

FUNCTIONAL LITERATION ASSESSMENT MODEL FOR MIDDLE SCHOOL STUDENTS

by Esti Swatika Sari, Beniati Lestyarini, Kastam Syamsi, Ratna wijayanti, Muhamad Sujatmiko

ABSTRACT

The concepts and paradigms about literacy develop according to the patterns and needs of the community as an open community. Literacy is not only interpreted as the ability to read and write again, but on how the literacy can function for the community, can achieve goals, and can develop one's abilities and potential (Kirtch et al, 2001: 70). This concept gave rise to the term functional literacy as literacy abilities related to various functions and life skills. The concept and practice of functional literacy began to be developed in the 1960s which was understood as a set of information processing skills far above the ability to parse and understand academic reading (Campbell, Kirsch, Kolstad, 1992). Literacy practice and culture has been developed with various strategies. But how to measure and evaluate the practices that have been implemented, especially those related to the literacy ability function? In Indonesia, the issue of literacy is the main topic in various scientific forums due to various problems and the urgency of the community's literacy abilities. However, there is no functional literacy assessment model that suits the Indonesian context.

This literacy ability assessment model adapts the concept of the National Assessment for Adult Literacy (NAAL). NAAL focuses on three literacy abilities namely Prose literacy, Document literacy and Quantitative literacy. This research is limited to the educational context so that it will involve several parties including school committees, teachers, library officers, students, and guardians of junior high school students in Yogyakarta.

The results of this research are (1) Instrument of functional literacy measuring instrument in the form of feasible test questions and validated dialogically and empirically. 51 items or 85% are worthy questions. Questions that are outside the range ± 2 (-2.00 - 2.00), namely item 6, 31, 16, 38, 57 (above + 2 / problem too difficult) and item number 9, 28, 11, 30 (in under -2 / questions are too easy) so that the number of items that are not feasible (too difficult) and too easy are 9 items means that these questions must be eliminated so that the number of questions dropped is 15%; (2) The ability of students' functional literacy in general, most did not meet the minimum requirements of 75. Students who were considered to have functional literacy skills were those who scored at ≥ 75 as many as 94 students out of 246 students involved. This means that students who reach this target are only 38.2%. Meanwhile students who did not meet the standards were 61.8%.

Kata Kunci: *Assessment, functional literacy*