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THE APPLICATION OF RESOURCE-BASED LEARNING MODEL TO ENHANCE READING SKILLS OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The problem studied in this study is whether the application of the resource-based learning model has an effect on reading ability. The purpose of this study is to determine the effect of the application of the resource-based learning model on students' reading ability. The type of research used is quantitative research. The research design uses pre-experimental with the type of group pretest-posttest. The variables of this study consist of independent and bound variables. The independent variable, namely the resource-based learning model for the bound variable, is reading ability. The population of this study is 21 students in grade V at SD IT Arafah Padang City. The research sample used was a saturated sample, where all populations were taken and used as research samples. Data collection techniques use question tests, questionnaires, observations and documentation. The results of this study show that: (1) The results of the pretest score of the reading ability variable are 45% and the post-test is 70%. (2) There was a significant influence between the resource-based learning model on students' reading ability with a percentage of 68%. Based on this, it can be said that the application of the resource-based learning model has an effect on students' reading ability.

A. Introduction

Language has a fundamental role in the learning process. Without effective communication between teachers and students, the process of knowledge transfer and active discussion cannot run optimally. The mastery of language skills by students is the key to improving the quality of learning, both in the academic and social realms (Mujianto, 2020). Language not only functions as a communication tool, but also as a medium for developing critical thinking skills, knowledge, and the formation of a positive attitude in communicating.

Language is an aspect that is inherent in humans as a way to communicate to make it easier to relate to each other in social life. For this reason, students must master language skills. According to Amalia (2016), language skills include speaking, listening, reading and writing skills. These four aspects are skills that must be mastered by students. One of the language skills is reading. Reading has begun to be taught at the kindergarten level, even some parents have taught reading before their children enter school. According to KBBI, reading is seeing and understanding the content of what is written orally or only in the heart (Mulyana, 2021). Thus, reading is not only looking at the symbol of the writing being read, but also must be able to understand what the meaning is contained in the writing.

In the context of education, communication using language is an essential medium between educators and students. According to Keraf (2014), language is a means of communication between members of society in the form of sound symbols produced by human speech devices. Mastery of language skills is very important for students to convey ideas, ideas, and feelings to others. This reflects the main function of language as a means of clear and directed communication, where the more skilled a person is in language, the more effective it is in conveying ideas and information (Ngalimun & Alfulaila, 2014).

Students must master four main skills in language, namely listening, speaking, reading, and writing. These four skills are interconnected and taught in a systematic order, starting with listening, then speaking, reading, and writing (Tarigan, 2015). At the primary school level, mastering these four skills is essential to equip students to face challenges at various levels of education.

One of the crucial language skills is reading skills. Reading is the process of understanding the message conveyed through written media. This process involves the perception and giving meaning to the text, as well as the re-encoding of written symbols to obtain a comprehensive understanding (Novita, 2016). According to Spodek and Saracho in Slamet (2017), there are two ways for readers to derive meaning from printed texts, namely directly and indirectly.

According to Lerner, reading ability is the basis for mastering various fields of study. Students will experience difficulties if at the age of 8 to 9 years they cannot read well or have low reading skills (Kurniawati, 2020). According to Darmadi in Purba, et al. (2023), aspects of reading in higher classes include sensory aspects, perceptual aspects, association aspects, thinking aspects, learning aspects, and affective aspects. Students will find it difficult to follow the learning process in all areas if they are not able to master reading skills. In addition, reading difficulties can make it difficult for students to obtain information both from textbooks, non-lesson books, and other learning resources. According to Lamb and Arnold in Farida (2008), the factors that affect reading skills are physiological factors (including physical and sexual health), intellectual (a thought process) consisting of an understanding of the environment, background, and experiences of students at home, and the social and family of students and psychology, motivation, interests, social and emotional maturity, and self-adjustment (Afdal et al., 2021)

To develop students' reading skills, the Resource-Based Learning (RBL) model can be applied. Nasution (2018) explained that RBL is a learning model that puts students directly in contact with various learning resources independently or in groups. Teachers are no longer the only source of information, but facilitators who guide students in

accessing and utilizing learning resources available in the classroom, laboratory, library, and outside the school environment. This model allows students to observe, analyze, and draw conclusions from the material studied, resulting in more in-depth and meaningful learning.

Based on the results of observations, SDIT Arafah in the city of Padang still implements conventional learning that is centered on teachers, especially in grade V. In this model, students only play the role of recipients of information without being actively involved in the learning process. This condition results in students becoming passive, experiencing burnout, and negatively impacting their learning outcomes. Available learning resources, such as libraries and computer rooms, have not been optimally utilized as a means of supporting learning.

Teacher-centered learning processes tend to be ineffective in maximizing student potential. Effective learning should apply a student-centered approach (SCL), where students are active in the process of critical thinking, searching, processing, and analyzing information, as well as concluding the material studied. With this approach, students are not only recipients of material, but also drivers in the learning process.

This study aims to analyze the application of the Resource Based Learning (RBL) model in improving students' reading and speaking skills at SDIT Arafah Padang. In particular, the purpose of this study is to identify the effect of the application of the Resource Based Learning (RBL) model on student learning outcomes and to find out if there is an effect of the application of the Reseource Based Learning (RBL) model on the reading ability of Class V students, especially at SDIT Arafah Padang City.

