Reading Literacy Competence Class XI

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Abstract

Purpose: The aim of this research is to describe the reading literacy competency of class XI students at SMA Muhammadiyah 1 Surakarta as measured through the Minimum Competency Assessment (AKM), which is part of the National Assessment (AN) framework. This study focuses on understanding students' cognitive abilities in the context of reading literacy.
Methodology: This research uses a quantitative descriptive method. It was conducted at SMA Muhammadiyah 1 Surakarta in August 2024. The study involved a population of 30 class XI students. The data collection instrument used was a reading literacy competency test. Content validity was employed to ensure the accuracy of the instrument, while descriptive statistical analysis was used to analyze the data.
Results: The results show that the reading literacy competency of students is generally high. A total of 83.3% of students were categorized as having very good and good reading literacy competencies, 13.3% were in the fair category, and 3.3% were in the low category.
Applications/Originality/Value: This study provides an overview of students' reading literacy competency levels using the AKM framework and highlights the effectiveness of AKM as a diagnostic tool for identifying students' strengths and weaknesses in reading comprehension. The findings can serve as a reference for teachers and schools in planning targeted interventions to further improve literacy skills and in aligning classroom instruction with national competency standards.

Introduction

Indonesia is currently transforming the world of education by changing the 2013 curriculum to an independent curriculum. This new curriculum emphasizes the im-portance of literacy for students, so that they can apply reading and writing skills in everyday life. Literacy is considered the foundation of a strong education, helping students understand and master the knowledge they learn. According to Axford, the main goal of literacy learning is to equip students with effective reading and writing skills, including the ability to analyze complex texts.

In the traditional sense, literacy is defined as the ability to read and write. Peo-ple who can be described as literate in this context are those who are able to read, write and know. Then, literacy skills develop into the ability to read, write and communicate (Gipayana, 2004). Over time, the definition of literacy shifted from simple knowledge to more complex knowledge that includes various other important areas. Change Change is caused by various factors including increasing complexity of technology and communication, the need for more training as a result of increas-ing user fatigue, and analog changes (Abidin, including, Yunansah. 2017).

According to Haerudin, (2021) explains that "literacy is a description of the word literacy or littera which means letters, so literacy involves learning writing systems and conventions that are always pre-made." From this explanation of litera-cy, it can be concluded that literacy is a skill or skill that a person must have in order to be able to develop themselves for the individual, society, nation, and even the state. So, in another sense, humans must have literacy so that it can be used as capi-tal to develop problems in life. Then, according to Tampubulon, (2008) explains that "reading is "one of four basic language skills, and is a part or component of written communication".

Literacy can also be interpreted as the ability to read and write or literacy (Naibaho, 2007) (Santoso, 2016). The literacy level of a nation holds a vertical rela-tionship to the quality of the family (Muslim, 2018) (Permatasari, 2015). So some-one is called literate if that person has truly digested a problem after he or she has digested the instructions as a result of which they present and implement their un-derstanding according to what is obtained. Even literacy knowledge in various forms of learning is very important because it can accelerate the growth of a nation into the future. Literacy is a form of individual activity involved in takwil or interpreting various kinds of knowledge skills in order to master the many types of knowledge that exist.

According to Ibrahim Front Perian (2017), there are three basic things in read-ing, namely the ability to understand the text, the power of focus, and the power of effort to detect all reference patterns, reference typologies, and confusion of refer-ences found. There are two rules that can improve the reading literacy process, namely working on knowledge from areas that give rise to impatience and inaccura-cy of part-time tutors in studying references that take a long time.

