

THE EFFECT OF THE VAK LEARNING MODEL ON THE READING COMPREHENSION ABILITY OF GRADE III ELEMENTARY SCHOOL STUDENTS

Agustina Rahmawati¹, Prabawati Nurhabibah^{2*}, Widia Nur Jannah³

^{1,2,3}Universitas Muhammadiyah Cirebon

prabawati@umc.ac.id

Abstract

This research is motivated by the low reading comprehension ability of elementary school students in determining the main idea, understanding the content of the reading, and concluding information. This study aims to describe changes in students' reading comprehension skills after the implementation of the Visual, Auditory, and Kinesthetic (VAK) learning model in grade III students of SDN 2 Tegalwangi. The study used a quantitative approach with pre-experimental methods and a one-group design before and after treatment. The research subjects amounted to 37 students. Data collection techniques are carried out through observation, tests, and documentation. Data analysis used the Wilcoxon test and the calculation of improved learning outcomes. The results showed that the average score of students increased from 67.30 to 89.19. The results of the Wilcoxon test obtained a significance value of $0.000 < 0.05$ which showed a difference in reading comprehension skills before and after learning. The results of the calculation of the improvement of learning outcomes obtained an average score of 0.6739 in the medium category, while the observation results showed that student involvement was in the very good category. Thus, the implementation of the VAK learning model shows changes in students' reading comprehension skills and supports student involvement during learning.

Keywords: reading comprehension skills; visual, auditory and kinesthetic learning models; primary school

Abstrak

Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan membaca pemahaman siswa sekolah dasar dalam menentukan ide pokok, memahami isi bacaan, dan menyimpulkan informasi. Penelitian ini bertujuan untuk mendeskripsikan perubahan kemampuan membaca pemahaman siswa setelah pelaksanaan model pembelajaran Visual, Auditori, dan Kinestetik (VAK) pada siswa kelas III SDN 2 Tegalwangi. Penelitian menggunakan pendekatan kuantitatif dengan metode praeksperimen dan desain satu kelompok sebelum dan sesudah perlakuan. Subjek penelitian berjumlah 37 siswa. Teknik pengumpulan data dilakukan melalui observasi, tes, dan dokumentasi. Analisis data menggunakan uji Wilcoxon dan perhitungan peningkatan hasil belajar. Hasil penelitian menunjukkan nilai rata-rata siswa meningkat dari 67,30 menjadi 89,19. Hasil uji Wilcoxon memperoleh nilai signifikansi $0,000 < 0,05$ yang menunjukkan adanya perbedaan kemampuan membaca pemahaman sebelum dan sesudah pembelajaran. Hasil perhitungan peningkatan hasil belajar memperoleh nilai rata-rata 0,6739 dengan kategori sedang, sedangkan hasil observasi menunjukkan keterlibatan siswa berada pada kategori sangat baik. Dengan demikian, pelaksanaan model pembelajaran VAK menunjukkan perubahan kemampuan membaca pemahaman siswa serta mendukung keterlibatan siswa selama pembelajaran.

Kata kunci: kemampuan membaca pemahaman; model pembelajaran visual auditori dan kinestetik; sekolah dasar

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Introduction

Basic education is an important phase in the formation of students' literacy skills, especially reading literacy which is the basis for learning success in various fields, where reading literacy is not only the ability to recognize letters and words, but also includes the ability to understand,

interpret, and critically evaluate the meaning of texts (Aini et al., 2025). In line with this opinion, reading is a process carried out by readers to obtain messages or information that the writer wants to convey through the medium of words or spoken language (Nuraini, 2019). Thus, it can be concluded that reading has a very important role for every human being in understanding information, both in writing and in the surrounding environment.

To understand information correctly, special skills are needed, one of which is the skill of reading comprehension. The ability to read comprehension is not only reading the text, but also understanding the content of the reading, both implicitly and explicitly conveyed by the author. Reading comprehension involves actively using knowledge and experience to understand the text being read through the process of reading thoroughly, understanding, repeating the content, finding the essence and message in the text, analyzing the reading, connecting new information with the initial understanding, and drawing conclusions from what has been read (Livia et al., 2025).

Processing reading texts to understand the content is one of the important skills in reading activities. Good reading skills can support the development of a variety of essential skills, such as critical thinking, creative, innovative, problem-solving, collaboration, and product-oriented (Nurhabibah et al., 2023). Therefore, the ability to read and comprehend needs to be developed from the elementary school level as a provision for students in facing various learning demands and developments of the times.