B. Method

This research is a quantitative research. Quantitative research methods can be interpreted as research methods based on positivist philosophy used to research on a certain sample population, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative or statistical with the aim of testing the hypothesis that has been established (Sugiyono, 2020). This research design uses a pre-experimental design (non-design) with the type of One Group Prestest-Posttest Design. The type of research used is with the aim of testing and finding out about the influence of the resource-based learning model on reading ability in grade V students based on the results of observations, test questions, questionnaires and documentation.

This research was carried out at the Integrated Islamic Elementary School (SD-IT) Arafah, Padang city, which is located on Jl. Kampung Tarandam RT.05/RW.02 Andalas Village, East Padang District, Padang City, West Sumatra.

C. Result and Discussion
1. Result
a. Students' Reading Ability Before the Implementation of the Resource Based Learning (RBL) Model

To find out how to apply the reading ability of grade 5 students at SDIT Arafah Padang, the researcher conducted an assessment using a questionnaire. This questionnaire was presented to several respondents, the respondents here are 5th

grade students at SDIT Arafah Padang with a total of 21 students. The questionnaire given to students amounted to 10 statement items. Filling out the questionnaire is carried out in two stages, namely before being given treatment (pre-test) and after being given treatment (post-test).

The results of the analysis carried out on the reading ability variable before the treatment or pre-test were given, data was obtained from the calculation of the results of the questionnaire analysis that had been distributed and filled in by SDIT Arafah students with a total of 21 students who participated as respondents. The questionnaire that was distributed contained 10 items, in which there were statements containing indicators and sub-indicators of reading ability. The number of score achievements from the results of the reading ability questionnaire pre-test was 482.

Table 1. Reading Ability Pretest Score Measurement Line

Reading Ability Pretest
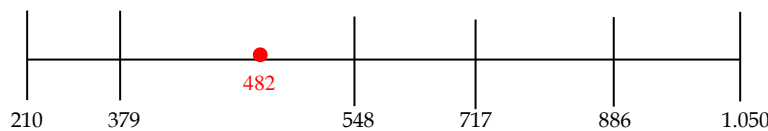
Based on the above measurement line, it can be seen that the average pretest score of students' reading ability is 482 and is included in the sufficient category, thus it can be concluded that almost all students do not have good reading skills.

b. Students' Reading Ability After Applying the Resource Based Learning (RBL) Model

After being given treatment in the form of learning by applying the resource-based learning model, students are asked to fill out the second stage questionnaire or post-test.

The results of the analysis carried out on the reading ability variable after the treatment or post-test were given, data was obtained from the calculation of the results of the questionnaire analysis that had been distributed and filled in by SDIT Arafah students with a total of 21 students who participated as respondents. The questionnaire that was distributed contained 10 items, in which there were statements containing indicators and sub-indicators of reading ability.

Based on the data obtained from respondents with a total of 10 statement items, the ideal score for the reading ability variable is 20 statement items X 21 respondents X 5 (score for each item) = 1,050. The number of score achievements from the post-test results of the Speaking Skills Questionnaire is 743.

Table 2. Reading Ability Postest Score Measurement Line

Postest Reading Ability
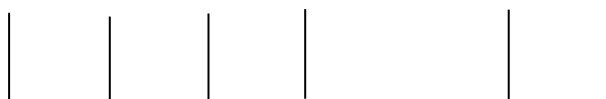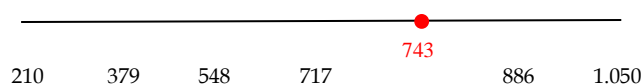
| 210 | 379 | 548 | 717 | 743 | 886 | 1.050 |

Based on the above measurement line, it can be seen that the average pretest score of students' reading ability is 510 and is included in the high category, thus it can be concluded that almost all students already have good reading skills.

2. Discussion

The Effect of the Resource Based Learning Model on Students' Reading Ability.

Reading ability is a very important aspect for every individual, because through reading activities a person can improve their understanding of texts. In addition, reading is also an essential part of life, because it provides access to various information needed (Suryani, 2020). Likewise for students, the ability to read is very important, because without these skills, the learning process cannot take place optimally. Reading inability will hinder students in achieving the level of understanding necessary to achieve their learning goals. When students read, they not only practice their comprehension skills, but also their analytical skills. In the context of basic education, improving reading skills needs serious attention because these skills are the foundation for students' success in various subjects.

By reading, students can build imagination and stimulate memory centers in the brain, which helps them remember the information contained in the text. In order for students to be more interested in reading and developing these skills, teachers need to present interesting and relevant learning models. In this study, the learning model used is Resource-Based Learning (RBL). This model was chosen because it is based on resource management that can facilitate students in accessing information independently and support the development of critical and analytical thinking skills.

Resource-Based Learning is based on the principle that students will be more interested in media and content that suits their processing skills and learning style. In schools, this model encourages students to be more independent. In the context of reading ability, students are encouraged to ask productive questions related to the material they are studying, synthesize information, analyze, interpret, and evaluate information obtained from various sources. This is very relevant to the development of literacy in the 21st century, where students are required to have information literacy skills to face various challenges in a global world.

