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THE STRATEGY OF READ ALOUD WITH QUALITY READING BOOKS ON LITERACY INTEREST AND SKILLS OF ELEMENTARY SCHOOL STUDENTS IN SIDOARJO REGENCY

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ABSTRAK

Rendahnya minat dan keterampilan membaca pada siswa kelas awal sekolah dasar menunjukkan perlunya penerapan strategi pembelajaran yang efektif untuk meningkatkan kemampuan literasi. Salah satu strategi yang dinilai mampu mendukung perkembangan literasi siswa adalah kegiatan membaca nyaring (*read aloud*). Penelitian ini bertujuan untuk mendeskripsikan strategi yang digunakan guru dalam meningkatkan kemampuan literasi membaca melalui kegiatan membaca nyaring pada siswa kelas rendah sekolah dasar. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa observasi dan wawancara. Hasil penelitian menunjukkan bahwa penerapan strategi membaca nyaring melalui pemilihan buku cerita bergambar yang menarik, penggunaan intonasi dan ekspresi yang sesuai saat membacakan cerita, serta kegiatan refleksi setelah membaca mampu meningkatkan minat, partisipasi, dan keterlibatan siswa dalam aktivitas membaca. Selain itu, kegiatan membaca nyaring juga berkontribusi terhadap peningkatan kosakata, pemahaman bacaan, dan pembentukan kebiasaan membaca yang positif. Temuan penelitian ini menunjukkan bahwa strategi membaca nyaring merupakan pendekatan yang efektif untuk mendukung pengembangan literasi membaca pada siswa sekolah dasar. Oleh karena itu, diperlukan dukungan berupa pelatihan guru dalam menerapkan teknik membaca nyaring secara ekspresif serta penyediaan bahan bacaan yang berkualitas untuk mengoptimalkan pelaksanaan program literasi di sekolah dasar.

Kata Kunci: Literasi Membaca, Membaca Nyaring, Strategi Guru.



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ABSTRACT

The low level of reading interest and reading skills among early elementary school students indicates the need for effective learning strategies to improve literacy development. One strategy that has been recognized for supporting literacy growth is the read aloud activity. This study aims to describe the strategies employed by teachers to enhance students' reading literacy through read aloud activities in lower elementary grades. The study employed a qualitative descriptive approach, with data collected through observations and interviews. The findings revealed that the implementation of read aloud strategies, including the selection of engaging picture storybooks, the use of appropriate intonation and expressive reading, and post-reading reflection activities, significantly increased students' interest, participation, and engagement in reading activities. Furthermore, read aloud activities contributed to vocabulary development, reading comprehension, and the establishment of positive reading habits. The results indicate that read aloud is an effective strategy for promoting reading literacy among elementary school students. Therefore, teacher training in expressive read aloud techniques and the provision of high-quality reading materials are essential to maximize the effectiveness of literacy programs in elementary schools.

Keywords: *Reading Literacy, Read Aloud, Teacher Strategy.*

INTRODUCTION

Basic education is an important foundation for the development of individual potential, and among the various skills that need to be mastered, reading and writing literacy plays a major role. The capacity for reading and writing is not only an academic skill but also the access to obtain information, understand the world, and actively participate in an increasingly complex society. In Indonesia, the issue of improving literacy quality at the elementary school level remains an important concern that requires deep attention. Various reports, including the PISA (Programme for International Student Assessment) study¹ which consistently shows the need for significant improvement in students' literacy skills, and national literacy evaluation results, consistently indicate that the literacy level of elementary school students in Indonesia still requires improvement to reach global standards and meet the demands of the 21st century.²

¹ OECD, (2023)

² Kementerian Pendidikan dan Kebudayaan (2022)



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This situation requires effective learning strategies to overcome the existing literacy gap.

One of the strategies that has received considerable attention in literacy education is the read aloud approach. This strategy is considered capable of creating meaningful reading experiences, enriching vocabulary, improving comprehension, and fostering students' interest in reading from an early age. However, the effectiveness of read aloud activities is often influenced by the quality of reading materials used during the learning process, making the selection of appropriate reading books an important issue in literacy development.

