

The Use of AIH Techniques for the Literacy Development of Grade 5 Students at Sukarasa State Elementary School

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Abstract

The School Literacy Movement is a literacy movement in educational institutions such as schools whose activities emphasize the activity of reading information by students to gain knowledge. In fact, literacy activities are still seen as reading activities only. So that literacy is still less attractive to students. One of the contributing factors is the monotonous strategy used. Many techniques can be used in reading and writing literacy activities. One of the literacy activity techniques used by grade 5 at SDN Sukarasa is the AIH (Reason, Content, and Wisdom) technique. Literacy activities with this technique are carried out by writing a review regarding the reasons for choosing reading material, the contents of the reading, and the lessons from the reading. This study aims to determine the use of AIH techniques on students' literacy development. The methods used in this research are interviews and documentation. The results showed that literacy activities using the AIH technique improved students' reading skills, but not their writing abilities.

Keywords: AIH Technique, Literacy, Students



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INTRODUCTION

To realize Indonesia has quality human resources in the future, education requires students to be creative, intelligent, innovative, and able to compete globally. Students are expected to become superior human resources in the future who are ready to make changes. The thing that can realize these ideals is if students have extensive information. Information or knowledge can be obtained by reading. According to the Big Indonesian Dictionary, reading is seeing and understanding the contents of what is written (orally or only in the heart). Reading is a thinking process which includes understanding, telling or interpreting a meaning from a written symbol which involves the senses of sight and memory (Harianto, 2020). From this opinion it can be concluded that reading is the process of understanding or interpreting the contents of a text. By reading, students will gain broader knowledge that will help achieve success. As stated by (Listyorini, 2016) that reading is seen as an important component for school success, students also need good reading skills to be able to learn and understand various materials.

Reading activities are currently better known as literacy. Literacy according to the Big Indonesian Dictionary (KBBI) consists of two meanings namely, (1) the ability to read and write; (2) knowledge and skills in certain fields or activities. The Ministry of Education and Culture (Kemdikbud) has been active in the National Literacy Movement (GLN) since 2016 as an effort to build a culture of literacy in education. This is the implementation of Permendikbud No. 23 of 2015 concerning Growth of Character. This movement is implemented in every educational institution such as schools so that the term School Literacy Movement (GLS) appears whose activities emphasize the activity of reading information by students to gain knowledge. According to (Harahap et al., 2017) there are three scopes of GLS including the physical environment of the school such as literacy activity facilities and infrastructure, the social

environment such as support and participation of residents and society and the academic environment with literacy programs that foster interest in reading in schools. The general goal of this GLS is to grow and develop students' character through cultivating the school literacy ecosystem which is manifested in the School Literacy Movement (GLS) to become lifelong learners (Ngurah Suragangga, 2017). This habituation movement is also in line with the regulation of the minister of education and culture number 23 of 2015 article 1 paragraph 4 which reads "Habituation is a series of activities that must be carried out by students, teachers and education staff, which aims to foster good habits and form a generation with positive character. This literacy movement is also a driving force for students to obtain information and increase interest in reading.

The unfortunate thing is that there are still a number of schools that have not carried out this literacy activity. Some of the reasons found were the lack of reading books, the underutilization of libraries in schools, and the absence of literacy habits. Schools that are already carrying out literacy activities also sometimes only carry them out without knowing the purpose or essence of literacy activities. There are still many views that interpret literacy activities as just reading activities. Even though it is broader than that meaning that literacy activities are the process of understanding and interpreting the contents of an information read. The low ability of students in reading comprehension can be caused by factors of the students themselves or the teacher. One reason is the strategy used is still conventional.

So far, literacy activities have only read a book so that this activity will be boring for students. Reading books also affect students' interest in literacy activities. Non-fiction books are often less desirable because they are more difficult for students to understand. In line with what was conveyed by (Pratama, 2022) it is necessary to know that reading non-fiction books is more difficult to digest than fiction books, whether they are novels, comics, short stories, illustrated stories, and folklore. This inappropriate selection of books also makes literacy activities meaningless for students. There are many ways to make this literacy habit something that is interesting and easy for students to follow, so that students not only read but understand the content of what they have read. There are strategies that make literacy activities meaningful for students, one of which is by using literacy techniques. Technique is a method used to do or do something. SDN Sukarasa is one of the schools located in the Cileunyi area, Bandung Regency. This school has carried out literacy activities with a technique called the AIH technique. For this reason, the author wants to review the use of AIH techniques on the development of student literacy in the school.

