



Implementation of the Guided Reading Strategy to Improve Basic Literacy Skills of Third-Grade Students at MI Al-Miftah Pacet, Bandung Regency

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ABSTRACT

This research aims to explore the position of Hadith Tarbawi as a primary pedagogical source in the development of concepts, methods, and practices within Islamic education. Educational-themed hadiths contain not only moral and spiritual values but also principles of learning, instructional strategies, and the characteristics of ideal educators. This study employs a qualitative method using a library research approach through a critical review of hadith collections, Islamic educational literature, and previous studies. The findings indicate that Hadith Tarbawi plays a significant role in shaping a holistic framework for Islamic education, encompassing cognitive, affective, and psychomotor domains. Core values such as exemplary conduct, patience, dialogue, compassion, and motivation serve as the foundation for designing humanistic and character-oriented learning processes. The study concludes that integrating hadith into the curriculum and pedagogical practices enhances the quality of Islamic education and strengthens the role of teachers as prophetic educators

INTRODUCTION

Basic literacy is a fundamental skill that every student at the elementary level must possess. This skill is not only related to the technical ability to read, but also includes understanding the content of a text, identifying essential information, and connecting it with daily experiences. Literacy skills are the foundation of students' success in learning other subjects; therefore, schools and madrasahs are required to develop effective learning strategies from the early grades. The condition in the field, particularly at MI Al-Miftah Pacet, Bandung Regency, shows that the basic literacy skills of third-grade students still require serious attention. Based on initial observations, several students were found unable to read fluently, still reading haltingly, and experiencing difficulties in understanding the meaning of the text. Some students were also unable to determine the main idea, answer simple text-based questions, or retell the content of a reading using their own words. The low literacy ability was confirmed through interviews with classroom teachers, who stated that the gap in reading skills among students is still significant and often hampers the learning process in class.

One of the factors contributing to the low literacy level is that the reading instruction methods used by teachers tend to be conventional. Reading activities are often conducted classically, either through whole-class reading or individual reading without structured guidance. Such methods are not fully effective in addressing diverse student abilities, particularly for students who require more intensive support. To address these challenges, a more effective, structured, and adaptive learning strategy is needed. One relevant strategy that has been proven to improve students' reading skills is the Guided Reading strategy. Guided Reading is a small-group reading approach that allows teachers to provide more direct assistance according to students' reading levels. Through Guided Reading, teachers can select appropriate reading materials, provide pre-reading guiding questions, offer support during reading, and facilitate structured discussions after reading.

Various studies show that Guided Reading can improve reading fluency, reading comprehension, and student motivation in literacy activities. Moreover, this strategy enables teachers to provide immediate feedback to correct reading errors and enhance understanding. However, its implementation in madrasah settings, especially in semi-rural areas such as Pacet, is still not optimal. Considering these conditions, applying Guided Reading is deemed necessary to be examined through classroom action research. Through this research, teachers can identify the extent to which the strategy can improve the basic literacy skills of third-grade students at MI Al-Miftah Pacet, as well as determine appropriate instructional steps that align with the characteristics of the classroom.

Therefore, the study entitled "The Implementation of Guided Reading Strategy to Improve Basic Literacy Skills of Third-Grade Students at MI Al-Miftah Pacet, Bandung Regency" is expected to provide practical solutions for teachers, enhance the quality of reading instruction, and produce significant improvements in students' basic literacy abilities.

LITERATURE REVIEW

Basic literacy refers to students' initial ability to understand and use language through reading activities. This ability includes recognizing letters, words, sentences, and understanding the meaning of simple texts. The Ministry of Education and Culture (2017) emphasizes that basic literacy serves as an essential foundation for students to progress to higher levels of literacy. At the Madrasah Ibtidaiyah level, especially in the third grade, basic literacy is crucial for supporting learning across all subjects. Without adequate reading skills, students will face difficulties in understanding instructions, lesson content, and completing academic tasks.

In the learning process, basic literacy is influenced by several factors, including family environment, teaching methods, students' interest in reading, and the teacher's ability to guide reading activities. Snow (2002) explains that literacy ability is a combination of vocabulary mastery, reading fluency, and reading comprehension. Thus, appropriate instructional strategies are essential to strengthen all components of literacy skills. One strategy that has been proven effective in improving basic literacy is Guided Reading. Guided Reading is a small-group reading instruction conducted under direct guidance from the teacher. Fountas and Pinnell (2012) define Guided Reading as a targeted reading approach designed to help students understand texts independently while receiving supervision and guidance from the teacher. The teacher selects texts that match students' reading levels and provides support from the pre-reading stage to the comprehension discussion after reading.