Several previous studies have reported positive outcomes of read aloud implementation. Agustina et al found that regular read aloud activities contribute to vocabulary growth, reading comprehension, and reading interest among children.³ Moldan Bus reported that interactive read aloud practices increase students' engagement and understanding of texts through guided discussions.⁴ Meanwhile, Sari et al demonstrated that read aloud activities support language development and encourage positive attitudes toward reading among elementary school students.⁵

Although these studies have confirmed the benefits of read aloud activities, most of them focus primarily on the instructional strategy itself. Limited attention has been given to the role of quality reading books as a supporting factor in maximizing literacy outcomes. Furthermore, studies examining the combined influence of read aloud strategies and quality reading books on both literacy interest and reading and writing literacy skills remain limited, particularly in the context of elementary schools in Indonesia. Therefore, this study aims to address this gap by investigating the implementation of read aloud strategies supported by quality reading books among elementary school students in Sidoarjo Regency. This study differs from previous research by integrating the read aloud strategy with the use of quality reading books and examining their influence on both literacy interest and literacy skills simultaneously. Therefore, this research is expected to provide a more comprehensive understanding of literacy development in elementary education.

In the field of education, especially basic education, immediate self-improvement and strategy implementation are required to boost students' reading literacy, both interest and reading skills. Reading serves as the fundamental basis for a person to know, absorb information, problem-solve, and the foundation for decision-making that affects every dynamic and diverse aspect of human curiosity and intellectual engagement, which has the power to enrich life and broaden



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horizons.³ Some relevant research supporting this study shows that read-aloud activities have a positive impact on children's literacy development from an early age. In this research, they conducted a meta-analysis of various studies examining the relationship between book exposure and children's literacy skills. The results show that children who frequently listen to read-alouds tend to have a broader vocabulary, better comprehension, and higher reading interest compared to those who are less exposed to read-alouds.⁴

One method that has long been recognized as an effective way to increase literacy interest and skills is the read-aloud activity. Read-aloud, when done strategically, is not just the activity of reading a text, but a dynamic interaction that can enrich vocabulary, enhance story comprehension, and create an emotional bond between children and the world of books. However, the effectiveness of read-aloud will be more optimal if supported by the availability and proper utilization of quality reading books. A quality reading book is a book that not only excels in visual and narrative aspects but also possesses educational value, suits the students' cognitive and affective development, and can stimulate imagination and critical thinking.⁵ The selection of the right book is very crucial because relevant and engaging content can significantly increase students' intrinsic motivation to read.⁶ The lack of access to these books, coupled with teachers' minimal knowledge in selecting and utilizing quality books, often becomes a barrier in the effort to improve literacy at the elementary school level.

Sidoarjo Regency, as one of the continuously developing regions in East Java, certainly faces this literacy challenge. The effort to increase reading and writing literacy interest and skills among elementary school students in Sidoarjo requires a comprehensive approach, one of which is through the optimization of the read-aloud strategy with the support of quality reading books. This initial research aims to analyze in detail how the implementation of the read-aloud strategy combined with quality reading books can significantly affect reading and writing literacy interest and skills in elementary school students in Sidoarjo

³ Agustina Rahmi, Husnul Madihah & Rasuna. "Penyuluhan Peran Guru dalam Penanaman Pendidikan Karakter dan Pedagogik untuk Mewujudkan Kompetensi Siswa Abad 21", *Jurnal Pengabdian Al-Ikhlas*, 10(1), 60-73 (2024).

⁴ Mold an Bus. "To read or not to read: A meta-analysis of print exposure from infancy to early adulthood", *Psychological Bulletin*, 137, 267-296 (2011)

⁵ Sari, I. P., & Rahmawati, E. (2022). Indikator Minat Membaca Siswa Sekolah Dasar dan Strategi Peningkatannya. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 9(3), 401-415

⁶ Fitriani et al., (2023). Dampak Kebiasaan Membaca Terhadap Prestasi dan Pembentukan Karakter. *Journal of Basication*, 9(1), 1-8



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Regency. It is hoped that the findings of this research will not only provide a theoretical contribution to the development of literacy pedagogy but also offer practical recommendations for educators, policymakers, and related parties in formulating more effective and sustainable literacy improvement programs in the elementary school environment.

