Effectiveness of Intervention Strategy in Improving Reading Ability of Grade 12 Students at SMKN 1 Cijulang

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Abstract	Article History
This study aims to analyze the effectiveness of intervention strategies in improving reading skills in grade 12 students at SMKN 1 Cijulang who experience reading difficulties. The background of this study is that there are still students at the final level of Vocational High School who have not mastered basic reading skills, which should be an important provision in the world of work and further education. This research used a qualitative approach with a case study method. Data collection techniques were conducted through in-depth interviews, direct observation, and documentation studies of students, teachers, principals, and parents. The results showed that the intervention strategies carried out through remedial programs, intensive guidance, teacher training, parental involvement, and the provision of literacy facilities such as reading corners and digital applications, were able to have a positive impact on improving students' reading skills. In addition, psychological and social support from the school environment is also an important factor that strengthens the effectiveness of the intervention. This study concludes that a structured, contextualized and multi-stakeholder intervention strategy can be an effective solution in addressing reading delays at the vocational secondary education level.	

Introduction

Reading ability is one of the basic skills that is very important in the educational process because it is the gateway to understanding all types of knowledge. Reading does not only mean spelling letters, but also understanding meaning, analyzing information,

and connecting reading content with previous knowledge and experience (Nurmiati, 2022). In the midst of the demands of 21st century education which emphasizes literacy as one of the core competencies, the fact that there are still grade 12 students at SMKN 1 Cijulang who cannot read is a serious problem that deserves the attention of all parties. This condition is very ironic considering that students at the Vocational High School (SMK) level should have adequate basic skills to face the world of work and continue their education to a higher level. This problem reflects the existence of obstacles from both internal and external aspects, including limitations in teaching methods, lack of early detection of learning difficulties, low family roles, and lack of access to relevant reading sources (Pipit Muliyah, 2020).

Based on the Simple View of Reading theory proposed by Gough and Tunmer (1986), reading ability is formed from a combination of decoding (the ability to recognize words) and comprehension (understanding the content of the text), so that interference in one of these aspects will have a direct impact on students' reading skills (Gough, P. B., & Tunmer, 1986). This theory is supported by Vygotsky's (1978) Sociocultural approach which emphasizes the important role of the social environment and interaction with others in the formation of literacy skills, as well as the findings of Lyon et al. (2001) who revealed that learning disorders such as dyslexia can be a hidden factor that often goes undetected in the school environment (Lyon, G. R., Shaywitz, S. E., & Shaywitz,2001) . Unawareness of these issues results in many students not receiving appropriate interventions. From a legal perspective, this problem does not only affect the educational aspect, but also relates to the fulfillment of basic citizen rights. Article 31 of the 1945 Constitution of the Republic of Indonesia affirms that every citizen has the right to education and that the government is responsible for organizing a national education system capable of educating the nation. The right to quality education is also explained in Law No 20/2003 on the National Education System, specifically in Article 5 paragraph (1) which states that every citizen has the same right to obtain quality education without discrimination. In addition, Article 12 paragraph (1) letter b states that students have the right to receive educational services in accordance with their talents, interests and abilities (Permendiknas, 2003) .

In this context, students who cannot read clearly need special attention through structured and targeted intervention programs. This is reinforced by Permendikbud No 23 of 2015 on Cultivating Budi Pekerti, as well as the National Literacy Movement (GLN) program which emphasizes the importance of a reading culture as an integral part of the education process. Thus, this issue is not only the responsibility of schools but also requires the active involvement of families, communities and governments as stakeholders. Therefore, it is important to conduct in-depth research to identify how the implementation of intervention programs or strategies in improving reading skills in grade 12 students at SMKN 1 Cijulang.