The next way is to investigate examples of civilization that can be applied in each subject. There are many steps that can be taken to include literacy in the com-munity at every level until literacy is achieved. Literacy activities are not only carried out as part of imitation activities or guidance programs, but can also be part of continuing knowledge programs following the example of students. Therefore, a method of imitation that is useful and efficient must be carried out, because the re-sponse method must always be found in every civilization measurement program. Indonesian language learning includes productive and receptive skills. Reading, watching, and listening are components of receptive skills. Writing, speaking, and presenting are examples of productive talents. These abilities are based on language, literature and critical thinking, three interrelated and mutually beneficial compo-nents intended to increase student capacity. The aim of developing these competen-cies is to shape students into Pancasila characters and skilled readers (Kemendik-budristek, 2022)

Students' literacy competence is closely related to the ability to convey knowledge which results in the ability to grasp facts analytically, critically and re-flectively. Synchronous literacy learning aims to understand the meaning of the Indonesian dialect, other grids so that the deputy duty officer is able to present and draw various compositions of discourse, parts in connection with added talent for presenting, the deputy duty officer can sense and recognize the form of discourse, the weight of the discourse, and its linguistic parts. While the relationship uses drawing talents, tutors must be able to pronounce facts that are part of the various types of discourse available. Furthermore, the facts listed can also be conveyed in speech which requires the ability of the section guidance members to express their opinions (H. Subandiyah, 2017). It can be concluded that following literacy teaching can strengthen knowledge of politeness which focuses on conveying and drawing.

Some of the varieties and literacy styles that are prioritized as part of expand-ing students' multiliteracy knowledge so that they can master the actuality of life-ethics, linguistic literacy can be created, namely scientific literacy, numeracy, lan-guage and writing, financial, digital, as well as culture and citizenship (Wirastiwi, 2020). following a multiliteracy course that combines the skills that must be pos-sessed at the threshold of the 21st century, namely creativity skills, communication skills, critical skills, and participation skills along with the five cultural views of life that are part of strengthening the etiquette lessons that have been explained previ-ously can work in savings. part of the guidance members in living the 21st century.

Literacy competency is an important skill in identifying discourse and know-ing the understanding that is close to the discourse one reads (Kurniadi, 2022). Lit-eracy activities provide a basic talent that is a very important part of people's activi-ties so that literacy provides students with the ability to find the problems they need to be able to easily detect the morals that are thought to be conveyed by teachers at the university and also provides students with the ability to gain insight. broader and enhance creativity (Dewi et al., 2021)

The Minimum Competency Assessment (AKM) found an error in one of the National Examination (UN) substitution measurements carried out by the govern-ment every year. Since 2003, the National Examination score has been used as a determinant of students' graduation and is important for continuing on to higher levels of training, but in 2015 the National Examination score no longer determines graduation, but the National Examination is still a scary, thrilling event and squeezes the energy of players in the field. (Aisah, 2021). Currently, happiness has decided that the UN will be abolished and AKM will be held. Apart from AKM, the moral assessment found a single measurement of the goodness of independence by trusting the Minister of Education and Culture at the beginning of his leadership around Oc-tober 2019. The independent learning policy was related to the following 4 similar problems: (1) The National Standard School Examination (USBN) was abolished and the schedule this is returned for the good of bandarsah, (2) the National Exami-nation (UN) is replaced with Minimum Competency Assessment (AKM) and charac-ter control, (3) 13 elements which are ready to be part of the Learning Implementa-tion Plan (RPP) are replaced with 3 elements, (4) Regulations New Student Admis-sions (PPDB) which leads to the proportional threshold (Kusumaryono, 2020)

The Minimum Completion Assessment (AKM) is a round starting from AN. Implementation starting from AKM is adaptive, which means that each member is guided to solve problems according to their abilities (Maryuliana, 2016). AKM un-covers fundamental competencies that must be learned by all students regardless of specialization. Therefore, all students will experience problems that can affect the same capacity. The AKM established by Andika embodies crimes in one piece start-ing from the government's objective to designing subordinates in the 21st period, namely having the competencies of Critical thinking, Creativity, Communication skills and Collaboratively (Andiani, 2020). AKM is established starting from litera-cy and numeracy competencies. These two talents are important because literacy and numeracy talents embody the fundamental capacities needed by students regardless of their work and future aspirations. Apart from that, literacy and numeracy compe-tencies also add to the collection of wise decisions as part of the students' own work.

AKM can produce competency maps regarding literacy and numeracy for stu-dents in grades 5, 8 and 11 which can be used to refine the education process in edu-cational units. Therefore, the problems developed for AKM, especially in presenting literacy, must be contextual, take various forms of problems, explore the capacity to conclude problems, and stimulate students to think critically. The assessment in the AKM literacy section refers to the benchmarks contained in the Program for Interna-tional Student Assessment (PISA) and Trends in International Mathematics and Sci-ence Study (TIMSS).