Reading aloud is the practice of a teacher or adult verbally reading a text to students or children.⁷ This strategy is not just the activity of reading a story, but a pedagogical method rich in benefits for early literacy development. Reading aloud creates a rich listening experience, allowing students to be exposed to new vocabulary, complex sentence structures, and diverse narrative flows without having to struggle with text deconstruction independently.⁸

The benefits of reading aloud are multi-dimensional. First, cognitively, reading aloud helps students develop auditory comprehension, improve memory, and expand background knowledge. Students can hear how proficient speakers vary their intonation, tone, and reading speed, which is an important model for their own oral expression and text comprehension.⁹ Second, affectively, reading aloud can cultivate a love for books and reading. When students enjoy a story being read, they tend to associate reading with pleasure, which in turn can increase their internal motivation to read independently.¹⁰ Third, socio-emotionally, reading aloud can be a moment of bonding between the teacher and students, as well as creating a community of readers in the classroom. Discussions after reading aloud facilitate the exchange of ideas, interpretations, and perspectives.¹¹

Various studies support the crucial role of reading aloud, finding that reading aloud is effective in improving reading comprehension and motivation in

⁷ Wulandari, E., & Nurmasiyah, S. (2022). Peningkatan Motivasi dan Pemahaman Membaca Siswa Melalui Metode Membaca Nyaring. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2697-2708.

⁸ Susilawati, W., Wardani, D., & Ramli, R. (2023). Peningkatan Kosakata dan Pemahaman Konsep Melalui Strategi Membaca Nyaring pada Siswa Sekolah Dasar. *Jurnal Pendidikan Bahasa dan Sastra*, 6(2), 110-125.

⁹ Fadhillah, S. S. A., Zazirah., Yulianty, E. F., Riany, Y. E. (2024). Pengaruh Aktivitas Membaca Nyaring pada Pembentukan Karakter Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, 8(3), 482-490.

¹⁰ Pratiwi, N. K., & Setiawan, H. (2023). Hubungan antara Kebiasaan Membaca Nyaring dengan Minat Baca Siswa Sekolah Dasar. *Jurnal Pendidikan dan Kebudayaan*, 8(1), 1-12.

¹¹ Permana, R. M., Hasanah, U., & Syafitri, E. (2023). Efektivitas Diskusi Kelompok dalam Meningkatkan Pemahaman Membaca dan Keterampilan Berargumentasi Siswa. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 78-90.



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elementary school students.¹² Other studies show that reading aloud can significantly enrich students' passive and active vocabulary. The effectiveness of reading aloud is further optimized when teachers use appropriate techniques, such as reading expressively, providing pauses for questions and discussion, and linking the content of the book to students' experiences.¹³

The definition of a quality reading book goes far beyond just the absence of grammatical errors. A quality reading book is one that intrinsically has high educational, aesthetic, and relevance values for its target reader. The criteria for quality reading books for elementary school students include several important aspects.¹⁴ First, relevant and engaging content. Books must present stories or information that align with students' cognitive, emotional, and social development level, and be able to arouse their curiosity and imagination. Relevant content can be folktales, fables, adventure stories, or non-fiction books that explain basic concepts in an easily understandable way. Second, rich yet accessible language. Quality books introduce new vocabulary and varied sentence structures, but remain within the students' comprehension range. The use of fluid and clear language helps students build comprehension without frustration, while also expanding their linguistic repertoire. Third, attractive and supportive illustrations. Illustrations are not merely decorations, but integral elements that help students understand the story, develop imagination, and attract visual interest. Good illustrations can effectively communicate emotions, settings, and characters, especially for beginning readers. Fourth, positive values and moral mandate. Quality books often contain positive messages about friendship, courage, empathy, honesty, or problem-solving¹⁵

Positive values and moral mandates. Quality books often contain messages about friendship, courage, empathy, honesty, or problem-solving, which can shape students' character. It is also important that these books avoid negative stereotypes or inaccurate depictions. Fifth, the physical quality of the book. A sturdy book,

¹² Susilawati, W., Wardani, D., & Ramli, R. (2023). Peningkatan Kosakata dan Pemahaman Konsep Melalui Strategi Membaca Nyaring pada Siswa Sekolah Dasar. *Jurnal Pendidikan Bahasa dan Sastra*, 6(2), 110-125.