The implementation of Guided Reading typically begins with selecting reading materials that match students' difficulty levels. The teacher introduces the text in the pre-reading stage, after which students read the text independently while the teacher provides assistance when needed. After reading, the teacher facilitates comprehension discussions to help students explore meaning, identify important information, and summarize the text. This process is often complemented by follow-up activities or simple tasks to reinforce comprehension. The strength of Guided Reading lies in its ability to provide individualized attention within a small group, allowing students to feel more confident and motivated to read. This strategy also enables teachers to monitor students' literacy development more specifically. However, it also poses challenges, such as the need for more preparation time and carefully selected reading materials.

At the Madrasah Ibtidaiyah level, Guided Reading is particularly relevant because third-grade students are at a critical stage of reading development. At this level, they transition from the "learning to read" stage to the "reading to learn" stage. Without appropriate intervention, students may experience difficulties understanding other subject texts. Guided Reading helps increase reading interest, fluency, and comprehension by providing flexible, student-centered instruction. Previous research supports the effectiveness of Guided Reading. Putri (2019) reports that Guided Reading improves reading comprehension among lower-grade elementary students. Rohmah (2021) found that the strategy significantly enhances reading fluency among MI students.

Meanwhile, Hidayati (2020) concludes that structured small-group reading instruction encourages students to be more active and capable of understanding texts more deeply.

Based on theoretical perspectives and previous studies, Guided Reading is an appropriate and effective strategy to improve the basic literacy skills of third-grade students at MI Al-Miftah Pacet, Bandung Regency. This approach not only helps students become better readers but also enhances their critical thinking, communication skills, and ability to understand information more deeply.

Previous Studies

Several previous studies have examined the effectiveness of the Guided Reading strategy in improving students' reading and literacy skills. First, a study by Hidayati (2019) demonstrated that the application of Guided Reading significantly enhanced students' reading comprehension and vocabulary mastery in an elementary school setting. The study showed that systematic grouping, teacher guidance during reading, and structured follow-up tasks helped students engage more actively with texts and understand content more effectively.

Second, Rahmawati and Aziz (2020) conducted classroom action research in a madrasah ibtidaiyah and found that Guided Reading improved students' early literacy indicators, particularly in recognizing words, reading fluency, and identifying main ideas of simple texts. Their findings confirm that Guided Reading is suitable for lower-grade students who need gradual support in transitioning from decoding to meaningful reading.

Third, a study by Saputra (2021) revealed that Guided Reading not only improved reading fluency but also increased students' participation and motivation during reading lessons. The structured small-group environment enabled students to feel more confident and supported, leading to better literacy outcomes.

All of the above studies share a focus on improving literacy skills through the Guided Reading strategy. They highlight the strategy's effectiveness in supporting students' reading comprehension, motivation, and fluency. Likewise, this research also seeks to strengthen basic literacy skills by emphasizing the teacher's role in scaffolding reading experiences for Grade 3 learners. Previous studies were conducted in diverse contexts and focused on different literacy aspects—such as vocabulary development, comprehension, or motivation. This research differs by concentrating specifically on basic literacy skills (*literasi dasar*) in the context of MI Al-Miftah Pacet, which has its own student characteristics, learning culture, and local challenges. Additionally, this study emphasizes classroom action research cycles to systematically diagnose problems, implement solutions, and observe improvements step by step.

The main advantage of this study lies in its contextual application of Guided Reading within a rural madrasah environment, providing practical insights for Islamic elementary schools with similar conditions. Moreover, the research integrates Guided Reading not only as a reading strategy but also as a structured intervention to enhance foundational literacy—covering decoding,

fluency, comprehension, and active engagement. This makes the study valuable for educators seeking a proven yet adaptable method to strengthen literacy outcomes in early grades.

METHODOLOGY

This study employs Classroom Action Research (CAR) using the spiral model proposed by Kemmis and McTaggart. This model was selected because it provides a practical framework that enables teachers to address classroom learning problems directly while allowing continuous improvement through a cycle of planned actions and reflections. Each cycle in this study includes four interconnected stages: planning, action, observation, and reflection. The results of each reflection become the foundation for designing the next cycle, ensuring that the learning intervention continually evolves and becomes more effective.

The research was conducted at MI Al-Miftah Pacet, Bandung Regency, involving third-grade students as the research subjects. The primary focus of this study is to enhance students' basic literacy skills through the implementation of the Guided Reading strategy, which has been widely recognized as an effective approach for supporting young readers. The strategy was implemented through shared reading sessions, small-group guided reading, and in-depth discussions aimed at helping students fully grasp the meaning of the texts they encountered.

Data for this study were collected using several techniques. Observations were carried out to capture students' learning behaviors and their level of engagement during the Guided Reading activities. A series of literacy tests, including pre-tests and post-tests, were administered to measure students' progress before and after the intervention. Interviews and field notes provided additional insights into students' reactions, teacher responses, and any classroom dynamics that emerged during the study. Documentation, including photographs, student assignments, and learning records, was also gathered to support the analysis.

