



## **Analysis of Teacher's Efforts in Improving Students' *Calistung* (Read-Write-Arithmetic) Skills During the Transition Period**

### **Analisis Upaya Guru dalam Meningkatkan Keterampilan *Calistung* (Baca-Tulis-Aritmatika) Siswa Selama Masa Transisi**

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#### **Abstract**

Teachers must provide stimulus to students to be able to achieve optimal learning outcomes. One of them is a stimulus in learning *Calistung* (reading, writing, and arithmetic) because this *Calistung* is a milestone for lifelong learning. During the pandemic, learning is carried out online and face-to-face, which is limited because it must be following strict health protocols. Therefore, this study aims to analyze the efforts made by teachers in improving the *calistung* skills of class IA students at MIN 2 Banjarmasin. The results obtained in this study are the teacher's efforts in improving students' *Calistung* skills, the teacher plans to learn well through making lesson plans; using learning models, strategies, and methods that enable students to actively participate in learning; holding games that support *Calistung* learning; provide motivation to increase students' enthusiasm for learning, and provide additional study hours for students who need more guidance in *Calistung*.

**Keywords:** Teacher Effort, *Calistung* Skill, Pandemic Period

#### **Abstrak**

Guru harus memberikan stimulus kepada siswa untuk dapat mencapai hasil belajar yang optimal. Salah satunya adalah stimulus dalam pembelajaran *Calistung* (membaca, menulis, dan berhitung), karena *Calistung* ini merupakan tonggak untuk belajar sepanjang hayat. Selama masa pandemi, pembelajaran dilakukan secara online dan tatap muka terbatas dengan mengikuti protokol kesehatan yang ketat. Oleh karena itu, tujuan dari penelitian ini adalah untuk menganalisis upaya yang dilakukan guru dalam meningkatkan keterampilan *calistung* siswa kelas IA MIN 2 Banjarmasin. Hasil yang diperoleh dalam penelitian ini adalah upaya guru dalam meningkatkan keterampilan *Calistung* siswa, guru merencanakan pembelajaran dengan baik melalui pembuatan RPP; menggunakan model, strategi, dan metode pembelajaran yang memungkinkan siswa berpartisipasi aktif dalam pembelajaran; mengadakan permainan yang mendukung pembelajaran *Calistung*; memberikan motivasi untuk meningkatkan semangat belajar siswa, dan

memberikan tambahan jam belajar bagi siswa yang membutuhkan bimbingan lebih dalam *Calistung*.

**Kata Kunci:** *Upaya Guru, Keterampilan Calistung, Masa Pandemi*

## INTRODUCTION

The future of a nation is determined by several aspects, one of which is education. Based on this, the government must continuously improve the distribution and quality of education. The government has tried to improve the quality of education both in terms of educators and teaching staff, and of course, the curriculum continues to be improved, as well as trying to provide facilities and infrastructure (Sholeh, Aziz, and Kholis 2021). As a conscious and planned effort, education is expected to create a learning process and atmosphere so that the potential in itself can be developed by students actively. Therefore, students are expected to have self-control with spiritual strength, have intelligence, noble character, personality, and have the skills needed for themselves, society, nation, and state (Musaheri, 2007: 48).

A good learning process is a learning process that can attract students' interest in learning so that they can change their behavior. The changes meant are knowledge, attitudes, and skills as aspects of behavior. Children need adults or teachers who can provide a stimulus at school, at home, and in the surrounding environment (Sholeh 2021). Children need to be encouraged with a stimulus so that they can carry out the developmental tasks of students in low grades as they should.

In low grades, the stimulus for student growth and development is carried out by parents, families, and teachers as the closest people to the child (Bolkan et al., 2011; Sholeh, 2021). The development of *calistung* ability can be started with a stimulus to attract students' interest. This is an effort so that students can develop their *Calistung* skills perfectly because *Calistung* is one of the important aspects that lower grade children must possess (Hartini, Maimunah Sri., Adisel., Fitriana 2021).

The Covid-19 pandemic has brought many changes, one of which is that many changes have occurred in the learning system. During the pandemic, learning is carried out remotely, although now several schools have implemented face-to-face learning. Teachers inevitably have to be ready and adapt to current conditions by increasing their abilities and skills in using technology that can support limited online and face-to-face learning so that teachers can stimulate *calistung* abilities effectively.

