

LITERACY STRATEGY FOR POST-PANDEMIC “LEARNING LOSS” RECOVERY AT SD NEGERI WONOKERTO 2 PROBOLINGGO

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Abstract. Learning loss is a situation where learners lose knowledge and skills either general or special or decline academically, which occurs due to prolonged gaps or discontinuity of the educational process. This study aims to examine and analyze literacy strategies for learning loss recovery in post-pandemic students at SD Negeri 2 Wonokerto. The method used is the observation method, this observation is done by directly observing the learning process in elementary school after re-entry to school and the implementation of limited face-to-face learning. Observation was conducted on Grade 6 students in SD Negeri 2 Wonokerto. From the observations made by the school literacy team (TLS) to create a literacy innovation program for the recovery of learning loss in post-pandemic students with the JIBAKU (required to read books) and SIGASA (language Guardian Students) programs, both literacy programs are considered effective in the recovery of learning loss in Grade 6 students at SDN 2 Wonokerto.

Keywords: Elementary School Literacy, Learning Loss, Post-Pandemic Covid-19

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1. INTRODUCTION

It has been more than two years since the Covid-19 pandemic took place which has implications for concerns about changes in behavior within the scope of the teaching and learning process. School closures as a government policy to prevent the spread of the Covid-19 pandemic, especially in educational units, require students to carry out Distance Learning in the form of learning from home. Online learning conducted must still prioritize the principles of Health and safety of learners. The government always conducts Learning Policy Studies in the context of the development of the pandemic and also the learning needs of learners. On the other hand, the closure of schools during the pandemic and the transfer of forms of learning from face-to-face in the classroom to virtual, of course, have an effect on the learning development of learners. One of these effects is learning loss.

Learning loss is a situation where learners lose knowledge and skills either general or specific or decline academically, which occurs due to prolonged gaps or discontinuity of the educational process [1]. Signs that can be seen when children experience learning loss are decreased intellectual and skills, backward learning achievement, impaired child growth, children experience psychological and psychosocial pressure and learning access gaps [2]. The pandemic has led to learning loss. Referring to the statement of the Minister of Education, Culture, Research and Technology (Mendikburistek), Nadiem Makarim, that learning loss means the loss of knowledge and skills both in general and specifically or the deterioration of the academic process.

Factors that cause Learning Loss in students include the following: 1). The holiday period is too long, most students will forget for a moment about school-related matters. However, this is what can potentially cause learning loss. 2) Gap-Year students stay class in a certain duration, the student's memory regarding the subject matter in school will slowly fade. 3) Leave / Dropout, as a result of not receiving proper and correct education for a certain duration of time, the student's ability to learn will be reduced. 4) Less Effective Teaching. Students who happen to have teachers with poor quality and less effective teaching methods will be relatively more difficult to achieve a certain level of understanding. 5) the COVID-19 pandemic. During the COVID-19 pandemic, face-to-face educational activities in schools switched to being carried out online or online. This condition is one of the triggers for learning loss in some students [3].

This condition is felt in SD Negeri Wonokerto 2 Sukapura Sub-District Probolinggo regency, East Java. The results of discussions between educators and parents/guardians of students about the learning development of learners during the pandemic concluded that cognitive, psychomotor, and affective abilities decreased dramatically. The educators really feel the learning loss when students begin to enter school to attend face-to-face meetings (PTM). Learners are not able to absorb the learning material delivered properly and optimally, the activeness of completing tasks is increasingly declining, and the level of adherence to instructions/instructions from educators and schools is also reduced. Not only has the impact on learning loss, in SD Negeri Wonokerto 2 Sukapura District Probolinggo Regency, this pandemic has also had a tremendous impact, including affecting the implementation of literacy activities in schools that have been running since 2018.

During the Covid-19 pandemic, the author, who is a GLS practitioner in elementary schools, carried out best practice innovation programs and implementation strategies for 3 main activities of the School Literacy Movement (GLS) consisting of: habituation activities, development activities, and learning activities. This good practice became the framework of the concept in this story in order to improve the recovery of learning loss in SD Negeri Wonokerto 2 Sukapura District Probolinggo Regency. In familiarization and development activities, TLS (School Literacy team) refers to the parent Design Book Of The School Literacy Movement (GLS Task Force Kemdikbud, 2018). As for learning activities, a guidebook entitled literacy strategies in elementary school learning, curriculum instructor refresher material 2013 (Task Force GLS Kemdikbud, 2017) became the main guideline of TLS.

