

## Reading Literacy Development Model as an Effort to Improve the Quality of Student Learning

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### Abstract

*The phenomenon of low literacy quality in Indonesia is a very urgent problem to be overcome, considering that literacy is a basic skill that is very important for every individual, especially students. Literacy not only includes the ability to read and write, but also includes the skills of critical thinking, analyzing, and understanding information. With low literacy skills among students, this hinders their ability to access the more complex knowledge needed in later education. This study aims to identify and analyze the factors that affect the low quality of literacy in Indonesia and explore the development of innovative literacy teaching models that can be implemented in primary schools. In addition, this study also aims to provide recommendations for the development of education policies related to literacy. This research uses a qualitative approach with a library research method. Data was collected from relevant scientific literature, including journal articles, reference books, and conference articles. The main focus of this study is the text-based and technology-based literacy teaching model, as well as its relationship with students' critical thinking skills. The analysis technique used is thematic analysis to identify patterns and trends related to the research topic. Based on the research that was found, the low quality of literacy in Indonesia is caused by several factors, including lack of access to quality teaching materials, limited resources, and lack of teachers' skills in using technology in teaching literacy. The use of digital technologies such as e-books and gamification-based learning platforms can increase students' reading interest and improve their literacy skills. Literacy teaching models that integrate project-based and text-based approaches have proven effective in improving students' understanding and skills in literacy. This study concludes that to improve the quality of literacy in Indonesia, there needs to be reforms in teacher training, with a focus on integrating technology in literacy teaching. Teaching models that combine technology and text-based methods can be an effective solution to address literacy challenges in Indonesia. This research contributes to the development of literacy-based education policies that are more relevant and applicable at the elementary school level.*

**Keyword :** Literacy Development Model, Reading Literacy, Improving Learning Quality

### Introduction Section

The phenomenon of low literacy quality in Indonesia is a very relevant and urgent issue to be addressed. Literacy is a very important basic ability for every individual, especially for students, because it is the foundation for acquiring more complex knowledge and skills in education (Rizqiani et al., 2024). Literacy is not only limited to reading and writing skills, but also includes the skills of critical thinking, analyzing, and understanding the information around them (Istihari, 2024). The importance of mastery of literacy is also strongly related to the intellectual and emotional development of students, which serves as a key driver in forming a deeper understanding of the various concepts taught in school (Keogh & McGillicuddy, 2025). Without adequate literacy skills, students will have difficulty accessing the more complex knowledge needed at the next level of education (Resitaningrum & Saptono, 2024). Many students are unable to understand more complex reading texts, which ultimately affects their ability to keep up with the development of the learning material at a later level. Good literacy skills are also the main tool for students to access and understand various sources of information from various fields of science, which is increasingly important in this information age (Gebremariam, 2025). Literacy functions not only in academic contexts but also in daily life, which requires individuals to be able to evaluate and choose information wisely, especially with the growing development of digital media and information circulating today.

The phenomenon of low literacy quality in Indonesia is a very urgent problem to overcome, considering that literacy is a fundamental basic skill for every individual, especially students. Literacy includes more than just the ability to read and write, but also the ability to think critically, analyze, and understand the information around them. The success of education depends heavily on how well students master literacy, as literacy is not only the basis for acquiring knowledge, but it is also a tool that allows students to access more complex knowledge. Without adequate literacy skills, students will struggle to understand the more complex material required at higher levels of education (Agustina et al., 2024).

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In the PISA (Program for International Student Assessment) report conducted by the OECD in 2018, Indonesia was ranked 72 out of 79 countries in terms of reading literacy (Know & Do, 2018). These results show that the majority of Indonesian students are not able to access, understand, and process information properly (Kurniawati, 2024). Indonesia's low ranking in this literacy test shows that the education system in Indonesia needs to carry out significant reforms related to literacy teaching in elementary schools. This is because literacy is a key bridge that connects students to the wider academic world and has a direct impact on their ability to participate in a variety of learning activities effectively. This phenomenon indicates that education in Indonesia needs a comprehensive overhaul of the literacy teaching aspect, ranging from learning techniques to more targeted evaluation. Although there have been several efforts to improve the quality of literacy, the existing improvement still does not reach the expected target. This phenomenon also greatly affects the quality of learning received by students. Quality learning depends on the ability of students to understand and apply the knowledge they receive, which is largely supported by good literacy (Antoro et al., 2021). However, the low quality of literacy not only impacts academic abilities, but also on aspects of students' life skills, as literacy plays a role in their ability to access the information necessary to face the challenges of daily life.