¹³ Nurrohmah, S., Astuti, T., & Purwanto, A. (2022). Peran Lingkungan Keluarga dalam Menumbuhkan Minat Baca Anak Usia Sekolah Dasar. *Jurnal Pendidikan Anak Usia Dini*, 6(2), 112-125.

¹⁴ Fadhillah, S. S. A., Zazirah., Yulianty, E. F., Riany, Y. E. (2024). Pengaruh Aktivitas Membaca Nyaring pada Pembentukan Karakter Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, 8(3), 482-490.

¹⁵ Hidayati, N., & Latiana, C. (2022). Kualitas Buku Cerita Anak dalam Pengembangan Karakter Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 12(1), 45-58.



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with clear printing and durable paper, is more likely to last longer and be comfortable for children to use.

The selection of quality reading books is crucial in the implementation of the read-aloud strategy. A poor-quality book, both in terms of content and language, can reduce the effectiveness of the strategy and may even kill students' interest in reading. Conversely, a quality book will enrich the read-aloud experience, provide a good language model, and spark deep discussions. Literacy interest can be defined as the psychological inclination that drives a person to actively and voluntarily engage in reading and writing activities. It is not just about ability, but also about the desire, motivation, and pleasure associated with literacy. High literacy interest is a strong predictor of academic success and lifelong self-development.¹⁶

The factors that influence literacy interest are very diverse. A literacy-rich home environment, where books are easily accessible and reading activities are routinely conducted, plays a fundamental role. In school, the teacher's role is highly dominant. Teachers who are able to create a pleasant classroom atmosphere, provide various book choices, and integrate literacy across different subjects will be more successful in fostering students' interest.¹⁷ The read-aloud strategy with quality reading books directly contributes to increasing literacy interest. When students are regularly exposed to engaging stories read expressively, they begin to view reading as an enjoyable and valuable activity. This exposure builds curiosity and the desire to read more. Furthermore, quality books that are relevant to the students' world can make them feel connected to the stories and characters, which further deepens their interest.¹⁸

Observable indicators of literacy interest include: the frequency of students borrowing books, active participation in book discussions, the desire to share stories they have read, and the initiative to read independently. Reading and writing literacy skills are holistic abilities that encompass the comprehension, interpretation, use, and creation of written texts.¹⁹ It is not just about the ability to

¹⁶ Sari, I. P., & Rahmawati, E. (2022). Indikator Minat Membaca Siswa Sekolah Dasar dan Strategi Peningkatannya. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 9(3), 401-415.

¹⁷ Pratiwi, N. K., & Setiawan, H. (2023). Hubungan antara Kebiasaan Membaca Nyaring dengan Minat Baca Siswa Sekolah Dasar. *Jurnal Pendidikan dan Kebudayaan*, 8(1), 1-12.

¹⁸ Nurhalimah, S., Fitriani, R., & Handayani, N. (2023). Peningkatan Keterampilan Membaca Permulaan Melalui Penggunaan Media Buku Cerita Bergambar pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 7(1), 1-10.

¹⁹ Rahayu, W., Yusfi, H., Victorian, A. R., Destriani., Nanda, F. A., Azhar, S., & Jimenez, J. V. G. (2023). Survey of Student Learning Interest PJOK Learning at Junior High School. *Jurnal Pendidikan Jasmani Indonesia*, 19(2), 12-16.



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spell or recognize letters, but rather the capacity to interact effectively with the world of writing.

a. Reading Comprehension skill:

Reading skills encompass several important components:²⁰

- 1) **Phonological and Letter Recognition:** The ability to recognize letters and the sounds they represent, which is the foundation of decoding.
- 2) **Fluency:** The ability to read with accuracy, appropriate speed, and suitable expression. Fluent readers can allocate more cognitive resources toward comprehension, rather than decoding.
- 3) **Vocabulary:** Knowledge of the meaning of words, which is crucial for text comprehension. The richer a student's vocabulary, the easier it is for them to understand complex texts.
- 4) **Reading Comprehension:** The ability to construct meaning from the text, including identifying the main idea, drawing conclusions, understanding the sequence of events, and analyzing characters.

