



School Literacy Movement in the Industrial Revolution Era 4.0 in Building Speed Reading Skills

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Abstract. The low reading interest in Indonesia is a reason why the School Literacy Movement (GLS) is urgent to face of the industrial revolution 4.0 which is an all-digital era. Read quickly ability give effect in competition at the global level so GLS is needed in order to increasing of student's reading speed ability. This research is aimed to get knows the effect of GLS on students' reading speed at SDN Karapyak 1. This research was conducted in semester 1 started from July to December academic year 2018/2019. Research approval is a descriptive qualitative discussion. The sample of the research is 74 students of grade IV. Data collection by KPM test (speed reading per minute). Based on the first KPM test, only 4 students (5.4%) gets grades above the KPM standard, after treats by the GLS program in the second test, around 54 students (73%) gets grades above the KPM standard, as allocated 67, 6%. So that the School Literacy Movement Program can improve reading skills of fourth grade students in elementary schools Karapyak 1.

Keywords : School Literasi Movement, Speed Reading Skills, Industrial Revolution 4.0, KPM

INTRODUCTION ~ The low literacy culture in Indonesia can be measured from the ability and reading skills, based on a survey by TIMSS and PIRLS (Mullis et al, 2012: 38-40) shows that the reading level of comprehension of grade IV elementary school students in Indonesia only reaches score 428, at below the average international score of 500. This shows that the reading ability of students in Indonesia is still low compared the other countries. Therefore educational institutions such as schools must play a role in fostering literacy culture.

Several factors cause the literacy still low are : (1) socio-economic situation of the family; (2) communication and guidance for children at an early age; (3) communication and tutoring during the school period; (4) facilities / collection of reading books at home; (5) mobile, computer, television facilities; (6) gender;

(7) the relationship between family, school and community; and (8) the use of strategies / models in learning to read (Nirmala, dkk. 2018).

To complete the problems, the literacy movement is needed in the world of education. Literacy Movement is a social movement with collaborative support from various elements such as students, teachers, school principals, education staff, school supervisors, school committees, parents / guardians of students. One of efforts is student reading habits. This habituation is carried out with a 15-minute reading activity before learning.

In learning in schools, literacy is very closely related to language skills and reading skills, language literacy focuses on developing the basic skills of individuals to understand and use language skills, such as speaking and reading skills as an integral part



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(Rahman & Nastiti, 2018; Rahman & Sopandi, et al, 2018). Meanwhile, reading literacy is one of the six basic literacies that students need to master. The students literacy ability is related to understand information analytically, critically, and reflectively, so that literacy culture needs to be instilled in childhood (Rahman, 2017 : 1).

Literacy is someone dynamic skill who can develop basic abilities in the form of language aspects skills which are used to improve the ability to understand, interpret, analyze, assess, and use their reasoning towards reading texts. Literacy is developed through a critical and creative understanding of knowledge related to the development of the environment and the accompanying science, so that it is made as an integrated and integrated skill in attitudes, behaviors and broad insights (Rahman, dkk. 2019).

In (Rahman, dkk. 2018) the School Literacy Movement will not run if students as one of the important components in literacy do not yet have basic reading skills. In order to improve in participation and engagement in the midst of globalization, it is necessary to focus on three main things, namely basic literacy, competence, and character quality. Basic literacy is needed to be the axis of our education (1) reading literacy, (2) numeracy literacy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, and (6) cultural and citizenship literacy.

Entering the industrial revolution 4.0 the literacy skills of citizens are urgently needed and schools are the main place in preparing Indonesia's future generations (Suwardana, 2018). The industrial revolution 4.0 is a trend in the industrial world that combines automation technology with cyber technology. This trend has changed many areas of human life, including the economy, the world of work, and even the lifestyle of human beings themselves. In short, Revolution 4.0 instills intelligent technology that can be connected with various fields of human life (Harahap, 2019). Humans and machines are aligned to get solutions, solve problems and of course find new innovation possibilities (Wulandari, dkk. 2019).

The 4.0 industrial revolution changed the concept of old literacy into new literacy. New literacy is related to one's literacy to read data, use technology, and improve self-quality (Rahman, et al., 2018). The term that integrates cyber technology both physically and not into learning, and as a phenomenon that responds to the needs of the fourth industrial revolution. Basic education to higher education, adjusting the education curriculum with the challenges and needs of the current era. A curriculum that opens access for millennials to gain knowledge and training to become competitive and productive workers. In the face of the industrial revolution era 4.0, it is necessary to develop learning oriented to higher order thinking skills (HOTS) as an effort to improve the quality of learning



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and improve the quality of graduates and develop the strengthening of character education. (Sukartono, 2017) one of the development of learning is by designing reading skills techniques.

