
Strengthening Basic Education through "Bengkid Study Rolling" with the Method of Reading without Spelling in Probolinggo City

Tumini¹, Budi Hariyanto², Nabila Maulidya³, Novilia Putri Febilina⁴, Hamdan Amrullah⁵

Faculty of Economics, Universitas Panca Marga, Indonesia¹

Faculty of Law, Universitas Panca Marga, Indonesia²

Faculty of Teacher Training and Education, Universitas Panca Marga, Indonesia^{3,4,5}

Corresponding Author: Tumini (tumini@upm.ac.id)

ARTICLE INFO

Date of entry:

25 July 2022

Revision Date:

2 August 2022

Date Received:

20 August 2022

ABSTRACT

Strengthening education has the aim of improving the quality of human resources in an area. Based on the observations made, several cases of delay in reading ability have been found in the category of high grade elementary school children. With these problems, we provide a solution by holding the "Bengkid Study Rolling" program. This community service activity aims to improve the quality of human resources, especially in reading skills. The obstacles experienced by children on average are difficulty reading syllables and consonants, the method of reading without spelling is one of the effective reading solutions and according to children's needs because learning is designed in a fun way but still firm and straightforward in learning.

Keywords: Education, Bengkid Study Rolling, Reading Without Spelling.



Cite this as: Tumini, T., Hariyanto, B., Maulidya, N., Febilina, N. P., & Amrullah, H. (2022). Strengthening Basic Education through "Bengkid Study Rolling" with the Method of Reading without Spelling in Probolinggo City. *Empowerment Society*, 5(2), 78–86. <https://doi.org/10.30741/eps.v5i2.860>

INTRODUCTION

Improving education is one of the main goals in advancing the country (Widiansyah, 2018). Education is a very important factor in human life (Hendriana & Jacobus, 2016), so the process of developing human resources must be carried out by increasing knowledge, skills and attitudes as well as values so that they are able to adapt to their environment (Mardhiyah, Aldriani, Chitta, & Zulfikar, 2021). Strengthening basic education has been the focus of several studies in recent years, including Elementary School Education (Maisaro, Wiyono, & Arifin, 2018), Elementary School Education through local wisdom (Rachmadyanti, 2017), Character Education (Ahmadi, Sutaryono, Witanto, & Ratnaningrum, 2017), and other education.

Strengthening the basic education that needs attention, one of which is in the Village of Jrebeng Kidul. This is done with the aim of improving the quality of human resources, especially reading skills. Ability is something that has been embedded in a person, the ability that a person has can develop if the person learns well (Sari & Lestari, 2019). Reading ability is a person's ability and skill to understand ideas and symbols or language sounds in a reading text that is adapted to the intent and purpose of the reader to get the message or information desired (Apriyani et al., 2019). Reading requires a good understanding in order to understand the reading text and interpret the contents of the reading well (Tantri, 2016).

KKN (Kuliah Kerja Nyata) is a community service activity, this activity must be followed by students at universities including Panca Marga University. After being attacked by the COVID-19 pandemic, which paralyzed all daily activities without exception in the field of education, thus requiring a recovery that was not easy, students tried to help the community to recover faster and grow stronger. However, despite the importance of reading for society, there are still many children who have difficulty learning to read (Sugiarti, 2012; Wahyuni, 2009). Elementary students need to have good reading skills, accuracy and success at the reading stage will have a major impact on further reading improvement (Hadian, Hadad, & Marlina, 2018). In fact, there are still many students who are not fluent and do not even know letters (Rifatin, 2022), students have difficulty distinguishing letters that look similar (Suryati, 2019), this case occurred in the Jrebeng Kidul Village, precisely at the high grade elementary school level, namely class IV . Based on the results of observations made in the Kelurahan Jrebeng Kidul, it shows that high grade students still have difficulty reading with difficulty distinguishing letters and still stammering in reading sentences.

Therefore, KKN students design a work program that aims to improve children's reading skills through the method of learning to read without spelling and provide reinforcement of school material for children outside school hours, by gathering elementary school children from each RW Jrebeng Kidul to provide tutoring.

METHODS

Based on the problems that have been formulated, the method of implementing this service is carried out by providing new experiences (Sulistyan, 2020), in the form of increasing children's reading skills through the method of learning to read without spelling and strengthening school material for children. This service is carried out in RW. 1, 2, 3 and 4, Jrebeng Kidul Village, Wonoasih District, Probolinggo City. The subjects of this study were KKN students in the village of Jrebeng Kidul and children at the elementary school level in the village of Jrebeng Kidul. The object of this research is the improvement of children's reading skills through the method of learning to read without spelling. The stages of work program activities include:

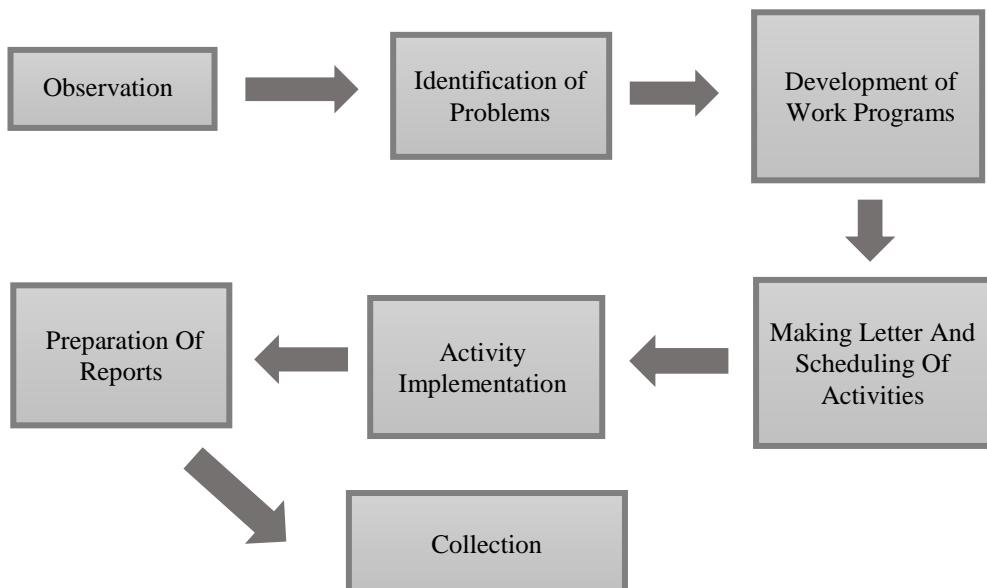


Figure 1. Stages of work program activities

Source: Team Discussion, 2022

RESULTS AND DISCUSSION

In the village of Jrebeng Kidul, there are some children who still cannot read and do not even know letters, even in reading they are still stuttering. Huda (2017), states that learning to read without spelling is a method of reading which in the early stages of learning is not directly introduced to letters, but children are introduced to syllables first. Children are invited to read syllable by syllable then after they know a few syllables, then they are given some examples of words and then sentences for children to read. In this process, children are also rewarded if they are able to read which can be in the form of sentences of praise, applause or other positive things, with the hope that children will become more enthusiastic and become motivated to learn to read.

The advantages of teaching reading with the non-spelling method include:

1. Very fun and does not burden children to memorize a lot. This will make children always happy when reading.
2. Children are active, meaning that only by giving examples of reading the title students can learn to read independently.
3. By having a guidebook, besides being able to study at school, children can learn on their own at home with the help of their parents.
4. Learning outcomes are very real, even through intensive guidance children will be able to read.

In general, how to read is done by spelling, but there are other ways that can be taken, namely reading without spelling. Here are the ways:

1. Introducing Letters in a Fun Way.

Children must know in advance the letters they will use, one easy way to memorize them is by using illustrated letter flashcards or by singing while reading table letters.

2. Memorizing Syllables

The next way is to introduce and help children to memorize the syllables in consonants B to Z and followed by vowels A, I, U, E, O. For example ba, bi, bu, be, bo, ca, ci, cu, ce, co, and so on. Then proceed with learning more varied syllables such as for example the words bu-ku, da-du, ba-ca, cu-ka, and others.

3. Introducing Consonants

Before entering this stage, make sure the child has mastered various syllables first. Introduce other syllables with syllables ending in death, such as “ng”, “ny”, and others.

4. Reading together

School age is the age where children really like to imitate. By taking advantage of this, we can read a book while the child listens. Next, we ask the children to repeat what they have read before.

In its implementation, we divide an average of 2x tutoring meetings in each RW starting from the RW. 1, 2, 3 and 4.

1. The first location is held at the residence of the Head of the RW. 01 by gathering the children in after school hours. Before the tutoring begins, we ask questions about their learning achievements. Then classify according to the level of learning and ability.

In this location, it was found that several grade 3 students were still unable to read. According to the parents, this is due to the online learning that children have gone through for 2 years of learning. This results in less than optimal learning and children become hampered in the process of learning to read.



Figure 2. First Location, First Meeting
Source: Activity Implementation Results, 2022



Figure 3. First Location, Second Meeting
Source: Activity Implementation Results, 2022

2. The second location is at the residence of the head of the RT. 05 RW. 04 after school hours. The low class category on average already knows letters but is still not fluent in reading. On the other hand, it was also found that grade 2 students still had difficulty distinguishing letters and reading syllables.



Figure 4. The Second Location, First Meeting
Source: Activity Implementation Results, 2022



Figure 5. The Second Location, Second Meeting
Source: Activity Implementation Results, 2022

3. The third location is at the residence of the head of the RW. 02, found a case that was quite severe because it was not a low class anymore but a high class child who was not yet fluent in reading and writing. However, in reading syllables, it is possible, only for consonants, I still don't understand.