The read-aloud strategy using quality books significantly supports the development of reading skills. When the teacher reads fluently and expressively, students hear a model of good reading, which they can internalize (Wulandari & Nurmasiyah, 2022). Exposure to new vocabulary through quality books directly enriches students' word repertoire (Ariyani et al., 2023). Discussions after reading aloud also train reading comprehension, where students learn to articulate what they hear and understand the narrative more deeply.²¹

b. Writing Skills:

Writing skills are the ability to express ideas, information, and emotions effectively through written text. This involves:²²

- 1) **Writing Mechanics :** Basic abilities such as correct spelling, grammar, and punctuation.
- 2) **Idea Organization :** The ability to structure ideas logically and coherently in a text .

²⁰ Nurhalimah, S., Fitriani, R., & Handayani, N. (2023). Peningkatan Keterampilan Membaca Permulaan Melalui Penggunaan Media Buku Cerita Bergambar pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 7(1), 1-10.

²¹ Permana, R. M., Hasanah, U., & Syafitri, E. (2023). Efektivitas Diskusi Kelompok dalam Meningkatkan Pemahaman Membaca dan Keterampilan Berargumentasi Siswa. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 78-90.

²² Indianti, D., & Widyastuti, S. (2023). Korelasi Keterampilan Membaca dengan Keterampilan Menulis pada Siswa Kelas Tinggi Sekolah Dasar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 10(2), 201-215.



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- 3) **Content Development** : The ability to enrich writing with relevant details, descriptions, and arguments.

Although reading aloud may seem more focused on reading, it has a strong indirect impact on writing skills. Through exposure to quality reading books, students subconsciously internalize sentence structure, effective vocabulary usage, and various writing styles.²³ Quality books provide narrative and expository models that they can imitate in their own writing. Furthermore, stimulating discussions after reading aloud can be an inspiration for students to write about the same topics or develop new ideas.²⁴ Reading and writing skills are closely interrelated; good readers tend to be better writers, and vice versa.

RESEARCH METHODS

This research uses a quantitative approach with a quasi-experimental design. The quantitative approach is chosen because the study aims to numerically measure the impact of the intervention (the read-aloud strategy assisted by quality reading books) and compare the results between groups (experimental and control).²⁵ The quasi-experimental design is considered the most suitable given the difficulty in performing full randomization of research subjects in a real educational setting. This design allows researchers to study cause-and-effect relationships with partial control over external variables. The research design to be used is the Nonequivalent Control Group Design. In this design, two existing groups of participants (experimental group and control group) will be measured before (pre-test) and after (post-test) the intervention. The experimental group will receive the treatment, which is the read-aloud strategy assisted by quality reading books, while the control group will carry out Indonesian language learning as usual without that specific special treatment.²⁶

The research will be conducted in two elementary schools in Sidoarjo Regency that have similar characteristics but are not within the same complex, in order to minimize the diffusion of treatment. The population in this study is all fourth-grade elementary school students in Sidoarjo Regency. The sampling

²³ Pratiwi, N. K., & Setiawan, H. (2023). Hubungan antara Kebiasaan Membaca Nyaring dengan Minat Baca Siswa Sekolah Dasar. *Jurnal Pendidikan dan Kebudayaan*, 8(1), 1-12.

²⁴ Permana, R. M., Hasanah, U., & Syafitri, E. (2023). Efektivitas Diskusi Kelompok dalam Meningkatkan Pemahaman Membaca dan Keterampilan Berargumentasi Siswa. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 78-90.

²⁵ Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

²⁶ Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2022). *Multivariate Data Analysis* (8th ed.). Cengage Learning.



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technique used is purposive sampling with certain criteria, followed by cluster random sampling at the class level. Two elementary schools will be selected purposively based on the school's willingness, the homogeneity of student characteristics (for example, relatively equivalent socio-economic backgrounds), and the absence of similar intensive literacy interventions. From each of the selected schools, one fourth-grade class will be randomly selected as the experimental group and one fourth-grade class from another equivalent school will be the control group. The total sample is expected to consist of approximately 50-60 students (25-30 students per group), a sufficient number for statistical analysis in a quasi-experimental design.