Based on previous research conducted by Maimunah, dkk (2021), it was found that in *Calistung* online learning, the ability of the second graders of *Calistung* was still very low due to the lack of direct assistance from the teacher. This is in line with this research which shows that students' understanding of online learning *Calistung* is still lacking because there is no direct assistance by the teacher. Therefore, improving children's *Calistung* abilities involves the role of teachers and parents. The teacher acts as a class manager to encourage

comfortable and supportive learning situations to improve students' *Calistung* abilities. Meanwhile, parents act as motivators in every change or development of children in terms of *Calistung* by giving more confidence and appreciation such as praise, gifts, awards, etc (Ma'ruf and Syamsudin 2021). This is in line with our research that in order to achieve adequate student *Calistung* skills, it is necessary to have an important role from teachers and parents, especially during the current Pandemic.

According to research conducted by Dyan Mardani and Nisaulhak, a way to improve students' *Calistung* skills was proposed by using picture games. In this game, students are asked to count the number of fruits in the picture and then write the results under the picture, to write the name of the fruit under the pictures given, and to read the names that are made into necklaces that are exchanged for friends' belongings until they find their own (Mardani 2020). This is in line with this research that teaching *Calistung* needs to use exciting and fun things so that students are stimulated to learn. It can be concluded that the previous research that has been stated above has similarities with the research that the researchers did, both discussing the student's *Calistung* ability. The difference or novelty of this research lies in the efforts made by teachers in improving students' *Calistung* abilities during the Pandemic, both in online learning and in limited face-to-face learning. So, in this study, the teacher's efforts to improve students' *Calistung* skills will be discussed in two periods: the limited online and face-to-face learning periods, where of course, there are different treatments for both.

Based on the description above, the formulation of the problem from this research is how the teacher's efforts in improving the *calistung* skills of grade 1A students at MIN 2 Banjarmasin. In line with this, this study aims to determine the efforts made by teachers in enhancing the *calistung* skills of grade 1A students at MIN 2 Banjarmasin.

## **METHOD**

This study uses field research where researchers go directly to the research location so that researchers can get the data needed and relevant to the research objectives. This study uses a descriptive method, where this research includes qualitative research originating from the spoken words of the informants in the form of interviews, observations, and documentation. This research took place at MIN 2 Banjarmasin, Central Banjarmasin District. The period of research was carried out on November 26 - December 10, 2021. With one sample of class teachers, class 1A teachers. The analysis technique in this study is the Analysis Interactive Model (Miles & Huberman, 2005), consisting of data collection, data reduction, data display, and drawing conclusions. The following is a picture of the analytical technique used in the study.

## **RESULTS AND DISCUSSION**

Learning during the Pandemic was carried out online until a new policy emerged in the Joint Decree (SKB) of 4 Ministers No. 04/KB/2020, Number 737 of 2020, concerning the permissibility of limited face-to-face learning by following strict health protocols. In practice, online learning with limited face-to-face learning certainly has different preparations and implementations. Based on

interviews that have been conducted regarding the efforts made by the teacher to improve students' *Calistung* skills during the Pandemic period in Class 1A with Teacher Emi Lestari, S.Pd, both online and face-to-face limited, the following results were obtained:

1. Learning Implementation Plan (RPP)

Teacher Emi Lestari prepared the *Calistung* lesson in class 1A by first making a lesson implementation plan (RPP), both for online learning and limited face-to-face learning. The preparation of the RPP is essential in the implementation of learning because the RPP contains an overview and steps of the overall learning activities to be carried out. RPP is useful to minimize gaps that will occur in the field. So, the learning activities carried out can achieve the learning objectives (Prastowo, 2015: 35; Rahmawati & Sholeh, 2021).

2. *Calistung* teaching methods

The way that Teacher Emi Lestari does in teaching *Calistung* online in class 1A is by making her own learning videos which are then distributed to students via WhatsApp groups. Students are instructed to watch it with the assistance of an adult (parents or family). If possible, she will also have a virtual face-to-face meeting via Google Meet. The teaching method is the same as face-to-face learning, such as using the lecture method, teaching reading and writing in an *imla'* way, and teaching arithmetic using number cards, spatial media, explaining on the blackboard, or other interesting ways.