Reading is a person's skill to understand the text better, in the reading level consists of: 1) literal understanding, namely the ability to recognize and capture the written material explicitly stated (explicit); 2) reorganization, is the ability of the reader to analyze, synthesize or to rearrange information explicitly stated in the text; involves both quotations and summaries and paraphrases; 3) inferential understanding, ie the reader makes use of information explicitly stated in the text along with personal experience and prior knowledge in order to infer and form hypotheses; 4) understanding evaluation, namely the ability to compare previous experiences for elements in new materials such as content, style, expressions, information and ideas, opinions or values of an author; and 5) Appreciation, namely the ability of readers to articulate emotional and aesthetic responses in choosing readings according to personal standards of literary forms, styles, genres, theories, critical approaches (Rahman, dkk. 2019).

Aspects of reading skills in elementary schools include fluent reading, technical reading, silence, speed reading, critical reading, or total reading (Rahman et al, 2019: 1.) Speed reading is one of reading

skills that must be possessed by a student. This reading technique is done at high speed by not ignoring the comprehension of the reading. The speed reading activity must be linked to the purpose of reading, the needs and reading material. Therefore, which must be understood and recognized in the process of speed reading is the pattern of eye movements and recognizing key words to understand the content contained in the reading text, such as vertical, horizontal, or spiral patterns (Inawati, 2018).

Based on the research about improving speed reading by applying creative and innovative learning models, such as Jigsaw with game techniques.

BMW The model can be able to improve teacher performance, student activities, and learning outcomes of fourth grade students of SDN Gudangkopi II who have been able to read fast (Khotimah, dkk, 2016).

However, conditions that occurred at SDN Karapyak 1, Sumedang, West Java Province, had difficulty learning to read fast. The first data is taken from the reading test conducted on grade IV students of 74 students. The test showed that only 4 people gets more than the KPM standard (5.4%) can read fast, categorized as grades above average. And students who get less than the KPM standard of 70 students (94.6%) have not been able to read fast, categorized as grades below average.



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To overcome the problem of the low speed reading ability of students at SDN Karapyak 1, it is needed an effort from the teacher to facilitate students in speed reading by stopping the School Literacy Movement. The formulation of the problem in this study is whether the application of the School Literacy Movement program can improve the speed reading skills of fourth grade students at SDN Karapyak 1.

Based on the problem, the purpose of this study is to find out the role of School Literacy program in improving speed reading skills in SDN Karapyak 1.

METHOD

This research is a qualitative descriptive study that aims to describe the reading ability of grade IV SDN Karapyak 1. Descriptive research is research to describe events or phenomena, without draw conclusions in general, without conducting

analysis and making conclusions that are applicable to the public . (Sujana and Ibrahim, 2007) The characteristics of the descriptive method focus on the formulation of problems in the present and the collected the data in first compiled, explained, and analyzed (Nana Sujana, 2007).

This research was conducted at Karapyak 1 Primary School, Sumedang. With a sample of 74 students fourth grade. The research was conducted in semester 1 academic 2018/2019 starting from July to December. The data collection technique used in this study was the KPM (Speed per minute reading) test.

The formula to measure reading speed is the number of words read per minute divided by the test time x 60 (Aritonang, 2006: 21).

Tabel 1. Catagory of reading speed ability

Kelas	Standar KPM Per-kelas
IV	150-160 word per minute
V	170-180 word per minute
VI	190-200 word per minute

The reading speed per minute (KPM) is an indicator of success in this study. The standard reading speed for grade IV students is 150-160 words per minute, means that students pass the speed reading test if students are able to read 150-160 words per minute.

In addition to the KPM test, observations were also made to collect data on the level of student participation during the

GLS program. Meanwhile, qualitative data analysis was performed using data analysis techniques which included data reduction, data presentation, and drawing conclusions (Miles and Huberman).

RESULTS AND DISCUSSION

Speed reading is a reading activity that requires agility of eye movements and high concentration so that the ability to



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read quickly requires constant practice consistently. This reading technique is done at high speed and does not neglect the understanding of the reading. In the process of speed reading is accompanied by a pattern eye movements, recognize key words in order to understand the content contained in the reading text.

