



Reading Clinic Program at SD Negeri 2 Mantren: A Quantitative Descriptive Study

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ABSTRACT

This study aims to describe the implementation of the reading clinic program at SD Negeri 2 Mantren, to determine students' learning motivation after participating in the program, and to determine student learning outcomes after the activity. The study was conducted at SD Negeri 2 Mantren in 2025 using a descriptive quantitative approach. The population in this study was 58 students, namely all students participating in the reading clinic program, while the sample size was 17 students. Data were collected through observations of teacher activities, a learning motivation questionnaire, and a final test. Data analysis was conducted using descriptive statistics using percentages to describe program implementation, levels of learning motivation, and student learning outcomes. The results showed that the program was very successful, as evidenced by a score of 98% for teacher observations, indicating that all stages of the EGRA assessment, the use of multisensory media, and repeated reading techniques were implemented appropriately and systematically. The results of the learning motivation questionnaire showed a percentage of 94.51%, indicating that students felt happy, confident, received emotional support from their teachers, and demonstrated high enthusiasm in participating in the program. Furthermore, the final test result of 88.23% indicated an improvement in basic reading skills. Overall, the reading clinic program has been proven to improve students' learning motivation and reading skills through targeted and systematic mentoring.

Keywords: reading clinic, program, quantitative descriptive study

Program Klinik Membaca di SD Negeri 2 Mantren: Kajian Deskriptif Kuantitatif

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan program klinik membaca di SD Negeri 2 Mantren, mengetahui motivasi belajar peserta didik setelah mengikuti program, serta mengetahui hasil belajar peserta didik setelah kegiatan berlangsung. Penelitian dilaksanakan di SD Negeri 2 Mantren pada tahun 2025 dengan menggunakan pendekatan kuantitatif deskriptif. Populasi dalam penelitian ini adalah 58 yakni seluruh peserta didik yang mengikuti program klinik membaca, sedangkan sampelnya berjumlah 17 siswa. Data dikumpulkan melalui observasi aktivitas pendidik, angket motivasi belajar, dan tes akhir. Analisis data dilakukan secara statistik deskriptif menggunakan persentase untuk menggambarkan pelaksanaan program, tingkat motivasi belajar, dan capaian hasil belajar peserta didik. Hasil penelitian menunjukkan bahwa pelaksanaan program berjalan sangat baik, ditunjukkan oleh skor observasi pendidik sebesar 98% yang menandakan bahwa seluruh tahapan asesmen EGRA, penggunaan media multisensori, dan teknik membaca ulang (*repeated reading*) terlaksana secara tepat dan sistematis. Hasil angket motivasi belajar menunjukkan persentase 94,51%, di mana peserta didik merasa senang, percaya diri, memperoleh dukungan emosional dari pendidik, dan menunjukkan antusiasme tinggi dalam mengikuti program. Selain itu, hasil tes akhir sebesar 88,23% menunjukkan adanya peningkatan keterampilan membaca dasar. Secara keseluruhan, program klinik membaca terbukti mampu meningkatkan motivasi belajar dan kemampuan membaca peserta didik melalui pendampingan yang terarah dan sistematis.

Kata kunci: program, klinik membaca, kajian deskriptif kuantitatif

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INTRODUCTION

Reading ability is a crucial foundation for student success in elementary school. However, the reality on the ground shows that many students have not yet achieved optimal basic reading skills, whether in terms of accuracy, fluency, or comprehension. This situation was also found at SD Negeri 2 Mantren, where this research was conducted, where some students exhibited reading difficulties and low learning motivation. This situation requires more targeted, intensive interventions that focus on individual student needs to ensure optimal learning.

One alternative solution implemented is the reading clinic program, an individualized, systematic, and ongoing support service for students experiencing reading difficulties. The reading clinic focuses specifically on basic reading skills through an assessment-based approach and interventions tailored to the student's learning needs. In this context, the implementation of the reading clinic program at SD Negeri 2 Mantren is crucial to examine, given that reading skills are a primary prerequisite for student success in understanding material across all subjects.

Based on these problems, this study formulated three main questions:

- 1) How is the reading clinic program implemented at SD Negeri 2 Mantren?
- 2) How is student learning motivation after participating in the reading clinic program?
- (3) What are student learning outcomes after participating in the reading clinic service?

These research questions were formulated to clarify the research focus and ensure that the data collection and analysis process leads to outcomes relevant to the research objectives.

