ENHANCEMENT LEARNING AKSI PLATFORM READING LITERACY OF ELEMENTARY STUDENTS

Muhammad Faisal[1], Latri Aras[2], Winda Tri Astuti Rahman[3]
Faculty of Science Education, Universitas Negeri Makassar
Jalan Tamalate, Makassar, Sulawesi Selatan, Indonesia
Corresponding author: muhfaisal77@gmail.com

Abstract: This research is experimental research that aims to find out: a description of the usage platform AKSI (Advance Knowledge and Skills for Sustainable Growth in Indonesia) for learning and improving students' reading literacy. This type of research is called Quasi-Experimental Design using the design Nonequivalent Control Group. The sample in this study amounted to 63 people. Research data collection techniques used are observation, tests, and documentation. Data analysis techniques use descriptive and inferential techniques. The results of the descriptive analysis show that platform AKSI learning was carried out very well and student activity in the learning process was also very good. As for the student's reading literacy skills, the results of the posttest in the experimental class showed a fairly high category of reading literacy ability. Based on the results of inferential statistical analysis, P = 0.002 is smaller than α = 0.05. Based on this it can be concluded that there is an influence of platform learning from AKSI on increasing reading literacy for class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar.

Keywords: AKSI platforms, literacy, read

The era of the industrial revolution 4.0 was marked by the existence of technology which became an integral part of human life. In the World Economic Forum, it is stated that as many as 65% of children who are in primary school now will later work in a sector of work that did not exist before. This means that humans in the future will apply their knowledge in unpredictable and evolving circumstances (Cannon, 2018). Based on this statement, a movement is needed to realize change based on a new order in the era of the industrial revolution 4.0 which greatly influences every human being.

One of the provisions or prerequisites for realizing Life Skills 21 is literacy skills, especially reading literacy (Law & Stock, 2017). The reading literacy ability of elementary school students from the start will be a big asset for the development of interest and reading habits. Interests and reading habits can lead to the ideals of the nation (Young et al., 2020). The habit of reading is the key for a nation to progress, to become a culture by being

taught and having a disciplinary process. This habit eventually becomes culture, then becomes civilization.

The literacy rate in Indonesia is still low. Based on the results of the Indonesian literacy assessment seen from the OECD program, namely PISA (Programme for International Student Assessment) which always improves the results of its survey every three years. As a result, Indonesia is ranked 62nd out of 70 countries concerning literacy levels or is in the bottom 10 countries with low literacy levels (Kaltsum et al., 2021). Based on this, culturally Indonesian people do not yet have a high reading literacy culture.

Even with literacy, students can implement learning success and use different sources of information that can make, analyze, and evaluate information correctly (Falconer et al., 2011). The more information that is obtained, the quality of human resources will also increase (Pieterse et al., 2018). YYang & Tseng, (2021) that one of the keys to success in the progress of the country and improving the quality of human resources is through reading. Therefore, it is clear that the development of reading literacy skills of elementary school students from the start is very important to receive attention.

Reading literacy skills can be trained at school, in this case, the teacher plays an important role in instilling students' literacy skills at the elementary school level. Based on the results of a study conducted by (Tangkakarn & Gampper, 2020) it was found that students' low reading literacy was due to the lack of media used by teachers and led to student's disinterest in reading literacy. Instilling reading literacy skills certainly requires quality and diverse facilities, tools, and resources adapted to a 21st-century education.

One strategy that can be used by teachers to generate students' interest in reading literacy is to use appropriate and interesting learning media. (Gedik & Akyol, 2022) say that the learning process will be more interesting with learning media that combines displays with various image and animation features. Images and animations can be developed through technology optimization, one of which is based on learning media digital.

Many ways can be done in the current era to improve students' reading literacy skills, including by utilizing learning media in the form of learning platforms. The learning platform is an online learning media, namely media that uses a controller as a complement to the needs so that users can access it according to their needs (Yus, 2021). The advantage of the learning platform is that it can be used and carried out independently by students so which is able to improve the student learning experience (Nurdin, 2017). The effectiveness of using platform learning is shown by students being able to access it at any time so that it is considered capable of sharpening students' memories of the lesson they are studying.

Thus, the learning platform is a digital container that can be used by teachers as a tool for carrying out learning. The learning platform contains teaching and evaluation materials that are easy to obtain and use. Learning platforms can be used independently in various places, both at school and at home. One of the learning platforms that can be utilized by elementary school teachers to develop students' reading literacy is the platform AKSI. In this regard, The Director of Middle Education and Special Education Teachers (Kemendikbud, 2022) said that teachers must be able to effectively provide learning that is fun, meaningful, and has an impact on children's absorption, therefore this is independent teaching can provide facilities that can be used by teachers to realize liberating learning.

