

## Optimizing Student Literacy Through "AKSI" Applications

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### Abstract

This research aims to analyze the use of this application in improving students' numeracy literacy skills. Using a descriptive qualitative approach, data was collected and analyzed based on interviews with students, teachers and school principals at SD Negeri Ngringin. Observation of the learning process and documentation of other data are used to obtain valid research results. The results of this research show that the use of the AKSI application has an influence in improving students' literacy skills, especially on literacy goals and objectives. In terms of literacy targets, the AKSI application is able to increase the intensity of the use and application of numeracy in learning, increase the amount of non-mathematics learning that involves elements of numeracy literacy, increase online sites related to numeracy literacy, increase the number of numeracy literacy activities in schools, increase the frequency of borrowing numeracy literacy reading materials, and encourage the creation of school policies related to increasing numeracy literacy. Meanwhile, for literacy purposes, this application has an effect on increasing a person's knowledge through reading activities, increasing understanding in drawing conclusions from the information read, and growing and developing students' character.

**Keywords:** *AKSI Application, Literacy, Merdeka Belajar*

### Abstrak

Penelitian ini bertujuan untuk menganalisis pemanfaatan aplikasi tersebut dalam meningkatkan kemampuan literasi numerasi peserta didik. Melalui pendekatan kualitatif deskriptif, dilakukan pengumpulan dan analisis data berdasarkan wawancara pada peserta didik, guru, dan kepala sekolah di SD Negeri Ngringin. Observasi proses pembelajaran dan dokumentasi data-data lainnya digunakan untuk memperoleh hasil penelitian yang valid. Hasil penelitian ini menunjukkan penggunaan aplikasi AKSI memberikan pengaruh dalam meningkatkan kemampuan literasi peserta didik, khususnya pada sasaran dan tujuan literasi. Pada sasaran literasi, aplikasi AKSI mampu meningkatkan intensitas pemanfaatan dan penerapan numerasi dalam pembelajaran, meningkatkan jumlah pembelajaran nonmatematika yang melibatkan unsur literasi numerasi, meningkatkan situs daring yang berhubungan dengan literasi numerasi, meningkatkan jumlah kegiatan literasi numerasi di sekolah, meningkatkan frekuensi peminjaman bahan bacaan literasi numerasi, dan mendorong dibuatnya kebijakan sekolah terkait peningkatan literasi numerasi. Sedangkan pada tujuan literasi, aplikasi ini berpengaruh dalam meningkatkan pengetahuan seseorang melalui kegiatan membaca, meningkatkan pemahaman dalam pengambilan kesimpulan dari informasi yang dibaca, dan menumbuhkan dan mengembangkan budi pekerti siswa.

**Kata Kunci:** *Aplikasi AKSI, Literasi, Merdeka Belajar*

## **PENDAHULUAN**

Literacy is the fundamental skill set that should be possessed by students. However, the low literacy skills of students have become one of the challenges in the Indonesian education system. Indonesia's literacy rate is relatively low compared to that of other countries. According to the findings of the Programme for International Student Assessment (PISA) research in 2012, which included 65 countries worldwide, Indonesia's literacy culture ranked second from the bottom. Furthermore, in 2018, the literacy abilities of Indonesian students were ranked sixth from the bottom, with an average score of 371 (Darwanto, 2021). The low level of literacy skills has the potential to diminish the quality of education in Indonesia. Furthermore, a lack of interest in literacy can also impact the quality of human resources (Zati, 2018). The progressing world demands individuals to enhance their personal qualities. This necessitates the creation and utilization of various knowledge, theories, and discoveries for the betterment of human life. This highlights the importance of efforts to enhance literacy skills from an early age, enabling individuals to engage more actively in reading, writing, and critical thinking.

Literacy is the main key in every learning process in various fields of science and religion (Abdussalam et al., 2020). Literacy in the Islamic religion is something that must be developed. The Qur'an is proof of the primacy of science, especially in reading. The command iqra', which means read, in the first verse of Surah Al-'Alaq is the beginning of an introduction to letters, an increase in the value of knowledge, and an introduction to the meaning of truth in human life. And with qalam, Allah teaches humans about something they do not yet know, brings them out of darkness and ignorance, directs them to knowledge, and makes humans aware of His priceless blessing, namely knowledge. With the ability to read and write, science will develop and synergize with all aspects of human life. (Ahmad Mujib, 2017.)

