

The Effect of the Literacy-Based Learning Model on Reading Ability in Grade III Students of MIS Shafiratonisa

Adinda Dwika¹, Sahkholid Nasution², Pangulu Abdul Karim³

^{1,2,3}Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
E-Mail: adindadwika05@gmail.com

This research is motivated by the low reading ability of third grade students of MIS Shafiratonisa in understanding the content of reading, identifying important information, and concluding texts, as well as the dominance of conventional methods in the learning process. This study aims to determine students' reading abilities before and after the implementation of the Literacy-Based Learning model and prove its effect on improving students' reading abilities. This study uses a quantitative approach with a One Group Pretest-Posttest Design. The research subjects. A total of 15 students were selected through a total sampling technique. The research instrument was in the form of 10 essay questions that had been validated by material experts. Data were analyzed using the Paired Sample T Test with the help of SPSS 25. The results showed an increase in the average value from 64.00 in the pretest to 80.33 in the posttest, with a difference in increase of 16.33 points. The data were declared normally distributed based on the Shapiro-Wilk test (Sig. pretest = 0.109; Sig. posttest = 0.190). The results of the Paired Sample T-Test showed a Sig. (2-tailed) = 0.000 < 0.05, so H_0 is rejected and H_a accepted. It was concluded that the Literacy-Based Learning model had a significant effect on the reading ability of third-grade students at MIS Shafiratonisa.

Keywords: Literacy-Based Learning, Reading Ability, Grade III Students, Madrasah Ibtidaiyah

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Corresponding Author:

Adinda Dwika
Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
adindadwika05@gmail.com

1. Introduction

Reading is a fundamental skill essential for elementary school students. However, not all students master it well due to various factors, such as delayed language development, lack of stimulation, and specific learning disabilities such as dyslexia (Damayanti et al. 2025).

Reading is a crucial language skill in everyday life. A variety of information is conveyed through print and electronic media, requiring reading skills. The reading process doesn't simply begin with opening a book and then finishing; rather, it involves a process, each of which has meaning. At each stage, students can glean meaning bit by bit, ultimately gaining a complete understanding of the text they've read (Suandi, Ason, and Atmaja 2023).

Reading is one of the most essential skills that students must master when studying at school. Reading ability is seen as a key determinant of success in their learning activities at school (Hasanah and Lena 2021). Elementary school learning is generally geared toward helping students develop critical thinking skills, which are part of higher-order thinking skills. (Umayroh, Siregar 2024) This is because all school subjects require an understanding of concepts and theories, which can be understood through reading. A student's reading ability significantly impacts their learning success. Conversely, poor reading ability can be a barrier to academic success.

Literacy skills are very important skills and must be mastered by students in an applicable manner in the era of disruption as

Key skills for navigating the peak of digital transformation (Gyta et al. 2022). Schools are one of the places where students can develop reading skills and gain knowledge. Unfortunately, not everyone is aware of this, so reading has not yet become a necessity. In fact, reading instruction at the elementary school level, which should be a top priority, tends to be neglected. Reading instruction in elementary schools plays a crucial role in Indonesian language learning. Through reading, teachers can develop students' moral values, reasoning skills, and creativity. This demonstrates the importance of mastering reading skills, as reading is one of the standards for Indonesian language and literature skills that must be achieved at all levels of education, including elementary school.

Reading literacy is a key foundation for successful learning in elementary school, as it encompasses not only letter recognition skills but also the ability to understand, analyze, and interpret text. In third grade, students are required to master more complex reading skills so they can critically absorb information and apply it to their daily lives.

Based on the results of initial observations in class III of MIS Shafirattunnisa on January 15, 2026, it was found that students' reading skills had not yet developed optimally. Some students were not yet able to read texts fluently and still had difficulty understanding the content of the reading. This was evident in the students' low ability to identify important information, determine the main idea, and summarize the text's content simply. This condition often causes students to experience difficulties in participating in learning, especially in the Indonesian language subject which requires reading comprehension skills.

Furthermore, the reading learning process in grade III of MIS Shafirattunnisa still tends to use conventional, teacher-centered methods. Learning activities are dominated by shared reading and teacher explanations, without being balanced with activities that encourage students to actively think, discuss, or interpret the reading content. As a result, students become passive, less directly involved in the learning process, and their reading motivation has not developed optimally.

