ANALYSIS OF THE USE OF TEACHING MODULES TO INCREASING READING LITERACY IN PENDAS UPBJJ UT PADANG STUDENTS

Harnon¹
Open University, Indonesia
Email : harnon@ecampus.ut.ac.id

Muhammad²
Open University, Indonesia
Email : muhammad@ecampus.ut.ac.id

Yusrafiddin³
Open University, Indonesia
Email : yusrafiddin@ecampus.ut.ac.id

Abstract

True education is something that has a role as a foundation in human life. Therefore, the implementation of both formal and non-formal education must be carried out as well as possible and oriented towards the future of students. Education has the main goal of becoming a medium for developing potential and educating students, in this case students, so that they are ready to face life in the future. The era of globalization which is full of challenges, especially the world of education, requires students to be able to master literacy. It is known that literacy is an ability possessed by a person, both the ability to read, write, listen and speak. And what becomes one of the most important literacy in students is reading. Where reading is one of the language skills that must be possessed by students. Through the use of the teaching modules used, it is hoped that reading literacy will increase. This study aims to find out how the use of teaching modules increases reading literacy in PENDAS UPBJJ UT Padang students. Researchers used a qualitative descriptive approach. Data collection techniques are by interview, observation, and documentation. The module is one of the teaching aids used by students in the lecture process. The existence of teaching modules can present new learning variants and make learning more understandable and reading activities can develop.
Keywords: Teaching modules, Increasing Reading Literacy, PENDAS Students

A. Introduction

Education is a process that is continuously experienced by humans throughout life. Education covers all aspects of everyday life when a person learns, observes, listens, reads, watches, works, and so on. If someone says the word education, the imagination that comes to mind is school institutions, skill institutions, tutoring institutions, and other institutions or institutions. (Novan:2013)

Literacy is a set of abilities and individual skills in reading, writing, speaking, calculating and solving problems at a certain level of expertise needed in everyday life. Indonesian people's interest in reading is very low compared to other countries, out of 61 countries Indonesia ranks 60th in terms of reading interest, according to the Reading Ambassador of the National Library of Indonesia. Likewise, the interest in reading among students at PENDAS UPBJJ UT Padang. The lack of interest of students in reading is the core of the problem in this study. Efforts to develop reading literacy do not only stop when you are already a student. One of the six literacy that students must know is reading literacy. Even more so in an increasingly modern era characterized by intense competition and fast movement. Individual competence is needed in order to survive well. Quality enrichment can be obtained from various sources. One of the main sources in terms of increasing reading literacy is teaching modules. The ability to read is the ability to understand language symbols in written form to obtain information, messages, or meaning from writing, both explicit and implied meaning, from the writing. Reading is an excellent learning tool because it offers students the opportunity to make the best
judgments that will help them to improve their learning and cognitive processes over time. The act of reading is a cognitive activity that is experienced at an individual level.

Reading is one of the most important roles a person may have in their life. Everything that happens in the learning process depends on the ability to read. With the ability to read instilled in every child, success rates at school and in life in society will increase, opening the door to more opportunities for personal and professional advancement. The lack of science and technology knowledge as a result of low reading literacy in our country, as a result of a lack of desire and ability to read and write, makes our Human Resources unable to compete in the global market (Teguh, 2017:19).

Literacy is an important skill that must be possessed by every student. Most of the educational process depends on literacy skills and awareness. The Ministry of Education and Culture (2016) states "literacy is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and/or speaking." In learning, this ability is a very important first step in the success of a productive learning process because with good literacy skills students have good absorption of the information they obtain so that they can produce ideas and work. Therefore,

Palupi (2020: 1) emphasizes that literacy is the capacity to receive and understand information when involved in the process of reading and writing. In general, reading literacy is defined as the ability to read, but after seeing the definition of literacy above, reading literacy is defined as the ability to evaluate a reading and understand the ideas conveyed through text. It is very necessary as a basic element for writing.
Teaching materials are all materials that are arranged systematically covering competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning (Prastowo: 2012).

It is known that students who have good literacy must also have good reading skills. The teaching modules at the Open University are one of the tools used by tutors in lecture activities. Through the modules owned by students, it is hoped that students' ability and interest in reading will increase over time during the lecture process.

