



Implementation of Sticky Note Learning Media to Increase Reading Interest in 5th-Grade Students Towards Lesson Books in the Pandemic of Covid 19

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ABSTRACTS

Reading is fundamental for someone to get other abilities. However, there are still areas in Indonesia that are still lacking in reading. The purpose of the core research is to provide literacy learning innovations in 5th grade elementary school. carried out during the pandemic with an online learning system. Students are given learning with sticky notes, where sticky notes are used as the medium. Sticky notes contain questions that must be matched with other sticky notes based on the same color. From the description above, we use this approach to test the literature and theory to suit the circumstances of the location we are researching. This is why we use a quantitative approach. The quantitative approach in this study is to find out the extent to which the implementation of learning with Sticky Notes in increasing the reading interest of grade 5 students towards textbooks during the covid-19 pandemic. This approach emphasizes more on finding data to be processed systematically and using mathematical calculations. From the results of the study, students got an increase of 18% from the results of the pre-test. This is in line with the results of previous research and the method was successfully used for learning.

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ARTICLE INFO

Article History:

Submitted/Received 25 July 2021

First revised 21 Aug 2021

Accepted 30 Aug 2021

First available online 01 Sept 2021

Publication date 01 Sep 2022

Keyword:

Reading,

Remembering,

Sticky note.

1. INTRODUCTION

The skill possessed by humans from birth to adulthood is learning. This skill becomes an initial basis for developing other abilities, especially in the academic field. Learning is an activity process that is carried out intentionally with the aim of getting different attitudes and behavior changes for the better (Setiawati, 2018). In this case learning must be done by everyone in order to get the ability for everyday life. But there are still people who have difficulty learning because they still don't know letters, this is what becomes their developer for the future.

According to UNESCO in 2015 showed that there were still 775 million adults in the world who were still illiterate. 2.07% or equivalent to 3.4 million of them are in Indonesia, this is sad because our country is the country with the largest population but the form of attention to these people is still lacking (Herman et al., 2019). This should be improved because to provide convenience, especially in teaching.

Therefore, innovation in this learning media is needed, lest the use of learning is still in conventional form. This also makes the development of students in learning less. In learning there are levels that must be given to students based on Bloom's taxonomy (Jessen & Mirsky, 2008) there are C1 remembering, C2 understanding, C3 applying, C4 analyzing, C5 evaluating and C6 creating. In this case, the basic level is enough C1 – C3, namely remembering, understanding and applying. This basic ability is what elementary school students must have today.

There is a good start, namely remembering. When students are given a good lifting technique, then C2 - C3 will be easy to apply. This is what must be renewed in the teaching and learning process. There is a technique called Sticky Note. According to Davis in (Supraningsih et al., 2019) Sticky Note Rainbow is a semantic technique where students really enjoy each process. The procedure is quite easy, that is, students are given the statement on each colored paper. Later students will connect the correct statement based on the color that has been made. This can be developed in the teaching and learning process to provide teaching, especially in remembering letters and numbers for the development of literacy and numeracy.

Starting from our anxiety that literacy is a basic ability that must be possessed by someone, everyone must have it. A strong nation must also have strong capabilities in facing the challenges of this era. Because the times are quite fast, therefore literacy skills must be able to reach new regeneration because they are the seeds of the nation's successors. If this problem is left unchecked, it will become a threat to the nation.

The purpose of this literacy improvement is to provide basic skills to students so that in the future they can get other abilities easily.

Based on the explanation above, the our are very interested in conducting research so that it can be useful in the future for teachers to provide references to innovate in the teaching and learning process, especially in teaching reading. For parents to provide information on the importance of literacy skills in this 4.0 revolution era, as well as for students to be more sensitive to the environment so that they can provide benefits from them to other outside communities.

