

Developing Model Of Learning Reading-Literacy At Madrasah Ibtidaiyah Negeri Iii Bondowoso, East Java, Indonesia And Kebangsaan Bukit Rokan Utara School, Gemenchah, Negeri Sembilan, Malaysia For Lower Grade Students

Abdul Muhith^{a*}, Umi Farihah^b, M. Saihan^c, Muhammad Faizal A. Ghani^d

^{a*} The State Institute for Islamic Studies of Jember Indonesia institution
Jember, Indonesia, e- mail : abdmuhith1972@gmail.com

^b The State Institute for Islamic Studies of Jember Indonesia institution
Jember, Indonesia, e-mail : u_farihah@yahoo.com

^c The State Institute for Islamic Studies of Jember Indonesia institution
Jember, Indonesia, e-mail: saihanelfirdaus286@gmail.com

^d University of Malaya Malaysia
Malaya, Malaysia, e- mail : mdfaizal@um.edu.my

Abstract

This research is categorized as developmental research which is conducted in order to design and develop a model of learning reading-literacy for lower grade at elementary school both in Indonesia (MIN III Bondowoso, East Java) and Malaysia (Kebangsaan Bukit Rokan Utara School, Negeri Sembilan). The process of developing the model based on ADDIE development procedure. However, in this research, researchers conduct the research for two phases only which are need analysis phase and developing model phase. The data gotten from the principals, teachers at lower grade, and students at lower grade. In the need analysis process can be concluded that there are several construct must be consider in designing learning reading-literacy model. Those are 1). Learning objectives; 2). Instructional material; 3). Learning experience; 4). Learning strategy; 5). Learning literacy procedure; 6). Time allocation; 7). Monitoring; and 8). Learning resources. Those items then becoming the prior consideration in developing sub-items as part of designing learning reading-literacy model. In the designing phase, there consist of three part which are designing prototype I, prototype II, and prototype III. There were an additional items from 18 expert in prototype II toward prototype I. Those item consist of construct 1 which change from six items to 20 items; construct 2 which change from 5 items to 16 items; construct 3 which change from 3 items to 14 items; construct 4 which change from 8 items to 20 items; construct 5 which change from 2 items to 16 items; construct 6 which change from 3 items to 10 items; construct 7 which change from 1 items to 9 items; and construct 8 which change from 4 items to 9 items. While in designing prototype III, there were also several changes which change from 20 items to 19 items for construct 1; no changes for construct 2 until construct 8. There are distinction between Indonesia and Malaysia, and this is not significantly different. Those different is coming from the learning resource used in learning activities. Therefore, for this items, the developed model then divided into general resource which used same resource, Indonesian resource, and Malaysian resource (which cannot be specified).

Keywords: *Model of Learning Reading-Literacy, Learning Reading-Literacy.*

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I. INTRODUCTION

Nowadays, People entering the era of technology and information which is

characterized by unlimited competition, in all fields and various social levels. In this era, humans need carefulness, perseverance, honesty, responsibility and courage to face the

risks of various actions and professions. The offer of increased resources to solve those challenges is always displayed in front of the eyes for those who have more ability, diligence and want to move forward. This case of course need a thing when people have to updating information, therefore literacy is needed to solve some problem.

Literacy has traditionally been interpreted as the ability to read and write. According to this opinion, someone being called literate is those who can read and write or are free from illiteracy. The definition of reading literacy changes to reflect changes in society, the economy, culture and education. It cannot be regarded as a simple skill of reading, decoding and comprehension. The current perception of reading literacy involves understanding of not only explicit but also implicit meanings of the read text (Delgadova, 2014). In addition, this term also explain by UNESCO that literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Hence, literacy is not about reading, writing, listening, or speaking merely. There is also skill and competencies relate to this. Moreover, UNESCO explain that actually there are three key features at those definition, those are 1). literacy is about the uses people make of it as a means of communication and expression, through a variety of media; 2). Literacy is plural, being practiced in particular contexts for particular purposes and using specific languages; and 3). Literacy involves a continuum of learning measured at different proficient levels (Montoya, 2018).