Theoretical review
1. Teaching Module

Modules are teaching materials that are arranged systematically in language that is easy for students to understand, according to their age and level of knowledge so that they can learn independently with minimal guidance from educators (Andi Prastowo, 2012: 106). The use of modules in learning aims to enable students to learn independently without or with a minimum of the teacher. In learning, the teacher is only a facilitator. A similar view was also expressed by Sukiman (2011: 131) who stated that a module is part of a planned learning unit designed to help individual students achieve their learning goals. Students who have high speed in learning will master the material more quickly. Meanwhile,

In connection with the teaching materials that have been presented by the author above, none other than teaching materials have a very concrete purpose, where the purpose of this teaching material is to provide more valid results. According to Daryanto and Dwicahyono (2013), the objectives of teaching materials include:

a. Providing teaching materials that are in accordance with the demands
of the curriculum by taking into account the needs of students, namely teaching materials that are in accordance with the characteristics and setting or social environment of students.

b. Assist students in obtaining alternative teaching materials in addition to textbooks which are sometimes difficult to obtain.

c. Facilitate teachers in carrying out learning.

Teaching materials / teaching modules themselves besides having character in the manufacturing process, there are types of teaching materials in supporting the process of learning activities in the classroom according to Daryanto and Dwicahyono (2013), including:

- Visual teaching materials consist of printed materials including handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photos/pictures, non-printed, and model makers.

- Teaching materials for listening (audio) such as cassettes, radio, LPs and audio compact disks

- Teaching materials for hearing (audio visual) such as video compact disks and films.

- Interactive multimedia teaching materials (interactive teaching materials) such as CAI, (computer assisted instruction), CD (compact disk), interactive learning multimedia, and web based teaching materials (web based learning materials).

Based on the opinions above, there are important things in defining modules, namely independent learning materials, helping students master their learning objectives, and program packages that are arranged and designed in such a way for the benefit of student learning.
So it can be concluded that the module is a program package that is arranged and designed in such a way as independent learning material to help students master their learning objectives. Therefore, students can learn according to their own pace.

2. Literacy Reading

Reading literacy in the sense of the general public or non-experts is reading. The definition of reading literacy has developed with a broader meaning. Reading literacy is not only limited to reading textbooks by gaining understanding/meaning from words or sentences in a text or what is spoken.

Scribner in Britt, Rouet, & Durik (2018: 1) conveys the definition of reading literacy is the use of written symbols in social practices. In a post-industrial society, use of print media pervades activities of people throughout their lifetime, from studying at school to finding a job, communicating with friends and relatives, shopping online, and participating in society. From this definition it can be explained that reading literacy is not limited to reading letters/words/sentences/writing on a piece of paper or book, but more broadly when someone has used it in meeting their daily needs. Reading literacy as a use in work, study, communicate both on line and verbal/nonverbal.

According to Kern (2001: 23) there are seven principles of literacy education, namely, (1) literacy involves interpretation. Writers/speakers and readers/listeners participate in acts of interpretation, (2) literacy involves collaboration. (3) literacy involves conventions. (4) literacy involves cultural knowledge. (5) literacy involves reflection and self-reflection. (6) literacy is not limited to language systems (oral/written). and communicate information to solve various problems.
The school literacy movement according to the Ministry of Education and Culture (2016: 3) is a social movement with collaborative support from various elements. The efforts taken to make it happen are in the form of students' reading habits. Reading skills have an important role in written communication activities. Reading can be done and used for a variety of purposes, ranging from the need to fulfill the need to obtain information in general, the interest to obtain specific information, study purposes, to entertainment purposes. Reading is a process of changing visual symbols into sound symbols (Nafi'ah, 2018: 40).

In the reading process it can involve vision, inner speech, eye movement, memory and knowledge of words that are able to be understood. Like the definition of reading expressed by Anderson (in Nafi'ah, 2018: 42) which states that reading is the process of forming meaning from written texts.