Platform AKSI learning can be used independently online or offline. Platform It consists of two types of reading texts, namely: (1) informational texts, where readers can obtain facts, data, and information in the framework of developing scientific insights and knowledge, (2) literary texts, where readers are given the experience of obtaining entertainment, enjoying stories, and do contemplation to live up to the problems of life offered by the author. By using platform AKSI, students are not only given reading texts and then read them but contain direct practice when students read texts that are packed with interactive features, colorful displays, and pictures appropriate to elementary school age, so students don't get bored when using them. Apart from being used as digital reading material for students, platform learning AKSI can also be used as an exercise for grade IV students to prepare for the Minimum

Competency Assessment (AKM) because it can train students' thinking and reading exercises. Based on the explanation above, a study was conducted to determine the effect of platform learning from AKSI on increasing reading literacy for class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar.

METHOD

This study uses a quantitative approach (Gergen, 2015). The type of research used is experimental research. The form of experimental research used is Quasi-Experimental Design which involved two classes in the study, namely the experimental class and the control class.

The research design used in this study isNonquivalent Control Group Design. This study was used to compare 2 classes, namely the experimental class which was given treatment, and the control class which was not given treatment. The research begins by giving an initial test (pretest) to the experimental and control classes. Then the treatment (treatment) is only in the experimental class while the control class usually learns. This research ended by administering a final test (posttest) for the experimental class and control class.

Table 1. Research Design Nonquivalent Control Group Design

Class	Pretest	Treatment	Posttest
R_1	O_1	X_1	O_3
R_2	O_2	X_2	O_4

Information:
R_1: Experimental class.
R_2: Control class.
O_1: Pretest experimental class.
O_2: Pretest control class.
O_3: Posttest experimental class.
O_4: Posttest control class.
X_1: Treatment (treatment) by using the platform learn AKSI.
X_2: Without using the platform AKSI.

The population in this study were students of class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar consisting of class IV A (totaling 32 students) and class IV B (totaling 31 students). So, the number of samples used was 63 people. The sampling technique used in this study is

technique non-probability sampling namely technique sampling purposive. Class IV B is used as an experimental class using platform learning AKSI and class IV A was used as the control class. The consideration for taking the subject is that students of class IV B have adequate facilities. The number of students who have cell phones is more than class IV A, so it is considered capable of using the platform AKSI in the learning process.

This research was carried out in two stages, namely the preparation stage and the implementation stage. Data were collected by observation and test techniques. Data collection by observation is by using an observation sheet filled out by the observer to obtain implementation-related data platform AKSI learning by the teacher during learning and student activities during the learning process. While the test is used to collect data both before treatment and after treatment. The tests in this study were written tests in the form of multiple-choice questions, complex multiple-choice questions, matching, short entries, and made descriptions. Documentation is a data collection technique used to collect information to support completeness in research such as pictures of the implementation of the learning process, test sheets, and student attendance lists.

The type of parametric statistics used in this study are independent Samplet-test. Independently, the sample t-test is used to test whether there is a significant difference between the two different variants/groups. For the normality test used test Shapiro-Wilk. The homogeneity of variance test was carried out using the test Levene. The research data were analyzed using the program IBM SPPS Statistic Version 25.

Table 2. Literacy Improvement Categories

Category	Mark
Height	>80,49
Currently	71,15 – 80,49
Low	<71,15

FINDINGS AND DISCUSSIONS

Findings

Following the objectives of this research, three research results will be described, namely:

an overview of usage platform learning AKSI, and increasing students' reading literacy in class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar. The research results are described as follows:

Platform AKSI

The learning process uses a learning media platform learning AKSI in the Indonesian language subject class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar was held in two meetings. Implementation of learning by using the AKSI learning platform is carried out in stages online. This is in line with the short guide to running an Application issued by the Ministry of Education and Culture. platform AKSI learning in the learning process can be implemented in the form of online or offline. Educators are free to determine what they want to use platform learning AKSI in form online or offline. But in use, it must be adjusted to the characteristics of students and the availability of facilities.

The stages of implementing learning are carried out following the steps that need to be considered before using the platform AKSI (according to the learning steps issued by the Ministry of Education and Culture in 2021). The learning steps are preparation, implementation, and follow-up.

