

## ANALYSIS OF THE CAPER METHOD (BEGINNING READING) IN BASIC LITERATURE EDUCATION IN THE LEARNING HOUSE OF PERGULAAN VILLAGE

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### Abstract

This research was conducted with the aim of analyzing the learning methods used for basic literacy learning at the Pergulaan Village Learning House, Sei Rampah District, Serdang Bedagai Regency. In this study, the method used is descriptive qualitative method. In collecting data, researchers used interview techniques with home learning educators and direct observation in the village of Pergulaan. The interviews conducted were unstructured interviews. After analyzing the learning at the learning house in the sugar village, the researchers found that the learning house in the sugar village used the Caper (Beginning Reading) method. The results obtained with this method are that children are more interested in learning because they don't feel bored and with the Caper method it can be seen the effectiveness of the learning process, namely from around 12 residents studying at this learning house one month after being taught using the Caper learning method (Beginning Reading) there are 5 learning residents who can read. This means that using the caper learning method is quite effective in improving the reading skills of the learning citizens.

**Keywords:** Literacy Education, Caper Method, Learning Citizens

### Abstrak

Penelitian ini dilakukan bertujuan untuk menganalisis metode pembelajaran yang digunakan untuk pembelajaran keaksaraan dasar di Rumah Belajar Desa Pergulaan Kecamatan Sei Rampah Kabupaten Serdang Bedagai. Dalam penelitian ini, metode yang digunakan adalah metode deskriptif kualitatif. Dalam pengumpulan data peneliti menggunakan teknik wawancara dengan pendidik rumah belajar dan observasi secara langsung di Desa Pergulaan. Wawancara yang dilakukan adalah wawancara tidak terstruktur. Setelah menganalisis pembelajaran di rumah belajar desa pergulaan maka peneliti mendapatkan hasil bahwa pada rumah belajar di desa pergulaan menggunakan metode pembelajaran Caper (Membaca Permulaan). Hasil yang didapatkan dengan metode ini yaitu anak-anak lebih tertarik dalam pembelajaran karena tidak merasa bosan dan dengan adanya metode caper ini dapat dilihat keefektifan dalam proses pembelajaran yaitu dari sekitar 12 orang warga belajar pada rumah belajar ini satu bulan setelah diajarkan dengan menggunakan metode pembelajaran Caper( Membaca Permulaan) terdapat 5 orang warga belajar yang bisa membaca. Artinya dengan menggunakan metode pembelajaran caper ini cukup efektif untuk meningkatkan kemampuan membaca warga belajar.

**Kata kunci:** Pendidikan keaksaraan, Metode Caper, Warga Belajar

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## INTRODUCTION

Education is a basic right for every citizen to have equal opportunities to access education, increase insight and knowledge (Sujatmoko, 2010). Education is an effort to achieve independence, liberation and equality for every individual or group involved in education

Literacy education in Indonesia consists of two types of services, namely basic literacy education and advanced literacy education. Basic literacy education aims to foster competence in reading, writing and arithmetic in Indonesian for people who are still illiterate. Meanwhile, advanced literacy education is a service for graduates of basic literacy education with the aim of developing literacy competencies so that they remain sustainable (Kemdikbud, 2014). The first education that must be completed by the people of Indonesia is literacy education. Because the success of development in the field of education also depends on the ability to read and interest in reading in society. Low reading interest will affect a person's ability and will indirectly result in low self-competitiveness in the international arena.

UNESCO defines literacy or literacy skills as the ability of a person to read and write simple sentences needed in everyday life, literacy is a prerequisite as an effective group function and as a basis for him to improve his own reading, writing and arithmetic abilities (Journal of Horizon Education, 2008). There are many variations of methods that can be used by tutors in teaching learning citizens. The accuracy of the use of several learning methods and techniques is very dependent on the basic abilities that the learning community already has as well as the interests and needs of the learning residents. Therefore, a variety of methods can be used according to the situation, conditions, interests and needs of the learning community (MA, I.B, 2014).

Kusnadi, et al (2009) argued that first, a person is said to be literate if that person does not have the ability to read and write short sentences in everyday life; secondly, a literate person is a person who is able to read and write a short sentence in everyday life. Basic literacy education is a program that aims to eradicate illiteracy and basic education illiteracy so that a person is literate or has literacy in all areas of life, to deal with rapid social change and community development (Appendix to Regulation of the Minister of Education and Culture Number 86 of 2014 concerning Guidelines for Implementing Education Basic Literacy).

Referring to the Minister of Education and Culture Regulation Number 86 of 2014 concerning Implementation of Basic Literacy Education which includes the domains of attitude, knowledge and skills, the learning outcomes for graduates of basic literacy education include (1) the domain of attitude, having behavior and ethics that reflect the attitude of people of faith and responsibility in interacting with the family, community, and natural environment in everyday life; (2) the realm of knowledge, mastering factual knowledge, on how to communicate through Indonesian and arithmetic in social life; and (3) the realm of skills, having the ability to use the Indonesian language and numeracy skills to carry out daily activities in family and community life.

The basic competencies of basic literacy education on the skills dimension include (1) reading syllables and words consisting of vowels and consonants related to everyday life; (2) read fluently the text of at least 3 (three) simple sentences and understand its contents; (3) write simple words and sentences related to everyday life; (4) writing personal texts about self-identity; (5) write a descriptive text about the description of an object (object, animal, plant, or person) in Indonesian at least three simple sentences related to everyday life; (6) writing informational texts in the form of posters using Indonesian (Permendikbud No. 86 of 2014).