Based on the above problems, a learning strategy is needed that is able to overcome and prevent learning loss in students after the covid-19 pandemic. Therefore, the purpose of this study

is to examine and analyze literacy strategies for learning loss recovery in post-pandemic students at SD Negeri 2 Wonokerto.

2. RESEARCH METHODS

This research uses observation method. Observation is one of the empirical scientific activities based on field facts and texts, through the experience of the five senses without using any manipulation. The purpose of observation is Description, qualitative research gives birth to theories and hypotheses, or quantitative research is used to test theories and hypotheses. To be able to approach social phenomena, an observer or observer needs to have close access to the setting and subject of research. Conducting observation techniques must observe ethical principles, namely, respect for human dignity, privacy and confidentiality of the subject (respect for privacy and confidentiality), justice and inclusivity (respect for justice and inclusiveness), taking into account the benefits and losses caused (balancing harms and benefits). Observation method, if positioned as one part of the methodological spectrum that includes techniques and strategies of data collection in proportion, it will achieve a high level of reliability (reliability), so that it becomes a fundamental foundation for all existing methods, to find strategic development policies [4]. Observation or observation is by directly observing the learning process in elementary school after re-entry to school and the implementation of limited face-to-face learning. Observation was conducted on Grade 6 students in SD Negeri 2 Wonokerto.

3. RESULTS AND DISCUSSION

Literacy activities have been synonymous with reading and writing activities. However, the Prague Declaration in 2003 mentions that literacy also includes how a person communicates in society. Literacy also means social practices and relationships related to knowledge, language, and culture. The school literacy movement is a business or activity that is participatory by involving school residents (students, teachers, principals, education personnel, school supervisors, School Committees, parents / guardians of students), academics, publishers, mass media, society (community leaders who can represent exemplary, business world) and stakeholders under the Coordination of the Directorate General of Primary and Secondary Education Ministry of Education and culture.

In research conducted by Samsiyah [5], literacy is the ability to read and write. Literacy learning in elementary school requires media that can help students in optimizing their writing and reading skills. In literacy learning, especially in elementary school, examples and role models are needed for students to build good character. The among system. The among system is a family-oriented education system based on nature and independence. The purpose of the among system is the cultivation of student ethics. For the cultivation of ethics required the right material that can grow and improve the creativity, taste, and willingness of students. In its implementation, a form of communication between teachers and students is needed so that literacy learning is not just rote to achieve the ability to read and write but more on character building.

Then, in a study conducted by Setiawan and Sudigdo [6], the education unit / SD is one of the most effective places in the cultivation of literacy. With the existence of literacy in elementary school is expected to add insight and knowledge and can improve the four aspects of students ' language skills (reading, writing, listening, and speaking).

The following will describe in more depth and detail the TLS innovation at SDN 2 Wonokerto before and after the Covid-19 pandemic.

TLS innovation before the Covid-19 pandemic

Before the Covid-19 pandemic hit the country, precisely throughout 2018 until mid-2019, TLS carried out several literacy activities in accordance with the principles of activities in the school literacy movement (GLS) handbook from the Ministry of Education and culture (Kemdikbud). Within 2 years of the implementation of GLS in this school, three main activities, namely

habituation, development, and learning [7] which focus on good literacy habituation were able to run well.

In accordance with the principles of refraction activities, the reading materials used are non-lesson books available in school libraries and reading corners that have been provided in each corner of the classroom and or brought by students from their homes. In the real practice of its implementation, between students with one another often exchange reading books that have been read. At the next meeting, the principle is also the same, but there are some additional innovations activities, among others: retelling the contents of the story book or reading briefly by students, there is a performance of Reading Poetry by students, and the performance of drama collaboration between students and educators. That was the TLS innovation in habituation activities at the time.