Based on the results of good observations of the implementation of learning using the AKSI platform as well as the results of observations of student activities during learning it was found that the results of the percentage of implementation of learning using the platform AKSI go very well. The curiosity and enthusiasm of students to take part in learning by reading texts and when doing assessments seemed very enthusiastic. In addition, students dare to ask if they are not understood. An interesting thing found was the emergence of a sense of empathy between students to help each other if there are students who have difficulty accessing and using it platform AKSI. The results of observing the implementation of learning using the platform AKSI learning can be seen:

Table 3. Learning to Use Platform AKSI

	Teacher Observation		Student Observation	
	Learning 1	Learning 2	Learning 1	Learning 2
Acquisition Score/ Max Score	Nov-15	14/15	Des-15	14/15
Total Percentage	73,33%	93,33%	80,00%	93,33%
Category	Good	Very good	Good	Very good

The data shows that the use of platform learning AKSI in the first lesson its implementation and student activity were in a good category. Meanwhile, in the second study, it was shown that the results of observations of teachers and students increased to 93.33% (very good category).

Increasing Students' Reading Literacy

The description of students' reading literacy skills is based on the results of descriptive analysis of the data pretest experimental and control class. The results of the descriptive analysis of the data results pretest experimental and control classes can be seen in Table 4.

Table 4. Descriptive Analysis Results Pretest Reading Literacy Ability

Descriptive Satistics	Statistical Value	
	Experiment Class	Control Class
Number of Samples	32	31
Lowest Value	47	41

Continued Table 4.

The Highest Score	76	82
Rates (Mean)	58,94	61,55
Standard Deviation	8,890	12,061

Based on Table 4 does not show a significant difference in the initial conditions of reading literacy levels between the experimental class and the control class. Thus, the mean value and standard deviation between the experimental class and the control class are almost the same. The data frequency percentage of results pretest experimental and control classes can be see:

Table 5. Percentage of Frequency of Outcome Data Categories Pretest

No	Interval Value	Category	Experiment Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1.	> 80,49	Height	0	0%	1	3%
2.	71,15 – 80,49	Currently	5	16%	10	32%
3.	<71,15	Low	27	84%	20	65%
		Amount	32	100%	31	100%

The data shows that the results of the pretest reading literacy skills in the experimental class and control class were dominated by students who were in the low category in terms of reading literacy, namely 75% of 63 students. As for the data analysis results from the posttest, the reading literacy skills of experimental and control class students can be seen below:

Table 6. Descriptive Analysis ResultsPosttest Reading Literacy Ability

Descriptive Statistics	Statistical Value	
	Experiment Class	Control Class
Number of Samples	32	31
Lowest Value	71	59
The Highest Score	94	94
Rates (Mean)	84,50	78,23
Standard Deviation	6.658	8,853

These data indicate that there are differences in the level of reading literacy skills between the experimental class and the control class. This can be seen in the average value of the experimental class of 84.50 which is higher than that of the control class of 78.23 which has a difference of 6.27. While the percentage of data frequency from the results of posttest experimental and control classes can be seen in Table 7.

Table 7. Percentage of Frequency of Outcome Data Categories Posttest

No	Interval Value	Category	Experiment Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1.	> 80,49	Height	26	81%	15	48%
2.	71,15 – 80,49	Currently	6	19%	13	42%
3.	<71,15	Low	0	0%	3	10%
		Amount	32	100%	31	100%

Table 7 shows that the results posttest the literacy skills of the experimental class and control class students were dominated by students who were in the high category in terms of reading literacy, namely 65% of 63 students. The comparison of students' reading literacy skills between the experimental class and the control class can be seen in Table 8 below.

Table 8. Comparison of Average Values Pretest and Posttest

Class	Pretest	Posttest
Experiment	58,94	84,5
	Low	Height
Control	61,55	78,23
	Low	Currently

From the results of this analysis, it can be concluded that a significant change in value occurred in the experimental class from the low category to the high category with an increase of 25.56. Whereas in the control class, there was no significant change in the value pretest and posttest in the low category it only reached the medium category with an increase in value of only 16.68.

This research about the use of platform learning AKSI to increase reading literacy of class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar was carried out by a hypothetical test, first carried out an assumption test, namely the normality test and homogeneity test. Normality test pretest and posttest the results of reading literacy skills in the experimental and control classes were used as a testShapiro-Wilk with the results of all data normally distributed. Furthermore, the homogeneity test between the pretest and posttest experimental and control classes using test Levene's. The results show that the two data are homogeneous.

Then do the test independent sample t-test pretest experimental class and control class to test the results pretest experimental class control class. Data is categorized as having a difference if the significance is <0.05. Conversely, if the significance value is > 0.05, the data is said to have no difference. Test results independent sample t-test pretest the experimental class and the control class can be seen in Table 9.