B. Method

This research is an analytic descriptive study conducted at UPBJJ UT Padang on Basic Education students. The research procedure was carried out through three stages, namely planning, data collection and writing research reports. Data collection techniques used by researchers in this study were observation and interview techniques using instruments in the form of observation guidelines and interview guidelines. Checking the validity of the data is carried out through a credibility test and a dependability test. Data analysis was carried out through data reduction, data display and conclusion drawing/verification.
C. Finding and Discussion

The following are the results of an analysis of the use of teaching modules to improve reading literacy of UPBJJ UT Padang Basic Education students.

1. Teaching modules / Teaching materials of the Open University

   In the distance learning system, teaching modules / teaching materials are very important / top priority. UT teaching materials are specially designed so that students can learn independently without the help of a tutor. UT's main teaching materials are printed teaching materials called Basic Material Books (BMP). Apart from BMP, printed teaching materials can be in the form of Practice Manuals and Practicums, and BMP Supplements. In addition to printed teaching materials, UT also provides additional teaching materials in the form of non-printed teaching materials in the form of audio cassettes, audio CDs, audiographic CDs, video CDs, interactive video CDs, computer assisted teaching materials, and web supplements which are an integral part of BMP.

2. Open University Digital teaching materials

   The Open University (UT) is a public university that implements an open and distance learning system. Every year, UT always strives to improve the quality of student learning services and facilities through electronic media and the internet. Starting in 2017.1 UT will again provide learning facilities through electronic media and the internet with UT Digital Teaching Materials (BA Digital UT) for free.

   BA Digital UT is a digital application that all students can use to support learning activities in each semester. The following is information about BA Digital UT quoted from the website page www.ut.ac.id.

   a. BA Digital is designed to support student learning success while
studying at UT. Provision of BA Digital is one of the latest efforts to improve service quality, especially in providing access and convenience to all students to learning resources.

b. Digital BA that is prepared and offered by UT at this time is the result of conversion of printed teaching materials (BAC) and does not include non-printed teaching materials (BANC), both BANC integrated with teaching materials (integrated multimedia BA) and enrichment BANC. BANC enrichment materials can be accessed on UT-TV.

c. BA Digital can only be accessed and downloaded for free by UT students who register for courses in the current semester. For this purpose, there are several provisions and technical information that must be understood and followed by students.

d. BA Digital can be downloaded on 11 February 2017 and can only be opened on 2 (two) mobile devices with the Android Operating System. To be able to access BA Digital, you must install the BA Digital UT application that has been prepared and can be downloaded on the Google Play Store. A more technical explanation regarding this can be seen in the attachment.

e. BA Digital UT is not for sale.

(Source: [http://lppmp.ut.ac.id/content/bahan-ajar-digital-universitas-terbuka-ba-digital-ut](http://lppmp.ut.ac.id/content/bahan-ajar-digital-universitas-terbuka-ba-digital-ut))

3. Analysis of Teaching Modules to Improve Basic Education Students' Reading Literacy

Every student who will study must have teaching materials. The lecture process will run well if students and tutors both have study material. The Open University has modules or teaching materials that
make it easier for students in lecture activities. Print and online modules provided by the Open University aim to make it easier for students to learn, especially in the reading process. Reading literacy activities that will be improved among students have an important role in the lecture process when understanding the material. Through teaching modules, students are expected to improve their reading skills.

The results of interviews with students stated that when students already had a module before the tutorial process took place, students would find it helpful while studying. With this foster the enthusiasm of students in learning. Because basically students have a very high curiosity. The criteria for a good teaching module include: Essential: understanding the concepts of each subject through learning experiences and across disciplines. Interesting, meaningful, and challenging: fostering interest in learning and involving students actively in the learning process; related to previous knowledge and experience so that it is not too complex, but also not too easy for its age stage. Relevant and contextual: related to previous knowledge and experience, as well as in accordance with the context of time and student environment. Continuous: linkage of the flow of learning activities according to the student learning phase.

D. Conclusion

Based on the results of the analysis carried out, the teaching modules at the Open University can improve student learning outcomes in Basic Education UPBJJ UT Padang. This is because the Teaching Modules at the Open University are arranged according to the phases or stages of student development, considering what will be studied with learning objectives, and based on long-term development.
Bibliography