TLS innovation in the above habituation activities continued in the second activity, namely development activities. In this activity, TLS adheres to the principles given by GLS, namely "in the development stage, learners are encouraged to show the involvement of their minds and emotions with the reading process through productive activities orally and in writing. It should be understood that this productive activity is not assessed academically." [8]. Based on these principles, innovations that have been carried out by TLS, among others: (1) the establishment of Duper(ambassador library in each class, especially the upper class (4,5 and 6); (2) presenting a mobile reading corner program between classes 1-6 in turns every week.

The last major activity of GLS is learning activities. In principle, [7] explains that literacy strategies must be practiced in the learning process in all subjects. In this regard, TLS has carried out socialization, dissemination, and practice of implementing literacy strategies in classroom learning to all educators in this school. One of the Educators has successfully practiced literacy strategies in learning with the use of BIG books for use in lower grades, among others, grades 1,2 and 3.

TLS innovation during the Covid-19 pandemic

At a time when the Covid-19 pandemic had an impact on changing the learning process from face-to-face meetings to face-to-face meetings, TLS also tried to adjust the implementation of its literacy activities so that they could continue to run. Some activities that are offline are sought to switch to online with the quality of the content must be better. Thus, the 3 main literacy activities; habituation activities, development activities, and learning activities, began to get a touch of innovation to be implemented online. Of course, the innovations that have been successfully implemented are in accordance with the capabilities of TLS and also the limitations that it has.

The most notable change was that the face-to-face meeting model changed to a virtual face-to-face meeting. This change also has an impact on the tools and technology used and the products produced as well as the signal constraints of each region vary depending on how close to the transmitter signal. Tools and technology used more using HP gadgets. Similarly, products that are created and produced more in the form of writing as well as images.

TLS strategy optimizes learners ' literacy levels during the Covid-19 pandemic

The TLS strategy in optimizing the literacy level of students in SD Negeri Wonokerto 2 Sukapura District, Probolinggo Regency is implemented with the innovation of its literacy program. The literacy level of learners is important to be improved immediately in conjunction with the government's program on Minimum competency assessment (IMA) and the Indonesian PISA rating. In the AKM activities for elementary school level, there are 2 aspects that are measured, namely literacy and numeracy. For the latest PISA ranking in 2018, Indonesia is still ranked 62 out of 70 countries in the world that follow PISA (Center for Education Assessment, 2019). That means the literacy rate of learners in this country is still low. Therefore, the innovation of literacy programs that have been and are being carried out by TLS is intended to improve the literacy level of learners are described as follows :

a) JIBAKU (The Need To Read Books)

JIBAKU is a mandatory program that is carried out massively by TLS for all learners. All students are obliged to read non-lesson books that have been determined by TLS. The book is based on The Book Of Mormon and The Book Of Mormon (<https://badanbahasa.kemdikbud.go.id>) or physical books that are already available in the school library or reading corner in each class. Each level has a different target Book Title. JIBAKU is carried out every day for 15-20 minutes and is practiced before learning begins or shortly after learning after the time on flexible jibaku means that it is not necessarily carried out in the morning only depending on mutual agreement. So, literacy activities habituation 15-20 minutes of reading has become a mandatory program and become an intracurricular activity in this school.

Not only continue to strengthen the program of reading activities of learners in a more structured, systematic, and massive, writing activities were setali three money. To boost the literacy level of writing learners, TLS implemented a strategy of giving JIBAKU sheets. This sheet is a graphic organizer sheet that becomes a written bill for all learners after completing the process of reading the specified non-lesson book. Research on the effectiveness of graphic regulatory sheets was conducted by [9] the results of his research showed that after being given graphic regulatory sheets there was an increase in critical thinking ability and the response was more positive than before.

The quality of the written content of the JIBAKU sheet from each learner describes how far their understanding and literacy level is towards what they have read. At the end of the school year, the number of JIBAKU sheets written and collected is equal to the number of non-lesson books read. At the time this report was prepared, students had just finished reading one non-lesson book title and collected their JIBAKU sheets.

Literacy is a homework that involves all parties in the school environment, from principals, committee members, supervisors, teachers, students, parents, and the surrounding community in its implementation. The development of literacy culture is carried out in conjunction with the growth of character and character in the school ecosystem. With this, it is expected that the culture of reading and writing will grow as the basis for the creation of a lifelong learning process [10].

