

## The Effect of the ‘Ruang Belajar’ Web Platform on Improving Reading Literacy Skills of Grade 3 Students at SDN 164 Pekanbaru

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### ABSTRACT

This study aims to determine the effect of implementing the Ruang Belajar web on reading literacy skills. The study was conducted on grade III students of SDN 164 Pekanbaru. This study used a pretest-post-test non-equivalent control group design. The study took place in the eighth semester of the 2024/2025 school year. The study population consisted of grade III students from SDN 164 Pekanbaru who participated in a web-based Ruang Belajar reading literacy skills learning program. The sample in this study consisted of two groups: class III A, the experimental group, and class III C, the control group. The students involved in this study were 60 students, consisting of 30 students from each of Class III A and Class III C. This assessment used a test instrument that was arranged objectively and systematically. This test instrument was administered twice in each group, namely at the beginning of learning and at the end of learning, to assess students' reading literacy skills. The research data were analyzed using descriptive statistics, namely the mean, and parametric inferential statistics, namely the independent sample t-test. Based on the analysis of the research data, the researchers identified several findings regarding the differences in pretest and posttest results between the experimental class and the control class. Before conducting the research, the researcher conducted a pretest to assess reading literacy ability. In the initial test (pretest), an average percentage score of 85.77% was obtained in the control class (III C). The category of student reading literacy was classified as high. In the experimental class, an average percentage score of 87.5% was obtained in the category of student reading literacy, which was also categorized as high in class III A at SDN 164 Pekanbaru. Based on these data, it can be concluded that the results of student reading literacy fall into the high category.

*Keywords:* effect, ruang belajar web, reading literacy skill

## Pengaruh Web Ruang Belajar Dalam Meningkatkan Kemampuan Literasi Membaca Siswa Kelas 3 Sekolah Dasar Negeri 164 Pekanbaru

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan web ruang belajar terhadap keterampilan literasi baca. Penelitian dilaksanakan pada siswa kelas III SDN 164 Pekanbaru. Penelitian ini menggunakan pretest-post-test non-equivalent control group design. Penelitian berlangsung pada semester genap tahun pelajaran 2024/2025. Populasi penelitian adalah para siswa kelas III SDN 164 Pekanbaru yang mengikuti pembelajaran keterampilan literasi membaca berbasis web ruang belajar. Sampel pada penelitian ini terdiri dari 2 kelompok yaitu kelas III A sebagai kelompok eksperimen dan kelas III C sebagai kelompok kontrol. Peserta didik yang terlibat dari penelitian ini berjumlah 60 siswa yang terdiri dari 30 siswa dari setiap kelas III A dan III C. Penilaian ini menggunakan instrumen tes yang disusun secara objektif dan sistematis. Instrumen tes ini dilakukan dua kali pada setiap kelompok yakni pada awal pembelajaran dan di akhir pembelajaran keterampilan literasi membaca siswa setelah. Data penelitian dianalisis menggunakan statistik deskriptif yakni mean dan statistik inferensial parametrik yakni uji t sampel independek. Berdasarkan analisis data dari hasil penelitian terdapat beberapa temuan peneliti terhadap perbedaan hasil pretest dan posttest pada kelas eksperimen dan kelas kontrol. Sebelum melakukan penelitian peneliti melakukan pretest terlebih dahulu untuk melihat kemampuan literasi membaca. Pada tes awal (pretest) diperoleh skor persentase rata-rata 85,77 % pada kelas kontrol (III C) kategori literasi membaca siswa tergolong tinggi, sedangkan di kelas eksperimen diperoleh skor persentase rata-rata 87,5% kategori literasi membaca siswa berkategori tinggi pada kelas III A di SDN 164 Pekanbaru. Dari data tersebut dapat disimpulkan bahwa hasil literasi membaca siswa berada pada kategori tinggi.

*Kata kunci :* literasi membaca web, hasil belajar, peningkatan minat baca

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## INTRODUCTION

In the current 4.0 era, we cannot only focus on the ability to utilize existing technology but students' abilities and interests in reading must also be considered because these abilities can pioneer education in a better direction. The existence of technology drains students' time more or less, so the time students have to get used to reading is getting shorter. As we know, reading ability greatly influences students' ability to keep up with current developments (Wulanjani & Anggraeni, 2019).

Literacy is identical to understanding, namely the ability to read, write, and think to obtain and understand the information provided more critically and creatively. The government has implemented a literacy program known as the School Literacy Movement (GLS). This is done so that students begin to get used to reading so that later, their interest will emerge with this habituation program (Nurindanasari et al., 2020).

Reading should be the key to knowledge and insight for students. Reading can be a crucial aspect that helps develop students' abilities (Harjasujana & Damaianti, 2003; Razak, 2018).

In more depth, both in terms of critical thinking skills and in terms of understanding something. In the literacy movement process, students are expected to make reading activities a part of their culture. Currently, reading and writing activities have not become a culture or an important need, even though these abilities are very much needed in all aspects (Razak, 2016; Teguh, 2013; Prayogi et al., 2023).