In line with these research questions, the objectives of this study are: (1) to describe the implementation of the reading clinic program at SD Negeri 2 Mantren, (2) to identify student learning motivation after participating in the program, and (3) to determine student learning outcomes after participating in the reading clinic activities. This

research is expected to provide an empirical overview of the effectiveness of the reading clinic service as a form of literacy assistance that focuses on individual student needs.

This research also provides practical benefits for various parties. For educators, the research results can serve as a reference in designing more structured and adaptive reading assistance services. For schools, this research can serve as a basis for evaluating existing literacy programs. For future researchers, the results of this study can serve as a foundation for developing studies with a broader scope of interventions or more varied measurement methods.

The implementation of the reading clinic program in this study is based on several theoretical foundations. First, the concept of reading is understood as an interactive process that combines visual processing of letters and sounds (bottom-up) and the use of the reader's knowledge and experience (top-down), as proposed by Rumelhart (1976). To map basic reading difficulties, the Early Grade Reading Assessment (EGRA) is used, which assesses letter, sound, and word recognition, reading fluency, and comprehension (RTI International, 2016). The results of this assessment serve as the basis for developing interventions within the program.

Second, the reading clinic intervention uses Gillingham's multisensory approach, which engages the visual, auditory, tactile, and kinesthetic senses in recognizing letters and sounds. This approach allows students to simultaneously strengthen visual and motor memory through seeing, hearing, touching, and writing letters (Gustian et al., 2022). Third, for students who already know letters but read by spelling, the repeated reading method is used, emphasizing repeated practice of reading the same text to improve automaticity, accuracy, and fluency (Samuels, 1997).

In addition to the technical aspects of reading skills, this program also considers the motivational dimension of learning. Maslow's motivation theory explains that interest and drive to learn arise when



an individual's basic needs, ranging from safety and esteem to self-actualization, are met (Maslow in Prihartanta, 2015). In the context of the reading clinic, students' motivation increases when they feel comfortable learning, have a positive relationship with their mentor, and receive appreciation for their progress.

Several relevant studies also reinforce the urgency of the reading clinic program. Arby et al. (2019) showed that targeted literacy practices in elementary schools increased students' motivation to learn. Utami & Yanti (2022) stated that structured literacy programs had a positive impact on Indonesian language learning outcomes. Priasti & Suyatno (2021) also found that systematic reading support can help students overcome basic reading barriers. This study extends previous findings by reviewing the implementation of a reading clinic that combines EGRA assessment, a multisensory approach, and repeated reading for students at SD Negeri 2 Mantren.

METHOD

This research used a descriptive quantitative approach. According to (Sudirman et al. 2023), Razak (2017) quantitative descriptive is a statistical analysis that aims to describe, summarize, and present data as it is without making broader generalizations. A similar view is expressed by (Alfatih, 2023), who explains that quantitative descriptive is research that uses quantitative methods with descriptive analysis techniques to systematically process data to produce a factual picture. Furthermore, (Wajdi, 2024) asserts that descriptive statistics are used to improve the quality of decision-making by presenting factual information regarding research phenomena and the relationships between activities within an organizational context.

Referring to these three perspectives, this study utilizes numerical data to objectively describe phenomena, particularly regarding the implementation of the reading clinic program, student learning motivation, and reading achievement

after participating in the program. This approach was chosen because it aligns with the research objectives, namely to provide a comprehensive overview of program implementation through analysis of observational data, learning motivation questionnaires, and student final test results.

The research was conducted at SD Negeri 2 Mantren, Punung District, Pacitan Regency, East Java. Data collection took place in September of the 2025/2026 academic year. This time was chosen because the school had completed its reading clinic program, allowing researchers to examine the process, capture students' learning motivation through questionnaires, and conduct a final post-clinic test.

The study subjects consisted of 17 students participating in the reading clinic program at SD Negeri 2 Mantren. The subjects were from grades I, II, IV, and VI. Subjects were selected purposively based on their involvement in the program and their availability to participate in the data collection process, which included observations, a learning motivation questionnaire, and a final test.

Data collection was conducted using three instruments: observations, questionnaires, and tests. Observations were used to assess the program implementation process, which encompassed three main stages: an initial assessment using the EGRA approach, learning using multisensory methods, and reading practice using the repeated reading technique. The observation sheets were structured using a rating scale and underwent content validation. A questionnaire was used to measure students' learning motivation after participating in the program. The questionnaire was developed based on Abraham Maslow's theory of needs, which encompasses five aspects: physiological needs, safety, belongingness, esteem, and self-actualization. The questionnaire was presented on a scale of "agree" and "disagree" and was validated.

