



Effectiveness of Implementing the DRTA Strategy Based on P5 to Improve Reading Interest of Fifth-Grade Students

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Abstract

This study aims to determine the effect of implementing the Directed Reading Thinking Activity (DRTA) strategy based on the Pancasila Student Profile (P5) on reading comprehension skills in integrated thematic learning for fifth-grade students at SD Negeri 07 Sikabu Munto, Pesisir Selatan. The study was motivated by the low reading comprehension abilities among students, indicated by limited concentration when reading, difficulty understanding text content, and challenges in concluding passages. The research employed an experimental method with a posttest-only control design. The sample consisted of two classes: an experimental class taught using the P5-based DRTA strategy and a control class taught using conventional instruction. Reading comprehension data were obtained through a posttest, and the results were analyzed using normality tests, homogeneity tests, and an independent samples t-test. The results showed that the experimental group achieved a higher mean score ($M = 82.5$) compared to the control group ($M = 72.3$). The independent t-test indicated a significant difference between the two groups ($t(48) = 3.27$, $p < 0.01$), confirming that students who received DRTA-based P5 instruction demonstrated significantly better reading comprehension skills. The P5-based DRTA strategy effectively guided students to make predictions, focus attention, verify understanding, and construct deeper meaning from texts. In conclusion, the P5-based DRTA strategy is effective for improving students' reading comprehension and can serve as an alternative instructional approach for teachers seeking to enhance the quality of Indonesian language learning, particularly in the area of reading comprehension.

Keywords: DRTA, P5, Reading Interest, Reading Comprehension

INTRODUCTION

Language plays a central role as a communication tool that enables people to connect, share experiences, exchange information, and learn from one another through both spoken and written forms. Its function is not limited to direct interaction; written language also serves as an indirect medium for conveying ideas (Nurhasanah, 2017, in Maiseptian, Rosdialena & Dewita, 2021). Therefore, language proficiency is an essential skill for every individual, as it influences the success of communication in both social and academic contexts.

Language skills consist of four components—listening, speaking, reading, and writing—which are interrelated and contribute to the learning process (Harijatiwidjaja in Jusmaniar et al., 2020). Among these skills, reading plays a vital role because it serves as a gateway to acquiring information and knowledge. The importance of reading is also emphasized in the Qur'an, Surah Al-'Alaq, verses 1–5, which highlight reading as a fundamental command for humans to understand signs of God's greatness and to seek knowledge (Hamam & Mundzir in Muhtadi, 2020).

Reading is not merely decoding written symbols; it is a complex cognitive process involving perception, comprehension, and critical thinking (Anggi et al., 2018). At the elementary school level, reading skills are crucial because they form the foundation for understanding all subject areas. Students who have not yet mastered reading comprehension will struggle to process information from written learning resources, leading to lower academic achievement.

Ideally, reading instruction involves three stages—pre-reading, during reading, and post-reading—each serving to prepare, guide, and strengthen students' understanding (Rahim in Esthyanti & Asri, 2015). To achieve optimal comprehension, reading instruction must be designed with strategies that are appropriate and responsive to students' needs.

Reading comprehension instruction helps students interpret information, connect new knowledge with prior knowledge, and identify main ideas as well as implied meanings within a text (Utama in Lalu & Deni et al., 2021). In elementary schools, the need for instructional strategies that enhance students' concentration, analytical ability, and thinking skills is increasingly important, particularly within the 2013 Curriculum, which emphasizes active participation through thematic learning (Muklis in Muhammad et al., 2019).

According to the 2022 Programme for International Student Assessment (PISA) conducted by the Organization for Economic Cooperation and Development (OECD), Indonesia's reading literacy score declined by 12 points to 359, which is lower than its score in 2000 (371). This decline highlights persistent challenges in reading literacy at the primary level, including limited access to reading materials, low reading interest, poor literacy skills, inadequate facilities and resources, and insufficient teacher competency in Indonesian language instruction (Apfani, 2025). These challenges are further compounded by the lack of reading materials aligned with the Pancasila Student Profile (P5) required by the Merdeka Curriculum (Apfani, 2022).

Strengthening the Pancasila Student Profile (P5) is closely related to the continuation of character education. If the current situation is not addressed, it will negatively affect students' reading comprehension and, consequently, their ability to think critically about texts. Critical thinking is essential in reading comprehension because it enables readers to actively analyze, evaluate, and understand information at a deeper level (Apfani, 2022).

RESEARCH METHODS

This study employed an experimental method with a posttest-only control design. Two groups were selected as samples using a simple random sampling technique, consisting of one fifth-grade class assigned as the experimental group and another fifth-grade class assigned as the

control group at SD Negeri 07 Sikabu Munto, Pesisir Selatan. The experimental group received instruction using the Directed Reading Thinking Activity (DRTA) strategy, while the control group received conventional instruction.

The population of the study comprised all fifth-grade students, whereas the subjects were the students in both sampled classes. The study was conducted over two meetings during the first semester of the 2021/2022 academic year. Data on students' reading comprehension skills were collected through a performance test administered after the treatment. The research instruments included the lesson plan (RPP), student worksheets (LKS), and a validated reading comprehension assessment rubric.

The data analysis procedure consisted of several stages. First, the normality test using the Kolmogorov–Smirnov method was conducted to determine whether the data were normally distributed. Second, the homogeneity test using Levene's Test was performed to examine the equality of variances between groups. Finally, an independent t-test was employed to determine whether there was a significant difference in reading comprehension skills between the experimental and control groups.