AIH Technique (Reason, Content, and Lesson)

The AIH technique is a literacy technique that is used to practice how to write a review of a text. The AIH technique is part of the book review technique in the form of paragraphs. AIH is an acronym for reason, content, and wisdom. According to (Tarmidzi & Astuti, 2020) The AIH technique is carried out in stages, including after reading the students make an AIH review by writing down the reasons for choosing the book, explaining the content, there is no need to rewrite only the important points, then writing down the lessons or moral messages that can be taken from the story book. The structure of compiling paragraphs uses techniques This is the first, namely writing down reasons. Before the reader does literacy, the reader first chooses a book that will be used as literacy material. These books can be from fiction or non-fiction. When choosing a book as literacy material, of course the reader has a reason why the book was chosen to be read. Children tend to like story books or illustrated fairy tales, even in choosing this book, children have their own reasons. The selection of picture story books is interesting for children to read because of the light stories, interesting picture illustrations, colors that make the book more fun to read and many other reasons. When choosing a reading material for literacy, pay

attention to the reasons why you read the book, because this also shows interest in a reading material so that it can improve literacy skills.

Second, namely the content of the reading. This content structure is the most important structure because it describes the purpose of literacy. When we read a book, we make sure we know what the contents of the reading are. Where, literacy is not just a reading activity but understanding and interpreting the contents of the book that is read. In the AIH technique, the content section starts from the beginning of the story, the middle of the story, and the end of the story. And the third is wisdom. Wisdom in the Big Indonesian Dictionary is the deep meaning or meaning contained behind an event. When reading a book, we need to know what lessons we can take and learn from the book. Writers usually give implied messages to readers regarding lessons that can be drawn from their writings. For children, there are usually many lessons or lessons that they can take from the books they read, including story books or fairy tales. Even though the book is non-fiction and fairy tales don't exist in the real world, the story provides more good moral lessons for children. Of course, we have to get this moral wisdom or lesson when we read a reading book, because by knowing the wisdom from the reading, it means that what the author wants to convey has been directed to us as readers. This wisdom can also make reflections for the reader to become a better person as well as moral and virtuous.

The structure of the AIH technique can be put down in writing, because by writing what you want to convey is easier to remember. There is a relationship between reading and writing, through reading knowledge will increase such as vocabulary, choice of diction, and other useful things that will help in writing. Reading a lot can make the contents of writing varied, weighty, deep, and imaginative (Ismayani, 2013). Interestingly, in this AIH technique, students can increase their writing creativity. Students can also write down the results of their review on a piece of paper which can then be decorated with various pictures, colors, shapes, patterns and so on so that this also enhances artistic creativity in students.

RESEARCH METHODS

In this study the authors used a qualitative approach that is descriptive. Qualitative is a type of research to test hypotheses with data in the form of words or can also collect and analyze data that is narrative in nature (Sugiyono, 2020). According to Nasir in (Rukajat, 2018) descriptive research is a method of researching the status of human groups or objects, sets of conditions, systems of thought or a class of events at the present time which aims to make systematic, factual and accurate descriptions or descriptions of facts, characteristics, and relationships between phenomena. In line with the opinion of Sukmadinata (2011) which states that descriptive research aims to describe and describe existing phenomena both natural and engineered by paying attention to characteristics, quality, linkages between activities,

Sugiyono (2020) explains that data collection techniques are an important step because they aim to collect data. In this study, two data collection techniques were used, namely interviews and documentation. The research data source is the 5th grade students of SDN Sukarasa who take part in the Family Education Literacy, School Children and Society program, which has the motto to rise, be educative, dynamic, religious, and prosperous (Leksam Bedas).

RESEARCH RESULTS AND DISCUSSION

The literacy movement using the AIH technique (Reason, Content, Wisdom) at SDN Sukarasa aims to foster students' interest in reading and writing so that they can improve their abilities. In line with what was conveyed by (Fauziah & Lestari, 2018) that the School Literacy Movement is one step in cultivating reading and writing activities to increase reading interest in schools which has an impact on literacy skills from an early age. Based on the results of interviews with students at SDN Sukarasa as research informants regarding literacy activities

using the AIH technique, the results are supported by several relevant opinions. Based on the results of the interviews, the 5th grade students at SDN Sukarasa who took part in the Leksam Bedas program liked reading literacy. Some of the reading books they like include fairy tales, novels, and story books/stories of the prophets. A study published in the journal *Frontiers in Psychology* shows that children prefer story books to be able to explain knowledge about the world around them.