AKM questions will encourage students to advance the impact of discussions based on information, not encourage students to memorize or memorize material. Based on these demands, support from all parties is needed so that students have reading literacy competencies. The government, schools and tutors must be able to implement plans that lead to literacy skills. The government must develop a clear and measurable plan for achieving these skills. Furthermore, schools and supervi-sors are expected to rush to develop materials, design and adapt literacy plans to present parts of lectures according to the skills and chapters of each school.

Assessment reading literacy Of school involves teacher Indonesian in its implementation. Therefore, Indonesian language teachers must also be able to expand on reading literacy questions that lead students to have the high level of speaking proficiency required by PISA. Students at the end of their learning are expected to have good reasoning skills, think critically and creatively. The designed learning, based on innovative and creative concepts, is expected to be able to culti-vate learning that is the main point of the curriculum targets. From this, the expected impact is to make it easier for students to achieve the instructional objectives of a subject. So the provision of AKM requires teachers to understand good assessment indicators and skills as part of arranging instruments. Teachers are continuously required to shift to creative and innovative learning models in accordance with the conditions required if previously they still used conventional methods.

To provide students with 21st century skills, the Ministry of Education and Culture will carry out a minimum ability assessment (AKM) which includes an as-sessment of literacy which is not just the ability to read literally without digesting the weight or meaning of the discourse but rather understanding the concept of dis-course with the AKM. obtain the basic and minimum abilities that students need to be able to live usefully in society. Based on the explanation above, this research was prepared with the title "Class XI Reading Literacy Competencies".

This research is also in line with research conducted by Nurindanasari et al., (2020) through the development of Authenthic Instrument teaching materials As-sessment on aspects of classroom reading literacy V At SDN plaosan 03, the results of the authentic assessment instrument teaching materials were obtained which were included in the very appropriate or very valid category as assessed by assessment and language experts. Expert practitioners and observers exist the classification is very feasible or valid and practical. So the Authentic Assessment Instrument teaching materials for the fifth grade reading literacy aspect can be used in the field. Instrument development research This also in lin with research conducted by Murti et al., (2021), the content validity of the instrument developed is in the very appropriate category, both in the material, con-struction and language domains. The results of the empirical validity test, which consists of the level of difficulty of the questions, distinguishing power, reliability and validity of the items, found that 9 of the 16 questions were declared empirically feasible.

Research on reading literacy skills was researched by Yunita Fajarwati (2017). The study in this research aims to determine the level of reading literacy of students seen from the aspects of reading goals and comprehension processes. As for other research by Siska Nopita Sari et.al., (2023), the study in this research was the read-ing literacy skills of high school students. Research by Ihsan, Leo Pratama, Rizal Hermawan (2018) study in this research There is an influence of literacy in Indone-sian language learning for fourth grade students at SD Inpres 12 Sorong Regency in the 2018/2019 academic year. Research from Putri Mayang Perdana and Muhammad Mukhsin (2023) examines the form of can provides an overview of students' reading literacy abilities and can be used as evaluation material to improve the quality of teaching and learning. research by Rizal Hermawan et.al,. (2020), the study in this research found out that the influence of literacy in Indonesian language learning for fourth grade students at SD Inpres 12, Sorong City. Yudho Ramafrizal S (2022) The study in this research is to test the level of students' reading literacy on learning effectiveness. Research by Ilyun Navida at.al,. (2023) studied the analysis of stu-dents' reading literacy skills in class 3 Indonesian language material at SDN Se-dangmulyo 02. In Farah Nur's research (2022) studied the responses of students and teachers to the Minimum Competency Assessment Test (AKM) instrument contain-ing Higher Order Thinking Skills (HOTS) Which is developed which was developed succeeded in revealing the student's minimum ability profile in acid and base solu-tion material by analyzing a combination of students' answers. Research conducted by Annisah Rohmah and Esa Nur (2022) studied to determine the reading literacy abilities of class V students in implementing AKM as well as the problems of read-ing literacy abilities when applying AKM to students.