However, Indonesia should face a fact that many educational graduates have not achieved minimal competence in the cognitive, affective and psychomotor domains yet. This can be traced and found in various paths, types and levels of education (Pemerintah RI, 2003). It

can be seen from There are still many outputs from public and Islamic elementary schools that are not yet fluent in literacy and numeracy as described below:

"Reading literacy tests measure aspects of understanding, using, and reflecting on reading in writing form. In PIRLS 2011 International Results in Reading, Indonesia ranked 45th of 48 participating countries with a score of 428 from an average score of 500 (IEA, 2012). Meanwhile, the reading literacy test in PISA 2009 showed Indonesian students ranked 57th with a score of 396 (OECD average score of 493), while the PISA 2012 showed that Indonesian students were ranked 64th with a score of 396 (average score OECD 496) (OECD, 2013). There were 65 countries participated in the PISA 2009 and 2012. Based on PIRLS and PISA data, especially in reading comprehension skills, the competence of Indonesian students is categorized as low competence (Wiedarti, 2016).

Evidently, the condition in Indonesia compared to Malaysia is also not much different, Malaysian reading habits have been given 53rd rank. This position is the same as developing countries such as Albania (54), Panama (55), Indonesia (60) and Botswana (61). Among the reasons for the above scenario, the illiteracy stage among children is high.

The students' failure to achieve minimum competence or low achievement can be assumed coming from various limitations such as human resource competencies, availability of facilities, crisis of exemplary and low appreciation from various parties on the profession, contributions and achievements. The limited resources can be seen from the teacher competency test in each subject. This indication has been proven by the teacher's writing on the Qur'anic literacy training for Islamic religious education teachers in one of the regencies. Based on that training, it was found that still more than fifty percent of eighty

teachers have not good writing skill and not in accordance with the rules of writing. The low competency of these resources is caused by lack of the ability to diligently doing the reading literacy.

According to Gunn and Wyatt-Smith present a wide-ranging review of literature that may assist readers to obtain an overview of research in the three domains of literacy, numeracy and learning difficulties. They consider the ways in which these domains are defined and the various theoretical frameworks that have been influential on research in each. They also examine the accounts of effective provision across the domains, drawing attention to generic considerations. These include instructional approaches, transition and continuity across phases of schooling, time allocation, leadership, student motivation, monitoring and assessment, classroom talk, new technologies, community partnership, student diversity and teacher education. Sourced predominantly from the literacy domain, the notion of three waves of provision (classroom instruction, early interventions and long-term support) has been influential in the field. A main issue associated with these three waves is the allocation of resources among them (Gunn, 2011).

Wearmouth and Berryman consider literacy as a social practice and provide an account of how parents, families and the community can assist literacy learning. They adopt an interactive model of reading and situate the student learner in a social context in which culture is powerful, but not necessarily aligned with the classroom view of being literate. Using New Zealand and the United Kingdom experiences, they show how parental involvement can take many forms and that power may be located differently in these models. Further, they highlight the pedagogical change needed for teachers to be able to incorporate new technologies in effective classroom interventions.

The way that one can understand a reading, Munro adopts a metacognitive approach to supporting how readers comprehend (Wearmouth, 2005). He describes studies that involve the explicit teaching of comprehending strategies and looks at the problems in understanding text experienced by students who have progressed beyond the early oral reading of narrative that is the focus of Schwartz and Gallant (Gallant, 2010). Munro shares their attention to the mental activities of children as they are reading (such as paraphrasing, visualizing and predicting). Further, Munro recognizes that teachers of students in the middle years often overlook the extent of students' difficulties with decoding text, and may fail to implement appropriate intervention in parallel with comprehension instruction.