Literacy education is meaningless when it stands alone. Literacy education will have a very broad impact and become a locomotive in social, economic and cultural improvements. Literacy education can be an important instrument for the social, economic and cultural

improvement of society. Therefore, an appropriate learning program is needed by involving the surrounding community so that awareness, empowerment and self-sufficiency arise.

Literacy education is an approach to developing the ability of learning citizens to master and use reading, writing, and arithmetic (calistung), thinking, observing, listening and speaking that are life-oriented (Sudjana, 2001). The aim of literacy education is to strive for ability, understanding, and self-adjustment to cope with living and working conditions. Literacy education does not only teach calistung abilities but utilizes learning outcomes for life.

The target of literacy learning is community members, children or adolescents. In order for the target to be able to learn properly and effectively, the concept of an approach that is in accordance with the characteristics of the learning community must be used. The correct use of the method in providing basic literacy learning is very important, because using the right method will greatly benefit the learning community. The use of methods cannot be separated from several things such as the objectives to be achieved, the characteristics of learning materials, the ability of educators, the time available and the number of participants (Literacy Education Learning Planning, 2006:11-12).

The Pergulaan Village learning house uses the Caper learning method (Beginning Reading). The Caper method is almost the same as the SAS (Synthetic Structural Analytical) Method, which is a type of method commonly used for the process of learning to read and write for beginners. Beginning reading and writing learning (MMP) with this method begins the lesson by displaying and introducing a complete sentence. The Caper method is very simple to use because the concept is simple and very suitable for individuals who are beginners in learning to read and write. The Caper method is often used at the beginning of learning because word recognition with the decapitation process will make it easier for students to remember.

With this research, it is possible to find out the level of learning of citizens learning by using the Caper method. This research was conducted with the aim of analyzing problems in the learning process and solutions using the Caper method used for learning.

## **METHODS**

In this study, the method used is descriptive qualitative method. This qualitative method which will become an instrument in research and analysis is carried out continuously from the beginning of the research to data analysis. Direct observation of the object of study according to the scope of research and theory to support research based on the scope of the discussion. Analyze the learning methods and their effectiveness to use.

In collecting data, researchers used interview and observation techniques. Data collection techniques by conducting direct interviews with home learning educators in Pergulaan Village regarding the object of observation being studied. The interviews conducted were unstructured interviews. According to Sugiyono (2008). Unstructured interviews are free interviews where researchers do not use interview guidelines that have been arranged systematically and completely for data collection. Observations made by researchers were direct observations to see the learning process carried out at the learning house in the sugar village and the way students accepted the method used.

## **RESULTS AND DISCUSSION**

From the results of the research that the researchers conducted, the researchers can provide an explanation that literacy is an important thing that must be mastered by every human being. After analyzing the learning at the study house in the sugar village, the researchers found that the study house in the sugar village used the Caper (Beginning Reading) method. The Caper method is almost the same as the SAS (Synthetic Structural Analytical) Method, which is a type of method commonly used for the process of learning to read and write for beginners. Beginning reading and writing learning (MMP) with this method begins the lesson by displaying and introducing a complete sentence. According to Supriyadi (1996: 334-335), the SAS (Synthetic Structural Analytical) method is a story approach accompanied by pictures which contain Synthetic Analytical Structural elements.

From the above understanding, it can be concluded that the SAS (Synthetic Analytical Structure) method is a method that is suitable for the learning process in the classroom for children who are still learning to read at the beginning, because the SAS (Synthetic Analytical Structure) method uses several steps that attract citizens to learn to read. and can use word cards and picture media for the learning process of beginning reading in class.

Teaching and learning are two activities where one reflects the other, so it is better to use the term "Teaching and Learning Methods" rather than "Teaching Methods" (Al-Rawi, 2013: 100). In general, educators use teaching and learning methods that traditionally only focus on educators. At the study house in the sugar village using the Caper method (Beginning Reading), that is by using origami in a round or triangular shape and then writing the letters of the alphabet. Educators use this method with origami, namely because so that children are more interested in the colors of the origami paper and the shapes of the paper so that children will like the learning process and not feel bored. The use of origami was originally used by writing the letters of the alphabet. children were asked one by one to pay attention and listen when the teacher explained the alphabet. After that, the students were asked to pronounce the letters while pointing or picking up the origami paper that corresponds to the letters of the alphabet. After the learning community or students have recognized each letter of the alphabet, the next meeting is to start with syllables that are not too long, namely by combining two letters into one. At this learning house, meetings for the learning process are held three times a week, namely on Monday, Tuesday and Wednesday. With the Caper learning method, educators consider and see the results that learning citizens or students find it easier to know and remember what they have learned so that it will be easier for students to read and write. after students are able to recognize the letters of the alphabet and are able to compose syllables and are able to write them, the educator begins by composing sentences. The way to arrange the sentences also still uses the Caper method, namely by making words on the origami then students arrange these words and then read them. After being able to read them, students are asked to write them in their notebooks.

Before using the Caper method, the teacher used the commonly used learning method, namely by using reading books as a learning medium, because it was considered that this did not really have an impact on increasing citizen learning, so the teacher used the Caper method by utilizing creative origami. The existence of this method has a very good impact on the learning development of learning residents, so that this can be effective to continue to be carried out at learning houses in Pergulaan Village.

With the caper method, it can be seen the effectiveness in the learning process, namely. From around 12 residents studying at this learning house one month after being taught using the Caper learning method (Beginning Reading) there were 5 learning residents who could read.

This means that using the caper learning method is quite effective in improving the reading skills of the learning citizens.

## **CONCLUSION**

Literacy is an important thing that must be mastered by every human. Educators use this method with origami, namely because so that children are more interested in the colors of the origami paper and the shapes of the paper so that children will like the learning process and not feel bored. The existence of this method has a very good impact on the learning development of learning citizens.

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