Reading comprehension skills function as the main foundation in the development of language skills and not only affect language learning, but also on the understanding of other learning materials from the elementary school level (Saputri & Sukartiningsih, 2024). The importance of reading comprehension is in line with the demands of 21st century education which is directed to form the young generation who have four main skills or known as the 4Cs, namely the ability to think creatively, think critically and solve problems, communication skills, and the ability to work together in various learning contexts (AP et al., 2025). In an effort to support the achievement of these skills, the national education policy also emphasizes strengthening reading literacy as an important foundation in improving the competence and quality of thinking of students (Nurhaswinda et al., 2025).

Reading literacy has an important role in helping students understand reading and find effective strategies in reading activities, including the ability to understand the meaning of a text (Navida et al., 2023). Therefore, reading activities are an inseparable part of all subjects because through reading students can obtain various information needed. One of the most dominant subjects involving reading activities is the subject of Indonesian.

In line with this, the Independent Curriculum emphasizes that reading literacy is an essential competency that must be possessed by all students. Reading literacy is an important part of the Pancasila Student Profile because it plays a role in developing critical reasoning skills, understanding information in depth, and the skill of conveying ideas clearly (Cahyani et al., 2025). In addition, the implementation of reading literacy learning in the Independent Curriculum also emphasizes the importance of selecting quality reading materials and the use of interactive read-aloud strategies as an effort to help students access, understand, and interpret information more optimally (Durriyah et al., 2024).

However, students' reading comprehension skills in Indonesia are still relatively low. Based on the results of the 2022 Programme for International Student Assessment (PISA), the reading literacy ability of Indonesian students is still below the *Organisation for Economic Co-operation and Development* (OECD) average. This condition shows that most students still have difficulty in understanding the information contained in the reading text (OECD, 2023). Other research also

shows that most elementary school students are still in the basic category of literacy skills (Firiyaanti & Anggoro, 2024). The reading ability of elementary school students also still faces various obstacles, such as difficulty understanding the content of reading, determining the main idea, and drawing conclusions from the text read. This shows that reading ability is not only related to the ability to pronounce words or sentences, but also related to the ability to understand the meaning of reading as a whole (Bayu et al., 2026). The low ability to read comprehension can certainly affect students' ability to understand the subject matter and hinder the overall learning process.

This problem was also found at SDN 2 Tegalwangi. Based on the results of interviews with grade III teachers on November 8, 2025 and the results of learning observations on January 29, 2026, information was obtained that students' reading comprehension skills were still relatively low. Of the 37 students, as many as 24 students or around 64.9% still had difficulty finding the main idea of the paragraph, understanding the meaning of words and phrases, understanding explicit and implicit meanings, and making reading conclusions. In addition, reading learning activities carried out in the classroom still require a variety of learning strategies and activities that involve students more actively so that students' reading comprehension skills can develop optimally.

The low reading comprehension ability of students can be influenced by the lack of student involvement in the reading learning process due to the use of less varied methods and not adjusting to the differences in students' learning styles so that learning has not taken place optimally (Septiani & Helsa, 2025). In this case, the teacher's teaching ability is an important factor in determining student learning outcomes because teachers who have good teaching skills will be able to create a quality learning process so that they can support the improvement of student learning outcomes (Nuraeni et al., 2024). Therefore, a learning model is needed that is able to actively involve students and adapt the learning process to the characteristics of students. The use of appropriate media and learning models can help students understand the learning material more easily (Jannah & Rahayu, 2024).

One of the learning models that can be used is the Visual, Auditory, and Kinesthetic (VAK) learning model. The VAK learning model is a learning model that integrates three learning modalities, namely visual through observation, auditory through listening activities, and kinesthetic through direct activities. This learning model is considered to be in accordance with the characteristics of elementary school students who are at the concrete operational stage so that it requires learning that involves direct experience, visual media, and interesting activities so that students can more easily understand the learning material (Dinita et al., 2024).

Several studies have shown that the VAK learning model has a significant influence on student learning outcomes. Research (Husni & Hasyim, 2021) shows that the application of the VAK model is able to significantly improve student learning outcomes. Research (Pratama & Rudyanto, 2024) shows that the VAK learning model can increase students' motivation and activeness during the learning process. This condition supports the creation of more meaningful learning so that students can more easily understand the material learned. In addition, the research (Kurniawati et al., 2025) shows that the VAK model is able to improve concept understanding and form positive affective responses of students compared to conventional learning. However, research that specifically examines the influence of the VAK learning model on the reading comprehension ability of elementary school students is still limited.

