



Read Aloud Goes to School: Game Changer to Improve Literacy at Gurawan State Elementary School, Surakarta

Widia Wahyu Rahmawati¹, Aad Satria Permadi²

^{1,2}Universitas Muhammadiyah Surakarta

email : ¹s300240003@student.ums.ac.id, ²aad.satria@ums.ac.id

ABSTRAK

Indonesia faces a serious literacy crisis, as evidenced by the 2022 PISA data, which places the country at 70th out of 81 nations. The main challenges include low reading interest among children, limited access to quality books, and less effective teaching methods. This article explores the read aloud technique as a solution to enhance children's literacy through an engaging and interactive reading experience. This technique is discussed in the context of Albert Bandura's Social Cognitive Theory, which emphasizes the roles of observation, modeling, and reinforcement in the learning process. Through the Read Aloud Goes to School program at SD Negeri Gurawan, Surakarta, read aloud has not only succeeded in fostering a love for reading but also integrated literacy with education on global issues, such as climate change, using the book *Keluarga Panik*. This article concludes that read aloud is a game changer in efforts to improve literacy in Indonesia. With consistent implementation and community involvement, this technique holds great potential to create a generation of critical readers who care about the future.

Keywords: Read Aloud, Literacy Crisis, Social Cognitive Theory

1. Introduction

Reading is one of the main activities in the world of literacy. Literacy has become an inseparable part of the world of education, because

various knowledge and information are obtained through reading activities. Whether or not we succeed in studying information or knowledge in the learning process can be determined by one factor, namely reading (Megantara & Abdul

Wachid BS., 2021). Likewise, in the holy book of the Qur'an, the first verse revealed is the command to read. This shows that reading is very important to expand the treasury of knowledge, open insights, and a place to get closer to the Creator by understanding the signs of His greatness that are written or created in the universe.

However, in Indonesia, reading activities are still not a popular activity among the community. This could be due to technological advances that are increasingly easily accessible to anyone, including children. They are more interested in playing games than reading books to fill their free time. The impact is a decrease in children's interest in reading and their ability to absorb information (Susilawati et al., 2024).

According to PISA or Programme for International Student Assessment data in its latest survey conducted in 2022 involving 690,000 15-year-old students from 81 countries in the world. PISA is an international survey that is routinely conducted every 3 years. Indonesia is ranked 70th with a total score of 366. Based on a sample randomly selected by the Organisation for Economic Co-Operation and Development or OCED (OCED, 2024). From the scores obtained, it proves that Indonesia has quite a big challenge in improving literacy skills from various groups, especially children.

In a study conducted by Hidayati 2024, there are several factors that cause low literacy, especially in children. Internal factors include (a) low student motivation to learn, (b) low student intelligence, (c) low student interest in learning. External factors include (a) infrastructure and facilities, (b) environmental factors, and (c) teacher ability (Hidayati et al., 2024). This condition requires a solution that is not only innovative but also easy to implement and relevant to the needs of children.

One effective approach to take is read aloud. This technique not only reads books out loud, but also creates a fun and interactive literacy experience for children. Read aloud in its implementation, children are invited to listen to stories, understand new vocabulary, and actively participate in the discussions that are carried out.

This reading aloud technique is in line with

Albert Bandura's social cognitive theory. That the children's learning process is through observation, modeling, and reinforcement. Through read aloud children will observe (observation) how the reader delivers the story content interestingly and then provides examples (modeling) of the experience of reading a fun book. In addition, the form of praise and interaction during the reading session functions as reinforcement where children will be encouraged to be more enthusiastic about the book. Through the positive experiences gained, children's self-efficacy can be increased, namely their belief that with the experience of reading a fun book they can build a habit of reading independently.

As an effort to support children's literacy, the Read Aloud Solo Raya community collaborated with Buibu Baca Buku Book Club, and the Climateworks Foundation to hold the Read Aloud Goes to School program which will be held at SD Negeri Gurawan, Surakarta on January 22, 2025. This activity will read the book series "Keluarga Panik" to provide students with education about literacy as well as the issue of the climate crisis and make posters from recycled materials.

The purpose of this article is to examine how read aloud can be a game changer in efforts to overcome the literacy crisis in Indonesia by reviewing its relationship to Albert Bandura's social cognitive theory. With a theory-based approach and field practice, this read aloud technique has great potential to build a generation that not only loves books but also has full awareness of the important issues around them.