The collected data were analyzed using both qualitative descriptive analysis and simple quantitative analysis. Qualitative data were processed through data reduction, data display, and conclusion drawing, while quantitative improvements were identified by comparing literacy test results across cycles. The success of the intervention was indicated by higher literacy scores as well as increased student participation and enthusiasm throughout the Guided Reading activities. Overall, this research method allows for an in-depth and ongoing understanding of how the Guided Reading strategy can effectively improve students' basic literacy abilities.

RESULTS AND DISCUSSION

This classroom action research was conducted to improve the basic literacy skills of third-grade students at MI Al-Miftah Pacet through the implementation of the Guided Reading strategy. The discussion of this study is based on findings from each cycle, observations of student activities, and the development of literacy test scores given before and after the intervention.

Overall, the implementation of Guided Reading showed a significant improvement in students' reading fluency and reading comprehension.

At the beginning of the study, students' literacy levels were categorized as low. Observations revealed that many students still struggled with reading fluently, had difficulty recognizing new vocabulary, and faced challenges in understanding simple texts. The pre-test results confirmed these findings, showing that most students were unable to identify main ideas, answer inferential questions, or summarize short passages. This indicated that the previous teaching strategies were not sufficient to accommodate the diverse reading abilities of the students.

The implementation of Guided Reading in Cycle I began with grouping students according to their reading proficiency levels. The teacher provided simple texts and more intensive support to students who required additional guidance. During this phase, initial positive changes were noticeable: students became more confident in reading aloud and showed increased motivation to participate in group discussions. However, their comprehension skills remained limited. Some students were only able to repeat textual information without understanding the underlying meaning. Reflection on Cycle I showed that the teacher needed to provide more focused pre-reading questions and enrich vocabulary instruction so that students were better prepared to derive meaning from the text.

In Cycle II, improvements were made by introducing more varied reading materials, employing demonstration techniques such as reading aloud, and providing opportunities for students to ask questions about the text. Observation results indicated significant improvements in reading fluency; students read more smoothly, gained confidence, and recognized new vocabulary more quickly. The post-test results in Cycle II also showed improved comprehension, as evidenced by students' ability to answer questions, identify main ideas, and explain the content of the text in their own words. Student participation during small-group discussions increased, demonstrating that Guided Reading successfully created an interactive and engaging learning atmosphere.

These improvements align with the theory proposed by Fountas & Pinnell (2012), who argue that Guided Reading is effective because it allows teachers to provide direct instruction within small groups tailored to students' reading levels. The findings of this study also support previous research by Putri (2019), Rohmah (2021), and Hidayati (2020), which reported that Guided Reading enhances reading fluency and comprehension among elementary and madrasah students.

Overall, the results of this study indicate that Guided Reading not only improves students' reading fluency but also enhances their ability to understand texts more deeply. The intensive interaction between the teacher and students during reading activities enables students to receive appropriate support, immediate feedback, and opportunities to correct reading errors more effectively. Furthermore, the small-group learning environment creates a safe and comfortable space for students who may feel anxious when reading in front of a larger class.

The implementation of Guided Reading also positively impacted the teacher's instructional practice. The teacher became more aware of the variations in students' reading abilities and was able to design instruction that was more adaptive and responsive. The process of observation and reflection supported the teacher in identifying effective strategies and improving areas that required further refinement.

Thus, the discussion of this study confirms that Guided Reading is a highly appropriate strategy for improving the basic literacy skills of third-grade students at MI Al-Miftah Pacet. This strategy offers a student-centered approach, responds to individual needs, and effectively enhances both motivation and reading proficiency in a sustainable manner.

CONCLUSIONS AND RECOMMENDATIONS

This classroom action research concludes that the systematic and continuous implementation of the Guided Reading strategy significantly improves the basic literacy skills of third-grade students at MI Al-Miftah Pacet, Bandung Regency. Improvements were observed in students' reading fluency, vocabulary development, and reading comprehension across the cycles. Initially, most students struggled with reading fluency and understanding simple texts. However, through the application of Guided Reading – which includes grouping students by reading level, selecting level-appropriate texts, providing intensive support, and facilitating guided discussions after reading students demonstrated notable progress.

In Cycle I, students began to show improvement in reading fluency and participation, although their comprehension remained limited. Refinements in Cycle II, such as strengthened pre-reading activities, vocabulary instruction, and the use of guiding questions, resulted in more substantial gains. By the end of the study, students were able to identify main ideas, answer comprehension questions, and retell the content of the text more independently.

Overall, the findings affirm that Guided Reading is an effective, adaptive, and highly relevant strategy for reading instruction in Madrasah Ibtidaiyah. This approach not only enhances basic literacy skills but also fosters motivation, confidence, and active engagement among students. Therefore, Guided Reading is recommended as a valuable teaching strategy for classroom teachers seeking to improve literacy outcomes in early elementary grades.

FURTHER STUDY

This research still has limitations, so it is necessary to conduct further research related to the topic of Implementation of the Guided Reading Strategy to Improve Basic Literacy Skills of Third-Grade Students at MI Al-Miftah Pacet, Bandung Regency in order to perfect this research and increase insight for readers.

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