Materials and Methods

This research uses a qualitative approach with a case study method to explore in depth the effectiveness of intervention strategies in improving the reading ability of grade 12 students at SMKN 1 Cijulang. The research subjects included students with reading difficulties, subject teachers, counseling guidance teachers, principals, and parents. Subjects were selected purposively, based on their direct involvement in the intervention process. Data were collected through in-depth interviews, direct observation in the classroom and school environment, as well as documentation studies of learning records, attendance, and reports on the implementation of remedial programs. The instruments used were open-ended interview guidelines, observation sheets, and document analysis formats. Data validity was maintained through triangulation of techniques and sources, and confirmation of interview results to informants through the member check method. Data analysis was conducted using the Miles and Huberman interactive analysis model, which consists of data reduction, data presentation, and conclusion drawing. The analysis process was conducted simultaneously during data collection to gain a full understanding of the effectiveness of the intervention strategies implemented in schools.

Results

The results of this study were obtained from in-depth interviews with grade 12 students who experienced reading difficulties, subject teachers, counseling guidance

teachers and school principals. In addition, direct observation in the classroom and documentation study of academic records and learning programs are also sources of data. From the data analysis process, a five-step strategy was found implemented by SMKN 1 Cijulang to deal with reading delays in 12th grade students of SMKN 1 Cijulang.

1. Implementation of Remedial Literacy Learning Program and Intensive Guidance

A very important first step in this intervention is the implementation of a remedial literacy program and intensive reading guidance. This program is aimed specifically at students who have not been able to read in grade 12, with a different approach from regular learning. The program begins with the identification of students with reading difficulties through a simple but comprehensive diagnostic assessment. Once the students are identified, the development of the remedial curriculum is done gradually and according to the ability level of each student. This curriculum focuses on basic learning such as letter recognition, syllables, to the ability to understand short sentences. Literacy tutors are selected based on their ability and understanding of basic literacy approaches, and are equipped with short training to be better prepared to assist students (Lexi Jalu Aji, et al., 2024) .

The program is run outside of main lesson hours, on a regular and scheduled basis, so as not to interfere with regular learning activities. Evaluations are conducted periodically to measure student progress and ensure the approach used is appropriate. This evaluation is also important as a basis for decision-making regarding the continuation or adjustment of the learning methods used. With intensive and consistent guidance, it is expected that students will experience significant improvement in their reading skills.

2. Teacher Training in Innovative Literacy Teaching Approaches

Interventions will not be successful without teachers being prepared to understand and apply literacy teaching approaches that suit students' needs. Therefore, special training is needed for teachers, both subject teachers and homeroom teachers, so that they have the competence to detect and handle students who are unable to read. This training is conducted through workshops or technical guidance facilitated by literacy experts or relevant educational institutions. In this training, teachers are

introduced to various literacy teaching methods such as phonics, the big book method, reading aloud techniques, and multisensory approaches (Aini et al., 2025) .

Not only theory, the training also includes hands-on simulations and case studies to strengthen teachers' understanding of real conditions in the field. After the training, teachers will be equipped with modules and teaching tools that can be directly applied in the classroom. Follow-up mentoring activities are also carried out to ensure the sustainability of the implementation of teaching strategies that have been learned. With competent and adaptive teachers, the intervention process for students with reading delays can run more effectively and efficiently.

3. Parent Involvement in the Learning Process

Family factors, especially parents, play an important role in children's literacy development. Therefore, the intervention strategy also emphasizes increasing parental involvement in assisting children to learn to read at home. The first activity carried out was counseling or socialization to parents about the importance of reading and their role in shaping children's literacy habits. In this activity, parents were given simple guidelines on how to accompany children to read, such as reading together, reading aloud and having light discussions after reading.

To support this engagement, the school also provides easy and interesting reading materials to be read at home with parents. These books can be loaned out periodically and teachers will monitor reading activities at home through monitoring sheets or literacy journals. Intensive communication between teachers and parents is also established to track children's progress and overcome obstacles that may arise. Good collaboration between school and home will create a more conducive learning atmosphere for students (Darmuki & Surachmi, 2024).

4. Procurement and Utilization of Supporting Facilities

Learning facilities that support literacy activities are essential to encourage students' interest and engagement in reading. In this strategy, schools need to provide supporting facilities such as mini-libraries, reading corners and attractive visual aids. Mini-libraries are placed in classrooms or open spaces with a collection of reading books that are leveled according to students' abilities. In addition, schools can also

provide a special reading room that is comfortable and easily accessible to students every day.