2. THEORITICAL FRAMEWORK

2.1 Reading

A person who saw and combined the letters according to Crawley and Mountain in (Winarti & Sunarya, 2020) said that reading the truth is a complicated thing that involves many things,

not only reciting visual, thinking, psycholinguistic, and metacognitive activities. Reading is also defined as the process of translating written symbols or letters into spoken words.

2.2. Remember

The capture of things by the human senses stored in the mind. According to (Rahmawati, 2019) remembering is an intentional or unintentional activity which is felt by the human senses and stored by the human mind.

2.3. Sticky note

According to (Supraningsih *et al.*, 2019) Sticky Note is a semantic technique in which students are given procedural - procedural in carrying out learning activities where the goal is to increase students' memory. In his research as many as 9 out of 22 experienced an increase in the ability to remember this became the initial basis for our in conducting research.

2. METHODS

This study focuses on improving reading and numeracy skills in grade 5th Elementary School Bukanagara 2, Subang, Bandung, Indonesia with a sample of 3 boys and 7 girls using the Sticky Notes learning method. The existence of this study was to measure children's literacy which was preceded by a pre-test as an early stage to determine the extent to which students understood literacy and were able to practice it well. After conducting a pre-test with a google form questionnaire, students were given learning using Sticky Notes and ended with a post-test with the same method to determine student progress. In this study, there are stages that's our did to get answers to the hypotheses that had been designed previously. Use Sticky notes neatly made on the wall for students to match statements on different colored paper.

4. RESULTS AND DISCUSSION

4.1. Student demograpies

The population in 5th grade of non-state 2 primary school is 22 with 5 boys and 17 girls. The sample used by our was 10 people with 3 men and 7 women. A clearer explanation is in **Figure 1**. The average student lives in the school environment, but there are also some students who live far enough away that they have to use a vehicle to travel the distance from home to school. There are some students who are still not fluent enough in reading and there is one student who is still not familiar with letters and numbers. This makes it difficult for our to conduct a pretest. The students at home rarely do lessons with their parents because they go gardening from morning to evening but their children can still study religion in places of worship.

The condition of students has a different level of ability from each sample that we choose. This ability made us want to see the progress of students from the beginning of the pre-test to the end of the assessment. The assessments we make include communication, student motoric, concentration, interaction, and academics. This assessment consists of an assessment of 1 – 4. We have made an assessment of these students from the results of the pre-test which are entered into **Figure 1**.

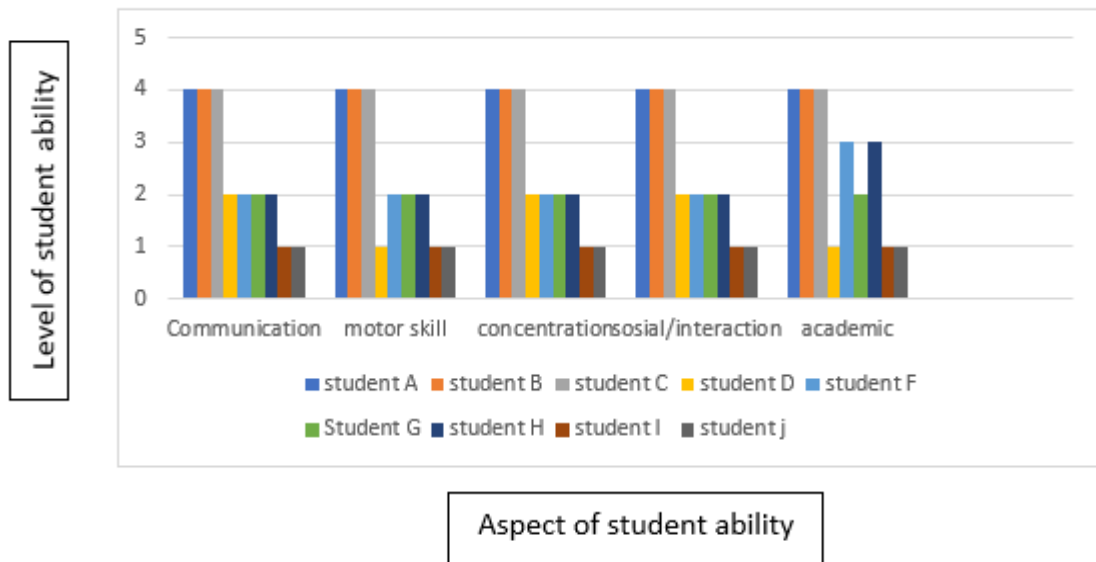


Figure.1 Data about the condition of student.