2. Theoretical Basis

A. Social Cognitive Theory (Albert Bandura)

Social Cognitive Theory is the new name for Social Learning Theory developed by Albert Bandura. Social Cognitive Theory is a theory that emphasizes the idea that some learning in humans occurs under the influence of the social environment such as the process of observing others, knowledge gained, rules, skills, strategies and attitudes. In addition to observation, humans in their lives also imitate or have role models to emulate or learn the appropriateness of behavior,

cause and effect, and how they act according to their beliefs (Schunk, 2012, pp. 161-162).

Bandura stated that his theory discusses the process of controlling events that occur in human life. This process basically includes the goals to be achieved, assessing the possibility of the results of actions taken and evaluating progress on achievements made, self-control of emotions, thoughts and actions. Bandura also explained that the characteristic of social cognitive theory is how the main role has been functioned by the self. Human behavior is not only in accordance with the tendencies of others, but human behavior is influenced by motivation and is regulated by internal standards and reactions to their own actions.

3. Metode

This study uses a Community Service approach with the aim of providing direct contributions to the community, especially in improving children's literacy. This activity is carried out through the Read Aloud Goes to School program at SD Negeri Gurawan, Surakarta which involves students in reading aloud activities and interactive discussions.

a. Type of activity

Program *Read Aloud Goes to School* merupakan kolaborasi antara komunitas Read Aloud Solo Raya, Buibu Baca Buku Book Club, dan Climates Foundation. Kegiatan ini dirancang untuk mengenalkan Teknik read aloud sebagai salah satu cara untuk meningkatkan minat baca anak juga mengedukasi mereka mengenai isu global seperti krisis iklim melalui buku seri Keluarga Panik yang diterbitkan oleh Naura Kids.

b. Implementation Method

This activity is carried out in three main stages, namely:

- Preparation:
The community team together with the facilitator designed the activity flow including the selection of relevant books and specific strategies to actively engage students in discussion.

- Implementation:

The activity began with a read aloud session by the facilitator who read the story aloud with interesting expressions and intonation. During the session, students were invited to actively participate through interactive discussions such as answering questions, predicting the storyline, and connecting the relevance of the book's contents to everyday life. Then, after the read aloud session was finished, students were invited to make posters related to the climate crisis using recycled materials as a follow-up to the book that had been read in the read aloud session.

- Evaluation:

After the activity, observations were made on student involvement during the session. Then, follow-ups from teachers and students were also collected to evaluate the effectiveness of the program that had been implemented.

c. Reasons for Choosing the Method:

The community service approach with interactive discussions was chosen by the author for several reasons, namely;

- Provide a fun literacy experience for children.
- Help students understand the content of the book well through interactive discussions that trigger them to think critically.
- And, open up collaboration space between literacy communities, schools, and students to build a stronger literacy culture.

d. Output yang diharapkan

This activity is expected to increase students' interest in reading through read aloud experiences, help students understand the climate crisis issue in a relevant and enjoyable way, and inspire other schools to replicate this activity model in improving literacy.

4. Discussion

a. Literacy Crisis in Indonesia: Realities and Challenges

Negara Indonesia masuk kedalam kategori negara yang gawat darurat akan literasi hal ini ditunjukkan berdasarkan hasil asesmen yang dilakukan oleh PISA atau *Programme for International Student Assessment*. PISA merupakan survey internasional yang memiliki fokus pada kemampuan siswa pada bidang literasi, sains, dan matematika yang dilakukan selama tiga tahun sekali. Survey terakhir yang dilakukan oleh PISA pada tahun 2022 yang melibatkan sejumlah 690.000 siswa berusia 15 tahun dari 81 negara di dunia kemudian, sampel dari PISA dipilih secara acak oleh OCED atau Organisation for Economic Co-Operation and Development. Perolehan nilai yang didapatkan oleh negara Indonesia adalah 366 dan menduduki posisi ke-70 itu artinya Negara Indonesia berada di posisi ke-12 terbawah. Hal ini menunjukkan bahwa kemampuan literasi siswa negara Indonesia masih menjadi tantangan yang harus segera ditangani. Faktanya, menurut Herfanda (2018) Indonesia mempunyai sarana dan pra-sarana yang dinilai lebih tinggi untuk mendorong minat baca anak dibandingkan negara-negara yang ada di Eropa. Namun, keunggulan ini belum berdampak signifikan terhadap peningkatan tingkat literasi yang ada di Indonesia. Contohnya adalah fasilitas perpustakaan dimana Indonesia menduduki peringkat ke-36, sedikit lebih unggul dari Korea Selatan yang menduduki peringkat 42, Malaysia menduduki peringkat 44, Jerman menduduki peringkat 47, Belanda menduduki peringkat 53 dan Singapura menduduki peringkat 59.