The *imla'* method is used to understand and derive meaning from the recited text or sentence. The reading comprehension together affects reading and writing skills (Scarborough 2001). Thus, reading development is usually a complex process that moves from letter and word level skills to reading meaning (Joshi et al. 2012). Likewise with the research results by Wang (2021) which shows that children's spatial visualization abilities were positively related to their math and reading performance in class. Children's spatial perceptual abilities are also positively related to their math performance in class.

In essence, teaching is to make learning fun for students. According to Ms. Emi, these methods can improve students' *Calistung* skills rapidly. In teaching *Calistung*, Ms. Emi uses the PAIKEM learning model (Active, Innovative, Creative, Effective, and Fun Learning). Fun learning can make the learning atmosphere cheerful and can attract students' interest so that it can make students take an active role in learning and help minimize boredom (Mulyawati and Purnomo 2021)

3. Playing

Elementary school children have certain characteristics, such as like to move, playing, working in groups, and working for real (Sitorus et al. 2020). Games that are integrated into learning can help in achieving the desired learning goals (Sumarsono 2017). From the interviews conducted, Teacher Emi Lestari revealed that one of the efforts in teaching reading, writing, and arithmetic to grade 1A students is to invite children to play. One example in this limited face-to-face learning activity is Mrs. Emi inviting students to play

the Squid Game, which is currently viral and famous. The way the game is played is Teacher Emi will turn her back to the students. All students are asked to stand up and walk forward towards teacher Emi. Teacher Emi will be about to turn around suddenly. If a student moves, the student must answer the questions given. The question follows the lesson studied. For example, if it is related to arithmetic, then the question is about addition or subtraction. When the lesson is about reading, the student is asked to read the sentence that teacher Emi wrote on the blackboard. As for writing, Teacher Emi will read the words that students need to write on the blackboard.

This effort is almost similar to what Teacher Emi did in online learning. In teaching reading, writing, and arithmetic, usually, when using a virtual face-to-face meeting application, Teacher Emi will hold the first-come-first-served quiz. For example, Teacher Emi reads the addition problem, for students who know the answer can unmute their mic. Online learning activities for grade 1 students are, of course, carried out under the supervision of adults or their parents who are at home to be able to help and monitor student learning activities. Students can read books together as a way for them to learn to read at home (Evans and Hulak 2020). The heterogeneity of parents and their involvement in assisting children's learning during the transition period determines the progress of children's reading and math skills (Pezoa et al., 2019; Slicker et al., 2021) . Therefore, the role of parents is needed in building family literacy at home as the beginning of student literacy at home (Ihmeideh and Al-Maadadi 2020). Likewise with the results of a study from Amorim (2022) The use of this type of game positively affects the students' reading, writing, and arithmetic abilities.

#### 4. Motivation

Motivation is one of the important factors that can affect the success of a learning process. The most important thing is to awaken one's potential, including self-efficacy and motivation in developing *calistung* abilities (Limpo and Alves 2013). Because, if students have good motivation in learning, students will be interested and focus on the learning (Jamil 2019). Thus, student learning outcomes have increased. Teacher Emi's way of raising the motivation of class 1A students is by giving rewards such as being allowed to take a break first, or it can be in the form of gifts, such as pencils if it is the limited face-to-face learning. Prizes are given to students who get a 100 score with the most amount for one month or get a 100 score on a test. As for online learning, awards will usually be given in the form of prizes or certificates submitted at the end of the year. Prizes are given to students who are routine and quick in submitting assignments.

The award given by Teacher Emi made the students enthusiastic about learning. However, according to Teacher Emi, students' enthusiasm for learning is better when learning face-to-face than when learning online. This is because face-to-face learning is more effective than online learning in terms of effectiveness. According to research conducted by Effendi (2021) All respondents agree that online learning is considered less effective than face-to-face learning. Because in online learning, the delivery of material is

not optimal, the situation is not conducive, and the enthusiasm for student learning gradually decreases.

