

ABSTRACT

AN ANALYSIS OF BASIC LITERACY AND NUMERACY LEARNING DIFFICULTIES AMONG LOWER-GRADE STUDENTS AT SD NEGERI TEMPURAN 6

Foundational literacy and numeracy skills serve as the primary basis for lower-grade students to progress through subsequent stages of learning, yet preliminary observations at SD Negeri Tempuran 6 in Tempuran Village, Paron District, Ngawi Regency, revealed that several Grade I-III students still struggled to recognize letters, read fluently, comprehend texts, and complete basic arithmetic and word problems, a condition compounded by limited parental guidance and uncontrolled gadget use. This study aimed to describe the forms of basic literacy and numeracy learning difficulties, analyze their contributing factors, and describe teachers' efforts to address them among lower-grade students at SD Negeri Tempuran 6. A descriptive qualitative case study was employed, involving seven purposively selected informants: the principal, three lower-grade teachers, and three lower-grade students representing varying ability levels. Data were collected through in-depth interviews, participant observation, and documentation over three months, then analyzed using the Miles and Huberman interactive model comprising data reduction, data display, and conclusion drawing, strengthened by source and method triangulation. The findings showed that literacy difficulties were layered, ranging from confusing visually similar letters such as b-d and p-q and halting syllable-by-syllable reading, to difficulties comprehending texts and composing written sentences. Numeracy difficulties shifted from technical obstacles in column addition, borrowing subtraction, and basic multiplication toward more pronounced struggles in reasoning through word problems, even among students who had mastered simple arithmetic. These difficulties stemmed from an interaction between internal factors (motivation, self-confidence, cognitive ability) and external factors (parental involvement, home reading culture, limited learning media), while teachers responded through targeted remedial teaching, individual mentoring, concrete media, and strengthened parent communication. This study concludes that basic literacy and numeracy difficulties shift from technical to applied obstacles and are simultaneously shaped by students' psychological factors and their family-school environment. These findings imply the need for integrated interventions combining confidence-building, concrete media use, and sustained teacher-parent partnerships to support lower-grade students' literacy and numeracy achievement.

Keywords: *basic literacy difficulties; basic numeracy difficulties; lower-grade students; qualitative case study; instructional intervention*

ABSTRAK
ANALISIS KESULITAN BELAJAR LITERASI DAN NUMERASI DASAR PADA SISWA
KELAS RENDAH DI SD NEGERI TEMPURAN 6

Kemampuan literasi dan numerasi dasar merupakan fondasi utama bagi siswa kelas rendah untuk mengikuti pembelajaran pada jenjang berikutnya, namun observasi awal di SD Negeri Tempuran 6, Desa Tempuran, Kecamatan Paron, Kabupaten Ngawi, menunjukkan sejumlah siswa kelas I hingga III masih mengalami hambatan mengenal huruf, membaca lancar, memahami isi bacaan, serta menyelesaikan operasi hitung dan soal cerita, kondisi yang diperparah oleh keterbatasan pendampingan orang tua dan penggunaan gawai yang belum terkontrol. Penelitian ini bertujuan mendeskripsikan bentuk kesulitan belajar literasi dan numerasi dasar, menganalisis faktor penyebabnya, serta mendeskripsikan upaya guru mengatasinya pada siswa kelas rendah di SD Negeri Tempuran 6. Penelitian menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus, melibatkan tujuh informan terpilih secara purposive, yaitu kepala sekolah, tiga guru kelas rendah, dan tiga siswa kelas rendah yang mewakili variasi kemampuan. Data dikumpulkan melalui wawancara mendalam, observasi partisipan, dan dokumentasi selama tiga bulan, lalu dianalisis dengan model interaktif Miles dan Huberman meliputi reduksi data, penyajian data, dan penarikan kesimpulan, diperkuat triangulasi sumber dan teknik. Hasil penelitian menunjukkan kesulitan literasi bersifat berlapis, mulai dari kekeliruan mengenali huruf mirip seperti b-d dan p-q serta kebiasaan mengeja terbata-bata, sampai kesulitan memahami isi bacaan dan menyusun kalimat tertulis. Kesulitan numerasi bergeser dari hambatan teknis pada penjumlahan bersusun, pengurangan meminjam, dan perkalian dasar, menuju kesulitan menonjol pada penalaran soal cerita meski siswa telah menguasai operasi hitung sederhana. Kesulitan ini dipengaruhi interaksi faktor internal (motivasi, kepercayaan diri, kemampuan kognitif) dengan faktor eksternal (pendampingan orang tua, budaya membaca rumah, keterbatasan media), sementara guru merespons melalui remedial terarah, pendampingan individual, media konkret, dan komunikasi dengan orang tua. Penelitian ini menyimpulkan bahwa kesulitan literasi dan numerasi bergerak dari hambatan teknis menuju hambatan aplikatif dan dipengaruhi secara simultan oleh faktor psikologis siswa serta lingkungan keluarga-sekolah. Temuan ini mengimplikasikan perlunya intervensi terintegrasi antara penguatan kepercayaan diri siswa, media konkret, dan kemitraan berkelanjutan guru-orang tua untuk mendukung capaian literasi-numerasi siswa kelas rendah

Kata kunci: kesulitan belajar literasi; kesulitan belajar numerasi; siswa kelas rendah; studi kasus kualitatif; intervensi pembelajaran