	Extracurricular companion teacher		Many first-grade students still have difficulties reading and need special assistance to become more proficient in reading.
	Student		Some students are proficient at reading, and some have difficulty reading.
2.	Headmaster, class teacher, extracurricular companion teacher	What efforts have been made to improve reading skills?	By establishing SI PANCA

From the results of the interview above, the reading ability of first grade students at SD Muhammadiyah Wonorejo is still relatively low, which is indicated by the presence of first grade students who have difficulties with reading skills and need assistance when learning involves reading skills. Whereas, in fact, if students' low reading skills have a negative impact on their future due to low interest in reading cause there is a lack of new ideas submitted by students, as well as a lack of achievements and works created by students. In addition, students will find it difficult if they face a problem due to a lack of knowledge. The results of this opinion are in accordance with research (Nurhaidah, 2016),

which revealed that the impact of low reading interest resulted in a lack of ideas and opinions in arguing and an inability to solve problems in political, economic, and cultural issues as long as human resources were less competitive.

SI PANCA is an effort that is carried out thoroughly and continuously at SD Muhammadiyah Wonorejo, as shown in Table 2.

Table 2. Result of Interview about SI PANCA

No	Informant	Question	Answer
1.	Headmaster, teacher, extracurricular companion teacher	When was SI PANCA founded?	in October 2021
2.	Headmaster Teacher Extracurricular companion teacher	What does SI PANCA mean?	Extracurriculars to improve students' reading and literacy skills Extracurriculars to improve students' reading skills and to make students literate individuals with reading habits. This is an abbreviation of Siswa Pandai Membaca. The established goal is to improve students' reading skills as well as reading literacy skills in a relaxed way.

The existence of the teacher's efforts is one of the most important factors in the progress of their students. Students will be guided, educated, and taught so as to achieve a predetermined goal to increase their abilities. The results of this opinion are in accordance with research from Rusby (2017), which reveals that teacher efforts are things that are done by teachers and shown to their students with the aim of educating, teaching, guiding, and transferring knowledge to students based on their abilities and professionalism in order to achieve the goals that have been set. From the results of the interview above, the Muhammadiyah Elementary School teacher in Wonorejo seeks a way to make first-grade students improve reading skills and increase reading literacy skills evenly for both class A and class B by presenting SI PANCA, which stands for students who are good at reading and was established in October 2021. SI PANCA runs in an organized manner in order to achieve the goals set. In accordance with the opinion of experts, extracurricular activities are an educational program whose implementation is not specified in the curriculum. Even though the implementation is not specified in the curriculum, extracurricular activities have an organized schedule of activities in their implementation. Extracurricular activities aim to ensure that students in a school have the ability to develop their potential, developing the ability to communicate with others as well as the ability to work with others (Damanik, 2014).

SI PANCA had a special teacher to teach first grade students; the teacher was brought in to focus on improving reading skills and reading literacy skills in first grade students. During the course of this extracurricular, it had the support of both the school community and the students' parents, who were very grateful for the establishment of SI PANCA because it can help improve abilities and can provide benefits in facilitating teaching and learning activities because reading ability is an important ability that every person must have. This result is in accordance with the opinion (Nurhaidah, 2016), which

states that reading is the most important ability in life because the learning process is based on reading ability.

Literacy movement can foster character in students so that students have good character in accordance with life, and Students are expected to be accustomed to implementing reading literacy activities to provide provisions for the future, because by reading students can broaden their knowledge. The results of the research are in accordance with research (Dwi Anggraeni, 2019), which reveals that the literacy movement carried out in schools is an effort that is implemented as a whole to make schools a learning organization that has the goal of making Indonesian citizens literate for life through the public. SI PANCA activity implementation schedule to be organized as Table 3

Table 3. Schedule of Extracurricular Implementation in SI PANCA

No	Teacher's Name	Day	Time	Class
1.	Nur Achmad Sholikhin	Monday to Friday	07.00-11.00 (During class hours)	WIB 1A (students who still have reading difficulties)
2.	Nur Achmad Sholikhin	Saturday	07.00-10.00	WIB 1A
3.	Ummu Hani'	Monday to Friday	07.00-11.00 (During class hours)	WIB 1B (students who still have reading difficulties)
4.	Ummu Hani'	Saturday	07.00-10.00	WIB 1B

