

## Experiential Learning to Improve Literacy Ability in Second Class Elementary School Students

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### 1. Abstract

Literacy toward written or printed texts is described as activities and skills that are directly related to printed text, either through the form of reading or writing. In developed countries, a person who has the ability to read and write at a certain level is considered to be a modern society. In connection with this, Indonesia needs to improve its literacy capabilities towards writing/texts from an early age. Literacy needs to be improved for children on the Basic School (SD) bench to get used to the culture of reading. However, in its implementation, the learning method at the SD level still tends to be conventional, so more effective methods are needed. One method that can be used is experiential learning, which utilizes experience as the focus of learning media. The aim of this study is to analyze the application of experiential learning to improve literacy in students of 2nd grade SD. The research method used is Class Action Research (PTK) against class 2 students through a qualitative descriptive approach. The results of the study show that the average literacy ability of students in cycle I was worth 80%, with a classical hardness of 78%. In the second cycle, students obtained an average literacy score of 92% with a classical intensity of 96%. It can be concluded that the experiential learning model can improve the literacy skills of class II students.

**Keywords:** *Experiential Learning, Literacy Skills, Students*

### 2. Introduction

Education is crucial to illuminate the life of a nation because, through education, a

nation can become a strong, independent, characterized, and competitive country. In addition, it is considered that education is one of the crucial components in preparing young generations for the future. (Gustina, Pebriana & Zulhendri, 2019). The quality of a nation's education determines its success. Because getting a good education allows people to live well, develop their own potential, create a better life, and actively participate in development.

Under the UUD 1945, the goal of national education is to enlighten the life of the nation. Therefore, national educational objectives should focus on how to educate the life of a country through education. Considering Law No. 20 of 2003 on the National Education System in Article 3, it stated that "National education serves to develop the capacity and shape the character and civilization of a people who are worthy of reflecting the life of the nation, aimed at the development of the potential of students to become people who believe and fear the One God, noble, healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen."

Literacy is one of the supportive components observed by the national educational institutions. In the Human Development Index (IPM), literacy is used as a measure of the quality of human resources. Indonesia has a fairly poor IPM score compared to Singapore, Malaysia, Thailand, and Vietnam in Southeast Asia. (Kemendikbud, 2021). It needs to be evaluated again by considering learning activities in all educational institutions, especially schools, so that learning can be implemented effectively to improve student literacy from an early age. According to the World Economic Forum in 2015, to improve the quality of SDM, a society must master at least six literacy: literacy, numeration, science, digital, finance, and culture-citizenship. One of the important abilities of the 21st century is this sixth literature. (Kementerian Pendidikan, 2021). As a result, literacy development and socialization must begin

early, and this can be achieved through families, schools, and communities. Developed from an early age, especially on the right-hand side, it helps build new habits for applying literacy in everyday life. Planting literature from an early age can also facilitate learning, both in the community and in the school.

Schools are the institutions responsible for improving literacy. They have to work hard to create something new and creative to make literacy culture a habit. Literacy is part of a person's ability and ability to read and solve problems in everyday life. Thus, a person not only has the ability to acquire and use information efficiently and effectively, but also has the capacity to analyze and evaluate information critically, enabling them to update information creatively and accurately. Literacy is the ability of a person or community to use and use things to acquire knowledge, skills, and attitudes by encouraging positive action. (Muthoharoh & Prastyaningsih, 2020). Schools are the institutions responsible for improving literacy. They have to work hard to create something new and creative to make literacy culture a habit. Literacy is part of a person's ability and ability to read and solve problems in everyday life. Thus, a person not only has the ability to acquire and use information efficiently and effectively, but also has the capacity to analyze and evaluate information critically, enabling them to update information creatively and accurately. Literacy is the ability of a person or community to use and use things to acquire knowledge, skills, and attitudes by encouraging positive action. (Muthoharoh & Prastyaningsih, 2020).

At the primary school level, the learning model is usually centered on lectures, where the teacher (teacher) explains to the student. This learning method is more conventional because it uses only one-way communication and limits the flexibility of discussion. Besides, this applies to students at a low level, such as class II, which consists

of students aged 7 to 8 who usually have a typical order. (Zuhryzal & Fatimah, 2019). In addition, students who were older than children were assessed to have a low level of focus and were easily bored with the same learning approach. Therefore, a more attractive learning model capable of providing application learning is needed to make it easier for students to understand.

Experiential learning, or the sustainable educational process that allows people to experience, think, conceptualize, and experiment with knowledge, is one of the applied learning methods. (Tohari et al., 2019). Four stages in which methods of learning through experience are used (Susanti, 2022). The first is concrete experience (CE), which involves students in experience; the second is reflective observation, where students carry out words and reflect on them; the third is abstract concepts, in which students create concepts that integrate what they see into healthy theory; and the fourth is active research, where the students use approach to dissolve it. It is expected that the involvement of the experiential process in learning, especially in literacy activities, will help students to acquire an inherent understanding. Thus, literacy can become a habit both in school and in society. In addition, it is expected that the application of an experience-based learning approach to students of second grade SD can improve students' literacy skills.