The research instrument uses a questionnaire. This questionnaire will be developed based on literacy interest indicators relevant to elementary school students, such as reading frequency, enjoyment while reading, initiative to borrow books, and motivation to write stories. The questionnaire will use a Likert scale (e.g., always, often, sometimes, rarely, never) to measure the level of interest. The validity and reliability of the questionnaire will be tested through a trial run on a group of students who are not part of the research sample. Data analysis uses prerequisite tests, the Normality Test, the Homogeneity of Variance Test, and Hypothesis testing.

RESULTS AND DISCUSSION

The main field testing was conducted to obtain preliminary feedback regarding the feasibility and attractiveness of the Canva-based animated learning video before its implementation on a larger scale. The trial involved 20 third-grade students from SDN Pucang 1 and SDN Pucang 3. Students were asked to watch the developed learning video and complete a questionnaire using a five-point Likert scale.

Table 1. Results of the Main Field Testing Questionnaire

| No Indikator | Mean Score |
|--|------------|
| 1 The Canva animated learning video is something new for me | 4.80 |
| 2 I am interested in the design and animation used in the learning video | 4.70 |
| 3 The colors used in the learning video are attractive | 4.70 |
| 4 The text displayed in the learning video is easy to read | 4.65 |



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| No Indikator | Mean Score |
|--|------------|
| 5 I enjoy learning science using this learning video | 4.70 |
| 6 I do not feel bored learning science using this learning video | 4.75 |
| 7 This learning video increases my learning motivation | 4.50 |
| 8 This learning video improves my concentration during learning | 4.80 |
| 9 I can easily understand the material using this learning video | 4.50 |
| 10 This learning video increases my interest in learning | 4.40 |
| 11 The learning video is easy to operate and use | 4.65 |
| 12 This learning video is beneficial in the learning process | 4.90 |

Based on Table 1, all indicators obtained mean scores above 4.40, indicating a highly positive response from students. The highest score was found in the indicator related to the usefulness of the learning video ($M = 4.90$), suggesting that students perceived the developed media as beneficial in supporting their learning activities. High scores were also observed in the indicators of novelty ($M = 4.80$) and concentration enhancement ($M = 4.80$), indicating that the visual and audio elements successfully captured students' attention.

These findings demonstrate that the Canva-based animated learning video was well accepted by students during the initial testing stage. The positive responses indicate that the media has the potential to increase student engagement and support science learning through attractive visual presentation and structured content delivery.

Feedback obtained from students during the main field testing stage was used to improve the developed product before conducting large-scale implementation.

Table 2. Product Revisions Based on Main Field Testing Results

| No Feedback | Revision Made |
|--|--|
| 1 The material should be more concise and easier to understand | Concept maps were added and explanations were simplified |
| 2 Interactive activities should be included | Quizzes were added at the end of the video |

As shown in Table 2, revisions focused on improving content organization and enhancing student interaction. The addition of concept maps aimed to simplify complex information and facilitate students' understanding of scientific



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concepts. Furthermore, the incorporation of quizzes was intended to increase student engagement and provide opportunities for self-assessment.

The revision process represents an important stage in educational product development because it ensures that the final product aligns with students' needs and learning preferences. The improvements were expected to increase both the usability and effectiveness of the learning media during large-scale implementation. Following the revision process, the learning video was implemented in six elementary schools to evaluate its feasibility and acceptance on a broader scale.

Table 3. Results of the Operational Field Testing Questionnaire

| No Indicator | Mean Score |
|--|------------|
| 1 The Canva animated learning video is something new for me | 4.90 |
| 2 I am interested in the design and animation used in the learning video | 4.70 |
| 3 The colors used in the learning video are attractive | 4.70 |
| 4 The text displayed in the learning video is easy to read | 4.80 |
| 5 I enjoy learning science using this learning video | 4.90 |
| 6 I do not feel bored learning science using this learning video | 4.75 |
| 7 This learning video increases my learning motivation | 4.70 |
| 8 This learning video improves my concentration during learning | 4.80 |
| 9 I can easily understand the material using this learning video | 4.50 |
| 10 This learning video increases my interest in learning | 4.90 |
| 11 The learning video is easy to operate and use | 4.80 |
| 12 This learning video is beneficial in the learning process | 4.90 |

Table 3 shows that students continued to provide highly favorable evaluations after the revised media was implemented on a larger scale. Most indicators achieved mean scores above 4.70, demonstrating strong acceptance of the developed media.