Some previous studies have shown that the Visual, Auditory, and Kinesthetic (VAK) learning model has been applied to a variety of learning contexts. In research (Maryanti et al., 2023) study the application of VAK to initial reading ability. (Rahayu et al., 2022) on the understanding of mathematical

concepts. (Sultan et al., 2019) in science learning outcomes, and (Pratama & Rudyanto, 2024) on the motivation and activeness of students' learning. However, most of the research still focuses on general learning outcomes and has not specifically examined elementary school students' reading comprehension skills based on indicators of understanding reading content, finding main ideas, identifying important information, and concluding reading content. Therefore, this study has a novelty by examining the application of the VAK learning model to the reading comprehension ability of grade III elementary school students.

Research Methods

This study uses a quantitative approach with an experimental method. The quantitative approach is used because the research aims to obtain data in the form of statistically analyzed numbers to illustrate changes in students' reading comprehension skills after the application of the Visual, Auditory, and Kinesthetic (VAK) learning model (Sugiyono, 2023). The type of research used is pre-experimental with a one group pretest–posttest design. This design was used to determine changes in the subject's condition before and after being treated in one group without using a comparison group (control). In this design, students are first given a pretest to find out their initial ability, then given treatment through learning using the VAK model, and then given a posttest to find out changes in reading comprehension skills after treatment.

Table 1. Research Design

Pretest	Treatment	Posttest
O1	X	O2

Description:

O1 = pretest value (before treatment)

X = subject given treatment

O2 = posttest value (after treatment)

The research was carried out at SDN 2 Tegalwangi in the even semester of the 2025/2026 school year. The selection of the research location was based on the results of initial observations that showed that the reading comprehension skills of grade III students still need to be improved. Some students still have difficulty understanding the content of the reading, finding important information, determining the main idea, and summarizing the content of the text read. In addition, the reading learning process still requires a variety of learning strategies that can involve students more actively according to the learning characteristics of elementary school students.

The subjects of the study were all grade III students of SDN 2 Tegalwangi which amounted to 37 students. The sampling technique uses saturated sampling, because all members of the population are used as research samples so that all students get the same opportunity to follow the treatment and the results of the study can describe the condition of the group as a whole.

Research procedure

The implementation of research is carried out through three stages, namely preparation, implementation, and evaluation. The preparation stage includes the preparation of learning tools, the preparation of research instruments, the validation of instruments, and the coordination of research implementation with the school. The implementation stage begins with the provision of a pretest on April 20, 2026 to determine the initial reading ability of students. After the pretest is carried out, students take part in learning using the Visual, Auditory, and Kinesthetic (VAK) model on simple story text material.

The implementation of learning using the Visual, Auditory, and Kinesthetic (VAK) model is carried out through three main stages. At the visual stage, the teacher displays simple picture media and reading text for students to observe. Through these activities, students are directed to recognize the content of reading, find important information, and connect visual media with the content of the text studied. Furthermore, in the auditory stage, students carry out reading aloud, listening to the teacher's explanations, answering questions, and discussing the content of the reading to strengthen their understanding of the material. After that, at the kinesthetic stage, students carry out direct learning activities through activities of compiling important information, determining main ideas, understanding the content of reading, and conveying the results of understanding the text that has been studied.

The evaluation stage was carried out through the provision of a posttest on April 21, 2026 to determine changes in students' reading comprehension skills after the implementation of the VAK learning model.

Data collection techniques

The data collection techniques in this study are carried out through observation, tests, and documentation. Observation was used to obtain data on the implementation of learning using the VAK model and student involvement during the learning process. The observation instrument uses student observation sheets which include four aspects, namely the preparation stage, the learning delivery stage, the training stage (guided exercise), and the stage of performance of results (presentation and reflection). The observation assessment uses a scale of 1–4 with the categories of lacking, adequate, good, and excellent. The test is used to measure students' reading comprehension skills before and after treatment. The test instrument is prepared based on the indicator of reading comprehension ability which includes the ability to find main ideas, understand the meaning of words and expressions, understand explicit and implicit information, and conclude the content of reading. Documentation is used as supporting data during the implementation of research in the form of documentation of learning activities and research administration.

Test research instruments

Before being used in research, the test instrument is first tested to determine the level of validity and reliability of the instrument. The instrument trial was carried out at SDN 1 Marikangen on 28 grade IV students. The selection of these classes was carried out because they have relatively similar characteristics to the research subjects, but are not included in the research group so that they can be used to test the feasibility of the instrument before being applied to the research class.