Methods

This research uses a descriptive method with a quantitative approach to describe the reading literacy skills of class XI students at SMA Muhammadiyah Surakarta. According to Sugiyono (2018), quantitative descriptive research is research conducted to determine the value of independent variables, either one or more variables without making comparisons or linking them with other variables. The use of quantitative research in this research is expected to be able to answer the designed problem formulation and achieve the aim of the research, namely to determine the level of students' reading literacy abilities. The population with the total number of students in class XI-2 SMA Muhammadiyah 1 Surakarta is 30 students. The data collected in this research used objective tests and test sheets which were used as research instruments.

The reading literacy ability of class XI students at SMA Muhammadiyah 1 Surakarta is based on 3 aspects, namely: (1) Understanding (*interpet and integrate)* consists of elements (a) Developing inferences, given news clips students can

conclude events such as in the questions contained in the questionnaire, namely what the news clips discuss. (b) making connections, the question is what methods are used to convert flood-prone areas into water catchment areas. In this element, students can find out the procedures used in news excerpts that have been included in the questionnaire. (c) make predictions for both single and plural texts, in this element students are asked to understand ideas or concepts based on detailed information in information texts that are appropriate to their level.

(2) Finding information (*acces and retrieve),* with the element of finding explicit information in literary texts or information texts which continues to increase according to the level. In this element students are asked to be able to access and search for information in the text, the author asks questions listed in the questionnaire in the form of being given news excerpts. Students are able to understand the 5W + 1 H elements. For example, in the excerpt of the news text, where is the fahasta reading circle activity?, in the excerpt The text focuses on the question ?, as well as when did this event occur?.

(3) Evaluate and reflect (*evaluate and reflect),* with the elements (a) reflecting the content of the discourse for decision making, the author asks questions listed on the questionnaire, namely what the positive impact of Budi and Andi's adventure has been on themselves (b) determining choices, with the questions listed on the questionnaire in the form of moral messages that can taken from excerpts from the text of the story. and (c) relate the content of the text to personal experience which refers to the minimum capability assessment (AKM). From the aspect of evaluating and reflecting, students are asked to reflect on new knowledge obtained from literary texts or informational texts on the knowledge they have which continues to increase according to their level.

In essay questions or descriptions, the author uses 2 aspects, namely finding information (*Acces and Retrieve)* ; aspects of evaluating and reflecting (*Evaluate and reflect).* In the aspect of finding information, students are asked to find explicit information in literary texts or information texts which continue to increase according to level, such as why and how questions that are appropriate to the story that has been prepared. In the evaluating and reflecting aspect, students are asked to answer by relating the content of the story text to personal experiences. The author asked questions in the questionnaire, namely 1) Canaries need to prove themselves to their friends after being ridiculed. How do you relate this to your personal experience? 2) Changes in the canary after being ridiculed by his friends. Have you ever experienced similar changes in dealing with the environment around you?.

Competence To get a good test sheet, you must first analyze the validity of the questions and the reliability of the questions.

Question Validity Test

The validity of an instrument shows the accuracy of the instrument in measuring what it wants to measure. The instrument results are said to be valid if the data collected corresponds to data that actually occurs on the object under study. The questionnaire is valid if the calculated R correlation value is > R table (Sugiyono, 2008: 248). The sample testing was 38 people, which was intended so that the questions in the questionnaire really had a reliable level of validity because the r table value was quite high. The validity test is carried out by comparing the calculated r value with the r table for *degree of freedom* (df)= n-2, in this case n is the number of samples in this study, namely (n)=38. Then the size of df can be calculated by 38-2=36. With df=36 and *alpha*=0.05, we get r table = 0.2709 (by looking at r table at df=36 with a two-sided test). The rule that applies is that if the calculated r value is > r table (0.2709), then the questions in the questionnaire can be said to be valid, and vice versa. From the results of the validity test with a total of 16 questions, the test instrument that is suitable after being tested is 10 multiple choice questions and 5 descriptions, so out of the total there are 15 questions that are suitable to be used as a tool for data collection in this research.