Berdasarkan pemaparan tersebut menunjukkan bahwa negara Indonesia ini kerap membangun infrastruktur perpustakaan namun tidak dimanfaatkan secara maksimal oleh masyarakat. Kemudian, rendahnya literasi ini juga dapat dilihat dari minat baca masyarakat Indonesia yang belum memiliki akses persebaran buku yang merata. Karena, informasi yang disampaikan oleh Ikatan Penyalur Indonesia atau IKAPI, setiap tahunnya hanya ada 100.000 judul buku yang disebutkan dalam Nomor Buku Seri Dunia atau ISBN di perpustakaan umum, tetapi yang benar-benar terdistribusi hanya sekitar 40 sampai 45 persen saja (Susilawati et al., 2024). Berdasarkan sajian fakta diatas, rendahnya literasi

ini tentu mempunyai potensi yang berpengaruh terhadap kualitas sumber daya manusia di masa yang akan datang. Meskipun sarana pra-sarana yang dimiliki negara Indonesia ini mendukung fasilitas literasi tapi pada kenyataannya masyarakat masih kekurangan akses buku kemudian, masih minimnya metode yang menarik dan efektif dalam menumbuhkan minat baca anak sejak dini masih menjadi tantangan yang harus segera diatasi. Salah satu pendekatan yang mampu menciptakan pengalaman membaca yang menyenangkan sekaligus dapat membangun rasa cinta anak terhadap buku adalah read aloud. Teknik ini tidak hanya dapat menjadi jembatan antara anak dan literasi, tetapi juga menawarkan solusi nyata untuk meningkatkan kualitas membaca anak melalui cara yang interaktif serta relevan dengan dunia mereka.

b. Read Aloud

Read Aloud consists of two words, namely "read" and "aloud". In general, read aloud means reading aloud (Susilawati et al., 2024). Meanwhile, according to (Metode et al., 2023), read aloud is a method or strategy for active learning (active learning) which is carried out by reading loudly and loudly. Then through this read aloud, it is hoped that it can help stimulate student activity in the learning process and help improve students' reading skills.

The following are the benefits of read aloud as stated by Trelease in Rokhmatullah (2022), namely; (a) building vocabulary, (b) conditioning children's brains to associate reading activities as fun activities, (c) creating information that functions as a background, (d) providing role models who like to read, and (e) being able to instill a love of reading (Rokhmatulloh & Sudihartinih, 2022)

c. The Relation of Read Aloud to Social Cognitive Theory

Albert Bandura in social and cognitive theory emphasizes that children learn through observation, modeling, and reinforcement. The read aloud technique utilizes these three principles effectively where children observe (observation) how the storyteller reads the book

with interesting intonation and expression then the storyteller indirectly provides a positive example (modeling) for children about the importance of reading. In addition, praise and interaction that occurs during the session function as reinforcement where children will be encouraged to be more enthusiastic about books. From this positive experience, children's self-efficacy will increase, namely their belief that they are able to understand and enjoy books so that they can build their habits of reading independently.

By utilizing the principles of social and cognitive theory, read aloud is not only a reading technique but also a strategic approach to building a foundation of literacy in children while building their love of books. Then, this technique also connects the learning process with a fun reading experience, making read aloud one of the effective methods to overcome the literacy crisis in Indonesia.

d. Example of Read Aloud Implementation: Read Aloud Goes to School

One of the reasons why read aloud can be called a game changer in reducing the literacy crisis in Indonesia is its flexibility to be applied in various contexts, such as in the school environment. For example, on January 22, 2025, the Solo Raya Read Aloud Community will hold a Read Aloud Goes to School activity at SD Negeri Gurawan, Surakarta, which is a collaboration between the Solo Raya Read Aloud community, Buibu Baca Buku Book Club, and the Climate Foundation. This activity aims to introduce the read aloud technique to children through an interactive reading aloud session using the "Keluarga Panik" series of books published by Naura Kids as part of the Climate Literacy for Mothers program which will be read to students in grades 4, 5, and 6.

