

IMPLEMENTATION OF EFFECTIVE NEEDS ASSESSMENT LEARNING MODEL LITERACY IN KLAOGIN SORONG SELATAN PREPARATION PRIMARY SCHOOL**Ida Siti Hamidah***

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Abstract

The training on learning using the needs assessment model approach conducted at Klaogin preparatory elementary school is an effective way to reduce students' literacy disabilities. The aim of this research is to analyze the reasons why students are still unable to read and write, and to assist them in learning using the needs assessment model method, so that the results obtained are more effective in a short time. This research method uses data analysis and individual needs assessment of students at Klaogin preparatory elementary school to identify their strengths and weaknesses in understanding the material. The focus is on four main principles with 30 students as the research population, including those who are not yet proficient in reading and writing. Data was collected through documentation from journals, children's literature books, and other works, with qualitative analysis conducted through review and classification of data according to research issues. The author, who is also an educator, found success in implementing this approach program conducted in one month of learning. Students achieved a 60% improvement in outcomes after being trained intensively in literacy.

Keywords: needs assessment, effective, intensive learning**INTRODUCTION**

Education is the primary foundation in building a quality and cultured society (Pawero, 2021; Sahira et al., 2022; Wati & Yustiasari, 2019). Along with the demands of the times, education aims not only to transfer knowledge to learners but also to ensure that each individual has adequate literacy skills, namely reading, writing, and numeracy (I. Kusumawati et al., 2023). However, in reality, many learners face difficulties in achieving adequate levels of literacy.

The needs assessment model becomes one of the important approaches in exploring the root causes of learners' difficulties in achieving adequate levels of literacy. As explained in the journal "Needs Assessment Framework Guide" (2021), needs assessment is a series of systematic procedures conducted to prioritize and make decisions regarding the improvement of programs or organizations as well as the allocation of necessary resources (Djuanda, 2020; Hadijaya, 2013).

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In the context of learning in the Preparatory Elementary School in the village of Klaogin, West Papua, it is important to understand that the factors influencing learners' literacy abilities are not only individual but also influenced by environmental factors and the curriculum implemented. Research conducted at the school has revealed the complexity of factors affecting students' literacy difficulties at the elementary level.

Through the application of the needs assessment model in this context, researchers have identified various factors that are the main causes of literacy difficulties (Fuadi et al., 2020; Laksono, 2021; Septiyantono, 2014; Susanti & Anggraini, 2023). Responding to these findings, the implementation of a curriculum tailored to the needs of learners has resulted in significant improvements in learning achievement at the school. Therefore, understanding and applying the needs assessment model in the curriculum context become highly relevant and important in achieving quality learning goals (Alfath et al., 2022; Efendi & Sholeh, 2023; Wibowo, 2023; Zubaidah, 2016).

Recognizing the important role of educators in developing learners' literacy skills, we refer to Article 20 of Law 1945 which emphasizes that education must be carried out by developing a culture of reading, writing, and numeracy for all members of society. The fact in the field is that teachers have not yet shown optimization when teaching and managing classes, which will impact the effectiveness of learning (E. Kusumawati, 2023). Thus, as educators, the responsibility to help learners develop literacy skills becomes an unavoidable necessity.

This research aims to explore the factors influencing learners' literacy difficulties in the Preparatory Elementary School in the village of Klaogin, West Papua, by applying the needs assessment model. The benefit of this research is to gain a deeper understanding of the root causes of learners' literacy abilities, both individual and related to the environment and curriculum. Thus, this research can help in the development of more effective and relevant learning programs to improve literacy at the elementary level. The implications of this research are highly relevant in the context of improving the quality of education because by understanding the factors influencing literacy difficulties, educators can design curricula that are more suitable for learners' needs. Additionally, this research also emphasizes the importance of the role of educators in developing learners' literacy skills, in accordance with the mandate of Law 1945 regarding the importance of developing a culture of reading, writing, and numeracy for all members of society. Thus, this research not only provides new insights in the field of education but also provides a strong foundation for change and improvement in learning practices at the elementary level.