### **3. Methods**

#### **3.1. Participants and context**

The subjects in this study were second grade students at CT 3 elementary school with a total of 23 students consisting of 13 male students and 10 female students.

### **3.2. Material**

Three main instruments used in this study:

1. Learning Planning Instruments: It is used to evaluate learning planning that will be evaluated by observation during the first and second cycles of learning.
2. Observation Sheet: This is used to evaluate the activities performed by researchers during the research; the observation will fill in an observation sheet that records the researchers' activities from their point of view.
3. This Rubik appraisal tool is used to determine whether the literacy of students who have met the KKM (Minimum Proficiency Criteria) has been improved or not. Thus, it would be easier for researchers to measure student literacy.

### **3.3. Data Collection and analysis**

Class Action Research (PTK) is used in this research using a quantitative descriptive approach. PTK is an understanding of learning activities that are actions that arise and occur simultaneously in the classroom. (Iskandar, 2009: 20). In other definitions, PTK is defined as "a scientific research activity conducted rationally, systematically, and empirically reflecting on the various actions carried out by teachers or lecturers (educator power), collaboration (research team), and at the same time as learners" (Iskandar, 2009)

Furthermore, quantitative approach means research involving a particular population or sample, data collection using research instruments, and quantitative or statistical analysis of such data for the purpose of testing hypotheses that have been made. (Sugiyono, 2011: 8). The Individual Student

Learning Intensity (KBSI) formula is used to measure the quantitative approach of this research. The accuracy indicators used are as follows:

$$KBSI = \frac{\text{Scores obtained by students}}{\text{Maximum scores}} \times 100\%$$

### 3.4. Ethical Considerations

This class action research is carried out in two cycles. The first cycle took place two meetings and the second cycle also took place twice. Allocate time to each 120-minute meeting. The execution of each cycle follows the stages of planning, action, observation, and reflection. Next, the evaluation is based on the classical density (CD) with the formula (Wardhani dkk, 2007: 25):

$$CD = \frac{\text{The number of students who are accustomed}}{\text{Total number of students}} \times 100\%$$

As for the measurement indicator in the CD calculation refers to the classical accuracy interval (Riduan & Sunarto, 2012:20) shown in the following table:

Table 1. Classic Tightness Interval

No.	Interval	Category
1.	90 – 100%	Very good
2.	80 – 89%	Good
3.	70 – 79%	Enough
4.	60 – 69%	Less
5.	<59%	Bad

Source: Riduan & Sunarto, 2012: 20)

### **3.5. Limitations to the Study**

So that specific and focused research as well as to limit abuse. The study, the author makes the boundaries of the variables studied are as follows:

1. Research conducted in the second grade of primary school CT 3 years teaching 2022/2023
2. Students who participated in this study were 23 students.
3. The research relates to literacy skills that are then studied during Indonesian language subjects.

#### **4. Results and Discussion**

##### a) Pre-Action Description

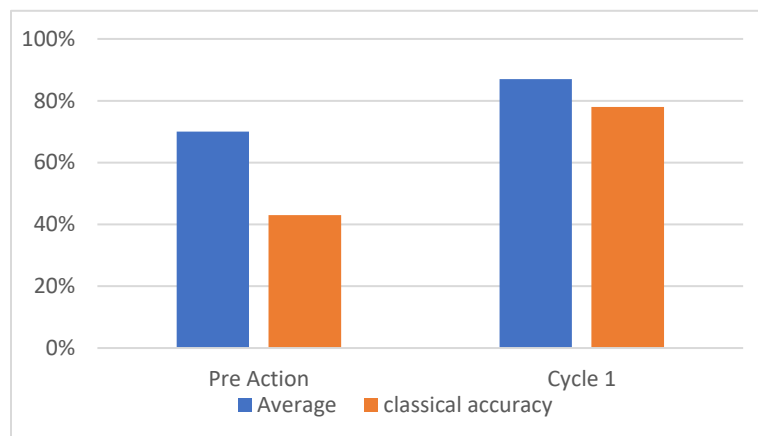
Earlier, the researchers conducted an observation of the actions of second grade SD X students (23 students) in relation to the skills of the students in doing literacy during the course of class. Based on the observations, the average student literacy score was 70%. Only 13 students achieved the KKM score with a classical 56% proficiency score. Percentage of students' literacy scores have not yet reached the classical criterion of 80% literacy. It encourages the implementation of learning with experiential learning methods that are expected to improve student literacy, especially in Indonesian language subjects.