This book tells the story of the climate crisis through stories that are relevant to everyday life, making it an interesting and fun discussion starter for children. This book consists of 3 titles, namely: Pollution is prohibited from entering, Aspirations to save the earth, and Throwing garbage in its place. By using this book, it is hoped that

students will not only be able to enjoy the reading experience but also begin to understand the climate crisis issue in a simple way. This activity shows that read aloud is not just a theory but a practical solution that involves the community to build a culture of literacy at the grassroots level. By bringing books closer to children in a fun way, read aloud can create a positive experience to build children's love for books and reading. If a program like this can be implemented widely, it will have a significant positive impact on national literacy.

e. Mengapa Read Aloud Bisa Menjadi Game Changer?

Read aloud is a very simple technique that only involves reading aloud but its impact is very large because this technique directly builds a connection between children and books. In the situation of Indonesia's low literacy rate, access to quality books and children's interest in reading are still major challenges, the existence of read aloud can provide an easy way out and can be done by anyone such as: parents, teachers, or literacy activist communities. Read aloud also teaches children to learn through imitation as explained by Bandura, in the context of read aloud it is not just a theory but a real way to build reading habits in children from an early age. When children feel that they are able to understand the contents of the story and get appreciation, they will be more confident in reading. Read aloud also works with a simple pattern where children can hear the voice, see the expression, and capture the intonation of the reader so that they not only learn to read but also understand the storyline. Unlike normal learning methods that sometimes make children feel stressed during learning, read aloud actually presents stories as something fun and interactive. Children not only listen and observe, but they are also invited to think, ask questions, and imagine. Children's involvement in read aloud is very important because it builds a positive emotional experience with books as their first step to love reading.

Another strength of read aloud is its flexible nature, can be done by anyone, and can be integrated into various contexts such as; at home,

at school, and in the community. This is not only about creating a collective literacy culture where parents, teachers, and literacy activists are involved but also shows children that reading is an important and enjoyable activity. Imagine, if every parent took 10 minutes a day to read aloud to their children or every day teachers made read aloud a part of the class routine either during formal learning or just an intermezzo to relieve children's fatigue during learning. The impact is not only on individual reading interest but can also be an increase in national literacy as a whole. Read aloud can be a small step that can create big changes or a game changer for the future.

5. Conclusion

The low literacy rate in Indonesia is a major challenge that requires serious attention. PISA 2022 data shows that many Indonesian children still face difficulties in understanding texts, which can impact their future academically, socially, and economically. Various factors, such as lack of access to quality books and less interesting teaching methods, are the main causes. The read aloud technique has emerged as a practical solution to build children's interest in reading. With interactive reading aloud, children are introduced to books in a fun and easy-to-understand way. This technique not only increases children's involvement in reading

activities but is also in line with social cognitive theory which emphasizes the importance of observation, modeling, and reinforcement in the learning process.

Through programs such as Read Aloud Goes to School, this technique can be a game changer in efforts to improve children's literacy. Activities at SDN Gurawan, Surakarta which involved literacy communities and books with relevant themes such as the Keluarga Panik series, showed that read aloud can also be used to integrate literacy with education on global issues such as the climate crisis. With consistent implementation, read aloud has great potential to become a tool for literacy transformation in Indonesia, creating a generation that not only loves books but also has critical awareness of the issues around them.

6. AI Disclosure Statement

The authors acknowledge the use of artificial intelligence (AI) tools, specifically ChatGPT, to assist with language refinement, paraphrasing, and improving manuscript clarity. The use of AI was limited to editorial support and did not involve the generation of core research ideas, data analysis, original findings. All content has been carefully reviewed, revised, and validated by the authors to ensure its accuracy, originality, and academic integrity.