Compared with the results of the main field testing, several indicators showed improvement, particularly learning interest and perceived usefulness. This suggests that the revisions successfully enhanced the quality of the learning media. The findings indicate that the Canva-based animated learning video is appropriate for broader implementation in elementary science education.



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To evaluate the effectiveness of the developed learning media, an N-Gain analysis was conducted by comparing students' learning outcomes before and after the implementation of the Canva-based animated learning video.

Table 4. N-Gain Analysis of Students' Scientific Literacy Improvement

| N-Gain Category | Frequency (f) | Percentage (%) |
|----------------------|---------------|----------------|
| High (> 0.70) | 35 | 59.3 |
| Moderate (0.30–0.70) | 19 | 32.2 |
| Low (< 0.30) | 5 | 8.5 |
| Total | 59 | 100.0 |

Mean N-Gain = 0.728 (High Category)

Based on Table 4, the average N-Gain score was 0.728, which falls within the high category. More than half of the students (59.3%) achieved high improvement levels, while only 8.5% remained in the low category.

These findings indicate that the Canva-based animated learning video effectively improved students' scientific literacy. The high N-Gain value suggests that the media successfully facilitated conceptual understanding and helped students connect scientific knowledge with learning activities. The combination of animation, narration, and visual representations appears to have contributed significantly to students' learning gains.

To further examine the effectiveness of the developed media, students' scores were classified into effectiveness categories.

Table 5. Effectiveness Interpretation of the Developed Learning Media

| Effectiveness Category | Frequency (f) | Percentage (%) |
|--------------------------|---------------|----------------|
| Effective (>76) | 33 | 55.9 |
| Fairly Effective (56–75) | 14 | 23.7 |
| Less Effective (40–55) | 6 | 10.2 |
| Ineffective (<40) | 6 | 10.2 |
| Total | 59 | 100.0 |

Mean Effectiveness Score = 72.80 (Fairly Effective Category)

Table 5 indicates that the average effectiveness score was 72.80, placing the developed media in the fairly effective category. However, the majority of students (55.9%) classified the media as effective.

The findings suggest that the Canva-based animated learning video has substantial potential to improve scientific literacy learning outcomes. Although



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some students reported lower effectiveness levels, the overall results demonstrate that the developed media provides meaningful support for science learning and can serve as an innovative instructional tool in elementary education.

Students' Literacy Achievement Before and After the Implementation of the Read Aloud Strategy

Reading is fundamentally a complex activity that involves many things, not just the mere pronunciation of writing, but also visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is the process of translating written symbols (letters) into spoken words. At the level of thinking, psycholinguistics, and metacognition, reading is the activity of understanding symbols/writing at a meaning level appropriate to the context and then responding to what is read through other activities like speaking or writing.

The results of the pre-test conducted by the researcher showed that out of 50 students, 15 students or 30% had a good literacy level, while 8 students or 16% had a moderate literacy level, and the remaining 27 students or 54% had a poor literacy level. After the researcher used the read-aloud method, students who initially struggled with reading or had low literacy levels improved. This can be seen from the post-test results conducted by the researcher, which showed that out of 50 students, 38 students or 76% had a good literacy level, while 7 students or 14% had a moderate literacy level, and 5 students or 10% had a low literacy level.

The Effect of the Read Aloud Strategy on Students' Literacy Skills

Reading aloud is a strategy where a teacher consistently sets aside time to read orally to students at a level above the students' independent reading level but at the students' listening level. It is also mentioned that reading aloud can be used as an activity to start a lesson, support the writing process, help students speak and think about discourse, introduce new topics, familiarize students with discourse structure and types of discourse, and direct students towards advanced-level thinking processes.