Actually, literacy is not just reading and writing. Literacy will develop according to developments in era and technology. One of the literacies developed in education is numeracy literacy. Numeracy literacy is applying concepts or calculation operations and mathematical tools in students' daily activities in activities that use

calculation data and analysis in making decisions. (Teguh, 2013) The aim of numeracy literacy is applying numeracy literacy knowledge and skills to solve problems and make decisions in everyday life based on logical considerations. So that students are accustomed to solving problems in a structured manner. The goals and objectives of the numeracy literacy movement in schools include; increasing intensity of the use and application of numeracy in learning, increasing the number of non-mathematics lessons involving elements of numeracy literacy, increasing access to online sites related to numeracy literacy, increasing frequency of borrowing literacy reading materials, increasing the number of literacy activities in schools, and also the existence of school policies regarding increasing numeracy literacy (Tim GLN Kemendikbud, 2017). Apart from that, it also trains and strengthens Indonesian human resources from an early age who are expected to be able to manage natural resource wealth (SDA) so that they can compete and collaborate with other nations for the prosperity and welfare of the nation and state (Direktorat Sekolah Dasar, 2021).

Based on this, literacy skills improvement programs are an important topic to research and develop (Rohim et al., 2021). One of the efforts made by the Ministry of Education and Culture to encourage the improvement of elementary school students' literacy skills is through the Teaching Campus program. Apart from that, the Ministry of Education and Culture is also developing the AKSI (Indonesian Student Competency Assessment) application to support the learning process. In the AKSI application there are modules and questions to measure students' abilities in understanding literacy and numeracy. (Erwin Tobing et al, 2022). As a new application used in the learning process, it is necessary to monitor and evaluate the use of the application. Is this application able to encourage the achievement of learning objectives to improve students' literacy and numeracy skills? Therefore, this research aims to find out the influence of the AKSI application in improving the literacy skills of grade 4 students at SD Negeri Ngringin.

#### **METODE PENELITIAN**

This research is field research carried out at SD Negeri Ngringin. This school

is one of the locations for the Kampus Mengajar program, so indirectly it is also a school that needs to strengthen literacy and numeracy skills in its students. The research was carried out using a process of observation, interviews and documentation. Observations in research are carried out to discover the characters and relationships between one another (Sukardi, 2003). The informants in this research were headmaster, teachers, and students in class 4 of SD Negeri Ngringin. The selection of informants means that parties are deemed to know the problem to be studied and can provide information or research data (Farida Nugrahani, 2014). The data analysis used is a descriptive analytical method that refers to the theory of Miles and Huberman. In the first stage, reduction is carried out to separate data that is relevant to the topic and then arranged according to the research focus. The second stage, systematic data presentation was carried out. Next, conclusions or data verification are drawn.

#### **HASIL DAN PEMBAHASAN**

Using the AKSI application at SD Negeri Ngringin is a new learning experience. Therefore, the Principal encourages the use of the AKSI application to support increased literacy. Using the AKSI application as a teaching media can provide convenience for teachers and students in the learning process. The process of using this application is generally carried out through 3 stages, namely preparation, implementation of learning, and evaluation of the learning process. The preparation stage is carried out by preparing the learning environment and preparing the learning process. To prepare a supportive learning environment, coordination is carried out with people involved in the learning process. At this stage, coordination is carried out with school representatives and the AKSI application is introduced to teachers. The teachers were also accompanied by students participating in the Kampus Mengajar program in operating the application before using it in classroom learning.

In implementing learning, there are several things that teachers do to develop students' literacy skills. The first activity is carrying out an activity called "sarapan". "Sarapan" is an activity carried out every morning, for 15 minutes, before starting learning. In this activity, the teacher gives reading to students to practice improving

literacy (Fitri, personal communication, 2022). Increasing literacy is important because it can help increase students' knowledge through reading activities, help improve understanding in drawing conclusions from the information read, increase critical assessment of things, and is considered to improve students' personalities (Aswan, 2020). Meanwhile, for activities related to application use, the teacher provides direction to students regarding the use of the application. For example, how to give answers to exam questions according to the type of questions in the application. Next, students take turns being given the opportunity by the teacher to work on literacy questions via the teacher's cellphone for a time duration determined by the application. Every day, there are 2-3 students who take turns working on literacy test questions during learning. Using the AKSI application in the learning process makes it easier for teachers to give grades and evaluate students' abilities in understanding questions (Fitri, personal communication, 2022).