Schwartz and Gallant work within a framework of developmental psychology, drawing heavily on the work of Marie Clay (Clay, 2001). They argue that children who find early narrative reading difficult need to heighten their monitoring of success. They cast the problem of assisting such children as entailing more-than-better instruction. Specifically, they focus on children's own problem-solving as they gain fluency and accuracy. Schwartz and Gallant suggest that struggling readers need to be helped to develop their own self-improvement systems, and teachers can use modelling and searching supportive questioning to prevent these children from 'learning to be learning disabled.

In response to some concern about the behavioral perspective, particularly in terms of generalization and maintenance of skills, a number of cognitive theorists believed that children who has problem with literacy, when presented with some academic tasks, did not think or attempt to use their cognitive processes in planning, carrying out or monitoring their own progress, nor did they self-instruct with the same frequency and degree of accuracy as other children (Jacobs, 1987). These approaches focused on the

research conceptualization of meta cognition (thinking about thinking), which suggests that children need to think and plan out their thinking and their learning activities in order to complete a complex educational task (Bender, 2004).

This literacy then influence Islamic elementary school habits. In the 21st century, offers education promises a variety of learning approaches, which is believed to be effective in contributing to the development of students' competencies, both in the realm of knowledge, attitude and skills. Among these learning approaches is an integrative approach. This approach was first applied to lower class in elementary schools, but the positive impact of the approach was felt very dominant, then its became a trend and deserved to be an alternative learning approach, so it was recommended to be applied at all levels in basic education, which is developed in interdisciplinary learning. Then integrative learning is innovated in several contexts, one of which is the concept of literacy, because the reality of multi-literation is a combination of several disciplines with the concept of literacy.

Furthermore, according to Forgy (1991, in Abidin 2017) integrative learning is type of learning that combines curriculum in various forms of learning material integration, which is integration of learning experience and the integration of skills, themes, concepts, and topics across disciplines. The implementation of Islamic elementary school literacy is strengthened by *Gerakan Literasi Sekolah* (GLS), which is an overall effort to make schools a learning organization whose citizens are literate throughout their lives through public involvement.

II. METHODS

This research is categorized as developmental research which is conducted in order to design and develop a model, profile, module or any instructional attribute for a particular purpose and objectives. In this research, designing and developing process of the model are using

mixed methods, which are using quantitative and qualitative approach for data collection and using *ADDIE Model* (Analysis-Design-Development-Implementation-Evaluation).

The process of developing the model consists of three main phases, which are doing the *need analysis phase*, *designing and developing the model phase* and *evaluating the model phase*. However, in this research, researchers conduct the research for 2 phases only which are need analysis phase and developing model phase. In this case, qualitative study has been firstly adopted for the exploratory purposes in order to gain some overview on the contents of the profile before moving to the next phase of designing the profile. Upon completing the second phase, quantitative study is used to evaluate the results and finally turn it into a model that could be used for generalization. The data was gotten from the principals, students at lower grade (1–3 grade), and teachers from lower grade (1–3). The research path can be seen in the conceptual framework (figure 1) below:

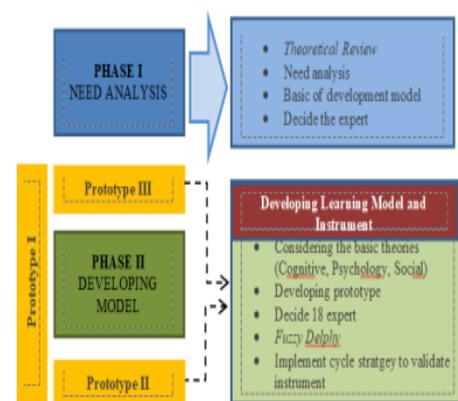


Figure1. Conceptual Framework of The Research

In the need analysis phase, researchers used 1). Questionnaire with likert scale to gather the data quantitatively, and 2). using interview guidance to gather the data qualitatively for both of the school (in Indonesia and Malaysia). The data in this phase is gathered from teacher and the principal of the school both Indonesia