The test was used to assess students' reading achievement after participating in the program, including letter recognition, syllable reading, word reading, and simple reading comprehension. The

test results were obtained from the final test administered by the school during the program. The test data were analyzed descriptively to determine trends in student achievement.

Data analysis was conducted using descriptive statistics. Observational data were analyzed using percentages (P) with the formula: scores obtained divide total scores x 100.

The results were interpreted using the categories very good, good, sufficient, poor, and very poor.

Questionnaire data was analyzed using the following percentages:

$$P = f/N \times 100\%$$

Test data was analyzed using the completion percentage formula:

$$P = F/N \times 100\%$$

Students were categorized as having achieved a score of 80 or more. Furthermore, individual scores were classified into five criteria: very good, good, sufficient, poor, and very poor.

The research success indicators were determined through three aspects: (a) observations of educator activities were considered successful if they achieved a score of >81%; (b) learning motivation was declared to have increased if the questionnaire score was >81%; and (c) learning outcomes were considered complete if students' scores reached >81%.

RESULT

1. Implementation of the Reading Clinic Program

Observations showed that educators implemented all stages of learning in the very good category. For the EGRA assessment, educators prepared letter assessment sheets, provided clear instructions, facilitated individual reading, and asked questions related to the texts students were reading.

For multisensory learning, educators provided visual media such as letter cards and boards, modeled letter and word pronunciation, guided students in tracing letters on tactile media, and guided them in forming letters using plasticine or motor skills. Furthermore, for repeated reading, educators provided examples of appropriate reading, coached students in rereading texts repeatedly to improve fluency, asked comprehension questions, and provided positive reinforcement to build students' confidence when reading in front of others.

Observations were conducted by two observers (a reading teacher and a peer), using an instrument containing 12 indicators with a rating scale of 1–4. The observations showed that educators obtained a total score of 47.5 out of 48, equivalent to 98%, which falls into the very good category.

A small difference of 0.5 points emerged in the indicator for making letters using plasticine. Observer 1 assessed the activity as not optimal because some students needed more time, while Observer 2 assessed the activity as systematic. This difference did not affect the overall conclusion that the educators had implemented the lesson very well and according to the stages of the reading clinic.

2. Learning Motivation

Before the activity began, some students demonstrated low learning motivation, such as boredom, lack of confidence when reading, and dependence on the educator for assistance. However, after participating in the reading clinic, there was a significant increase in learning motivation. A motivation questionnaire consisting of 15 statements based on Abraham Maslow's six aspects of motivation was administered to 17 students. The results showed that the majority of students agreed with almost all of the statements. They felt comfortable, happy, supported by the educator, and proud of their improving reading abilities. A summary of the responses is presented in the following table.



Table 1
 Learning Motivation Results

No.	Questionnaire Items	Agree	Disagree
1	I feel happy and comfortable when I attend the Reading Clinic	17	0
2	Studying at the Reading Clinic doesn't tire me out quickly	12	5
3	Learning at the Reading Clinic is fun	17	0
4	I'm not afraid when I study at the Reading Clinic	13	4
5	The teachers are kind and patient with me	17	0
6	I feel appreciated when I attend the Reading Clinic.	17	0
7	I enjoy studying with my friends at the Reading Clinic	17	0
8	I feel like I have friends at the Reading Clinic	16	1
9	The Reading Clinic is a place that supports my learning	17	0
10	I often receive praise when I read well	17	0
11	My efforts to learn to read are appreciated by my teachers	17	0
12	I feel proud when I can read fluently in front of others	17	0
13	I am confident when I read alone	17	0
14	I want to continue learning to read more fluently	17	0
15	I am enthusiastic about attending the Reading Clinic	17	0

Based on the findings, 100% of students stated they felt happy and comfortable during the reading clinic activities. 88.24% of students found learning in the program enjoyable. 76.47% of students stated they did not feel afraid while learning to read in the program. 100% of students considered their mentors or tutors to be patient, supportive, and appreciative of their efforts. 100% of students felt proud and confident in their reading abilities after participating in the activities. 94.12% of students felt they had friends during the program, thus preventing feelings of isolation.