Figure 6. The Third Location, First Meeting
Source: Activity Implementation Results, 2022



Figure 7. The Third Location, Second Meeting
Source: Activity Implementation Results, 2022

4. The fourth location is held at the residence of the RW head. 03 by utilizing Miftahul Huda's TPQ class. Similar to the previous place, there were some high-class children who could not read syllables and consonants.



Figure 8. The Fourth Location, First Meeting
Source: Activity Implementation Results, 2022

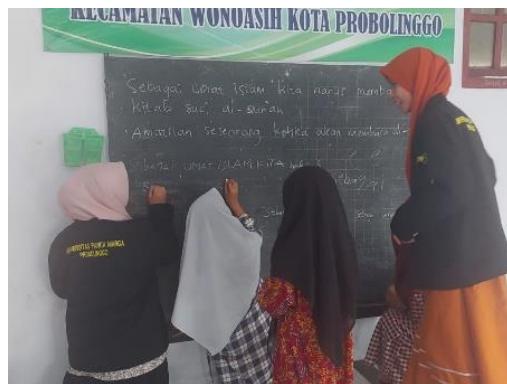


Figure 9. The Fourth Location, Second Meeting
Source: Activity Implementation Results, 2022

The test sheets that we use as a reference in learning to read at the basic level to measure children's abilities are as follows:

	Huruf Vokal			
a	i	u	e	o
Suku Kata				
ba	bi	bu	be	bo
ca	ci	cu	ce	co
da	di	du	de	do
fa	fi	fu	fe	fo
ga	gi	gu	ge	go
ha	hi	hu	he	ho
ja	ji	ju	je	jo
ka	ki	ku	ke	ko
la	li	lu	le	lo
ma	mi	mu	me	mo
na	ni	nu	ne	no
pa	pi	pu	pe	po
qa	qi	qu	qe	qo
ra	ri	ru	re	ro
sa	si	su	se	so
ta	ti	tu	te	to
va	vi	vu	ve	vo
wa	wi	wu	we	wo
xe	xi	xu	xe	xo
ya	yi	yu	ye	yo
za	zi	zu	ze	zo
Kata				
bu-ku	cu-ci	da-du	fa-na	gu-ci
ha-ri	ja-ni	ku-da	la-ma	ma-na
na-ma	pa-gi	ro-sa	so-to	ta-li
Huruf Mati				
ng		ny		

Figure 10. First Test Sheet
Source: Team Development Results, 2022

We use these sheets to introduce children to vowels, syllables, some examples of words, and consonants according to the method applied.

Table 1. First Evaluation Results

Object	Children are able to read syllables fluently	Children are able to read every word fluently	Children are able to read consonants fluently
Children -1	5	5	4
Children -2	5	4	4
Children -3	4	4	3
Children -4	4	5	5
Children -5	4	4	4

Source: Data Processed, 2022

Information:

5: Very capable

4: Able

3: Quite capable

2: Poor

1: Very poor

Based on the test sheet, the average child is able to read syllables fluently, read every word fluently, and read consonants fluently. After mastering the test sheet, then we add variations of words that refer to sentences. The following is a follow-up test given to children as a follow-up to the previous sheet.

Teks Belajar Membaca					
Ibu	suka	beli	baju		
Doni	bisa	naik	sepeda		
Beni	makan	buah	ceri	di	sawah
Ayah	minum	kopi	di	teras	rumah
Rifki	mancing	ikan	di	sungai	musi
Jono	bawa	baju	baru	ke	kamar
Ibu	pergi	beli	daging	sapi	mahal

Figure 11. Second Test Sheet

Source: Team Development Results, 2022

Table 2. Results of the Second Analysis

Object	Very Smooth	Fluent	Smooth Enough	Not Smooth
Children -1	✓			
Children -2		✓		
Children -3			✓	
Children -4	✓			
Children -5		✓		

Source: Data Processed, 2022

Based on the second test sheet, there has been some improvement and the average child is fluent in reading without spelling. For follow-up, children are encouraged to continue to practice reading so that they can read more fluently.

CONCLUSION

Based on the results and discussion above, it can be concluded that reading without spelling can make it easier for children to learn to read. This is evidenced by the increasing ability of children to read more fluently. The cases of children found in Jrebeng Kidul on average have difficulties in

reading syllables and consonants, after undergoing learning there are some improvements but there are also children who are still slow to understand the concepts applied. Learning is carried out from place to place in order to equalize learning objectives in the Jrebeng Kidul sub-district, because every child encountered has a case that tends to be similar even though it is different. During the service implementation of learning according to the schedule, namely 2 meetings in each RW, in one kelurahan there are 4 RWs, learning is considered less than optimal. And it is recommended for future service implementation to be held at least 7x meetings regularly so that the learning and concepts taught are more mature and optimally absorbed.