and Malaysia. The school which used the subject of the research are MIN III Bondowoso, East Java, Indonesia, and Kebangsaan Bukit Rokan Utara School, Gemenchih, Negeri Sembilan, Malaysia. Meanwhile the instrument which is used in the designing phase are 1). questionnaire to measure the developed model which used cycle method and fuzzy Delphi. This questionnaire is designed by the researchers and the develop by 18 experts consist of the principals, teachers, education practition (supervisors), and education researchers of elementary school. 2). Theoretical framework in developing the model of learning literacy.

III. RESULTS AND DISCUSSION

A. Result

Need Analysis Phase

The need analysis of this research did to both of the school, Madrasah Ibtidaiyah Negeri III Bondowoso, East Java, Indonesia and Kebangsaan Bukit Rokan Utara School, Gemenchih, Negeri Sembilan, Malaysia. There are several aspect became the main point to be considered in this research. The questionnaire consist of five scale criteria, those are 1 shows no students/teacher do the activities; 2 shows only few students/teacher do the activities; 3 shows half of students/teacher do the activities; 4 shows most of students/teacher do the activities; and 5 shows all teachers/students do the activities. Then the result of both of the school can be seen in the table 1 below:

Table 1. The Questionnaire Result as The Need Analysis for Both Lower and Higher Grade

| No | Aspects | Score | |
|----|--|-------|----|
| | | IND | ML |
| 1. | <i>RLL Procedure</i> | | |
| | Analyze the text content | 2 | 2 |
| | Provide an overview of analytical inference to the text | 1 | 2 |
| | Responding to the text critically by using rational thinking supported by complete authentic | 3 | 1 |

| | | | |
|---|--|---|---|
| | evidence both in the text and from outside the text; | | |
| | Produce creative understanding by using a variety of media that is multimedia | 2 | 2 |
| | Produce creative understanding by using a variety of media that is multimedia | 3 | 3 |
| | Produce creative understanding by using a variety of media that is multicultural | 1 | 1 |
| 2 | <i>Pre-reading Activity</i> | | |
| | Must activate students' schemata | 3 | 2 |
| | Identifying the text | 2 | 2 |
| | Determine the purpose of reading | 3 | 2 |
| | Compiling questions that are bound by the text | 2 | 2 |
| | Preparing the text for reading activities | 1 | 2 |
| | Choosing the text model to be used in learning | 3 | 2 |
| | Generating initial knowledge | 3 | 2 |
| | Predict the text content | 2 | 3 |
| | Establishing after reading strategies | 1 | 2 |
| | Guessing text content | 1 | 1 |
| | Brainstorming | 1 | 2 |
| | Developing concept maps | 2 | 1 |
| 3 | <i>Whilst-Reading Activity</i> | | |
| | providing the text | 2 | 4 |
| | encourage meaningful conversation activities | 3 | 3 |
| | monitor students in their activities | 4 | 3 |
| | encourage students to read again | 3 | 2 |
| | observe student rereading activities | 3 | 3 |
| | collaboration and cooperative attitudes to share understanding and information with other students | 1 | 2 |
| | - reading text, analyzing and quoting text for a specific purpose | 2 | 3 |
| | - actively engage in conversations and notes on a focus that is aligned with the learning objectives | | |
| | - repeat reading with the aim of expanding and deepening | | |