Reading habituation activities there are two important activities carried out by teachers and students, namely listening and reading. The stages for each of the low and high grade levels can be seen in the following table.

Table 1 Stages of reading habits for high grade elementary school

Level	Listening	Reading	Activity Focus	Types Of Readings	Facilities and infrastructure
High grade SD	Trying to understand the reading	Understand the content of the reading with various strategies (recognizing the type of text, making inferences, connections with other experiences/ texts,etc.).	Read a book aloud, read silently	Picture story books, rich-text picture books, beginner novel books, both in print/ digital/ visual form	Classrooms, courtyards, school gardens, libraries, classroom book corners, libraries, reading areas, and etc

Development of interest in reading to improve literacy skills. Anderson & Krathwol quoted by Agustini [11] explained that literacy activities at this stage aim to develop the ability to understand reading and relate it to personal experience, critical thinking, and cultivate the ability to

communicate creatively through enrichment reading response activities. In the second stage, summarize is a follow-up activity which is a further development of reading activities that have become a habit. At this stage there are several skills to be achieved, namely: listening, reading, speaking, writing and sorting.

Table 2 Stages of summarizing reading in high class

Level	Listening	Reading	speaking	writing	sorting information
High grade SD	Listen to stories to foster empathy.	Read the story fluently, using the context of the sentence to interpret new words. Understand fantasy stories and folklore in a specific cultural context.	Retell the content of the story in its own language and express an opinion on the story.	Write a response to the character / storyline. Writing story modifications in the plot beginning middle end	identify elements of fact and fiction in the story. Identify the differences and similarities of the characters of the story characters.

In writing activities as a summary result, not only in the form of writing as a whole, but can be in other forms, depending on the creativity of students. Students can draw, sketch, chart, or others as a form of his ability to absorb the results of reading. All the results of writing, can be pasted on the board, exhibition board student work. These materials can also be collected so that it can be a portfolio of school literacy activities.

b) SIGASA (language Guardian student)

The next strategy is SIGASA. This program ideally has a goal, which is to campaign for indifference to the use of Indonesian spelling in daily communication, especially at the level of each class it starts from Grade 6 first then transmit to the next class. This is motivated by the many spelling errors written by learners and educators in communicating in writing, which it could be done intentionally or unintentionally or even do not know which is right and wrong. And also the use of bahasaindonesia that is less than the maximum due to the use of the mother tongue that dominates and also the awareness of students using Indonesian is very lacking. Research on concern for the Indonesian language was conducted [12] In his research stated that the young generation in Java has a negative attitude towards the Java language and indifferent to the Indonesian language, and not proud of the Indonesian language. Conditions like this are certainly very alarming.

Therefore, TLS and Duper as the vanguard of literacy drivers are concerned and need to take strategic steps to reduce spelling errors in Indonesian. If this is allowed, then it is not impossible that the Indonesian language will lose its dignity in the hands of its own owner. On the other hand, some countries abroad are increasingly conducting Indonesian classes for their citizens who want to learn good and correct Indonesian. Ironically, when met foreigners understand Indonesian grammar better than the Indonesians themselves. There needs to be socialization related to the importance of literacy and numeracy learning as an effort to prevent and overcome learning loss in students due to the pandemic. Literacy ability is the basis for students to refresh their ability to understand learning. In general, the application of literacy and numeracy is very suitable to be given to low-grade students to overcome post-pandemic learning loss [13], of these two strategy are considered effective in recovering "learning loss" in post-pandemic students, literacy activities are able to restore the spirit of students in learning and understanding learning.

4. CONCLUSIONS

Based on the results and discussion that have been described above, the authors provide conclusions, namely : to overcome and prevent learning loss in students, the school literacy team (TLS) disseminates, disseminates, and practices the implementation of literacy strategies in classroom learning to all educators in SD Negeri 2 Wonokerto after re-entering school and conducting face-to-face learning. Then the recovery of learning loss in post-pandemic students through an innovation program conducted by the school literacy team (TLS) such as JIBAKU (required to read books) and SIGASA (language Guardian Students). Both innovation programs are effective in overcoming learning loss in students.

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