RESEARCH METHODS

This research method uses data analysis and the needs assessment method, namely by approaching students one by one to find out each student's strengths and weaknesses in capturing the material carried out by the author at Klaogin Preparatory Elementary School. According to Narendra (Syahrir 2004) "there are several approaches to researching the validity of information about the problem of difficulties in knowledge, namely the current need approach, the latest approach, the everyday need approach or an in-depth regular approach, the exhausted need approach, which is an approach that depends on individual needs, and the cathing-up needs approach is a short approach." Thus, the author focuses on these four principles in research at the Preparatory Elementary School in Klaogin village. And the main

target and population of this research were all students from Klaogin Preparatory Elementary School, totaling 30 students, including girls and boys. Previously it was known that many students were not yet able to read and write. In this research, apart from being a researcher, the author also acts as an educator, thus, the writer can analyze carefully and validly with the help of analysis and teaching guidelines. Several steps are taken in compiling the analysis. First, take a learning approach to needs assessment model and needs analysis. Second, learning is structured with material that is based on a needs assessment system. Third, training is arranged and questions asked to students one by one have been designed and created. Fourth, examine each question item in terms of how to write and read letters, numbers and technical aspects. Fifth, refine the assessment. The quizzes used are regular questions, training, and presentations. The analysis guide is in the form of daily training followed by questions and answers to obtain valid and transparent results from respondents. The data collection techniques used in this research are documentation in the form of journal reports, and literature studies of children's books and their work. Data analysis was carried out qualitatively. The data that was collected is analyzed using the following steps: (1) review all data obtained from data sources, (2) categorize and classify the data according to the research problem.

RESULTS AND DISCUSSION

Results

Based on the results of the analysis and approach used, namely the needs analysis which is based on Permendiknas Number 58 of 2009 and Permendiknas Number 137 of 2014, it can be concluded that 60% of Klaogin village preparatory elementary school students who took part in the needs assessment model approach learning program have understood and practiced the read and write correctly. Even though it cannot be said to be perfect, students' abilities have grown rapidly in one month of learning. According to Kharizmi (2015, "lack of teacher ability in carrying out learning and evaluation tasks, classroom management and individual student learning is less intensive."

The reason why students are not yet perfect in reading and writing at Kalogin Elementary School is due to several factors, including: the lack of teachers available in the village for the reason that the village is very far from residential areas, so it could be said that the village is very remote. 2). There are no public transportation facilities, so students have no means of transportation to go to school, 3). Lack of in-depth training for students. For more details about students' abilities at the start of the research, see the following table:

Table 1:

THE NUMBER OF STUDENTS	OF READING ABILITY	ABILITY IN WRITING
CLASS I 4 PEOPLE	1	0
CLASS II 6 PEOPLE	1	1
CLASS III 7 PEOPLE	2	2
CLASS IV 3 PEOPLE	2	0
CLASS V 5 PEOPLE	3	2
CLASS VI 5 PEOPLE	3	2

TOTAL 30 STUDENTS	TOTAL 12 STUDENTS	TOTAL 7 STUDENTS
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Of the total of 30 students from class 1 to class 6, only 12 students were able to read and only 7 students were able to write.

The students' abilities after the author conducted research and at the same time brief teaching for one month in a row can be seen from the following table:

Table II

THE NUMBER OF STUDENTS	READING ABILITY	ABILITY IN WRITING
CLASS I 4 PEOPLE	3	2
CLASS II 6 PEOPLE	4	1
CLASS III 7 PEOPLE	5	2
CLASS IV 3 PEOPLE	3	2
CLASS V 5 PEOPLE	5	4
CLASS VI 5 PEOPLE	5	3
TOTAL 30 STUDENTS	TOTAL 25 STUDENTS	TOTAL 14 STUDENTS

At the end of the research and needs assessment model training, students' abilities increase, out of a total of 30 students, 25 students are able to read, and 14 students are able to write.

DISCUSSION

From the results of research using the needs assessment method, several problems can be found that cause the Klaogin village preparatory elementary school students to be less able to develop their abilities in literacy. One of the causes is the lack of existing transportation facilities. This causes obstacles in students' teaching and learning activities so that it can reduce students' ability to learn. And to address this, assistance from local governments is needed to prepare public transportation facilities. Apart from that, what causes students to be hampered in literacy knowledge is the lack of teachers teaching in the district, so it is necessary to plan for equal distribution of teachers teaching in all remote areas, especially in eastern Indonesia. And the final factor is less than optimal literacy training for students, the results students do not fully understand how to read and write.

According to Permatasari, F. (2019), "The success factor for the School Literacy Movement is determined by the school community's serious efforts to optimally develop these activities, while the growth of students' interest in reading at school is largely determined by school management and policies in following up on the school's Active Literacy policy.

CONCLUSION

From the research that has been carried out, it can be concluded that results have been obtained from the needs assessment approach and training. And the results show success in teaching and increasing literacy abilities of Preparatory Elementary School students in Klaogin

village, South Sorong, West Papua. And it is also found that several causes of these problems are a lack of standard facilities and infrastructure, so several parties are needed to resolve this.

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Ida Siti Hamidah

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