| | | | |
|---|--|------|------|
| | understanding of the text | | |
| | - rereading | | |
| | - continue collaborative activities until a deep understanding of the features and intentions of the text | | |
| 4 | Post-reading Activity | | |
| | Rewrite the text | 1 | 1 |
| | Compare the text with other texts | 1 | 2 |
| | Do dramatization | 2 | 1 |
| | Describing the main idea | 2 | 2 |
| | Making teaching aids | 3 | 2 |
| | Doing research to enrich the topic | 1 | 1 |
| | Conduct interviews with related informants | 1 | 1 |
| | Make diorama stories | 1 | 1 |
| 5 | Reading Strategy | | |
| | Multi-literate reading method this method is suitable for the history, social science and the citizenship education theme. | 2 | 2 |
| | Reading Inquiry Learning Mathematical Problem Exploration | 3 | 2 |
| | SQ3R method for Social Sciences (survey (observe), question (ask), read, and review. | 1 | 3 |
| | SQ3R method for Social Sciences (survey (observe), question (ask), read, and review. | 3 | 2 |
| | PQRST Method for Science Text (preview, question, read, summary, and test) | 2 | 2 |
| | Total Score | 77 | 76 |
| | | 0.41 | 0.40 |

From the table 1 above, we can calculate the total score and average score for both country. Then researcher found that Indonesia and Malaysia both got 0.41 and 0.40 respectively. Based on Arikunto (2011), those criteria said to be weak for Malaysia and moderate for Indonesia. Therefore, researcher generate several items that must be considered as the result of need analysis. The items can be conducted from the need analysis, which are 1). Learning objectives, 2). Instructional material, 3). Learning experience, 4). Learning strategy, 5). Learning literacy procedure; 6). Time allocation, 7). Monitoring, and 8). Learning resources.

Designing and Developing Phase

In the designing and developing phase, researchers proposed 7 things to be considered as the effect of need analysis for the model. Researchers designed prototype I based on the focus gotten from the need analysis, those are 1). Learning objectives, 2). Instructional material, 3). Learning experience, 4). Learning strategy, 5). Learning literacy procedure; 6). Time allocation, 7). Monitoring, and 8). Learning resources. In this phase researchers asked 18 experts to validate and add several items for the model. The expertise of every expert can be seen from the table 2 below:

Table 2. The Expert who Join to The Development of Learning Reading-Literacy Model

| Expert position | The number based on the working experience | | | Total |
|---------------------------------|--|------------|--------|-------|
| | N ≤ 5 | 5 < N ≤ 10 | N > 10 | |
| | The principals | - | - | |
| Lecturers Education consultants | 3 | 4 | 3 | 10 |
| Education supervisors | - | - | 1 | 1 |
| Teachers | - | - | 2 | 2 |
| Total | | | | 18 |

Prototype I

The model as the result of prototype I designed as follows:

- a. Reading Literacy Learning Objectives
 1. Encourage curiosity of students in reading Generate students' eagerness
 2. Build awareness of students to love reading
 3. Familiarize students read at home
 4. Develop the practice of reading literacy in schools
 5. Making the school as fun-learning park and a friendly place so that students are able to manage knowledge.
 6. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies.

- b. Instructional Material in Reading Literacy Learning
1. Thematic lessons compulsory in schools
 2. Additional thematic subjects according to the school environment
 3. Integrated thematic subjects according to age and level of student
 4. Supporting books that match to students' interests
 5. Fairy tale or story
- c. Learning Experiences in Learning Literacy Reading
1. The habit of reading outside the classroom at the time of studying at school
 2. The habit of reading at home
 3. At the time of first rokaat of Dluha, the pray toughened
- d. Methods and Learning Strategies
1. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)
 2. Bottom-up reading strategy (Reading strategies that begin with the letter, phrases, sentences, paragraphs, and so on)
 3. Interactive reading strategy (The combination of top-down reading strategy and bottom-up reading strategy)
 4. SQ3R methods (survey, question, read, and review) for social sciences
 5. PQRST Method (preview, question, read, summary, and test) for physics text Science
 6. Careful reading method multi-literacy
 7. Methods of inquiry learning to read
 8. Exploration methods of mathematical problems
- e. Learning Literacy Procedure
1. Analyze the text content, implicitly and explicitly
 2. Giving analytical-inferential blueprint of the text
- f. Time Allocation
1. Extra time allocation of 15 minutes to 45 minutes
 2. Read in the library at rest based on the schedule that has been created
3. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate
- g. Monitoring
1. There are books liaison between teachers and parents to check the tasks assigned by the teacher
- h. Learning Resources
1. Iqra' Authorship KH. As'ad Humam for those who cannot yet read the Qur'an
 2. Al-Qur'an
 3. Narrative essay Sharfiyah Kyai Taufiqul Judge for grade 2
 4. Al-Nur Miftahu li Abd al-Uluum bouquet. Muhith to Grade 3