Based on several studies conducted, including Suryaman and Puspendik's 2012 research, eight causes of low literacy in Indonesia were identified, including at the elementary school level. These causes include the selection of low-quality texts, the development of reading competencies that have not been prioritized, the lack of reading as a cultural practice in everyday life, and the underutilization of literary theory (Purwati et al., 2021; Kurniaman & Noviana, 2016).

The use of these learning media is considered capable of increasing students' interest and

motivation to learn and is also able to have a positive influence on their psychology (Rahman et al., 2017; Zazuli et al., 2023; Awalia et al., 2019; Razak, 2021).

## METHOD

The method used in this study is the experimental method. The experimental research method is a research approach that involves conducting experiments, a quantitative method used to determine the effect of independent variables (treatments) on dependent variables (outcomes) under controlled conditions (Sugiyono, 2019; Fraenkel et al., 2012; Creswell, 2014).

The design in this study is a non-equivalent control group design. In this case, the subjects are not randomly grouped. This study will be better than similar groups. In this design, there is a pre-test and a post-test. The advantage of this design is that, as the classes are used as they are, the possible influence of a reactive implementation can be reduced. The experimental design is described as follows (Sugiyono, 2012, Raenkel et al., 2012, Hatch & Farhady, 1982):

Experiment Groups	O1	X	O2
Control Group	O3		O4

Figure 1  
pretest-post-test non-equivalent control group design

### Description:

- O1 : experimental class pre-test results
- O3 : control class pre-test results
- X : Treatment in the experimental class using the Web platform
- O2 : experimental class post-test results
- O4 : control class post-test results

This research will be conducted on grade III students of SDN 164 Pekanbaru. This school is located at Jalan Swakarya No. 112, Tuah Karya Village, Tampan District, Pekanbaru City, Riau Province.

The research implementation time is in the even semester of the 2024/2025 school year. The research time is mainly used for preparation activities such as preparing instruments.

The sample in this study consisted of two classes: class III A, the experimental class, and class III C, the control class. The study involved 60 students, comprising 30 students from each of the classes III A and III C.

The method of collecting data in this study aims to determine students' learning motivation in learning Indonesian with weather and climate material. In this study, an initial pretest was conducted to assess students' learning motivation before treatment, and a posttest was administered to measure their learning motivation after therapy in both the control class and the experimental class. The final data were then analyzed. This assessment utilizes a research instrument in the form of a Questionnaire test. The questionnaire will be distributed to students in Class III A and Class III C. The questionnaire sheet includes 28 statements in the form of strongly agree, agree, disagree, and strongly disagree, which will be filled in by students with a checklist (") in the column provided.

Reading literacy skills for sample members were collected using a test instrument. The test consisted of multiple-choice questions. To meet the requirements for test content validity, specific steps for creating the test were prepared. According to Azwar (2013), Akbar (2014), and Razak (2016), a test is considered valid in terms of content if it is prepared using objective and systematic steps rather than relying on statistical calculations. An essential step in the test is the test specification, which serves as the basis for writing each test item.

The sample in this study consisted of two classes: class III A, the experimental class, and class III C, the control class. The study involved 60 students, consisting of 30 students from each of the classes III A and III C. The material to be taught is material about weather and climate. The researcher taught the material to both the

experimental and control classes over three meetings.

To strengthen the analysis of the effectiveness of web houses in learning reading literacy skills, a parametric inferential statistical procedure is also used, namely the t-test. The type of t-test that is relevant to this need is the independent sample t-test. Malik & Hamied (2014), Razak (2015), and Furqon (2018) state that the independent sample t-test is appropriate for determining the mean value in two sample groups.

The statistical hypothesis of this test is  $H_0$  is accepted if  $sig. > 0.05$ .  $H_0$  means that the mean reading literacy skills of the post-test data differ from those of the mean pre-test data in the experimental group. The calculation process uses the SPSS application.

## RESULTS

### 1. Pre-test of Control and Experiment Group

Furthermore, the results of the pretest data using the SPSS for Windows 23 program to see the results of the pretest data on student learning in each group as follows:

Table 1  
Pretest Result Data by SPSS

No.	Statistics Descriptive	Groups	
		Experiment	Control
1	Sample Size	30	30
2	Maximum Score	99	98
3	Minimum Score	82	78
4	Mean	87,50	85,77
5	Percent	78,13	76,58
6	Standard Deviation	4,241	4,904
7	Category	high	high

Studying the reading literacy skills of students above shows that the pretest data of the experimental class yielded the highest score of 99, the lowest score of 82, with an average of 87.50, a percentage of 78.13%, indicating a high reading literacy ability category, and a standard deviation of 4.241.