The validity test was carried out using Product Moment correlation to determine the accuracy of each question item in measuring reading comprehension ability.

Table 2. Instrument Validity Test

Number Questions	Calculation	r_{table}	Remarks
1	0,851	0,374	Valid
2	0,766	0,374	Valid
3	0,518	0,374	Valid
4	0,894	0,374	Valid
5	0,865	0,374	Valid

Based on the test results, all question items have a *greater rcal* value than *the table* so that all items are declared valid and can be used as research instruments. Reliability tests were

performed using Cronbach's Alpha with the help of SPSS version 22 application to determine the consistency of the instrument.

Table 3. Instrument Reliability Test

Reliability Statistics	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
0,846	5

The test results showed a Cronbach's Alpha value of 0.846, so the instrument was included in the category of reliability and suitable for use as a data collection tool.

Data analysis techniques

Data analysis was carried out in stages to obtain an overview of changes in students' reading comprehension skills after the implementation of the Visual, Auditory, and Kinesthetic (VAK) learning model. The first stage uses descriptive statistics to describe students' reading comprehension skills based on the average score, minimum score, and maximum score of pretest and posttest results. The second stage was a normality test using Shapiro–Wilk to determine the distribution of data as a basis for determining the appropriate hypothesis testing technique. If the data is normally distributed, a parametric test is used, while if the data is not normally distributed, a nonparametric test is used. Because the test results showed that the research data was not normally distributed, hypothesis analysis was carried out using the Wilcoxon Signed Rank Test to determine the difference in students' reading comprehension skills before and after the application of the VAK learning model. In addition, the N-Gain calculation is used to describe the level of improvement in students' reading comprehension ability after being given the treatment.

Results and Discussion

Results

The results of the study were presented to show changes in students' reading comprehension skills before and after participating in learning by applying the Visual, Auditory, and Kinesthetic (VAK) model. These changes were analyzed through descriptive statistics to describe the general state of the data, learning observation to see the implementation of the learning process, and statistical testing which included normality tests, Wilcoxon Signed Rank Test to determine differences in results before and after treatment, and N-Gain test to measure the level of improvement in students' reading comprehension skills.

Table 4. Pretest and Posttest Results of Reading Comprehension Ability

Aspek	Pretest	Posttest
Jumlah Siswa	37	37
Nilai Minimum	50	80
Nilai Maksimum	85	95
Nilai Rata-rata	67,30	89,19

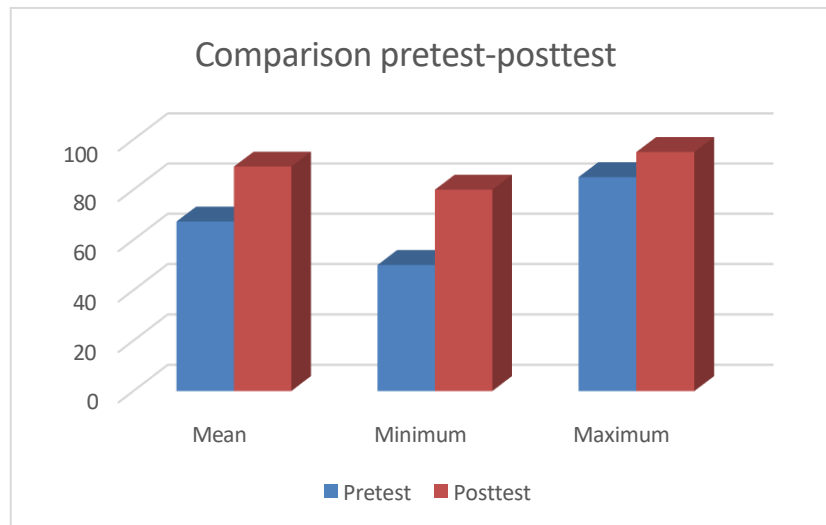


Figure 1. Pretest and Posttest Score Comparison Chart

Based on Table 4 and Figure 1, it is known that there are changes in the results of students' reading comprehension skills after the implementation of learning using the Visual, Auditory, and Kinesthetic (VAK) model. The average *pretest* score before being given treatment was 67.30 with a minimum score of 50 and a maximum score of 85. These results show that students' reading comprehension skills still need to be improved because some students still have difficulty in understanding the content of the reading, finding the main ideas, and summarizing the information contained in the text.