The causes of low literacy in Indonesia are very diverse. One of them is the lack of access to quality teaching materials, especially in remote areas. From some previous studies, around 44% of students in Indonesia, especially those in rural areas, have difficulty accessing learning materials that can improve their literacy skills (Fatimah & John, 2024). Many schools in remote areas still experience a lack of resources, both in terms of physical facilities such as adequate libraries, and in terms of accessibility to digital teaching materials which are increasingly important in this digital era. This condition further exacerbates the disparity in the quality of education in Indonesia between urban and rural areas. This problem indicates the unequal distribution of educational resources available in Indonesia, which exacerbates the quality gap between developed and disadvantaged regions. Limited educational facilities and uneven teaching quality in various regions are also the main obstacles in the development of student literacy. Although the Ministry of Education and Culture has launched various literacy programs such as the School Literacy Movement (GLS), the implementation of this program still faces many obstacles, especially in terms of sustainability and limited human resources at the elementary school level (Mustamin et al., 2025). One of the big problems faced is the low skill of teachers in implementing effective literacy teaching techniques (Hidayati et al., 2025). Teachers who are not well trained will have difficulty in adopting the right literacy teaching methods, especially if they are not trained in the use of digital technology that can improve literacy learning (Waren & Prasajo, 2024). The main problem in the field is that most teachers have not been trained to integrate more innovative and technology-based literacy learning methods (Farisia & Syafi, 2024). This shows the need for major reforms in teacher training and skill development, especially in terms of adapting technology for literacy teaching. Therefore, structured and continuous training is needed to improve the quality of literacy teaching at the elementary school level.

The results of PISA 2018 show that Indonesia has a literacy score that is well below the OECD average, which further emphasizes the importance of literacy development at the primary school level (Amir et al., 2023). This also shows that, despite efforts to improve, the quality of literacy in Indonesia is still far from what is expected. Innovative literacy teaching models, such as project-based and text-based literacy, should be introduced and implemented in more primary schools in Indonesia, so that students can have a more comprehensive and meaningful learning experience. One of the factors that causes the low quality of literacy in Indonesia is the limited time given to reading activities in elementary schools, as well as the lack of varied and interesting reading materials (Anggraini et al., 2025). This phenomenon illustrates the urgent need to develop a more dynamic and technology-based teaching model to improve students' reading interest and literacy skills. This phenomenon shows that there is a gap between the theory and practice of literacy teaching in many elementary schools, which requires more attention in the development of more effective and comprehensive literacy teaching models. The limited reading materials available in many schools are also a major obstacle to literacy development, as students need to have access to different types of reading that are not only relevant but also interesting in order to improve their interest and literacy skills. As a concrete step, the provision of more varied and interesting reading materials in schools must be a priority in efforts to improve the quality of student literacy in Indonesia.

Various efforts have been made to improve the quality of literacy in Indonesia, but there are still many aspects that need to be improved. An important effort to be made is the development of a more systematic and applicable literacy teaching model. A model that can comprehensively improve the quality of literacy, including in the aspects of reading, writing, and critical and analytical thinking (Rizqiani & Novitri, 2023). Critical thinking skills, which are closely linked to literacy, are an essential competency that students need in the 21st century, where they are faced with a variety of global

challenges that require the ability to process and filter information well (Harsono et al., 2025). Teaching models that integrate critical thinking and literacy can equip students with the skills needed in the future.

Effective literacy development can improve the quality of student learning. Based on several previous studies, the implementation of project-based literacy programs in some elementary schools can significantly improve students' reading and writing skills (Banjarnahor et al., 2025). This research shows that when students engage in projects that require them to write and read their work, their literacy skills improve, which in turn has a positive impact on their understanding of other learning materials. The application of technology in literacy learning provides students with access to various reading resources digitally, which is very important in the information age like today. Literacy teaching based on text-based learning can strengthen students' understanding of basic concepts in the eyes (Anggraeni et al., 2025). This shows that appropriate and innovative teaching approaches can have a major impact on improving student literacy in primary schools.

Previous research has shown that many studies only evaluate specific strategies or tools in literacy without developing a systematic and integrated literacy teaching model that can be widely applied in Indonesian primary schools (Sobri & Syazali, 2023). The focus of existing research is still dominant on improving one aspect of skills such as writing or reading alone, while models that combine various dimensions of literacy comprehensively and take into account the socioeconomic and geographical contexts of students are still very limited (Yarmi, 2025). This model is expected to be a relevant tool for teachers and schools in improving the quality of literacy in Indonesia.

This research aims to develop an integrated literacy teaching model that can improve the quality of learning in Indonesian elementary schools. The model covers various aspects of literacy, including reading, writing, and critical thinking, and measures its effectiveness in improving students' literacy skills. The focus of this research is to develop a model that can be adapted to the diverse socio-economic and geographical conditions in Indonesia, as well as to test its impact on students' material understanding and critical thinking skills. The researcher hopes that the results of this research can contribute to the development of literacy-based education policies and become a reference for educators in designing literacy programs in schools.