Question Reliability Test

Reliability testing is used to test whether the instrument used is reliable. Reliable if there is similar data at different times. This reliability testing technique uses analysis techniques that have been developed by *Alpha Cronbach.* In this reliability test, α is considered reliable if it is greater than o.6 (Ghozali, 2005: 129). After carrying out reliability testing, it can be seen that the value *Cronbach Alpha* of all variables is more than 0.6 so it can be concluded that all the questions used in the questionnaire are reliable, which means that there is similarity in data at different times and the data produced is accurate.'

The assessment technique in this research is to ensure consistent and understandable answers to the questions asked, a range of values is created as follows:

Multiple choice
There are 10 questions, each worth 5, with a maximum total score of 50. The score range varies from 0 to 50 with the addition of 5 points per 1 correct question.

Description

There are 5 questions, each worth 10, with a maximum total score of 50. The score range varies from 0 to 50 with the addition of 10 points per 1 correct question and reading literacy competency criteria.

By looking at the criteria for students' total reading literacy competency scores as listed in Table 1, the proportion of results can be used to assess students' reading literacy abilities.

Table 1. Criteria for Students' Reading Literacy Ability Scores

No.	Score Range	Criteria	Categori
1.	80-100	Very Good	A
2.	70-79	Good	B
3.	60-69	Enough	C
4.	45-59	Not Enough	D
5.	1-44	Very Less	E

(Nurgiyantoro 2010 : 373)

The data analysis technique in this research is to assess the reading literacy skills of class XI students at SMA Muhammadiyah 1 Surakarta by (1) collecting student test results. (2) Identify the data that has been collected. (3) Calculating the results of students' reading literacy abilities includes aspects; finding information, understanding, evaluating and reflecting. (4) Presenting assessment data obtained by students for each aspect and element studied. (5) Analyze the data using the average formula.

Result and Discussion

Reading is the activity of looking at reading material and the process of understanding the contents of the text aloud or silently. Reading is expressing an imagination of a reader that is liked by the general public and also understood by someone they love. According to (Danu, 2019) reading is an integrated activity that includes several activities such as recognizing letters and words, connecting them with sounds and meanings, and drawing conclusions about the meaning of reading. Anderson (in (Puspitoningrum, 2018)) views reading as a process to understand the meaning of writing. Reading ability is a complex ability that requires cooperation between a number of abilities. To be able to read a passage, a person must be able to use the knowledge they already have.

Good reading literacy skills are not just being able to read fluently, but also understanding the content contained in each reading. To understand the content of the reading itself, we must try to imagine and position ourselves in situations, such as those in the reading text. That way, we hone ourselves to empathize with conditions outside ourselves that we do not experience. Reading literacy ability can be seen from (1) the amount and variety of reading materials, (2) the frequency of borrowing reading materials in the library, (3) the number of school activities related to reading literacy, (4) the existence of school policies regarding reading literacy, (5) there is a reading community at school (Kemendikbud, 2017).

Assessments related to reading literacy are very useful to determine the level of literacy of students in processing information obtained from reading activities. Students' reading competence is low because students are only trained to understand text. Students are not directed to analyze, evaluate or reflect on the texts they have read with the experiences they have in everyday life. The development of this reading literacy test instrument was developed by taking into account the students' backgrounds and the curriculum according to the level of the educational unit they teach. Test instrument literacy reading in this research raises aspects of AKM implementation. The aspects in implementing the Minimum Competency Assessment (AKM) on reading literacy are that the text or reading meets the criteria for readability level and quality both in terms of content, language and presentation. Text content is grouped into two, namely:

Literary text
Through literary texts, you can get entertainment, enjoy stories, and reflect to appreciate the life problems offered by the author.
Informational text
Can obtain facts, data and information to develop scientific insight and knowledge.

The reading literacy competency results of class XI SMA Muhammadiyah 1 Surakarta students are stated in table 2

Table 2. Total Student Reading Literacy Competency Scores

No	Reading Literacy Competency score range	Criteria	Student Frequency	Persentase
1.	80-100	Verry Good	13	43,3%
2.	70-79	Good	12	40%
3.	60-69	Enough	4	13,3%
4.	45-59	Less	1	3,3%
5.	1-44	Verry Less	-	-
	TOTAL		30	100%

The variable categories based on table 3 can be interpreted as follows: 1) very good, meaning students have quite high reading literacy skills; 2) good, meaning that students' reading literacy skills are at a high level; 3) sufficient, meaning students have reading literacy skills at a moderate level; 4) insufficient, meaning students' literacy skills are at a low level' 5) very poor, meaning students have fairly low reading literacy skills.