After the implementation of learning using the VAK model, the average *posttest* score increased to 89.19 with a minimum score of 80 and a maximum score of 95. The change in values shows an increase in the results of students' reading comprehension skills after participating in learning. The comparison chart of *pretest* and *posttest* scores also shows differences in results before and after learning.

In addition to the test results, this study is also supported by observation data conducted during the learning process to see student involvement in participating in learning using the VAK model. Observation data is used to provide an overview of student activities during the learning process.

Table 5. Results of Observation of Student Activities During Learning

Observation Aspect	Scores Obtained	Presentase	Category
Preparation Stage	11	78, 57%	Good
Delivery Stage (VAK)	13	81,25%	Excellent
Training Stage (Guided Training)	13	81,25%	Excellent
Stage of Appearance of Results (Presentation and Reflection)	8	100%	Excellent
Quantity	45	80, 36%	Excellent

Based on Table 5, a total observation score of 45 was obtained from a maximum score of 56 with a percentage of 80.36% and was included in the very good category. These results show that during the implementation of learning using the Visual, Auditory, and Kinesthetic (VAK) model, students show good involvement in each stage of learning.

In the preparation stage, students look ready to take part in learning, pay attention to the teacher's directions, and do the pretest in an orderly manner. At the learning delivery stage, most students showed good involvement in paying attention to visual media, listening to the teacher's explanations, and participating in the learning activities given. Furthermore, at the training stage, students engage in discussion activities, determine the main ideas, understand the content of the reading, and draw conclusions based on the text learned. At the stage of presentation of results, students show participation through presentation activities and giving responses to the results of the discussion.

The observation findings provide an idea that the learning process is actively taking place and that students are involved in each stage of the learning that is designed. Student involvement during the learning process can be one of the supports for changes in the results of reading comprehension as seen in the comparison of pretest and posttest scores.

Furthermore, to find out the appropriate hypothesis testing technique, a normality test was carried out using Shapiro–Wilk on the pretest and posttest results data.

Table 6. Normality Test Results

	<i>Tests of Normality</i>					
	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
<i>Pretest</i>	.165	37	.012	.940	37	.045
<i>Posttest</i>	.213	37	.000	.848	37	.000

Based on Table 6, it is known that the significance value of *the pretest* is 0.045 and the significance value of *the posttest* is 0.000. The significance value of the two data groups was less than 0.05 so that the research data was declared not to be normally distributed. These results show that the data do not meet the assumptions of the use of parametric tests.

Based on these conditions, hypothesis testing was continued using *the Wilcoxon Signed Rank Test* as a nonparametric test to find out whether there was a difference in the results of students' reading comprehension skills before and after the implementation of learning using the Visual, Auditory, and Kinesthetic (VAK) model.

Table 7. Wilcoxon Signed Rank Test Results

Test Statistics^a	
	Posttest of Reading Comprehension Ability - Ability Pretest Reading Comprehension
Z	-5,335 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the results of *the Wilcoxon Signed Rank Test* in Table 7, a significance value (*Asymp. Sig. (2-tailed)*) was obtained of 0.000 or less than 0.05. These results show that there is a difference in

the results of students' reading comprehension skills between before and after participating in learning using the VAK model.

The difference in results can be seen from an increase in *posttest* scores compared to *pretest* scores. These findings show that there is a change in the results of students' reading comprehension skills after the implementation of learning. However, because this study used a *one group pretest-posttest* design without a control group, the changes in results obtained cannot be fully explained by the application of the VAK model alone and are still possible to be influenced by other factors during the learning process.

Table 8. Normalized Test Results (N-Gain)

		Descriptive Statistics			
N		Minimum	Maximum	Mean	Std. Deviation
NGain	37	,40	,88	,6739	,11675
Valid N (listwise)	37				

Based on the results of the *N-Gain test* in Table 8, an average value of 0.6739 was obtained which is included in the medium category. These results show that there is a change in students' reading comprehension skills after participating in learning using the Visual, Auditory, and Kinesthetic (VAK) model.

The *N-Gain* value of the medium category indicates that the change in learning outcomes obtained by students is at a fairly good level of improvement. These results illustrate that the learning carried out provides opportunities for students to be involved in the process of understanding reading through various learning activities.

The change in reading comprehension skills obtained by students was also supported by observation results which showed a student involvement rate of 80.36% with the very good category. During the learning process, students show participation in paying attention to visual media, listening to the teacher's explanations, discussing, determining the main idea of reading, understanding the content of the text, and conveying the results of understanding the reading. The findings provide an overview that during learning takes place students are actively involved in each stage of learning that is designed.