In the resource-based learning model, students are required to be active during the learning process by utilizing various sources in the form of books, visuals, newspapers, and so on. This is also able to support the development of students' reading skills which are in line with the stages of reading development, namely: the fantasy stage, this stage students begin to learn using books. The concept development stage, this stage students see themselves as readers where it can be seen that students have begun to be involved in reading activities, interpreting pictures based on the experience gained and the stage of reading pictures, at this stage children have begun to grow awareness in writing books and finding new words and expressing them in their own language.

Today, libraries and databases around the world are accessible almost instantly, which gives students access to a vast amount of information from a variety of sources. Of

course, this can be used by teachers and students in learning to improve the abilities or skills that exist in students, especially in reading ability. Because reading ability is a complex activity, it means that there are a lot of factors that affect it, one of which is reading material and teachers as influential factors. Reading materials can be obtained from various sources of learning information, with many sources of information, students can take advantage of this to add reading materials to develop reading skills. In this case, the teacher's role is not only limited to teaching, but also as a supervisor who can help students navigate various relevant and credible sources of information.

In Resource Based Learning , teachers are not the only source of learning. Students can learn in the classroom, in the laboratory, in the library room, in the "special learning resource room" even outside of school, if they study the environment in relation to a specific task or problem. Among the means of reading are reading books and comfortable reading places. Interesting reading books and a comfortable reading place will also provide its own attraction to readers. With the application of this model, students can be more flexible in choosing learning resources that suit their learning style, thereby increasing learning motivation and active involvement in the learning process.

Based on the observation results, the application of the Resource-Based Learning model has proven to be able to develop students' potential. With the active involvement of students in searching for and reading the information provided by the teacher, their reading ability improves. Good reading skills will make it easier for students to find the information they need quickly and accurately through various learning resources. In addition, these skills also improve students' critical thinking skills, which allows them to evaluate information more deeply and relevantly..

To determine the influence of the Resource Based Learning model on students' reading ability, a simple linear regression test was conducted. The results of the analysis showed that the significance value was $0.000 < 0.05$, which means that this model has a significant influence on students' reading ability. From the regression coefficient test (R Square), it is known that 68% of students' reading ability is affected by the application of the Resource-Based Learning model. This percentage shows that the application of the RBL model effectively contributes to the improvement of students' reading ability, especially in the context of learning that emphasizes independent access to information.

Another factor that can develop students' reading skills is by utilizing advanced and developed technology. Today's technological advances that are also one of the learning resources for students are gadgets. Gadget ownership is no longer a strange thing among students today because the covid-19 pandemic requires online learning through gadgets. Gadgets are a medium to get information and science instead of books. With its diverse features, gadgets can replace books as a source of information and science. Technological developments have a very positive impact on various groups, especially academics and students. Technology certainly also has a negative impact on the users of this technology, one of which is the existence of technology, books that are usually read with a thick number of copies are no longer visible, because they have been packaged in the form of ebooks in the gadged application, so that the interest in reading books in the form of copies has decreased and technology users open gadged more often than opening books. Then there is a copy paste culture that is applied when doing assignments, this greatly affects students'

reading ability, because with copy paste, technology users feel easy and benefit, so that reading is no longer ignored.

Thus, through the application of the resource-based learning model, students are required to be active during the learning process, one of which is to develop the reading ability in students. With many learning resources that can be used by students, it makes every student interested and enthusiastic about learning. Because usually the learning resources they often use are teachers and books and only focus on learning in the classroom. When students are facilitated with many learning resources, students can also get a lot of knowledge and information about their learning.

The influence given by this resource-based learning learning model on reading ability is that students are always asked to search and read from several learning sources in answering the questions given by the teacher. Students are asked to find the information needed to answer questions asked by the teacher. So that with such a habit, students can further develop their reading skills. The influence given by this resource-based learning model on reading ability is that students are always asked to search and read from several sources in answering questions given by the teacher. Students are asked to find the information needed to answer questions asked by the teacher. So that with such a habit, students can further develop their reading skills.

D. Conclusion

Based on the main problems that have been raised in the introductory chapter in this thesis, supported by the data of research results that have been processed using the SPSS version 24 program and it can be concluded that: Based on the results of the study with the questionnaire instrument, the variable of reading ability before applying *the resource-based learning* model obtained a score of 482. The score is in the score range of 379-548 (adequate). So the score is included in the sufficient category, thus it can be concluded that almost all students do not have good reading skills. Based on the results of the study with the instrument of questionnaire sheets, the variable of reading ability after applying *the resource-based learning* model obtained a score of 743. The score is in the score range of 717-886 (high). So the score is included in the high category, thus it can be concluded that almost all students already have good reading skills. There is a significant influence on the influence of resource *based learning model variables* on reading ability. As evidenced by the results of the determination coefficient test (R Square) which obtained a score of 0.678 or 67.8% (rounded to 68%), the results of a simple linear regression analysis showed that the significance value was obtained with a value of 0.00 < 0.005.

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