The implementation of structured literacy-based reading instruction has not yet been optimal. The stages of reading literacy, from pre-reading activities such as determining reading purposes and predicting text content, through reading activities including vocabulary recognition, searching for important information, and interpreting the content, to post-reading activities such as summarizing and drawing conclusions, have not been implemented consistently and systematically in the learning process. As a result, students' reading activities tend to be limited to text recognition alone, without a deep understanding of the meaning of the reading. This condition is further exacerbated by the limited variety of learning models used by teachers in teaching reading.

The lack of innovative and literacy-oriented learning models has resulted in low reading comprehension and a lack of motivation to learn. In fact, in the third grade of elementary school, students are required to shift from basic reading skills to reading comprehension. Therefore, a learning approach is needed that can train students to understand, analyze, and summarize the contents of the reading accurately. Based on these problems, learning efforts are needed that are appropriate and relevant to the characteristics and needs of students. One alternative that can be implemented is the Literacy-Based Learning Model. This model is expected to actively engage students at every stage of reading and make a significant contribution to improving the reading comprehension of third grade students at MIS Shafirattunnisa.

One important aspect of education is reading ability, as it forms the basis for understanding various forms of information (Mardianto 2023). Reading literacy is a fundamental skill essential for students to understand information and support the learning process in various subjects (Khairani et al. 2024).

On the other hand, learning motivation plays a key role in academic achievement, because without adequate motivation, students tend to be passive and experience difficulties in participating in the learning process. However, the reality in the field shows that many elementary school students still have low reading skills, which impacts weak learning motivation. The contributing factors are diverse, ranging from monotonous learning methods, lack of family support, to the lack of literacy facilities in schools (Rikza Fauziyah Wudda 2025).

According to (Sari 2022) Education Literacy is the ability to read and write, increase knowledge and skills, think critically in solving problems, and the ability to communicate effectively that can develop potential and participate in community life. Literacy is very important to be instilled in Elementary School, because literacy greatly helps students in solving their problems in the future. Through literacy skills, a person not only gains knowledge but can also document a piece of experience that can be a reference in the future. A culture of literacy has many benefits including increasing vocabulary, optimizing brain function, adding insight and new information, improving interpersonal skills, improving the ability to understand the meaning of information being read, developing verbal skills, training thinking and analytical skills, increasing one's focus and concentration, training in writing and stringing together meaningful words.

Improving the quality of education can be achieved through effective learning. The learning process should be student-centered, and learning activities should fully involve student participation. In this regard, teachers position themselves in various roles, such as motivator, facilitator, and guide, so that students can develop their abilities to acquire various knowledge and learning experiences. Effective learning is teaching that provides opportunities for independent learning or independent activities.

Based on the theory above, the application of the Literacy-Based Learning Model can optimize students' knowledge, from understanding to drawing conclusions and applying them. This aligns with the primary goal of education, which is to educate the nation. Students can learn independently using their existing literacy skills, thus mastering the subject matter in the teaching and learning process (Mulyani 2025).

Based on the 2023 National Assessment (AN) data released by the Ministry of Education, Culture, Research, and Technology, approximately 40% of elementary school students in Indonesia still have low basic literacy skills (Prita et al. 2025). This indicates that students are unable to read simple texts fluently or fully understand the content of the reading. These findings indicate that difficulties in beginning reading are still experienced by many students, especially in the early grades such as grade 3. How to improve student learning is greatly influenced by their reading skills.

One of the causes of low initial reading skills is a lack of varied learning approaches and minimal active student involvement in the learning process. Teacher-dominated learning activities are common, becoming a tradition in the learning process.

Classroom learning activities generally still use conventional methods such as shared reading and lectures, without activities that encourage students to think actively or challenge them cognitively. Conventional approaches have long been used in the teaching and learning process, often referred to as lecture-based learning (Hakpantria, Shilfani, Tulaktondok 2021).

If educators demonstrate a decreased capacity to use learning models effectively, an uncondusive educational environment will emerge. The prevailing learning strategies employed by educators tend to be conventional, resulting in a lack of independence among students and limiting their creative potential (Priska Yolanda, Zaini Dahlan 2025).

This study has novelty because it empirically examines the influence of the Literacy-Based Learning Model on the reading comprehension ability of third-grade students of MIS Shafirattunnisa quantitatively, which

until now has been little researched in the Madrasah context, in contrast to previous studies that were more qualitative, tested other learning models, or focused on general literacy aspects. This study also clarifies the stages of reading literacy in the learning process, starting from before, during, to after reading, which is a new contribution to the development of literacy learning strategies in Elementary Schools.