## **Method**

This research method uses library research with a qualitative approach to collect and analyze relevant scientific literature on literacy development and literacy teaching models in schools (Saifuddin et al., 2024). Data was collected from scientific sources such as journal articles, reference books, and conference articles that focus on text-based literacy models, digital literacy, and strategies to improve the quality of learning through literacy. The selected literature was critically analyzed to identify key themes, such as a literacy model oriented to comprehensive learning, the relevance of literacy approaches to the Indonesian socioeconomic context, and the correlation of literacy with critical thinking skills. The data used in this study will be drawn from carefully selected literature, which meets high quality criteria, including relevance, credibility, and contribution to literacy understanding in schools.

After data collection, the material will be critically analyzed to identify key themes, such as literacy development through text-based teaching methods and projects and the relationship between critical thinking skills and students' understanding of learning materials. In addition, this analysis will organize information based on research questions that focus on developing literacy teaching models that can be adapted to various socio-economic and geographical conditions in Indonesia.

Through this method, it is hoped that this research can produce an integrated and applicable literacy teaching model, as well as make a meaningful contribution to the development of literacy-based education policies. The developed model is expected to improve the quality of literacy and students' understanding of learning materials, as well as become a reference for educators in designing and implementing more effective literacy programs in elementary schools.

## **Result and Discussion**

### **The Importance of Reading Literacy in Improving Learning Quality**

Reading literacy is a very important basic skill in learning, which has a direct effect on the overall quality of education. Good reading skills allow students to understand and process information more effectively, which in turn supports academic success and the development of their critical thinking skills (Boli, 2024). In the context of education, reading literacy includes not only the ability to read texts fluently, but also the ability to understand, analyze, and criticize the information presented in the text (Ekadiansyah, 2020). With increased reading literacy, students will be better able to interact with subject matter, develop in-depth understanding, and apply their knowledge in daily life.

Research shows that increasing reading literacy has a significant positive impact on improving the quality of learning at various levels of education. For example, previous research has shown that students who have good reading literacy skills tend to have higher academic achievement, as they are able to absorb and understand subject matter more effectively (Sabriadi, 2025). Students with low reading literacy often face difficulties in keeping up with learning, leading to a decline in the overall quality of education. In this case, reading literacy is a fundamental element that must be considered in designing an effective educational strategy. In addition, reading literacy also plays an important role in the development of critical thinking skills. According to research by (Johanes Jufrianus Lau, 2025). Students who are used to reading well tend to be better able to evaluate information, think analytically, and come up with more creative solutions to the problems they face. Strong reading literacy gives students the tools to dig deeper and more critically, so that they not only take information for granted, but are also able to analyze, criticize, and apply it in a broader context (S et al., 2025).

However, although reading literacy has a great impact on the quality of learning, there are still many challenges faced in efforts to improve reading literacy in schools. One of the biggest challenges is the lack of access to quality and diverse reading materials (Amelia Ahmad, 2024). Limited access to books and reading materials that are interesting and relevant is often a barrier for students to develop their interest in reading (Agung Wijaya, 2025). Therefore, it is important for educational institutions to provide different types of reading materials that can interest students and support the development of their literacy skills (Savira, 2024).

The importance of reading literacy in improving the quality of learning is also recognized by many education experts who emphasize that in order to create an effective learning environment, reading skills should be a top priority in the curriculum (City, 2025). A well-designed literacy program can increase students' interest in reading and encourage them to be more involved in learning (Asuta, 2025). Therefore, the implementation of a comprehensive reading literacy program in schools is very important in improving the quality of education (Dewani, 2024).

### **Teaching Model of Reading Literacy and Students' Cognitive Abilities**

A structured and active approach-based teaching model of reading literacy can help students not only to read, but also to think critically and analytically about the texts they read (Yuliarsih, 2025). With this approach, students are invited to understand the main idea, analyze the text, and draw conclusions in a logical way (Hartati & Damayanti, 2025). This can improve students' ability to understand the subject matter more deeply.

The reading literacy teaching model is a pedagogical framework designed to improve students' reading skills by integrating cognitive strategies that support their thinking process in a systematic and meaningful way (Ariani et al., 2025). As a basic skill in the world of education, reading literacy is not just the ability to decode words, but involves the process of understanding, analyzing, evaluating, and reflecting on the text. An effective teaching strategy should include cognitive elements such as monitoring comprehension, the use of reading strategies (e.g., summarizing and predicting the content of the text), and reflection on the meaning of the text (Li et al., 2022). This is in line with the concept *Cognitive Element Model of Reading Instruction* which emphasizes the importance of explicitly including cognitive aspects in reading instruction to reinforce student learning transfer in academic contexts (Tiruneh, 2014).