The table above shows that the majority of students agreed with all statements. The total number of agree responses reached 241, while the number of disagree responses was 14. Furthermore, the percentage of learning motivation was calculated using the following formula:

$$P = 241/255 \times 100\% = 94.51\%$$

The average response of students who disagreed on the questionnaire is as follows.

$$P = 14/255 \times 100\% = 5.49\%$$

A score of 5.49% indicates that only a small proportion of students have not fully demonstrated high learning motivation. This condition can be caused by individual factors, such as differences in reading ability, feeling awkward learning in a new group, or decreasing concentration levels during repeated reading.

Based on the calculation results above, it can be concluded that student learning motivation in the reading clinic program is in the very good category with a percentage of 94.51%.

3. Learning Outcome

Learning outcomes were obtained through a final test after the entire Reading Clinic program was completed. This test aims to deter-

mine students' reading ability levels, including accuracy, fluency, and comprehension.

Table-2
 Learning Outcome

No.	Sample Code	Scores	Category
1	ABC	90	very good
2	ASA	90	very good
3	MRA	90	very good
4	NAMS	85	good
5	FDP	85	good
6	DWP	85	good
7	FDS	85	good
8	SKS	85	good
9	SM	85	good
10	RIA	80	good
11	MNI	80	good
12	HHN	80	good
13	ARA	80	good
14	BM	80	good
15	ES	80	good
16	IA	75	good
17	MA	75	good
	mean	82,94	good
	mode	85,00	good
	minimum	75,00	good
	maximum	90,00	good

DISCUSSION

Observations showed that educators implemented the entire learning process with a 98% success rate, categorized as very good. This included the initial assessment stage, the use of multisensory media, and repeated reading. This indicates that the program was implemented systematically and consistently at the school. This finding demonstrates that structured learning can create an effective learning environment and support the development of basic reading. According to Arends (2012), the quality of systematic instruction influences learning outcomes because students receive

clear and consistent exposure. This aligns with Komalasari (2017), who explained that multisensory methods, when implemented consistently and intensively, can improve students' basic reading skills, both in terms of word recognition accuracy and reading speed. Furthermore (2023) also explained that implementing multisensory methods in early grades effectively helps students with reading difficulties master basic reading skills more quickly.

Furthermore, the student learning motivation aspect, based on the questionnaire, showed a 94.51% success rate, categorized as very good, indicating a very positive affective response to the program. This demonstrates that the program not only addresses the cognitive and technical aspects of reading but also successfully creates a supportive emotional and social environment. Research by Mahfudoh & Marlina (2025) explains that learning using multisensory methods not only improves reading skills but also fosters students' enthusiasm, engagement, and motivation for reading.

Regarding learning outcomes (final test), the fact that 88.23% of students achieved reading mastery after the program demonstrates that the intervention was not only effective in terms of process but also successful in terms of output. This is supported by Holder (2017) who found that repeated reading as part of the intervention was proven to improve reading fluency and fluency in students who were initially below level. In line with this, Husni et al. (2024).

The strength of this study lies in the use of three different instruments (observation, questionnaire, and test), which strengthened the data through triangulation. Implementation in small groups allowed for a more focused and in-depth intervention. This approach is consistent with several literacy studies that emphasize the effectiveness of interventions limited to small samples. Limitations of the study include the small sample size, which prevents generalization of the results; the lack of a pretest and posttest design to compare before and after the program; and the descrip-



tive nature of the data analysis, which does not demonstrate causal relationships.

The results suggest that schools can adopt the Reading Clinic Program as a structured literacy mentoring model. The application of the EGRA method, multisensory learning, and repeated reading has been shown to improve motivation and basic reading skills. This program can be developed through teacher training, integration with regular learning, and the addition of a variety of multisensory media to meet students' learning needs.

CONCLUSION

Based on the results of research on the implementation of the Reading Clinic Program at SD Negeri 2 Mantren, it can be concluded that the program was effective and achieved its stated objectives. First, the learning process, which included the EGRA assessment, a multisensory approach, and repeated reading techniques, was carried out very well. Educators implemented each stage systematically and consistently, thus providing a conducive learning environment for students.

Second, student motivation to learn increased significantly after participating in the program. Most students felt happy, confident, emotionally supported, and comfortable during the learning process. The motivation achievement percentage of 94.51% indicates a very good category and reflects the program's success in building students' psychological readiness to learn to read.

Third, reading learning outcomes showed a completion rate of 88.23%. Students demonstrated improvements in reading skills in accuracy, fluency, and comprehension. Thus, the Reading Clinic Program has proven effective in improving basic reading skills and is an alternative intervention that can be implemented in elementary schools.

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