#### 5. Learning Outcomes

Learning outcomes are abilities that a person mastered after going through the learning process. Where this can have an influence or change in aspects of behavior, knowledge, and skills (Sjukur 2012). According to Teacher Emi, student learning outcomes during the Pandemic in online learning were much better than face-to-face learning on a limited basis. This is because when students receive assignments in online learning, most people at home or parents will do it. Moreover, teachers find it difficult to know the level of students' understanding in reading, writing, and arithmetic because they do not meet face-to-face with students. This, of course, makes learning less effective. According to research conducted by Farida Nur Aziza and Muhammad Yunus, the role of parents in improving student learning outcomes can be done by providing encouragement, support, motivation, and appreciation to the students (Aziza and Yunus 2020).

The student learning outcomes in limited face-to-face learning, according to Teacher Emi, can really be seen directly because the teacher knows how students do the tasks. The teacher will know the students' understanding level although their scores are average, not as high as when it is done at home. The learning outcomes obtained from the assigned tasks are even more guaranteed original. So, students who do not complete can be given special treatment, such as additional study hours or others.

Efforts that teachers can do to improve student learning outcomes are by choosing models, strategies, methods, and media that are interesting and following the characteristics of students and the learning objectives to be achieved. The teacher's creativity in learning to improve lexical literacy skills and spoken language (that is, reading words and spelling) independently determines the quality of students' narrative writing in the future (Kim, Al Otaiba, and Wanzek 2015)

#### 6. Additional Study Hours

Additional study hours are given to students to improve their reading, writing, and arithmetic skills to answer their specific needs. For kindergarten children, extra *Calistung* learning activities are carried out by parents or registering children to private tutoring places to prepare children to enter elementary school. Additional study hours for elementary school students are carried out so that children can read, write, and count well so that it can make learning easier (Masturoh 2019).

Following the above statement in limited face-to-face learning, Teacher Emi will provide additional hours outside of school hours for students who still need to be guided in reading, writing, and arithmetic. In providing these additional study hours, Teacher Emi will invite students to study using interesting media and games. So that students do not feel burdened with additional study hours. One example of media used in teaching reading is flashcards. The media can also be used for games. For example, Teacher Emi said a word, and then the students were instructed to find and

arrange the letters until they matched the words that Teacher Emi said. As for online learning, Teacher Emi collaborates with parents to provide additional lessons for their children. This can also be done by registering children to take private lessons.

#### 7. Difficulties in Teaching *Calistung*

Difficulties in teaching and learning can trigger the non-achievement of predetermined learning objectives (Insani 2016). According to Teacher Emi, the difficulty in teaching reading, writing, and arithmetic in online learning is the difficulty of communicating directly with students. If students study at home, there may be a less supportive home environment, so students' focus can be divided. Thus, teaching reading and writing becomes a little more difficult. To overcome this, Teacher Emi usually implies a word or sentence, and students are asked to write it down. In the end, the students are asked to convey what they have written earlier.

Meanwhile, the difficulty that Teacher Emi experienced when limited face-to-face learning was to build a conducive classroom atmosphere and attract students' focus on learning. To overcome this, Teacher Emi usually invites students to play, such as a squid game. In addition, the heterogeneity of the parental profile also affects whether or not children quickly master *Calistung*. Emotional support and classroom organization are positively related to the development of students' reading skills in grade 1, especially for those prone to reading difficulties. They also show that frequent literacy activities in kindergarten are positively related to children's reading skills immediately after entering Grade 1 (Silinskas et al. 2017). In accordance with research results by Amorim (2022) children with poor parents have lower reading and math developments than those with affluent parents.

## CONCLUSION

The teacher's efforts to improve the *Calistung* ability of class IA students at MIN 2 Banjarmasin during online and limited face-to-face learning are 1) planning learning well through making Learning implementation plans (RPP), 2) using learning models, strategies, and methods that enable students to actively participate in learning, 3) holding games that support *Calistung* learning, 4) motivating students to increase students' enthusiasm for learning, and 5) providing additional study hours for students who need more guidance in *Calistung*. Student learning outcomes obtained better results in online learning than limited face-to-face learning. However, it is much better for limited face-to-face learning than learning online in terms of understanding. This is because, during online learning, there is a possibility of student assignments being done by other people, in contrast to limited face-to-face learning, which can be assessed directly by the teacher. The difficulties faced by teachers in teaching *Calistung* during online learning are the limited space so that learning is not optimal. Meanwhile, the difficulties faced during limited face-to-face learning is difficult to conducive the classroom atmosphere.

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