In connection with the background of the problem above, the author is interested in conducting a study with the title "The Effect of the Literacy-Based Learning Model to Improve Reading Ability in Class III Students of Mis Shafiratunnisa".

2. Literature Review and Problem Statement

Literature Review

The Literacy-Based Learning model is a learning approach that places literacy activities at the core of the learning process to develop the ability to read, understand, and process information meaningfully. Various studies have shown that the application of this model can improve reading skills through guided reading activities, discussions, text exploration, and providing contextual learning experiences so that students are more active in understanding the content of the reading. At the elementary school level, especially in the lower grades, reading ability is a basic competency that must be mastered because it is the foundation for learning all subjects. However, several research results also reveal that students' reading abilities are still relatively low due to the use of learning methods that are not varied and not oriented towards strengthening literacy. Therefore, the Literacy-Based Learning model is seen as an effective learning alternative to improve students' reading abilities through structured and learner-centered literacy habits.

Problem Statement

The reading ability of third-grade students at MIS Shafiratunnisa still shows various obstacles, such as low reading comprehension ability, less fluent reading, and difficulty in answering questions based on the text read. This condition is thought to be influenced by the learning process which is still dominated by conventional methods so that students' literacy activities have not developed optimally. If this condition continues, it will have an impact on students' low ability to understand learning materials in other subjects. Based on these problems, a learning model is needed that can improve students' reading ability effectively, one of which is through the application of the Literacy-Based Learning model. Therefore, this study was conducted to determine whether the Literacy-Based Learning model has an effect on improving the reading ability of third-grade students at MIS Shafiratunnisa.

3. Method

This study used a quantitative method with a pre-experimental design approach. This method was chosen because it aimed to determine the effect of the implementation of the Literacy-Based Learning Model on the reading skills of third-grade students at MIS Shafiratunnisa. Quantitative research was used to obtain objective data by measuring student learning outcomes before and after treatment, so that the effect of the applied learning model could be analyzed statistically.

The research design used was a One Group Pretest–Posttest Design, a research design involving only one group without a control group. In this design, all research subjects were given a pretest to determine their reading ability before receiving treatment. Next, students were given treatment in the form of the Literacy-Based Learning Model in the learning process, followed by a posttest to determine changes or improvements in reading ability after the treatment (Sugiyono et al., 2020).

The use of the One Group Pretest–Posttest Design is considered appropriate for the research conditions because the population is relatively small and consists of only one class. Therefore, all third-grade students of MIS Shafirattunnisa were used as research subjects without a comparison group. Although this design does not involve a control group, thus still allowing the influence of external variables on the research results, this design is still able to provide an overview of changes in students' reading abilities after the implementation of the Literacy-Based Learning Model.

The research procedure began with a pretest to measure students' initial reading abilities. Afterward, the researcher implemented the learning process using the Literacy-Based Learning Model according to the planned learning steps. During the learning process, the researcher also observed student activities and documented each activity as supporting data for the research. At the end of the treatment, students were given a posttest using an instrument equivalent to the pretest to determine the improvement in reading abilities after the implementation of the learning model. The pretest and posttest results were then analyzed to determine whether or not the Literacy-Based Learning Model had an effect on the reading abilities of third-grade students at MIS Shafirattunnisa.

4. Results and Discussion

Based on the results of the data analysis that has been conducted, this study proves that the Literacy-Based Learning model has a significant effect on the reading ability of third-grade students of MIS Shafirattunnisa. This can be seen from the increase in the average score of students' reading ability from 64,000 at the time of the pretest to 80,333 at the time of the posttest, with a difference in increase of 16,333 points. The results of the Paired Sample T-Test also show a Sig. (2-tailed) value of 0.000 which is smaller than the significance level of 0.05, so that the alternative hypothesis (H_a) accepted.

These findings align with the essence of the Literacy-Based Learning model, which places literacy at the center of the learning process. According to Rahman and Damaianti (2019), the Literacy-Based Learning model integrates reading, writing, speaking, and listening activities so that students gain a comprehensive and meaningful literacy experience. This model encourages students to not only read texts mechanically but also to understand, analyze, and respond critically to the content. The improvement in students' reading skills observed in this study can be explained through the structured and systematic learning stages of the Literacy-Based Learning model. In the pre-reading stage, students are encouraged to activate their prior knowledge about the reading topic, so that when reading the text, they already have a framework for thinking that facilitates comprehension.

The results of this study are also strengthened by the findings (Mulyani 2025) "Improving Students' Reading Skills Through the Literacy Based Learning Model in Language Learning" The conclusion in this study is that the Literacy Based Learning model has proven effective in improving reading skills in Language subjects.