The most important activity for building the knowledge that helps children succeed in reading is reading aloud to children. Thus, it can be interpreted that the read-aloud strategy is very appropriate to be applied from early education levels because it can instill a reading foundation in children, so that their reading ability will be built well in the future. Although it cannot be denied that this strategy can also be applied at secondary and higher education levels. The read-aloud activity must be continued at every level of student education. This is to maintain a continuous and sustained reading climate. Thus, students will become lifelong



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readers (reading to educate themselves throughout their lives) and not just readers while they are in school (reading only to pass reading exams).

The reading materials for this read-aloud strategy can vary from fiction, magazine or newspaper articles, to non-fiction readings. The type of discourse read should ideally have a difficulty level above the students' independent reading level but at their listening comprehension level. This is so that the discourse read is neither too easy nor too difficult to understand. Furthermore, reading aloud is not just about reading a discourse loudly in front of the class, but also requires a critical thinking process that must be carried out before, during, and after the read-aloud session. This critical thinking process is trained through activities implemented in reading aloud, such as making predictions and discussions.

The Effectiveness of the Read Aloud Strategy in Improving Students' Literacy Skills

Reading aloud to children or sharing reading books has been linked to the urgency of children's reading ability. This can be interpreted that the read-aloud strategy is very appropriate for countries with low literacy rates like Indonesia, because with this low literacy rate, it is deemed urgent to immediately improve reading ability by providing a good reading model through the read-aloud strategy by the teacher. This reading ability must be addressed first before students eventually learn higher-level skills, because with low reading ability, it is somewhat impossible for a person to understand higher knowledge well.

Reading aloud provides an opportunity for the teacher to model fluent and expressive reading. At the initial level, students still need examples or models of how to read well, for example, how to pronounce a word, place emphasis on a word or sentence, and determine pauses. To facilitate understanding of the content, the teacher also models how to express the content of the discourse by regulating the rhythm, intonation, volume, and speed of reading. With the read-aloud strategy, a teacher also gets the opportunity to review the discourse structure, where a teacher can provide emphasis on every part of a discourse. This strategy positions the teacher as a facilitator, especially for beginning and intermediate learners, because at this level, students still strongly need examples from their teacher. As a facilitator, the teacher also gets the opportunity to provide diverse discourse and can connect and give meaning to one discourse with another.

The read-aloud strategy has many benefits for students as listeners. Students can improve their basic vocabulary by listening to the words contained in the discourse read by their teacher and adjusting them to the correct context. Thus,



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students know in what context they can use certain words so they can be easily understood. In language learning, read-aloud activities contribute greatly to learning to speak. Through the read-aloud strategy, students learn to correctly pronounce the sounds of the language they are studying. In fact, students not only learn to pronounce the sounds of the language they are studying, but also learn to correctly pronounce word groups, sentences, and even an entire discourse through reading aloud.

Students can build their listening and comprehension skills in discussion sessions before, during, and after the teacher reads aloud. Listening skills are essential here so that they can understand and then discuss important issues in the discourse. Furthermore, students can listen to examples of the fluency, voice, drama, and appeal of a written discourse poured into oral language with the persistence of their teacher who greatly enjoys the world of literature. This means that students not only study the meaning of a discourse but can also enjoy the beautiful side of the discourse wrapped in oral literature by their teacher.

The influence of the read-aloud method on the reading comprehension of second-grade Madrasah Ibtidayah (Islamic elementary school) students states that the students' reading comprehension taught using the read-aloud strategy is better than those using conventional learning methods. This strategy can enrich students' vocabulary and pronunciation, develop students' understanding of discourse structure, encourage high-level comprehension, enable students to learn in a meaningful context, and give students motivation in reading. From these two previous studies, it can be concluded that the read-aloud strategy can be used at all levels of education and its benefits and advantages in teaching reading to students are not influenced by where it is applied.

CONCLUSION

The read-aloud strategy addresses students' need for a strategy that not only helps them improve their reading ability but also builds their character. Thus, the read-aloud strategy is not only a strategy that can be used to teach reading comprehension to students but also a strategy that can build students' character from an early age. The application of this strategy is also student-centered. This means students are more active in conducting discussions and responding during reading instruction, while the teacher acts only as a facilitator.



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