Carried out for 15 minutes in between class hours, starting from 07.00 to 11.00 WIB. Participants who take part in SI PANCA activities every day are as many as two to three students, where the participants are taken from students who still have difficulties in reading. The extracurricular assistant teacher will train these students until they have no difficulty reading privately, so that these students can take part in SI PANCA activities on Saturdays with improved reading skills. The activity on Saturday is reading together, then students will be appointed one by one so that their focus remains on reading. Students who are not appointed are asked to listen to their friends because after reading, students are given several questions to find out their understanding of the reading they have read and check their focus. student. On Saturday, the participants in SI PANCA were all 30 students from classes 1A and 1B. Because SI PANCA activities are carried out in two classes, SI PANCA companion teacher also has two teachers. development of both reading skills and increased reading literacy. SI PANCA companion is for class 1A, taught by Nur Achmad Sholikhin, while class 1B is taught by Umm Hani'.

Even though the teacher is different for each class, the implementation and extracurricular goals remain the same. In implementing SI PANCA activities, the teacher uses student textbooks, and sometimes the teacher prepares the media that the teacher has made so that the implementation is not boring. It is hoped that the material from the teacher implementing extracurriculars will be more varied. The use of varied media can improve the quality of student learning; if the implementation is monotonous, students will get bored easily. This is in accordance with expert opinion (Nadlah, 2011) that varied learning media can improve the quality of learning. The efforts of SI PANCA teachers are carried out in a relaxed manner so that students are not tired or exhausted.

The results of the observations below are in Table 4 to strengthen research results in the implementation of SI PANCA by having indicators that must be met, such as having

goals or not in extracurricular implementation and whether or not SI PANCA has been carried out in accordance with the objectives. Whether the ability of students has increased or not Assist in teaching and learning activities or not. The material used in extracurricular activities can support learning or not.

Table 4 Observation

No	Indicators	Question	
		Yes	No
1.	SI PANCA extracurricular goals are clear	V	
2.	The SI PANCA extracurricular plan increases reading literacy	V	
3.	SI PANCA extracurricular plans can help the student learning process	V	
4.	The materials used in the SI PANCA extracurricular can support the learning process	V	

From the observation data above, it is clear that all extracurricular indicators for SI PANCA have been implemented so that the extracurricular runs well. The goal of increasing reading literacy is achieved. Observation techniques are the basic techniques of qualitative research, and the results of observational research can support the success of the research. This opinion is in accordance (Hasanah, 2017) with what reveals that observation is the fundamental basis of all qualitative data collection methods.

Based on the results of the research that has been carried out, students have made progress after participating in SI PANCA, namely that their reading skills have increased and their reading literacy skills have increased. From the results of the interviews and observations, it appears that the reading literacy skills of first grade students have increased even at home. These results are in accordance with the classroom teacher interviews, in which many parents of students reported progress in reading literacy, while at home they also experienced an increase marked by students asking for books. new books to read. The benefits of participating in SI PANCA have a great impact on teaching and learning activities because by participating in the extracurricular, students become fluent in reading so that the class teacher can easily convey material, and students become independent because previously, students had to read material by the teacher during teaching and learning activities, but after participating in the extracurricular, students can read the material on their own.

Factors Affecting Reading Literacy

Supporting factors

Based on the results of interviews and observations conducted at SD Muhammadiyah Wonorejo, information was obtained that in the implementation of the PANCA SI extracurricular, there were supporting factors so that the PANCA SI extracurricular would run. There are several factors that greatly affect the smooth running of an extracurricular in order to achieve a predetermined goal.

The teacher's efforts.