Discussion

The results showed that there was a change in students' reading comprehension skills after the implementation of learning using the Visual, Auditory, and Kinesthetic (VAK) model. This change can be seen from the increase in the average score of *the posttest* compared to *the pretest* and is supported by observation results that show that student involvement during learning is in the very good category.

Based on the results of observations, students showed involvement during the learning process through activities of paying attention to visual media, listening to the teacher's explanation, discussing, determining the main idea of reading, understanding the content of the text, and conveying the results of reading comprehension. The involvement of the students shows that the learning process takes place more actively than the initial condition when some students still have difficulty in understanding the content of the reading, finding important information, and concluding the content of the text.

These findings can be explained through constructivism theory which emphasizes that the learning process occurs when students build knowledge through learning experiences and interactions during learning. According to the theory of constructivism developed by John Dewey, Jean Piaget, and Lev Vygotsky, students not only passively receive information from

the teacher, but play an active role in observing, understanding, discussing, and building understanding based on the learning experiences gained (P et al., 2024).

In this study, the implementation of the VAK model provides opportunities for students to learn through various activities involving more than one learning modality. At the visual stage, students observe the medium of images and read the text to help understand the content of the reading. In the auditory stage, students carry out reading aloud, listening to the teacher's explanation, answering questions, and discussing the content of the reading. Furthermore, at the kinesthetic stage, students carry out activities to determine the main idea, understand the content of the text, compile important information, and convey the results of understanding the reading directly. The activity shows that students gain a more diverse learning experience in understanding the content of the reading.

The results of this study have a tendency that is in line with the research (Rahayu et al., 2022) which shows that the application of the VAK model can improve student engagement and learning outcomes through more varied learning activities. The study showed an increase in learning outcomes from 62.5% to 93.75% after the application of the VAK model. In addition, the research (Mustari et al., 2021) also shows that learning using the Visual, Auditory, and Kinesthetic (VAK) model can support student involvement in the learning process through visual, auditory, and kinesthetic activities.

Although it showed a similar trend in results, this study differed from previous studies. This research specifically focuses on the reading comprehension ability of grade III elementary school students with indicators of reading comprehension ability which includes the ability to find main ideas, understand the meaning of words and reading content, understand explicit and implicit information, and make reading conclusions. Thus, this study provides an overview of changes in reading comprehension results after the implementation of learning using the VAK model in elementary school students.

However, the results of this study need to be understood carefully because the study used a *one-group pretest-posttest* design without a control group. Therefore, the changes in the results obtained cannot be fully explained by the application of the VAK model alone and may still be influenced by other factors, such as previous learning experiences, repeated reading exercises, and learning conditions during the study. In addition, the research was only conducted in one class and one school, so the results of this study could not be widely generalized to all elementary school students.

Based on the results of the study, the implementation of learning involving visual, auditory, and kinesthetic activities showed a change in the results of students' reading comprehension skills and good student involvement during the learning process. However, further research with experimental designs involving control groups and broader subject coverage is needed to obtain a stronger picture of the relationship between the application of the VAK model and students' reading comprehension ability.

Research Documentation

The following documentation shows the implementation of learning using the Visual, Auditory, and Kinesthetic (VAK) learning model in grade III students of SDN 2 Tegalwangi.



Figure 1. Pretest Activities

Students work on pretest questions on reading comprehension skills before applying the model VAK learning



Figure 2. Visual Learning Activities

Students pay attention to learning media and read reading texts at a visual level.



Figure 3. Auditory Learning Activities

Students listen to the teacher's explanation and do reading aloud activities and discussions Group.



Figure 4. Kinesthetic Learning Activities

Students carry out direct activities based on the content of the reading and do the posttest after Learning takes place

Conclusion

Based on the results of the research, it can be concluded that the implementation of the Visual, Auditory, and Kinesthetic (VAK) learning model shows a change in the reading comprehension ability of third grade students of SDN 2 Tegalwangi. These changes can be seen from the increase in students' ability to determine the main idea, understand the content of the

reading, and infer the information contained in the text after participating in learning. During the learning process, students also show good involvement through seeing, listening, discussing, and doing activities directly according to the stages of the VAK model. Research findings show that learning that involves a variety of learning activities can support the process of reading comprehension and create a more active learning experience for elementary school students. However, because the study used a single-group design without a comparison group and was carried out in a limited scope, the results of this study could not be generalized widely. Therefore, further research can be carried out by involving control groups, larger sample numbers, and more diverse levels and materials to obtain a more comprehensive picture.

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