##### b) Description of Cycle 1 Action Outcome

Students' literacy literacy is measured by the task of reading Indonesian language subjects with the narrative type and writing sentences in the book using the experiential learning model. Measuring student literacy refers to the established standard of 80%. Based on the results of the application of experiential learning cycle 1, it is known that the average KBSI (Individual Student Accomplishment) is 87%. While the classical accuracy score is 78% with 18 students who belong to the high school. Students' literacy literacy is measured by the task of reading Indonesian language subjects with the narrative type and writing sentences in the book using the experiential learning model. Measuring student literacy refers to the established standard of 80%. Based on the results of the application of experiential learning cycle 1, it is known that the average KBSI (Individual Student Accomplishment) is 87%.



While the classical accuracy score is 78% with 18 students who belong to the high school. The figure still does not meet the standard of classical accuracy criteria. There are still five students who have not been evaluated. But even though it hasn't met the classical accuracy, there's a 22% percentage increase in pre-action scores with a total of 10 unaccurate students. This improved condition indicates that there is quite a significant influence after the application of the experiential learning model to improve student literacy. There's been an increase in the number of students who are strict in comparison to previous conditions. (pra-tindakan). Here is a representation of the student's value based on the diagram below:



**Figure 1. Cycle 1 output chart**

c) Description of Cycle 2 Action Outcome

It is known that there is an improvement in student literacy after applying experiential learning at stage 1. In order to provide an advanced assessment, an action model was applied to cycle 2. Based on the results of the application of

experiential learning cycle 2, it is known that the average KBSI (Individual Student Accomplishment) has increased to 92%. There was an average increase of 5% from cycle 1. The classical accuracy score was 96% with 22 students being accurated. The figures have met the standard of classical accuracy criteria. There's only one student who's not qualified. Thus, it can be said that there is a 21% increase in classical accuracy. The data show that there is a significant influence of the application of experiential learning models on student literacy. The significance of the difference in student values can be seen from the diagram image, below:

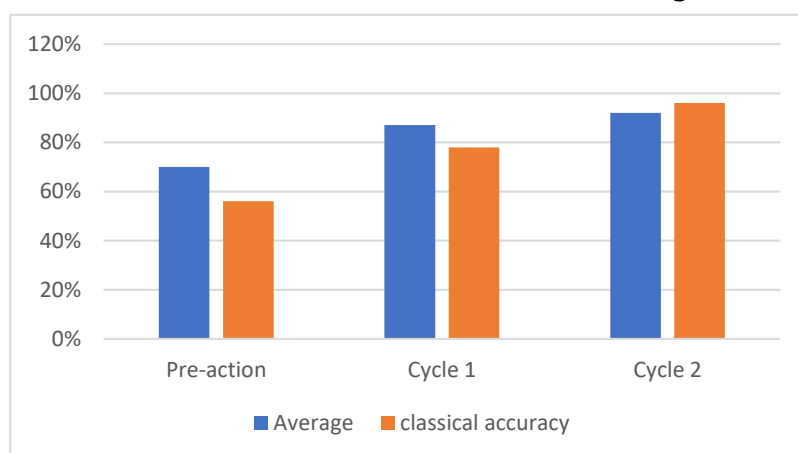


Figure 2. Cycle 2 output chart

Based on the results of the application of the experiential learning model in cycles 1 and 2, there was a significant improvement in the literacy of second grade students of CT 3 elementary school compared to the previous conditions (pre - action). It's also in line with the average observation of the teacher as an observer. On cycle 1, the average gained 85% and the increase on cycle 2 was 98%. Before implementing the action, teachers and researchers first compile

learning planning based on scenarios of experiential learning models. During the learning process, students are more enthusiastic about reading and writing activities, thus improving their literacy skills and being able to acquire a good grade. While a small portion of the students who are inappropriate is caused by busy behavior playing alone and tends to be unfocused.

There was a difference in values from pre-action to cycle 2 showing that students began to adapt and successfully understand learning so that they could improve their literacy skills. It is in line with Gustina, Pebriana & Zulhendri (2019) research that shows that evidence that a person has learned is the occurrence of behavioral changes in the person, for example from not knowing to knowing, from not understanding to understanding. In addition, there is an influence of external factors such as class conditions and internal factors (capacity) of students in understanding a learning. Because in fact, a learning must be influenced by environmental factors and within oneself. (Gustina, pebriana & Zulhendri, 2019).

## **5. Conclusion**

Students in the second grade of CT 3 elementary school have better literacy, according to research that applies the experiential learning model. Average increased to 87% on cycle 1 and 92% on Cycle 2. Classical accuracy also increased to 78% on cycle 1 and 96% in cycle 2. There are scenarios and planning that are relevant to the experiential learning base required when applying the learning model. It is important for teachers to pay attention to internal and external factors that influence student behavior during the course of learning.

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