Table 9. Data Platform Learning AKSI To Increase Reading Literacy Of Class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar

Data	t	df	Say (2-tailed)	Information
Pretest Class Experiment	-980	61	0,331	0.331 > 0.05 = no difference and class control

Obtained test results independent sample t-test Sig (2-tailed) from pretest experimental class and control class of 0.331 where Sig (2-tailed) is greater than 0.05. So, it can be said that there was no difference between the experimental class and the control class in students' reading literacy skills before the use of the learning process platform.

To find out the differences in students' reading literacy abilities after being given treatment or treatment in the form of using platform AKSI in the experimental class in the learning process and do not use the platform in the control class in the learning process was tested independent sample t-test posttest experimental class and class control. Results of the test independent sample t-test mark posttest experimental class and control class can be seen in Table 10.

Table 10. The Data Differences In Students' Eeading Literacy Abilities After Being Given Treatment Or Treatment In The Form Of Using Platform AKSI

Data	t	df	Say (2-tailed)	Information
Posttest Class Experiment	3,186	61	0,002	0.002 <0.05 = no difference and class control

Table 10 shows that based on the test independent sample t-test mark posttest experimental class and control class that is obtained Sig (2-tailed) of 0.002 <0.005. Thus, there are differences in the results of students' reading literacy skills between the given experimental classes' treatment or treatment in the form of the use of the platform in the learning process with a control class that does not use the platform AKSI in the learning process. Based on this, it can be concluded that there is an influence of the platform AKSI toward increasing students' reading literacy.

Discussions

Based on the description, the results of the study show that the development of that there is something new, namely international adaptation discourse. Platform AKSI (Indonesian Student Competency Assessment) is a digital-based media. This innovative learning media using the AKSI application on initial data collection, planning, model development, and model feasibility testing. The data collection stage has obtained information related to the form of deaf language disorder. One of the factors that led to an increase in students' reading literacy was due to the use of platform new learning which raises the interest or motivation of students to read. This is following one of the conclusions of the research results that the factors that affect students' reading literacy are high curiosity about facts, theories, principles, knowledge, and information, as well as a more conducive social environment (Kirkwood, 2012). In line with that finding, technology as a digital medium has benefits to motivate elementary school students to learn (Kurt, 2013). The most important benefit of digital media is to increase student learning motivation.

AKSI is a digital reading application developed by the Center for Assessment and Learning, Balitbangbuk, Kemdikbud is a platform enriched with local discourse and international adaptation discourse (from the PIRLS study). Thus, students do not only feel interested because the discourses presented are discourses related to their lives or local wealth-themed discourses, but students also feel that there is something new, namely international adaptation discourse. Platform AKSI (Indonesian Student Competency Assessment) is a digital-based media in the form of an assessment module that can be operated with a computer or mobile phone which aims to hone the literacy skills of elementary and junior high school students who are expected to have impact on reducing problems emerging in connection with literacy problems so that students are expected to be able to contribute in their environment.

The use of innovative learning media using the AKSI application will assist teachers in conveying subject matter to students. Learning media is needed to channel messages and information in a variety of ways to make it easier for students to understand what is conveyed by the teacher. In this regard, for a teacher, learning media helps the learning process because it can increase students' interest in the learning process so that the level of understanding of students can increase (Bahari, 2022).

Thus, the platform AKSI learning can be used as an effective learning medium to stimulate students' reading literacy skills in an interactive and fun way. Besides being effective, platform AKSI learning can be obtained easily online or offline so that it can be used for a long time. This application can help teachers and parents to stimulate children's language development in reading skills through understanding various interesting discourses and accompanied by practice questions. Not only that, but this application can also be used as basic literacy in children, both reading literacy and digital literacy.

CONCLUSION

Based on the research results that have been Based on the results of research that has been done, it can be concluded that the use of platform AKSI in the experimental class was carried out very well according to the steps. In addition, it was found that there was an increase in the reading literacy of students who were taught by using the platform compared to students who were taught not to use the platform AKSI. Conversely, if the significance value is > 0.05, the data is said to have no difference. So that it can be said that the experimental class and the control class had no difference in students' reading literacy skills before the use of the learning process platform. In addition, based on the test independent sample t-test mark posttest experimental class and control class that is obtained Sig (2-tailed) of 0.002 <0.005. Thus, there are differences in the results of students' reading literacy skills between the given experimental classes treatment or treatment in the form of use of the platform in the learning process with a control class that does not use platform AKSI in the learning process.

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