The use of educational technology is also an important part of this strategy. Students are introduced to fun and interactive digital literacy apps, such as Raz-Kids or Reading Rockets. To maximize the use of these technologies, teachers and students are given technical training so that they can use the applications effectively. Adequate internet access also needs to be ensured so that students can use digital media whenever needed. All these facilities aim to create a literate school environment where reading becomes a natural part of students' daily lives (Hartati et al., 2024) .

5. Early Detection and Treatment of Learning Disorders

Some students who cannot read yet show symptoms of learning disorders such as dyslexia, which have not been detected due to the absence of an adequate screening system. Therefore, the final intervention strategy is to establish a mechanism for early detection of learning disorders and a system for handling them. Detection is done through early assessment when students enter grade 10, with simple instruments that are able to indicate potential problems in cognitive and language aspects.

If there are indications of impairment, schools need to work with educational psychologists or psychological service centers for further diagnosis. Students who have been identified are then given an Individualized Education Program (IEP) that is specifically designed based on the needs and abilities of the student (Dwimarta, 2015) . Teachers also need to be trained to recognize the characteristics of learning disorders and how to adjust their teaching strategies. With proper detection and intervention, students with learning disabilities can still develop their literacy potential without stigma or discrimination.

Discussion

The findings of this study are in line with various theories that have been put forward previously. Based on the *Simple View of Reading* theory by Gough and Tunmer (1986), reading ability is the result of the interaction between *decoding* and *comprehension* skills (Damayanti, 2023) . In this context, students of SMKN 1 Cijulang show significant deficiencies in both the ability to recognize basic words (*decoding*) and

in understanding the content of reading (*comprehension*), which means that both aspects need to be addressed simultaneously through a holistic teaching approach. This is also reinforced by Vygotsky's (1978) *Sociocultural* theory which emphasizes the importance of social environmental support in the formation of literacy skills. The non-involvement of family and social environment in assisting the learning process of reading shows the weak zone of proximal *development* in students (Tamrin et al., 2011).

Psychological factors such as shyness and low self-confidence also have a significant impact on the learning process. This is in line with Rosenberg's (1965) *self-esteem* theory which explains that students with low self-esteem tend to avoid challenges, including reading, and require an approach that fosters self-confidence through positive interactions. Furthermore, the factor of learning disorders not being detected early confirms the importance of implementing early detection systems and implementing programs such as the *Individualized Education Program*, especially for students with dyslexia. Lyon et al. (2001) state that disorders such as dyslexia are often overlooked in the conventional education system due to lack of teacher training and supporting facilities (Lyon, G. R., Shaywitz, S. E., & Shaywitz, 2001) .

As a form of intervention, a more varied learning approach is needed, utilizing interactive media such as digital literacy applications (e.g. Raz-Kids or Reading Rockets), mentoring programs between students, and active involvement of parents. Social support from school and family is also very important to form a supportive learning ecosystem. This approach is in line with House's *Social Support Theory* (1981) which explains that emotional and instrumental support from the environment is helpful in improving students' skills and motivation.

Thus, the results of this study not only identify the main problems but also point to intervention strategies that can be implemented systematically and sustainably. This is an important basis for schools, education offices and policy makers in improving student literacy at the vocational secondary education level.

Conclusion

This study shows that the intervention strategy implemented at SMKN 1 Cijulang proved to be effective in improving the reading skills of grade 12 students who

previously experienced basic literacy difficulties. Structured interventions through remedial programs and intensive guidance, teacher training in innovative literacy approaches, parental involvement and the provision of supporting facilities such as reading corners and digital media had a positive impact on the development of students' reading skills. In addition, psychosocial support from the school environment and early detection of learning disabilities strengthened the effectiveness of the strategies implemented.

The success of this intervention confirms the importance of a collaborative approach between schools, teachers, families and policy makers in addressing reading delays at the vocational secondary education level. Strategies that are contextual, sustainable and responsive to students' needs are needed so that the right to quality education can be fulfilled equally. This research is expected to serve as a reference for other schools in designing and implementing effective and effective literacy programs.

Acknowledgments

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