To increase the ability read quickly in grade IV SDN Karapyak 1, a School Literacy Movement (GLS) program was held. The results of the program, obtained speed reading skills data are shown in Table 2 below:

Tabel 2. Recapitulation of reading speed grade IV SDN Karapyak 1

	Pre test	Post test
Up Standard	4 students	54 students
Low Standard	70 students	20 students

Based on the table, the percentage of passing tests on the read

fast ability before literacy program is held can be seen in Table 3

Table 3. Graduation category for speed reading skills test for fourth grade students before the GLS program

Score	Category	Frekuensi	Percentage
150-160 word perminute	Pass	4	5,4
Less then 150-160 word perminute	Not pass	70	94,6

Based on the graduation table, only 4 students graduated (5.4%) and 70 students did not graduate (94.6%). After implementing the school literacy

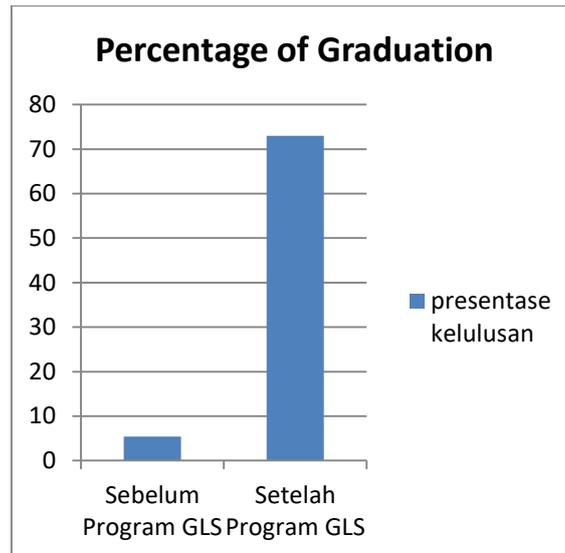
movement program the results of students' speed reading skills are classified as in Table4.

Table 4. Graduation category for speed reading skills test for fourth grade students after the GLS program

Score	Category	Frekuensi	Percentage
150-160 word perminute	Pass	54	73
Less then 150-160 word perminute	Not pass	20	27

Based on the speed reading test graduation table, the graduation after implementing the school literacy movement program by reading for 15 minutes before the learning process, about 73% students get more than the previous minimum standard.

Comparing, the frequency of students passing the reading speed test before and after the implementation of the school literacy movement program can be seen in Figure 2



Picture 2. Percentage of Graduation

The picture above shows an increase the percentage of passing tests on speed reading skills in grade IV SDN Karapyak 1, about 67.6%. Before the implementation of the school literacy movement program, the speed reading skills in fourth grade students of SDN Karapyak 1 were not optimal, only 4 students (5.4%) from 74 students. It is because the culture of reading at SDN 1 Karapyak was so low.

Speed reading skills after the school literacy movement has increased significantly. I.e 54 students or 73% who passed the KPM standard. The habituation activity in GLS, reading 15 minutes before learning begins can form a culture of reading so that students' speed reading skills improve.

Through the implementation of the school literacy movement program for fourth grade students at SDN Karapyak 1, it can improve speed reading skills, based on the results of the KPM test from 5.4% to 73%. So

the school literacy movement is very effective in improving students' speed reading skills.

This is in line with the opinion of Sakti (2017) that literacy activities play a role in increasing students' interest in reading (Sakti, 2017). The same opinion was also conveyed by Santoso if the literacy program had a significant effect on increasing students' interest in reading. (Santoso, 2017). In other words, the school literacy movement program which starts with the habit of reading for 15 minutes before learning gives an influence on students' reading culture and interest, so that it can indirectly improve students' speed reading skills.

CONCLUSION

The application of the School Literacy Movement program can improve the speed reading skills of fifth grade students at SDN 1 Karapyak. This can be seen from the percentage of students passing the



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reading speed test before implementing the school literacy movement program, only 5.4% (40 people) and has increased to 73% (54 people) after attending the school literacy movement program. Thus the application of the School Literacy Movement (GLS) program can improve the speed reading skills of fifth grade students at SDN 1 Karapyak.

Indicators applied to measure speed reading skills in class V SDN 1 Karapyak are determined by the standard reading speed per minute (KPM). Meanwhile, the standard reading speed per minute (KPM) is 170-180 words per minute, if student is able to reaches the standard its means he/she has getting speed reading skills.

SUGGESTION

Based on the conclusions of this research, there are a number of suggestions including: in the industrial revolution 4.0 which has great challenges, it is necessary to improve the quality of Indonesian human resources. Thus, the School Literacy Movement is not only specifically applied in the classroom, but must become a literacy culture within the school environment.

In addition, other reading methods are needed to be known by the teacher as an alternative to improve the reading process in students. The habit of reading 15 minutes before learning, over time will become a student's reading culture which will indirectly shape students' speed reading skills. So that the school literacy

movement program is very suitable to be implemented at the level of primary school education to form the personality of a child who likes to read.

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