The pretest data in the control class yielded the highest score of 98, the lowest score of 78, with an average of 85.77, a percentage of 76.58%, and a high reading literacy category, along with a standard deviation of 4.904. Based on the mean category, the synthesis of this item in the reading literacy category of the pretest data in the experimental class is the same as in the control class, namely the high category.

## 2. Post-test of Control and Experiment Group

Furthermore, the results of the post-test data using the SPSS for Windows 23 program to see the results of the post-test data on student learning in each group as follows.

Table 2  
 Post-test Result Data by SPSS

No.	Statistics Descriptive	Groups	
		Experiment	Control
1	Sample Size	30	30
2	Maximum Score	110	101
3	Minimum Score	90	85
4	Mean	98,37	91,87
5	Percent	87,83	82,02
6	Standard Deviation	4,860	4,058
7	Category	high	high

The results of the reading literacy learning posttest data from the experimental class yielded the highest score of 110 and the lowest score of 90, with an average of 98.37% and a standard deviation of 4.860, indicating a very high learning motivation category. While the posttest data in the control class yielded the highest score of 101, the lowest score was 85, with an average of 91.87% and a standard deviation of 4.058, indicating a high level of learning motivation. The learning motivation of students in the control and experimental classes differs.

Based on the analysis of the study's data, several findings were identified by researchers regarding the differences in the results of the pretest and posttest between the experimental and

control classes. Before conducting the study, the researcher conducted a pretest to assess students' motivation for learning. The initial test (pretest) yielded an average percentage score of 85.77% in the control class (III C) category, which is categorized as high student learning motivation.

In comparison, the experimental class obtained an average percentage score of 87.5% in the category of high student learning motivation in class III A at SDN 164 Pekanbaru. Based on these data, the results of student learning motivation fall into the high category. This is by the category of Arikunto (2002), which states that 70 -80% fall into the high category.

The non-equivalent control group design learning model is a learning approach implemented in groups. The difference in motivation to learn Indonesian between groups of students taught using the non-equivalent control group design learning model, assisted by the Ruang Belajar web media, and groups of students taught with the regular learning model implemented in class (lectures).

From the perspective of the independent sample t-test, a value of 3.032 was obtained at a significance level of value of 0.00 through a two-tailed test (Figure 2). Therefore,  $\text{sig. } 0.00 < 0.05$ , so  $H_0$  is rejected. This means that the mean of the posttest data is not at all the same as the mean of the pretest. In other words, because the posttest mean is greater than the pretest mean, the web-based learning model is effective in improving reading literacy skills.

Independent Sample Test				
	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	3,032	29	0,000	2,411
Equal variances not assumed	3,001	28,236	0,000	2,411

Figure 2  
 Screenshot of Independent Sample t-Test Results via SPSS

## DISCUSSION

The web learning space has an impact on the learning outcomes of reading literacy skills for grade III students. The difference in the magnitude of the mean increase between the control and experimental classes supports this conclusion. In the control class, the difference in the magnitude of the post-test mean in the control class is smaller compared to the significant difference in the experimental class, as shown in the table below.

Table 3

Amount of Average Increase and Standard Deviation between Pre-test and Posttest Data in Control Group

No.	Statistics Descriptive	Control Group		Increase
		Pre-test	Post-test	
1	Mean	85,77	91,87	6,10
2	Std. Deviation	4,904	4,058	-0,846

According to the table above, the mean increase in the control group was 6.10 between the post-test and pretest data. In addition, the standard deviation value was better because it was 0.846, smaller than the pretest results.

Table 4

Amount of Average Increase and Standard Deviation between Pre-test and Posttest Data in Experiment Group

No.	Statistics Descriptive	Experiment Group		Increase
		Pre-test	Post-test	
1	Mean	85,5	98,37	12,87
2	Std. Deviation	4,241	4,860	0,619

According to the table above, the mean increase in the experimental group was 12.87 between the posttest and pretest data. However, the standard deviation value of the posttest was greater than that of the pretest data.

This article is not free from limitations. First, the calculation of the independent sample t-test is not based on the homogeneity test of population variance. Therefore, for further research, the

homogeneity test procedure can be carried out as a requirement for the t-test. Second, the indicators of reading literacy skills are limited to explicit indicators. Therefore, for further research, it is also advisable to use implicit indicators such as messages and conclusions. Reading literacy skills that use implicit indicators for elementary school level have been found in various scientific articles in online journals such as those written by (Sumiati & Afandi, 2025; Debatara, 2023; Sa'adah, 2023).

## CONCLUSION

Based on the analysis and discussion of the research results, it can be concluded that the non-equivalent control group design learning model, assisted by the Ruang Belajar web media, has a positive influence on students' learning motivation in class III of SD Negeri 164 Pekanbaru. The average percentage score of the control pretest is 85.77%, with a high motivation category. The average percentage score of the control post-test is 91.87%, which falls into a very high category. In comparison, the average percentage score of the experimental pretest is 87.5%, which falls into a high category, and the average percentage score of the posttest is 98.37%, which falls into a very high category.

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