The teacher makes every effort to ensure that SI PANCA is well-received by the students and that they do not get bored easily. Both extracurricular companion teachers, class teachers, and school principals hope that by participating in this extracurricular, students will make progress in both reading ability and reading literacy, so accompanying teachers must be able to make teaching as interesting as possible so that children can make

progress. The results of the study are in accordance with the opinion (Kartikasari, 2022), which states that the success of the literacy movement in schools depends on the school community that supports it. One of them is the teacher, whose role greatly influences the running of school literacy activities.



Figure 1. Use of Pictorial Media

From the Figure 1, it showed the use of pictorial media in the form of power points so that in the implementation of SI PANCA activities, it can run interestingly and not be monotonous so that students do not get bored easily.

The facilities and infrastructure factor in SI PANCA: this factor has an important role in the implementation of this extracurricular, such as a comfortable place for implementation and a variety of reading books that can support this extracurricular in achieving the goals that have been set. The results of this study are in accordance with the opinion (Tri Yunianika, 2019), which states that the procurement of reading materials is a factor in the progress or failure of literacy improvement programmes.



Figure 2. A Comfortable Classroom

Supporting factor for SI PANCA, namely a comfortable place to carry out activities so that SI PANCA can be carried out smoothly.



Figure 3. School Library

From Figure 3, it showed a school library that provides several varied reading books to facilitate SI PANCA activities, so in addition to textbooks, there are several reading books in the library for use in SI PANCA activities.

Factors from parents

Factors from parents is like parental support at home Apart from participating in SI PANCA to improve reading skills and increase reading literacy in students, the role of parents is also important to the success of these students in ways such as listening to students' reading while at home and buying books for various readings. The results of this study are in accordance with the opinion (Putri et al., 2021), which states that full support parents of students will fully support all positive activities in implementing the reading literacy movement for students.

Inhibiting factor

From the results of observations and interviews that have been carried out at SD Muhammadiyah Wonorejo, it appears that there are factors inhibiting the implementation of the SI PANCA. In the implementation of the SI PANCA extracurricular program at SD Muhammadiyah Wonorejo to improve reading skills and interest in reading does not always run smoothly. as for the inhibiting factors in the implementation of the SI PANCA extracurricular program are as follows.

Table 5. Interview from informant

No	Question	Informant	Respond
1.	Are there any inhibiting factors in the implementation of SI PANCA extracurricular activities?	Informant 1	- Low interest in reading - Different abilities of children - Easily bored - cries easily
		Informant 2	- Children's reading awareness is still low - The ability of one child to another is different - Students' focus often shifts -The fear of being left behind by other friends and finally crying

From the table in interview above, it can be stated that the implementation SI PANCA in the following points.

- 1). Students' interest. Students' interest in reading is still low, especially with reading that is not illustrated, so that students are easily bored and not interested in reading books

in which there is only writing, and this extracurricular is carried out in low grade students, so student awareness of the importance of reading is not yet embedded in these students. Therefore, the teacher has a very big responsibility to make his students interested in reading so that they have the habit of reading from an early age and make their students fond of reading. The results of research that are relevant to the opinion (Putri et al., 2021) reveal that interest in reading in students is seen as high curiosity. This is because students are used to reading, and awareness of reading in students is very important. Students who have an awareness of reading will have very broad knowledge.

- 2). Differences in the abilities of students who take part in SI PANCA, which requires the teacher to check the abilities of the students one by one so that all students can achieve the objectives of SI PANCA. The results of the research are relevant to the opinion (Rohman, 2017), which reveals that abilities in students have different stages of development from one child to another.
- 3). The condition of students who are easily bored, especially in first grade, and the attention of students who move easily make the teacher have to provide learning motivation for students and provide distractions every time students get bored. The results of the research are relevant to the opinion (Rohman, 2017), which reveals that the condition of students who are easily bored is because the learning delivered by the teacher is monotonous and only centred on the teacher. This makes students easily bored.
- 4). The fear of students when they are left behind with their friends, and students will often cry when participating in the SI PANCA extracurricular. The results of research that is relevant to opinion (Rohman, 2017) suggest that the abilities of each student in a school cannot be equated because students are different from each other and their abilities are different from one another.