The 1st prototype then was given to 18 expert of elementary education to validate and ask additional items which will be used as the basic of prototype II. This process is called as 1st cycle (cycle I)

Prototype II

Prototype II was design based on the additional advice given by the expert. All the suggestion then written as the new model as the effect of Cycle I. There were several additional items which was added to prototype I, then become prototype II. The change can be seen in the table 3 below:

Table 3. The Number Change of Prototype I to Prototype II

| Items | Number of s-items for each Prot | | Add-items | Change (%) |
|--|---------------------------------|---------|-----------|------------|
| | Prot I | Prot II | | |
| Reading Literacy Learning Objectives | 6 | 20 | 14 | 0.7 |
| Instructional Material in Reading Literacy Learning Experiences in Learning Literacy Reading | 5 | 16 | 11 | 0.69 |
| Methods and Learning Strategies | 3 | 14 | 9 | 0.64 |
| | 8 | 20 | 12 | 0.60 |

| | | | | |
|-----------------------------|---|----|----|------|
| Learning literacy procedure | 2 | 16 | 14 | 0.83 |
| Time Allocation | 3 | 10 | 7 | 0.70 |
| Monitoring | 1 | 9 | 8 | 0.89 |
| Learning Resources | 4 | 9 | 5 | 0.56 |

Prototype III

This prototype was designed as the effect of cycle II. After the previous prototype was given back to the expert, then they score latest prototype which agreed by all the experts. Then the revised prototype were proposed to get 3rd prototype. The Prototype III of The Model of Learning Reading-Literacy are described as follows:

a. Reading Literacy Learning Objectives:

6. Encourage curiosity of students in reading
7. Build awareness of students to love reading
8. Familiarize students read at home
9. Develop the practice of reading literacy in schools
10. School makes learning fun as parks and schools child-friendly so that citizens are able to manage knowledge.
11. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies
12. Trains students to memorize
13. Help improve students' knowledge and ability to provide critical appraisals of writings
14. Improving the quality of students' use of time so that more useful
15. Create a classroom environment that promotes a culture of reading literacy
16. Train students in reading comprehension
17. Increase the vocabularies
18. Optimizing the performance of students' brains
19. Improving the ability of reading comprehension and critical thinking
20. Improving the ability to analyze and verbal skills in reading information review
21. Provide a pleasant reading experience

22. Trains students to appreciate and care for books
23. Developing character familiarization of learners through literacy
24. Stimulate the basic ability of students in the process of reading comprehensive

b. Subjects in Reading Literacy Learning

1. Thematic lessons compulsory in schools
2. Additional thematic subjects according to the school environment
3. Integrated thematic subjects according to age and level of student
4. Supporting books that match their interests and the interests of students
5. Fairy tale or story
6. The literature with regard to the value of local wisdom
7. A collection of poems and rhymes
8. Big-book that match the theme
9. General encyclopedias, social, science and Islam
10. Books have small works (KKPK)
11. Books Islamic exemplary stories
12. Teaching materials designed for student learning (handout book)
13. LKS / Modules
14. Motivation wall in the classroom
15. Child magazine, comics and picture books
16. Game contains lessons and supporting age-appropriate thematic

c. Learning Experiences in Learning Reading-Literacy Reading

1. The habit of reading outside of the classroom at the time when at school
2. The habit of reading at home
3. At the time of first rokaat Dluha prayer, read toughened
4. The habit of reading in the classroom before school starts
5. High-level thinking
6. The habit of telling children at home and at school
7. The "weekly contest for literacy"
8. Inviting students study Regional Library bookmobile or present party
9. The habit of going to school library
10. Quiz read the morning
11. An hour must-read (once a week)