Story books are one of the books that are in great demand by students. This is because story books for children are easier to digest and more interesting to foster students' interest in reading. Coupled with pictures or illustrations in a storybook, it gives the impression that the story is concrete and realistic. Storybooks can also improve student character education, because in storybooks there are many lessons or life lessons conveyed by the author for children to apply in their daily lives. As research conducted by (K. Mertami et al., 2023) concerning the effectiveness of picture story books with character education in influencing student learning outcomes. Learning outcomes are not absolutely based on grades, but on changes or improvements in character, attitudes, habits, knowledge, skills, and discipline that lead to positive changes. Apart from reading, some students also have a hobby of writing such as writing stories, song lyrics, paragraphs, and diaries. One of the students has written a story with the title "We Are Only Friends".

The AIH technique (Reason, Content, Wisdom) is one of the literacy techniques used by grade 5 students at SDN Sukarasa who take part in the Leksam Bedas program. This technique is used to write a review of a text. According to the informant, this literacy activity using the AIH technique was carried out by means of students reading a book provided by the school and then writing down the reasons for choosing the book, the contents of the book read from the beginning, middle, to the end of the reading, and then summarizing what lessons were learned from the reading book. The results of the review were written on an A4 HVS paper which was then decorated according to each individual's wishes and creativity. Literacy activities with the AIH technique not only answer questions about what, who, when, where, why, and how, but teach students to be able to explain and deepen more about the books they read (Primary, 2022). Thus, students' reading comprehension is increasingly trained.

Based on literacy activities with the AIH technique, students have read at least more than five books which students then review. In the opinion of the informants, there were difficulties while participating in literacy activities using the AIH technique, including confusion in writing down the reasons, content and lessons learned from the book. In the opinion of the informants, the reason they chose and read the reading books was because the reading books had been provided by the school, the reading books were interesting picture story books to read, and the book texts were not too much to read. In terms of content structure, the resource persons found it difficult to find the contents of the reading they had read, because they had to write down the important points of the books they had read.

Then for the structure of wisdom, the resource persons also found it difficult to take lessons from the books they read. These difficulties are also based on the fact that they have to write it down on a piece of paper. The informants argue that they tend to prefer reading than writing. One of the studies entitled "The Role of the Teacher in Learning to Read and Write Through Literacy Activities in Elementary Schools" conducted by (Safitri & Dafit, 2021) proved that on average students prefer reading to writing because reading takes positive values in reading. Reading and writing activities are basically activities that are related to each other because if students can read the text, then they will not run out of ideas for writing. Writing activities also aim to convey messages, news, information to readers. Literacy activities using AIH techniques are one way to improve students' reading and writing skills. If a student can

read a reading material then he can write it down which then the results of the writing can be conveyed to others. Thus, this AIH technique not only improves students' abilities, but also provides information to others about the reading book through reasons, content, and lessons that make other people interested in reading the book.

From the results of the research, the interviewees felt that the AIH technique only improved reading skills, while students still found it difficult to do writing. Seeing this, literacy activities using the AIH technique require motivation and support that encourages students to be able to optimize it so that it not only improves reading skills, but also students' writing abilities. The role of the teacher as a facilitator and mentor can also influence literacy activities with this AIH technique to learn effectively. Some things that can be done so that literacy activities using the AIH technique can improve students' reading and writing skills include:

1. Give freedom to students to choose reading material. Even though the school has provided reading material, give students the freedom to choose reading material according to their wishes, because the types of books that students like differ from one another. By giving students the freedom to choose, students will find it easier to find reasons to read the text.
2. Using a list of what, who, where, when, why, and how questions to find the contents of the reading material. By using a list of questions, students are more focused on finding important things or important points in the reading material.
3. Introducing students to character education and attitudes in everyday life. By introducing these attitudes and characters students can analyze a lesson from a text.
4. Motivate students that the writing they write is useful information for others. Students may feel that their writing from the reading review will not be used, so by providing motivation that the results of their writing will be used as information to others they will be inspired to write.

CONCLUSION

Literacy activities using the AIH technique (Reason, Content, and Wisdom) at SDN Sukarasa have been going quite well, supported by school facilities and infrastructure that have facilitated them by providing reading material for these literacy activities. This activity was attended by the 5th graders of SDN Sukarasa as many as five people who took part in the Literacy Education Family, School, Children and Society program, which has the motto to rise, be educative, dynamic, religious, and prosperous (Leksam Bedas), which is one of the programs from the Bandung Regency education office. This literacy activity with the AIH technique is carried out by writing a review regarding the reasons for choosing reading material, the content of the reading, and the lessons that can be learned from the reading. From these literacy activities, it was found that students prefer reading than writing. There are difficulties that students experience in participating in literacy activities using the AIH technique. It can be concluded that the AIH technique only improves students' reading skills, but not the writing abilities of grade 5 students at SDN Sukarasa.

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