



INCREASING LEARNING OUTCOMES READING BY CLASS 1 STUDENTS OF SDN 24 BANDA ACEH WITH THE "GULINGJAR" STRATEGY

Ridhayanie¹

Universitas Bina bangsa Getsempena banda Aceh, Indonesia

Email : ridhayanie.jihan@gmail.com

Siti Mayang Sari²

Universitas Bina bangsa Getsempena banda Aceh, Indonesia

Email : mayang@bbg.ac.id

Abstract

School is a place for all students to receive learning according to their needs. Learning is an educational tool that can hone every child's abilities in both writing and reading skills. By reading, students can put information into their notebooks. However, less than optimal interest in reading can have an impact on students' ability to master reading skills. Therefore, it is important to understand the factors that cause low interest in reading among grade 1 students and find innovative solutions to increase their interest and reading ability. This research aims to increase the interest and reading ability of grade 1 students through the application of the "rolljar" strategy. With a focus on the low interest in reading among grade 1 students. This research uses a qualitative approach with descriptive research type. The research results show that the "rolljar" strategy, especially with visits to the Aceh Regional Library, is effective in increasing students' interest in reading. With collaboration between teachers, parents and students, it is hoped that this strategy can be an effective alternative in improving reading learning at the initial level of education.

Keywords: *Learning Outcomes, Gulingjar Strategy*

A. Introduction

School is a place for all students to receive learning according to their needs. Learning is an educational tool that can hone every child's abilities in both writing and reading skills. By reading, students can put information into their notebooks. However, less than optimal interest in reading can have an impact on students' ability to master reading skills. Therefore, it is important to understand the factors that cause low interest in reading among grade 1 students and find innovative solutions to increase their interest and reading ability. Monotonous learning and less interesting learning resources, especially books that are not of interest, are one of the causes of students' low interest in reading (Zakiya et al., 2023). A learning model that is routine and lacks variety can make students lose their interest in the learning process, especially in reading (Nurul Fauziah et al., 2020). In addition, books that do not match students' interests and understanding can reduce the appeal of their reading. In this context, it is important to explore new ways of presenting learning materials that can spark student interest and motivation.

Books that are less popular with students are an indication that it is necessary to evaluate the learning methods and materials used. The lack of appeal of these books can result in students losing interest in reading. Therefore, teachers need to look for strategies or learning methods that can make the reading process more interesting and enjoyable for students. Using books with attractive illustrations, stories that are relevant to students' lives, and interactive learning approaches can be a solution to increase students' interest in reading (Jatnika, 2019). The concept of reading as a window to the world reflects the important role of reading in opening students' horizons of knowledge and understanding of the world around them (Khorunnisa et al., 2023).

However, the low reading interest of students in grade 1 shows that the current reading experience has not completely given students a positive impression. Therefore, innovation is needed in learning approaches to create positive reading experiences and motivate students to continue developing their reading skills.

The use of other learning resources that can increase students' motivation and interest in learning to read shows that there is a need for variations in learning approaches (Muliastri, 2020). Teachers can utilize various learning resources such as digital media, learning games, or field activities that can liven up the classroom atmosphere and provide a different reading experience (Khorunnisa et al., 2023). By integrating diverse learning resources, it is hoped that it can create more interesting and relevant learning for grade 1 students. The importance of utilizing learning resources that can increase student motivation also indicates that there is a need for a change in the learning paradigm. Learning in class 1 is not only limited to providing material in a monotonous manner, but also involves exploration, creativity and student interaction with learning material. By introducing variations in learning methods, it is hoped that it can create a learning environment that is more dynamic and appropriate to student development at the initial level of education. When identifying the problem of students' low interest in reading in grade 1, it is important to consider the characteristics of students at this level. Grade 1 students are still in the initial phase of learning to read, so the learning approach used needs to be appropriate to their level of understanding and development. Therefore, it is necessary to evaluate and adjust learning methods that can be more effective in developing the interest and reading skills of grade 1 students.

Apart from that, the learning strategies or methods used also need to consider the psychological aspects of students. At grade 1 level, students tend to have shorter concentration abilities and get bored easily. Therefore, learning methods that are interactive, involve learning games, and provide space for student creativity can be a more effective choice. In this way, learning not only becomes a routine activity, but also creates a pleasant atmosphere and motivates students to be actively involved in the process of learning to read. In overcoming students' low interest in reading in grade 1, there needs to be collaboration between teachers, parents and the environment around the students. Teachers can involve parents in supporting the reading learning process at home, providing information related to the material being taught, and involving them in learning activities at school. Good collaboration between schools and families can create a consistent learning environment and support the development of students' reading skills (Nur Utami & Mustadi, 2017). Involving students in the learning process is also an important key in increasing their interest in reading. Participatory learning, where students have an active role in learning activities, can provide a more meaningful learning experience. Therefore, there is a need for a learning approach that motivates students to participate, collaborate, and feel that learning to read is a fun activity.