12. Analyzing the content of a story or reading
 13. Recounting the readings
 14. Competition held fast and precise reading (read race weekend)
- d. Methods and Learning Strategies
1. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)
 2. Bottom-up reading strategy (Strategy reads that begin with the letter, phrases, sentences, paragraphs, and so on)
 3. Interactive reading strategy (combination of top-down reading strategy and bottom-up reading strategy)
 4. SQ3R methods (survey, question, read, and review) for social sciences
 5. PQRST Method (preview, question, read, summary, and test) for physics text Science
 6. Careful reading method multi-literacy
 7. Methods of inquiry learning to read
 8. Exploration methods of mathematical problems
 9. Forum to read for people in schools (forming school literacy team)
 10. Method of reading together (cooperative)
 11. Method of playing a role (role playing) of read and played a character that is read
 12. Methods skimming (scanning) and fast reading (skimming)
 13. Explorative methods - interactive social and humanities
 14. Fully explanation-interactive method for Scientific
 15. PAIKEM methods (active learning effective and fun creative interactive)
 16. Methods read a loud (read aloud)
 17. Reading while singing
 18. Reading, writing
 19. MOT (modeling of text)
 20. Reading Strategies - FAQ (Request Reading Question)
- e. Reading Literacy Learning Procedures
1. analyzing the content of the text, either implicit or explicit
2. give analytical inference picture of the text being read
 3. Respond to different types of questions
 4. Summarizing the contents of the text and give readings conclusion
 5. Using early literacy (Clay, 2001)
 6. Using basic literacy
 7. Using the library literacy
 8. Using technology literacy
 9. Using visual literacy
 10. Retelling the content of reading to friends in class
 11. Explore in depth knowledge related to the content of the text
 12. Broadly explore experiences related content existing text
 13. Stimulate and encourage clicking systems of knowledge and experiences related to the text read
 14. Stimulate and encourage clicking systems of knowledge and experiences related to the text that reads x
 15. Provides an explanation of the message contained in the text or reading
 16. Analyzing the main idea in each paragraph of text
- f. Time Allocation
1. Extra time allocation of 15 minutes to 45 minutes
 2. Read in the library at rest based on the schedule that has been created
 3. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate
 4. Reading in the school environment
 5. Read in public, reading garden, a library area
 6. Read ahead home 10 minutes
 7. Providing recitation task read at home
 8. Extra time allocation professionally based on the level of saturation analysis of student
 9. Reading on an empty hour
 10. Hold a quiz competition through reading literacy (reading understanding test)
- g. Monitoring
1. There are books liaison between teachers and parents to check the tasks assigned by the teacher

2. There is a journal read
 3. There is a self-evaluation guide students with regard to literacy check-listed by the students concerned
 4. There is a coordination meeting between teachers and parents every quarter
 5. Through peer assessment checklist
 6. There are books on the development of literacy skills of students from time to time
 7. There is a semi-open online application between stakeholders and madrasah.
 8. There is a regular online monitoring system that not only do teachers / parents / principals / supervisors but also by the students themselves with the relevant application with the ability
 9. books achievement
- h. Learning Resources
1. Al-Qur'an
 2. A collection of poems and rhymes, books fairy tales, folklore, children's magazines and a collection of Islamic stories
 3. School Library and The Library area
 4. Translation Akhlaqul book lil Banin
 5. Al-Qur'an and its translation
 6. Juz Amma
 7. Daily prayer and worship practical guidance
 8. Other Indonesian literature
 9. Other Malaysian literature