Solutions to Overcome SI PANCA Problems

To overcome the problem faced in the classroom, there are some solutions by implementing SI PANCA in the following points.

- 1) Because of the low interest of students in reading, extracurricular assistant teachers always provide motivation and convey the benefits that can be obtained if they are diligent in reading, and students are trained little by little to read non-illustrated text so that they get used to it. By providing motivation to students, we can increase their confidence to always try to achieve a predetermined goal. In accordance with the results of research (Irma Nursalina & Esti Budiningsih, 2014), which states that students who are motivated will achieve and expect success, while students who are not motivated have a tendency to fail or can be said to have difficulty achieving achievements.



Figure 4. Providing Motivation

From the Figure 4, it showed about providing motivation and enthusiasm for students to read diligently, so that reading literacy in students has increased.

- 2). The extracurricular assistant teacher is aware that the abilities of his students are not the same as one another, so the teacher carries out periodic checks to determine the abilities of each student. In accordance with relevant research (Guntur et al., 2019), which reveals that the effectiveness of learning is uncertain if a lesson has no evaluation.



Figure 5. Checking on students

From the Figure 5, it showed about the teacher's activity of checking and evaluating each student so that the teacher knows the progress of his students.

- 3). Because the implementation of SI PANCA activities is carried out for low-grade students, namely in first grade, where students get bored easily and lack focus, the teacher has a solution for this problem, namely interspersing storytelling from both students and teachers alternately. Besides being able to eliminate boredom in students by telling stories, the teacher can provide important information related to the material being studied. In accordance with the relevant opinion (Nurul Azminah Surhartini, 2018), which revealed that storytelling is one of the ways of providing learning experiences, the stories conveyed by the teacher must be in accordance with educational goals so that learning is more interesting and invites students' attention. In addition to eliminating boredom and conveying material or information, storytelling can provide advice to students in a fun and wise way.



Figure 6. Telling stories

From the Figure 6, it showed about a distraction activity to restore student focus so that it can eliminate boredom in students, namely in the form of alternating storytelling activities, both from students and from the teacher.

- 4). For students who cry easily if they feel they can't or are left behind by their friends, the solution used is to provide motivation and enthusiasm that they can and don't need to be afraid of being left behind by their friends. If they try, they won't be left behind. The results of the research are relevant to the opinion (Manizar, 2015), which reveals that by giving motivation to students that every student has curiosity and the teacher provides reinforcement, students can certainly increase their confidence in achieving learning goals.



Figure 7. Giving motivation and enthusiasm.

From the Figure 77 it showed about an approach for students who cry while participating in SI PANCA and are given motivation and enthusiasm.

CONCLUSION

Based on the research that has been presented from the results of research conducted at SD Muhammadiyah Wonorejo regarding teacher efforts to improve reading literacy with SI PANCA in elementary schools, it can be concluded that there is an increase in the ability of first grade students after participating in SI PANCA, which is

carried out every day for 15 minutes In between lessons. As many as 2 to 3 students who have reading difficulties will take part in SI PANCA and will be taught privately so that they become fluent in reading skills. For children who are not called upon to participate in SI PANCA privately, the child is categorised as a child who is fluent in reading. But the implementation on Saturday is mandatory for all students from classes A and B, each class of 30 students, because the activities on Saturday contain reading activities together, and then students will be appointed one by one in turn to read, while students who are not appointed will keep listening to the reading because at the end of the meeting, they will be asked questions to find out students' understanding and focus of the reading that has been read. The inhibiting factors in the implementation of SI PANCA are the low interest in reading among students, differences in the ability of each student, students who get bored easily, and the fear of students being left behind by their friends. The solution to overcoming the inhibiting factors is to provide motivation and an understanding of the importance of reading, carry out periodic checks, and intersperse activities by telling stories from both the teacher and students in turn, encouraging them that they can and do not need to be afraid of being left behind. For the next researchers, it is suggested that the use of SI PANCA can be applied to check their reading speed improvement as one of caterogy for evaluating students' literacy skills.

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