REFERENCES

- Ahmadi, F., Sutaryono, S., Witanto, Y., & Ratnaningrum, I. (2017). Pengembangan Media Edukasi "Multimedia Indonesian Culture" (Mic) Sebagai Penguatan Pendidikan Karakter Siswa Sekolah Dasar. *Jurnal Penelitian Pendidikan*, 34(2), 127-136. <https://doi.org/10.15294/jpp.v34i2.12368>
- Apriyani, E., Adawiyah, S. R., Rahayu, M., Paramita, C., Raehani, G., & Amelia, N. (2019). Meningkatkan Kemampuan Membaca Siswa Kelas II Dengan Metode Membaca Nyaring Dan Media Dongeng Fabel Di SD Negeri Telukjambe II Karawang, *Proceeding Universitas Pamulang*, 1(2), 311-317.
- Hadian, L. H., Hadad, S. M., & Marlina, I. (2018). Penggunaan Media Big Book Untuk Meningkatkan Keterampilan Membaca Kalimat Sederhana. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, 4(2), 212 - 242. <https://doi.org/10.36989/didaktik.v4i2.73>
- Hendriana, E. C., & Jacobus, A. (2016). Implementasi Pendidikan Karakter di Sekolah Melalui Keteladanan dan Pembiasaan. *Jurnal Pendidikan Dasar Indonesia*, 1(2), 25-29. <http://dx.doi.org/10.26737/jpdi.v1i2.262>
- Huda, F. A. (2017). Pengertian tentang Kemampuan Membaca. Retrieved from Fatkhhan. web.id: <https://fatkhhan.web.id/kemampuan-merupakan-sesuatu-yang-telah-tertanam-didalam-diri-seseorang-kemampuan-yang-dimiliki-seseorang-dapat/>
- Maisaro, A., Wiyono, B. B., & Arifin, I. (2018). Manajemen Program Penguatan Pendidikan Karakter di Sekolah Dasar. *JAMP: Jurnal Adminitrasi dan Manajemen Pendidikan*, 1(3), 302-312. <http://dx.doi.org/10.17977/um027v1i32018p302>
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura : Jurnal Pendidikan*, 12(1), 29-40. <https://doi.org/10.31849/lectura.v12i1.5813>
- Rachmadyanti, P. (2017). Penguatan Pendidikan Karakter Bagi Siswa Sekolah Dasar Melalui Kearifan Lokal. *Jurnal Pendidikan Sekolah Dasar (JPSD)*, 3(2), 201-214. <http://dx.doi.org/10.30870/jpsd.v3i2.2140>
- Rifatin, D. A. (2022). Pemanfaatan Teknik (Struktural, Analitik, Sintetik) Pada Anak Yang Terkena Disleksia Ketika Anak Sekolah Dasar. *Jurnal Pendidikan Dasar Flobamorata*, 3(1), 294-301. <https://doi.org/10.51494/jpdf.v3i1.669>
- Sari, L., & Lestari, Z. (2019). Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa dalam Menghadapi Era Revolusi 4.0. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*, 443-453.
- Sugiarti, U. (2012). Pentingnya Pembinaan Kegiatan Membaca Sebagai Implikasi Pembelajaran Bahasa Indonesia. *BASASTRA*, 1(1), 1-11. <https://doi.org/10.24114/bss.v1i1.201>
- Sulistyan, R. B. (2020). Lecturer E-learning Training: The Role of Social Exchange Theory. *Empowerment Society*, 3(2), 50-56. doi: 10.30741/eps.v3i2.589
- Suryati, S. (2019). Peningkatan Prestasi Siswa dalam Mengidentifikasi Teks Deskripsi dengan Metode Discovery. *Dinamika: Jurnal Bahasa, Sastra, dan Pembelajarannya*, 2(2), 76-89. <https://doi.org/10.35194/jd.v2i2.984>
- Tantri, A. A. S. (2016). Hubungan antara Kebiasaan Membaca dan Penguasaan Kosakata dengan Kemampuan Membaca Pemahaman. *ACARYA PUSTAKA: Jurnal Ilmiah Perpustakaan dan Informasi*, 2(1), 1-29. <https://doi.org/10.23887/ap.v2i1.10096>

- Wahyuni, S. (2009). Menumbuhkembangkan Minat Baca Menuju Masyarakat Literat. *Diksi*, 16(2), 179-189. <https://doi.org/10.21831/diksi.v16i2.6617>
- Widiansyah, A. (2018). Peranan Sumber Daya Pendidikan sebagai Faktor Penentu dalam Manajemen Sistem Pendidikan. *Cakrawala*, 18(2), 229-234. <https://doi.org/10.31294/jc.v18i2.4347>