6. Reference

- Aunola, K., Nurmi, J.-E., Niemi, P., Lerkkanen, M.-K., & Poikkeus, A.-M. (2021). Trajectories of change in reading self-efficacy: A longitudinal analysis of self-efficacy and its sources. *Contemporary Educational Psychology*, 64, 101947. <https://doi.org/10.1016/j.cedpsych.2021.101947>
- Deliman, A. (2025). From picturebooks to play: Dialogic pedagogy for cultivating agency and social awareness in young learners. *Education Sciences*, 15(6), 731. <https://doi.org/10.3390/educsci15060731>
- Hidayati, A., Sholeh, M., Fitriani, D., Isratulhasanah, P., Marwiyah, S., Rizkia, N. P., Fitria, D., & Sembiring, A. (2024). Analisis faktor penyebab rendahnya kemampuan literasi siswa sekolah dasar. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 75–80. <https://doi.org/10.54371/jiepp.v4i1.381>
- Ilahi, B., & Mutiarani. (2023). Benefits of using cyber fiction for student reading skills. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 12(2), 216–227. <https://doi.org/10.26618/exposure.v12i2.11725>
- Kementerian Agama Republik Indonesia. (2019). *Al-Qur'an dan terjemahannya*. Lajnah Pentashihan Mushaf Al-Qur'an.

- Marmoah, S., Poerwanti, J. I. S., & Suharno. (2022). Literacy culture management of elementary school in Indonesia. *Heliyon*, 8(4), e09315. <https://doi.org/10.1016/j.heliyon.2022.e09315>
- Megantara, K., & Abdul Wachid BS. (2021). Pembiasaan membaca dalam pelajaran Bahasa Indonesia melalui Gerakan Literasi Sekolah. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 7(2), 383–390. <https://doi.org/10.30605/onoma.v7i2.1230>
- Metode, P., Reading, P., & Bulukumba, D. K. (2023). *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya*. 1–10.
- O. (2024). Pisa 2022. In *Perfiles Educativos* (Vol. 46, Issue 183). <https://doi.org/10.22201/iissue.24486167e.2024.183.61714>
- Novia, B. O., & Listiana, A. (2023). Peran pendidik anak usia dini berdasarkan kajian teori belajar sosial kognitif Albert Bandura. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, 6(3), 333–341. <https://doi.org/10.22460/ceria.v6i3.17708>
- Rahmawati, I., Risnayanti, A., Nurcahyani, D. S., Nurlaela, N. S., & Misbahudin. (2024). Meningkatkan minat baca masyarakat melalui gerakan literasi di desa. *Saneskara: Journal of Social Studies*, 1(1), 33–42. <https://doi.org/10.62491/sjss.v1i1.2024.9>
- Rokhmatulloh, E., & Sudihartinih, E. (2022). Membangun literasi membaca pada anak melalui metode membaca nyaring (read aloud). *Cendekia*, 16(1), 54–61. <https://doi.org/10.30957/cendekia.v16i1.703>
- Sayekti, O. M., Khoirudin, I., & Yi Ying, C. (2023). The effect of family literacy on students' interest in reading. *Jurnal Prima Edukasia*, 11(1), 131–141. <https://doi.org/10.21831/jpe.v11i1.56261>
- Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Pustaka Pelajar.
- Seventilova, I. G. N. O. (2024). Eksplorasi minat baca rendah masyarakat Indonesia: Perspektif multidisiplin. *Al-Qalbu: Jurnal Pendidikan, Sosial dan Sains*, 2(1), 52–57. <https://doi.org/10.59896/qalbu.v2i1.68>
- Susilawati, Y., Ramzi, M., & Musafir. (2024). Upaya meningkatkan minat membaca anak menggunakan metode reading aloud. *Pendiksar: Jurnal Pembelajaran dan Pendidikan Dasar*, 2(April), 7–14.
- Suwastini, N. K. A., Senawati, J., Mahayanti, N. W. S., Kultsum, U., & Minxia, Z. (2025). Reading aloud for improving children's soft skills: A library research. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 13(2), 175–195. <https://doi.org/10.23887/jpbi.v13i2.92179>
- Tarigan, T. B. (2023). The impact of gadget technology on students' interest in reading. *International Journal of Curriculum Development, Teaching and Learning Innovation*, 2(1). <https://doi.org/10.35335/curriculum.v2i1.146>
- Trelease, J. (2017). *The read-aloud handbook* (7th ed.). Mizan Media Utama.
- Yang, K., & Gan, Z. (2024). A systematic review of reading self-efficacy in second or foreign language learning. *System*, 125, 103436. <https://doi.org/10.1016/j.system.2024.103436>
- Zahri, N. A., & Heryana, N. R. (2025). Efektivitas Read Aloud Taman Baca Cerita Sore dalam membentuk karakter anak. *Bandung Conference Series: Psychology Science*, 5(2). <https://doi.org/10.29313/bcsps.v5i2.19588>