B. Discussion

The concept of reading literacy is an effort to understand, use, reflect, and involve themselves in various texts to achieve the intended purpose. While the purpose of reading literacy is to develop knowledge and potential, and participation in society based on the understanding of the text read in its entirety. The research result shows that there are some consideration in designing model to facilitate students in learning reading-literacy which is called as construct. That construct consist of reading literacy learning objectives, subject in reading literacy learning, learning experience, learning methods and strategies,

reading literacy learning, time allocation, monitoring, and learning resource, which is called as construct. This construct is in line with what Wearmouth and Berryman (2005), theory cognitive for learning literacy by Vygotski and Piaget (in Bender, 2004), and theory of psychology development by Schwartz and Gallant (2010). Furthermore, Michael Molenda (2015) presented a model used by researchers to design and develop a best practice profile for the of Indonesian and Malaysian reading literacy learning.

Time allocation construct in this research is in line with the research of (Oktarina, 2018) that it must be programmed and determined in designing reading literacy learning. In that research this item is only provided 15 minutes. Therefore, in this research, it's designed longer than that research, which approximately 15-45 minutes. And this was agreed by some experts. Aisyah (2017) also said that designing classroom activities is also important. This research become the background of the existence of method and learning strategies. However, in this research is detailed in to very specific strategies which can be used to reading literacy learning while in the previously research only mentioned about the learning methods that can be used such as PAIKEM, and using Quantum Learning Method.

Literacy learning is a need to improve human resources both from the teacher and from students because both empirically, philosophically, regulative, and theologically cannot be denied that literacy learning is the foundation that must be done to build a civilization through reading as a world window that starts from basic education. On the need analysis phase, based from information that the researcher got from lower grade teacher in MIN III Bondowoso East Java, Indonesia, there is a need for a reciprocal relationship between teachers and parents to create a habit of reading both at school and at home. The books available as learning resources provided in the school library are inadequate for all students of MIN III Bondowoso East Java, Indonesia. This is also found in Malaysia. Therefore, in this

research, researchers designed a monitoring and evaluation activities to control students' reading literacy achievements. This is also emphasized by Oktarina (2018). Over there, controlling students' achievement in reading literacy must be done by both teacher and parent.

Referring to the Indonesian government regulations in accordance with the format of material presentation based on the 2013 curriculum is to use the Thematic Format arranged into the following three groups; social science, natural sciences, and religion. This is totally different with Malaysia, therefore researchers differentiate the material between Malaysia and Indonesia.

IV. CONCLUSION/RECOMENDATION

Based on data analysis results and results' discussion of developing learning reading-literacy model for Indonesia and Malaysia above, the following conclusions are obtained:

1. In the need analysis process can be concluded that there are several aspect must be consider in designing learning reading-literacy model. Those are 1). Learning objectives, 2). Instructional material, 3). Learning experience, 4). Learning strategy, 5). Learning literacy procedure; 6). Time allocation, 7). Monitoring, and 8). Learning resources. Those aspects then becoming the prior consideration in developing sub-items as part of designing learning reading-literacy model
2. In the designing phase, there consist of three part which are designing prototype I, prototype II, and prototype III. There were an additional items from 18 expert in prototype II toward prototype I. Those item consist of construct 1 which change from 6 items to 20 items; construct 2 which change from 5 items to 16 items; construct 3 which change from 3 items to 14 items; construct 4 which change from 8 items to 20 items; construct 5 which change from 2

items to 16 items; construct 6 which change from 3 items to 10 items; construct 7 which change from 1 items to 9 items; and construct 8 which change from 4 items to 9 items. While in designing prototype III, there were also several changes which change from 20 items to 19 items for construct 1; no changes for construct 2 until construct 8.

There are distinction between Indonesia and Malaysia, and this is not significantly different. Those different is coming from the learning resource used in learning activities. Therefore, for this items, the developed model then divided into general resource which used same resource, Indonesian resource, and Malaysian resource (which cannot be specified).

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