4.2. Phenomena in the learning process

This research activity received a good response from the school from the parents of students. This research was assisted by the homeroom teacher to facilitate the research. Before going directly to the pre-test stage, we searched for data about students in order to get easy communication with them. The steps taken are as follows. Doing permission to the school to conduct research.

- (i) Communicating with the classroom teacher to communicate with parents and assist in the research process.
- (ii) We did a pre-test but in this test the students experienced a tendency to be less enthusiastic because they had not received material and did not know about sticky notes and students also did a reading test with a time of 1 minute. Giving learning using sticky notes with teaching resources from thematic books theme 1 class 5.
- (iii) At the time of learning sticky notes are written with statement sentences written in various colors on sticky notes.
- (iv) Students match the statements according to the color given.
- (v) After learning is complete, students are given a post-test to determine student progress.

4.3. Pretest and post test result

Testing the results of this test is done by means of video calls with students and parents of students. Due to the lack of technology such as gmeet or zoom, our are only made video calls to each student via the student's parent's cell phone. This research was also assisted by the homeroom teacher to facilitate the implementation process.

The pre-test in **Table 1** was carried out for the first time to determine the level of students' understanding of the research content and after that it was continued with learning with Sticky Notes with the existing steps. This learning was carried out 3 times and ended by a post-test. Based on the data table, it can be seen that students have increased in the learning process. This is in line with the theory of to (Supraningsih et al., 2019) sticky note is a semantic technique where students are given procedural procedures in carrying out learning activities whose aim is to improve student memory.

Table 1. Student pre-test and post-test result.

No	Question	Pre – test	Post - test
1	Are you fluent in reading?	40%	70%
2	Do you have difficulty in reading?	50%	50%
3	Do you have trouble remembering?	70%	50%
4	Do your parents teach home lessons?	70%	70%
5	Are you texting Sticky Note?	30%	80%
6	Do you know the function of Sticky Note?	30%	80%
7	Does anyone in this area sell Sticky Notes?	30%	70%
8	Do you want to buy Sticky Notes for daily learning?	30%	30%
9	Do you often read?	80%	80%
10	Do you have a reading schedule?	70%	70%

5. CONCLUSION

from the pre-test data conducted by our, in **Table 1** as many as 47% of students had difficulty reading and remembering and were not familiar with sticky notes. There was an increase after learning and ending with a post-test, as many as 65% of students had started reading and remembering fluently and knowing sticky notes. From this study there was an increase of 18%. From the results of this study, students also have ways to make it easier to remember things because they are assisted by the use and function of sticky notes.

6. ACKNOWLEDGMENT

We acknowledged Bangdos, Universitas Pendidikan Indonesia. We thank to Yani Sulilawati S.Pd from SDN Bukanagara 2, Subang, West Java Indonesia. This study is a part of community service Program: community service program Tematik Literasi 2021 August-Sept 2021 Group 21 Lembaga Penelitian dan Pengabdian Masyarakat (LPPM), Universitas Pendidikan Indonesia. We also thank to Kantor Jurnal dan Publikasi, Directorate of International Affairs, Universitas Pendidikan Indonesia. We thank to Nissa Nur Azizah, Dwi Fitria Al Husaeni, M.Pd., Rina Maryanti, S.Pd., M.Pd., and Asri Wibawa Sakti, M.Pd.

7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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