In facing the challenge of students' low interest in reading in grade 1, it is important to see it as an opportunity for innovation and improvement in the education system. By exploring more varied learning methods, integrating interesting learning resources, and involving various parties such as teachers, parents and students, it is hoped that we can create a more dynamic and motivating learning environment. Apart from that, there needs to be support and cooperation from related parties,

such as the government, educational institutions and society, to create policies and an environment that supports the development of reading skills for grade 1 students. Through research into more varied learning methods, integration of interesting learning resources, and close collaboration between teachers, parents, and students, is expected to create positive changes in grade 1 students' reading interest and ability.

B. Method

The method used by the author is a descriptive qualitative method. Qualitative methods are research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions, etc. holistically, and by means of descriptions in the form of words and discussion, in a special natural context. and by utilizing various natural methods.

The aim of this method is to observe students' reading interest and motivation in reading by utilizing a learning environment that measures the level of student achievement in reading.

C. Finding and Discussion

1. Result

The implementation of reading learning was initially carried out within the scope of the school in class 1 of SDN 24 Banda Aceh with the number of students carried out during this observation as many as 33 students. Implementation of the "rolljar" strategy as an effort to stimulate students' desire to read. The research was initially carried out at school, after observing and looking back at the results of observations in reading, the results obtained were that among 33 students, only 25 students were able to read and had good learning outcomes in reading, while 8 of them

were unable to read. and lacking in reading achievement. Further implementation was carried out at the Aceh Regional Library with the aim of implementing the use of "rolljar" as an effort to stimulate students' desire to read. The results of the study carried out had the impact that out of 33 Class 1 students at SDN 24 Banda Aceh, 31 of them were able and had good reading achievements, while 2 of them could not read. This significant difference provides evidence that of course learning requires good "rolling", in order to have a tremendous impact on the reading learning achievements of other students.

2. Discussion

The Gulingjar strategy is very effective in increasing reading learning outcomes for grade 1 students at SDN 24 Banda Aceh. One use of the Guljar strategy that the author uses is a visit to the Regional Library. Before visiting the Regional Library, the author only used the school environment, namely the classroom, as a means to improve students' reading learning outcomes. However, students' success in reading is still lacking. Of the 33 students who can read well and fluently, there are still 8 students who cannot read well and fluently. With the use of Gulinjar, namely the Regional Library, students' reading learning outcomes have increased very well, where of the 33 students who can read well and fluently, only 2 students remain who cannot read well and fluently. Therefore, the Guljar strategy has a huge influence on students' reading learning outcomes. Gulinjar not only uses the Regional Library, but also other places such as Museums, Language Halls and markets as references to improve students' reading learning outcomes. The author hopes that this Guljar strategy will also become an alternative for other teachers in schools to increase students' reading learning outcomes. Schools must

also provide a comfortable atmosphere and provide a variety of book references in the school library, so that they can attract students' interest in reading and improve students' reading learning outcomes

D. Conclusion

Based on the description above, the following conclusions can be drawn:

1. Learning using the Guljar strategy in the reading element can improve student learning outcomes
2. By compiling appropriate teaching modules, the Guljar strategy has a very significant impact on students' reading learning.
3. With the Guljar strategy, students are more enthusiastic about learning to read and encourage students' interest in reading
4. Using the Gulingjar strategy can encourage reading success in grade 1 students at SDN 24 Banda Aceh.

Bibliography

- Jatnika, S. A. (2019). Budaya Literasi untuk Menumbuhkan Minat Membaca dan Menulis. *Indonesian Journal of Primary Education*, 3(2), 1–6. <https://doi.org/10.17509/ijpe.v3i2.18112>
- Khoriunnisa, S. C., Indonesia, U. P., Dewi, D. A., Indonesia, U. P., Hayat, R. S., & Nusantara, U. I. (2023). Strategi terbaik untuk meningkatkan keterampilan literasi siswa menggunakan metode pembelajaran scramble. 1(3), 147–156.
- Muliastri, N. K. E. (2020). New literacy sebagai upaya peningkatan mutu pendidikan sekolah dasar di abad 21. *Jurnal Pendidikan Dasar Indonesia*, 4(1), 115–125.
- Nur Utami, K., & Mustadi, A. (2017). Pengembangan Perangkat Pembelajaran Tematik Dalam Peningkatan Karakter, Motivasi,

- Dan Prestasi Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 8(1), 14–25. <https://doi.org/10.21831/jpk.v7i1.15492>
- Nurul Fauziah, S., Nur Faziah, S., Sulaehatun Nupus, F., & Ulfi, N. (2020). Evaluasi Minat Baca Siswa Melalui Program Literasi Sekolah. *Jurnal Pendidikan Dan Ilmu Sosial*, 2(1), 108–116. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Zakiya, M. A., Malaikosa, Y. M. L., & Sasomo, B. (2023). Upaya Meningkatkan Kemampuan Literasi Membaca Siswa di SDN Margomulyo 1 Ngawi. *Global Education Journal*, 1(3), 1–16.