At the evaluation stage, an evaluation is carried out on the use of the application and an evaluation of student learning outcomes. Teachers and students as application users gave positive responses. The application is easy to use by students, even though they are still in elementary school. This shows that this application was developed with the latest approach (Sunarto, personal communication, 2022). Apart from that, students feel happy when working on literacy questions in the AKSI application. This feeling of joy will encourage enthusiasm and not get bored with learning, especially reading. Indirectly, this can help support the development of students' literacy skills. Teachers as other users of this application, feel that it is easy to evaluate student learning outcomes. Teachers can measure students' ability to understand literacy based on the scores that automatically appear on multiple choice questions. Apart from that, questions with essay answers can also be accommodated with this application, but the teacher needs to correct the answers and provide assessments manually (Fitri, personal communication, 2022). The principal of SD Negeri Ngringin also responded that this application could support the introduction of literacy and numeracy to students in an easier and more enjoyable way. This is a consideration for the school principal to

maximize the use of the AKSI application in the learning process next semester (Amanda, personal communication, 2022). Regarding ease of use, the AKSI application can be accessed online and offline. This is an advantage of this application because in general digital-based learning media can only be accessed online. The obstacle comes from the application design which is not systemized in a client and server manner, so students have to take turns using the teacher's cell phone when working on questions. This happens because the application is still in the process of improvement and development.

The use of the AKSI application has had an influence on increasing student literacy in class 4 of SD Negeri Ngringin. The indicators are activities and activity results that are in accordance with the goals of numeracy literacy. Some of the numeracy literacy targets that are realized in using the AKSI application are:

1. Increased intensity of use and application of numeracy in learning. The formative literacy questions in the AKSI application are analysis questions and questions from reading. For example, how many characters, how many members in the family, how many teachers, and other questions that involve numeration in each question item.
2. Increasing the amount of non-mathematics learning that involves elements of numeracy literacy. When using the AKSI application, especially in the choice of literacy questions, there are questions that tell about daily activities. For example, in questions related to science, for example estimating the growth of living things and stating predictions by making charts. This can help schools increase the amount of non-mathematics learning related to numeracy literacy.
3. Increasing online sites related to numeracy literacy. This AKSI application can help teachers measure students' abilities in numeracy literacy. Through this application, teachers do not have to create their own questions, but can access the questions through the application. Teachers can also download numeracy literacy modules which can then be sent to students to use as reading material during online learning.
4. Increase the number of numeracy literacy activities in schools. This application was created to improve numeracy literacy skills. So by using the AKSI application,

teachers can increase the number of numeracy literacy activities in schools in both curricular and non-curricular processes.

5. Increase the frequency of borrowing numeracy literacy reading materials. One of the programs implemented to support literacy and numeracy is borrowing books at the library. Teachers create a program that requires students to borrow books from the school library to read at home. After reading the book, students must retell the contents of the book. This can help improve students' literacy skills in understanding reading.
6. There is a school policy regarding increasing numeracy literacy. In improving numeracy literacy skills, school principals encourage the use of the AKSI application in every class. The program for using this application will be implemented continuously. Apart from that, the school will also collaborate with the regional library to complete reading books for the school library. This is in accordance with the target of numeracy literacy, especially in improving numeracy literacy policies in schools.

Apart from that, using the AKSI application also encourages the achievement of literacy goals. Literacy goals include:

1. Helps increase students' knowledge through reading activities. This is in accordance with the content of the AKSI application, which has questions with the latest reading so that it helps increase students' knowledge.
2. Increase understanding in drawing conclusions from the information read, as well as increasing critical assessment of writing. The AKSI application has questions in the form of summarizing the content of the reading. This can train students to draw conclusions about something they have read and train students to think critically.
3. Help grow and develop students' character. The questions in the action application have readings with various characters. Through these various characters, students can recognize good and bad behavior. This can be used as a source of knowledge for students to imitate the good behavior of story characters.

## **KESIMPULAN**

Based on the discussion in the previous section, it can be seen that the use of the AKSI application at SD Negeri Ngringin is carried out in 3 stages, namely preparation, implementation of the use of the application and also evaluation. The use of the AKSI application in the learning process has an influence in improving students' literacy skills, especially in literacy goals and objectives. In terms of literacy targets, the AKSI application is able to increase the intensity of the use and application of numeracy in learning, increase the amount of non-mathematics learning that involves elements of numeracy literacy, increase online sites related to numeracy literacy, increase the number of numeracy literacy activities in schools, increase the frequency of borrowing numeracy literacy reading materials , and encourage the creation of school policies related to increasing numeracy literacy. Meanwhile, for literacy purposes, this application has an effect on increasing students' knowledge through reading activities, increasing understanding in drawing conclusions from the information read, and growing and developing students' character.

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