Based on the results of table 3 analysis, students who have high reading literacy skills and are included in the very good criteria are 13 respondents (43.3%), students who have good reading literacy skills are 12 respondents (40%), while students who have reading literacy skills are those with moderate and sufficient criteria amounted to 4 respondents (13.3%), and students who had low reading literacy skills with poor and very poor criteria amounted to 1 respondent (3.3%). Therefore, it can be concluded that the majority of class

Based on the research results obtained using SPSS Version 20, the grades obtained by class XI students can be seen. Thus, it can be seen that students' reading literacy skills at the dominant category level are at the very good and good category level with a percentage of 83.3%. This shows that students' abilities in reading literacy can be said to be good. However, it still needs attention, defense and overall improvement because there are still some students who have difficulty answering the AKM Reading Literacy questions. This difficulty can occur due to several factors, such as students having difficulty thinking and processing the information in the text, students not understanding the information in the question, students not being able to find the correct answer, and students not being able to understand the reading presented in the question. Based on these factors, it can cause students to make negligence which creates difficulties in answering questions ('Ashri & Aini, 2021).

Students who have reading literacy skills in the application of AKM which are included in the fairly high category can be said to be able to reflect on new knowledge obtained from literary texts or informational texts, comparing the main things (eg differences in events, procedures, characteristics of objects) in informational text and assessing the suitability of the illustrations with the content of the literary text or informational text.

Students who have reading literacy competency means that they are able to achieve subcompetencies, namely accessing and searching for information, understanding texts literally, constructing inferences, making connections and predictions in both single and plural texts, and assessing presentation format information in texts, reflecting on the content of discourse for retrieval. decisions, making choices, and relating text content to personal experiences. Reading literacy is a student's ability to understand, use, reflect and interact with written texts so that someone is able to achieve personal goals, develop their knowledge and potential, so that they are able to participate as members of society (Pusmendik.Kemdikbud.Go.Id, n.d.).

In this research, it is in line with research by Nurindanasari et al., (2020) and Murti et al., (2021), the similarities are in the form of valid validity and reliability test results. The results of the reading literacy ability test show that the scores obtained by students vary greatly. Differences in the level of students' reading literacy skills when taking tests are a particular difficulty for them. There are 83.3% of students who have reading literacy competencies in the very good and good categories. For students who fall into the category with high reading literacy skills, it is certainly not too difficult to develop and improve their reading literacy skills. In line with research conducted by Yunita Fajarwati (2017), Yudho Ramafrizal S (2022) Ilyun Navida at.al,. (2023), Farah Nur (2022), Rizal Hermawan et.al,. (2020) and Annisah Rohmah and Esa Nur (2022) with competency research results in the high category. Reading activities must always be done even if only for a limited time. This is important to do because reading is part of basic literacy that needs to be paid attention to. Literacy can be a means for students to understand and apply knowledge in Indonesian language subjects and other subjects. Students' reading literacy skills play an important role in making it easier to understand learning material and improving learning outcomes. Therefore, in order for students to have good reading literacy skills, they need to get into the habit of reading for around 10-15 minutes every day.

The difference is with research from Nopita Sari et.al., (2023), Ihsan et.al., and Putri Mayang Perdana and Muhammad Mukhsin (2023) which in the research had a low category, Meanwhile, this study had a percentage of 33% of students who were in the low or even very low category. They are the ones who need more attention. So that reading literacy skills can be adequate.

Conclusion

Based on the results of research regarding the reading literacy competency of class This shows that the majority of students are in the high category for being able to find information, understand reading texts, and evaluate and reflect on the content of the text, although there are still some students who are in the low category. Students' abilities can be seen from 3 aspects of Competency in finding Information (*Access and Retrieve*), Competence to understand (*interpret and integrate*) and Competence in evaluating and reflecting (*evaluate and reflect*).

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