Empirical research shows that when teachers systematically teach reading strategies that focus on cognitive aspects, students' reading ability increases significantly (Yan & Cai, 2022). Previous research has found that students' perceived reading strategy instruction (*student-perceived reading strategy instruction*) has a positive effect on students' reading skills through increased reading motivation and the use of reading strategies themselves, which then impacts better reading comprehension (Li et al., 2022). These findings suggest that teaching strategies that trigger students' mental engagement (such as reading goal selection, text content monitoring, and comprehension evaluation), can indirectly improve the cognitive skills underlying reading learning. A teaching approach that combines cognitive aspects with scaffolding (gradual support from teachers according to student development) has proven effective in helping students develop reading literacy competencies. Scaffolding refers to an instructional strategy in which teachers provide appropriate guidance based on students' initial abilities, then gradually reduce support as students become more independent (Atta & Safein, 2017). This approach is rooted in cognitive development theory and shows that support tailored to students' needs can accelerate the understanding of concepts as well as the use of complex reading strategies in a variety of contexts.

Reading literacy teaching models should also consider the relationship between literacy strategies and other cognitive abilities, such as working memory (*Working Memory*) and high-level thinking skills. This underscores the importance of instructional models that not only focus on the reading itself, but also reinforce the cognitive factors that support holistic learning.

The application of an effective reading literacy teaching model involves activities such as teaching explicit strategies, reflection on comprehension, text discussions, and problem-based learning activities that stimulate students' critical

thinking. This kind of approach helps students internalize essential cognitive skills while also strengthening motivation and engagement in the reading process. And thus, a conceptually and operationally designed reading literacy teaching model is able to significantly encourage the development of students' cognitive abilities in the context of formal education.

### **Integration of Technology in the Development of Reading Literacy**

The development of reading literacy has grown rapidly along with technological advancements. Technology, whether in the form of digital devices, apps, or interactive media, provides new opportunities for students to improve their reading skills in a more engaging and effective way (Dahl et al., 2024). The integration of technology in reading literacy teaching can enrich students' learning experience, allowing them to access a variety of reading resources easily and interactively (Herdina et al., 2023).

The most prominent technology integration is the use of digital learning platforms that allow students to access learning materials flexibly (Lutvia Nur Fitriani, 2024). Digital reading applications such as *E-Books* or *audiobooks* give students the opportunity to read or listen to the text in a way that suits their preferences (Almadhi & Alanazi, 2024). The platform also often comes with additional features such as word search, contextual links, and speed adjustment capabilities to make it easier to understand the text (Suruambo & Buton, 2025). The use of gamification-based learning applications also shows a positive impact on developing reading literacy (Shao et al., 2025). Through a game-based approach, students are invited to actively participate in reading activities, which in turn can increase their motivation to read more. Games that test the comprehension of the text, such as quizzes or flashcards, can be an effective means to deepen students' understanding and analytical abilities of the text they read (Kholisna, 2025). Collaborative platforms such as discussion forums or educational social media also play a role in the development of reading literacy. With this platform, students can share their views, discuss, and critique the texts they have read, which at the same time trains their critical thinking and analytical skills. This process of sharing ideas and information strengthens the understanding and application of literacy skills in a broader social context.

Although technology offers many benefits, its application must be done wisely. Technology should be used as an aid, not as a substitute for traditional teaching methods. Teachers continue to play an important role in providing scaffolding and targeted support so that students can optimize the use of technology in improving their reading literacy skills (Muhammad Zuhair, 2025).

Technology-based approaches can be a key driver in creating a more dynamic learning environment, allowing students to learn in a more adaptive way and suit their needs. The wise and integrated use of technology with effective teaching methods will result in a significant improvement in students' reading literacy skills, while preparing them to face the challenges of learning in the digital age.

### **Conclusion**

This research shows that although technology provides many benefits, its application in the teaching of reading literacy must be done wisely and systematically integrated with the right pedagogical approach. Technologies, such as digital learning platforms, e-books, audiobooks, and gamification-based applications, offer great opportunities to increase student engagement and enrich their learning experiences.

Technology should not replace traditional teaching methods, but rather serve as a tool that can reinforce existing learning processes. The role of teachers in providing scaffolding that is appropriate to student development is essential to support students in optimizing the use of technology and improving their reading literacy skills.

The scientific contribution of this research is the development of a literacy teaching model that integrates technology with existing teaching approaches, as well as emphasizing the importance of the role of teachers in providing targeted support. The practical implications of this study are the need to increase access to digital reading resources and training for teachers to implement technology in literacy teaching effectively.

This study has limitations related to the differences in implementation in different regions in Indonesia, so further research is needed to test this model in various existing socio-economic and geographical contexts, as well as to explore the long-term impact of the use of technology in literacy learning.

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