RESULTS AND DISCUSSION

1. Research Data Description

This study involved two sample classes: the experimental class ($n = 25$), which was taught using the Directed Reading Thinking Activity (DRTA) strategy, and the control class ($n = 24$), which received conventional instruction.

a. Posttest Results of Reading Comprehension Skills

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Kelompok	n	Skor Min	Skor Maks	Mean	SD
Experimental Class	25	70	95	84,80	6,12
Control Class	24	60	90	76,25	7,05

The descriptive statistics indicate that the Experimental Class outperformed the Control Class in overall achievement. The Experimental Class achieved a higher mean score (84.80) with a relatively low standard deviation (6.12), suggesting strong and consistent performance among participants. In contrast, the Control Class obtained a lower mean score (76.25) with a slightly higher standard deviation (7.05), indicating greater variability in student outcomes. These results suggest that the instructional treatment applied in the Experimental Class may have contributed to improved learning performance compared to the traditional approach used in the Control Class. The data show that the mean score of the experimental class is higher than that of the control class, indicating a positive effect of the DRTA strategy on students' reading comprehension skills.

2. Normality Test

The normality test was conducted using the Kolmogorov–Smirnov test at a significance level of 0.05.

Kelompok	Sig.	Keputusan
Eksperiment	0,112	Data are normally distributed
Control	0,082	Data are normally distributed

The normality test results show that both the Experimental Group (Sig. = 0.112) and the Control Group (Sig. = 0.082) have significance values greater than 0.05. This indicates that the data in both groups are normally distributed, allowing further parametric analyses—such as an independent sample t-test—to be applied appropriately. Since the significance values are greater than 0.05, the data from both groups are normally distributed.

3. Homogeneity Test

The homogeneity of variances was tested using Levene's Test.

Levene's Sig.	Result
Sig. Levene 0,218	Variances are homogeneous

The Levene's test result shows a significance value of 0.218, which is greater than 0.05. This indicates that the variances between the two groups are homogeneous, meaning both groups have similar variance levels. Therefore, the assumption of homogeneity of variance is met, and parametric tests that require equal variances—such as the independent sample t-test—can be applied appropriately. Because the significance value is greater than 0.05, both groups are considered to have equal variances.

4. Hypothesis Testing (Independent Samples t-Test)

Statistical Hypotheses

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

t-Test Results:

Comparison	Mean (Exp vs Control)	t-value	t-table ($\alpha = 0.05$; df = 47)	Decision
Experimental vs Control	84.80 vs 76.25	03.42	1.679	H_0 rejected

The comparison between the two groups shows that the Experimental Class achieved a higher mean score (84.80) than the Control Class (76.25). The calculated t-value of 3.42 exceeds the critical t-table value of 1.679 at $\alpha = 0.05$ with 47 degrees of freedom. Because the obtained t-value is greater than the critical value, the null hypothesis (H_0) is rejected. This indicates a statistically significant difference in performance between the two groups, with the Experimental Class performing significantly better than the Control Class. Because the t-value is greater than the t-table value, there is a significant difference between the two groups, and the DRTA strategy is proven to improve students' reading comprehension skills.

5. Discussion of Findings

The increase in the mean score of the experimental class indicates that the DRTA strategy is effective in guiding students to make predictions, read actively, verify their assumptions, and draw conclusions from the text. These activities encourage students to think critically and remain focused on the flow of the text.

This result is consistent with the findings of Khoiriah and Zulmuqim (2021), who stated that the DRTA strategy can enhance reading concentration, stimulate curiosity, and help readers confirm their understanding during the reading process. Such active engagement leads to deeper comprehension compared with conventional instruction, which tends to be more passive.

This study aimed to examine the effect of implementing the Directed Reading Thinking Activity (DRTA) strategy based on the Pancasila Student Profile (P5) on the reading comprehension skills of fifth-grade students at SD Negeri 07 Sikabu Munto, Pesisir Selatan. Data were obtained through a reading comprehension test administered after the treatment to both the experimental and control groups.

Quantitatively, the mean score of students in the experimental class was higher than that of the control class. This suggests that the DRTA strategy based on P5 contributed positively to students' ability to understand the content of the text. Both the normality and homogeneity tests indicated that the data met the assumptions required for the t-test analysis. The t-test results showed a significant difference between the two groups, with the experimental class outperforming the control class. These findings provide empirical evidence that the DRTA strategy is effective in improving students' reading comprehension.

Qualitatively, the implementation of the P5-based DRTA strategy helped students become more guided throughout the reading process. Students were more focused, better able to predict the content of the text, verify their predictions, and formulate conclusions accurately. This strategy encouraged critical thinking and active involvement during reading, leading to better text comprehension. This aligns with the view that DRTA enhances concentration and improves students' ability to connect information while reading (Khoiriah & Zulmuqim, 2021).

Based on these findings, it can be concluded that the P5-based DRTA strategy has a significant impact on improving students' reading comprehension skills and is relevant for application in integrated thematic instruction at the elementary school level.

CONCLUSION

Based on the findings and discussion regarding the effect of the P5-based Directed Reading Thinking Activity (DRTA) strategy on the reading comprehension skills of fifth-grade students at SD Negeri 07 Sikabu Munto, Pesisir Selatan, it can be concluded that the DRTA strategy has a significant impact on improving students' reading comprehension. This is evidenced by the difference in posttest results between the experimental and control classes,

where the experimental class obtained a higher mean score after receiving instruction using the P5-based DRTA strategy. Through active engagement in predicting, reading, verifying predictions, and drawing conclusions, students were able to understand the text in a more structured and meaningful way.

The novelty of this research lies in the implementation of the P5-based Directed Reading Thinking Activity (DRTA) strategy within integrated thematic learning at the elementary school level, particularly among fifth-grade students, where such an approach has rarely been applied in reading comprehension instruction. The study demonstrates that the P5-based DRTA strategy can be effectively adapted to thematic learning, resulting in improved focus, concentration, and depth of students' comprehension of the text.

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