Furthermore, the results of this study are also supported by the findings (Gomes, Istiningsih, Nurwahidah 2024) who examined the relationship between reading literacy and Indonesian language learning outcomes in fourth-grade students of SDN 1 Ampenan, and concluded that there is a significant positive relationship between reading literacy and Indonesian language learning outcomes, with a significance value of $0.001 < 0.05$ — meaning, the better the students' reading literacy, the better their learning outcomes. This study is relevant to the findings of the research being reported because both show that planned and directed reading literacy activities directly impact the improvement of students' language competencies at the elementary school level. In other words, the Literacy-Based Learning model not only improves technical reading skills, but also contributes to improving overall Indonesian language learning outcomes.

Further support is found in research (Ahyadi 2024) that implemented literacy-based learning to improve critical thinking skills in elementary school students at SDN 1 Padangbulia. The study showed that literacy-based learning not only improved reading skills but also encouraged the development of higher-order thinking skills in elementary school students. This congruence strengthens the argument that the Literacy-Based Learning model has a broad and comprehensive impact on students' cognitive development, beyond just the mechanical aspects of reading.

Furthermore, research conducted by Navida et al. (2023) on the reading literacy skills of students in the Indonesian language curriculum for third-grade elementary schools also provides an important contribution to understanding the phenomenon studied. The results of this study indicate that third-grade elementary school students are still at the stage of developing reading literacy skills, which requires appropriate and structured learning stimulation and intervention. These findings provide a strong basis for confirming that the application of the Literacy-Based Learning model to third-grade students at MIS Shafirattunnisa is an appropriate intervention, as it is tailored to the characteristics of students' literacy development at that level.

This research was conducted in class III MIS Shafirattunnisa with learning materials in the form of reading texts used to measure students' reading ability in the Indonesian language subject. The subjects of this study were all 15 students of class III. This study focuses on the problem of the effect of the application of the Literacy-Based Learning model on the reading ability of class III students of MIS Shafirattunnisa. In this study, no control class was used, but only one research group in accordance with the One Group Pretest-Posttest Design. The choice of this design was based on the consideration that the number of class III students of MIS Shafirattunnisa was only 15 people, so it was not possible to divide them into two representative groups. Even though it did not use a control class, this design is still valid for use in educational research because the comparison was carried out directly on the same group before and after treatment, so that the changes that occurred could be clearly identified. This is in line with the opinion of (Sugiyono 2019) who stated that the One Group Pretest-Posttest design can be used to determine the effect of treatment more accurately because the results of the treatment can be compared with the conditions before the treatment was given.

Overall, the results of this study prove that the model Literacy-Based Learning is effective in improving the reading skills of third-grade students at MIS Shafirattunnisa. The improvement is not only statistically significant but also practically meaningful, considering the average difference of 16.333 points is quite significant. This achievement shows that the literacy-based learning model is able to create a conducive learning environment for students to develop their reading skills optimally. Thus, the Literacy-Based Learning model is worthy of being recommended as an alternative learning model that can be used by teachers in an effort to improve students' reading skills at the elementary school level, especially Islamic elementary schools.

5. Conclusion

Based on the results of research on the effect of the Literacy-Based Learning model on the reading ability of third-grade students at MIS Shafirattunnisa, it can be concluded that students' reading ability before the implementation of the Literacy-Based Learning model was still relatively low. This can be seen from the pretest results which showed that most students still had difficulty in understanding the content of the reading and answering questions related to the text. After the implementation of the Literacy-Based Learning model, students' reading ability increased as shown through the posttest results. Students became better able to understand the content of the reading and answer questions based on the text more accurately. This improvement was reinforced by the results of statistical analysis which showed that the

implementation of the Literacy-Based Learning model had a significant influence on the reading ability of third-grade students at MIS Shafirattunnisa.

Based on the research results that have been conducted, teachers are advised to implement the Literacy-Based Learning model as an alternative in teaching reading because it has been proven to improve students' reading skills. Teachers are also expected to be able to develop various interesting and varied literacy activities so that students are more active, motivated, and accustomed to reading various types of reading to improve their ability to understand the content of the text. In addition, for future researchers it is recommended to develop this research with a broader scope, both in terms of the number of samples, educational levels, and the use of research designs involving control groups to obtain more comprehensive results and can strengthen the findings regarding the effectiveness of the Literacy-Based Learning model.

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