

## READING LITERACY MENTORING FOR MIS TARBİYATUL ISLAMİYAH SUKODONO STUDENTS THROUGH VISUAL-BASED TEXT READING ACTIVITIES

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| <p><b>Info Article</b></p> <p>Received :<br/>04 November 2025</p> <p>Revised :<br/>01 Desember 2025</p> <p>Accepted :<br/>01 Januari 2025</p> <p>Publication :<br/>31 Januari 2026</p>  | <p><b>Abstract:</b> <i>This community service activity aims to improve the reading literacy skills of students at MIS Tarbiyatul Islamiyah through the implementation of visual-based reading activities. The method applied is literacy mentoring using a participatory approach, in which students are actively involved in guided reading, reading aloud in front of the class, and simple discussions supported by visual media. The activity was conducted in several stages, including initial observation to identify students' reading abilities, implementation of reading mentoring, and joint reflection to evaluate the process and outcomes. The results indicate an increase in students' activeness and enthusiasm during reading activities, greater confidence in reading aloud, and improved comprehension of reading texts. The use of visual media helped create a more engaging and supportive learning environment. Therefore, visual-based reading literacy mentoring can be considered an effective strategy for enhancing students' reading literacy skills at MIS Tarbiyatul Islamiyah.</i></p>  |
| <p><b>Keywords:</b><br/><i>Reading Literacy, Visual Media, Literacy Mentoring, MIS Tarbiyatul Islamiyah, Community Service</i></p> <p><b>Kata Kunci:</b><br/><i>Literasi Membaca, Media Visual, Pendampingan Literasi, MIS Tarbiyatul Islamiyah, Pengabdian Kepada Masyarakat</i></p> | <p><b>Abstrak:</b> Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kemampuan literasi membaca siswa MIS Tarbiyatul Islamiyah melalui penerapan kegiatan membaca teks berbasis visual. Metode yang digunakan adalah pendampingan literasi dengan pendekatan partisipatif, di mana siswa dilibatkan secara aktif dalam berbagai aktivitas, seperti membaca terpandu, membaca nyaring di depan kelas, serta diskusi sederhana yang didukung oleh media visual. Kegiatan dilaksanakan melalui beberapa tahapan, meliputi observasi awal untuk mengidentifikasi kemampuan membaca siswa, pelaksanaan pendampingan literasi, dan refleksi bersama untuk mengevaluasi proses serta hasil kegiatan. Hasil pelaksanaan menunjukkan adanya peningkatan keaktifan dan antusiasme siswa dalam kegiatan membaca, meningkatnya keberanian siswa untuk membaca di depan kelas, serta kemampuan yang lebih baik dalam memahami isi teks bacaan. Penggunaan media visual terbukti mampu menciptakan suasana belajar yang lebih menarik dan kondusif. Dengan demikian, pendampingan literasi membaca berbasis visual dapat menjadi strategi yang efektif dalam meningkatkan literasi membaca siswa di MIS Tarbiyatul Islamiyah.</p> |
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## INTRODUCTION

Reading literacy is a fundamental skill that plays a crucial role in students' academic success and lifelong learning. At the primary education level, reading literacy functions not only as a basic academic competence but also as a foundation for developing critical thinking, communication skills, and character formation (OECD, 2019). In MIS Tarbiyatul Islamiyah (MI), reading literacy is particularly important because students are at a formative stage where reading habits and learning attitudes are being established. However, many primary school students continue to experience difficulties in reading comprehension and engagement, especially when learning relies on conventional, text-centered approaches (Snow, 2018).

In Indonesia, literacy development has become a national educational priority through initiatives such as the School Literacy Movement (*Gerakan Literasi Sekolah*). Despite these efforts, classroom-level literacy practices remain inconsistent and often lack instructional innovation (Kemendikbud, 2017). Studies indicate that literacy activities are frequently limited to routine reading tasks with minimal interaction and limited use of supportive learning media (Suyono, 2019). In MIS Tarbiyatul Islamiyah, these challenges are further influenced by diverse student abilities, limited instructional resources, and teachers' reliance on traditional teaching methods (Rahmawati & Widodo, 2020).

Classroom observations in MIS Tarbiyatul Islamiyah reveal that many students struggle with reading fluency, comprehension, and confidence. Students often experience difficulty identifying main ideas, understanding implicit meanings, and retelling text content. Hesitation to read aloud is also common, indicating low engagement during literacy activities. These conditions reflect findings that teacher-centered reading instruction limits students' active involvement and meaning-making processes (Guthrie & Wigfield, 2017), highlighting the need for more interactive and supportive literacy strategies.

From a theoretical perspective, reading literacy is understood as an active process involving meaning construction through interaction with texts and learning environments. Constructivist and sociocultural perspectives emphasize that students develop literacy skills through guided interaction, discussion, and instructional scaffolding provided within their zone of proximal development (Fosnot, 2013; Vygotsky, 1978). These perspectives suggest that effective literacy instruction should move beyond decoding skills and support students' engagement in interpreting and

reflecting on texts. One instructional approach aligned with these theories is the use of visual-based learning in reading activities. Visual media such as images and illustrations can function as contextual supports that facilitate comprehension, reduce cognitive load, and increase student engagement. Learning theories related to dual coding and multimedia learning explain that the integration of verbal and visual information enhances understanding, particularly among young learners who are still developing reading fluency (Paivio, 2006; Mayer, 2020). Empirical studies in primary education also indicate that visual-supported reading activities improve students' motivation, comprehension, and classroom participation (Arsyad, 2019).

In the context of MIS Tarbiyatul Islamiyah, visual-based reading activities are especially relevant due to students' developmental characteristics and learning needs. MI students benefit from concrete and contextual learning experiences that help bridge abstract textual information with everyday understanding (Slavin, 2018). Moreover, visual-based literacy practices support the integration of moral and character values embedded in reading texts, which is an essential component of Islamic education (Zubaedi, 2017). Despite these theoretical and empirical advantages, the application of visual-based literacy instruction in MIS Tarbiyatul Islamiyah remains limited. Reading activities are still dominated by traditional methods emphasizing individual reading and teacher explanation, with minimal interaction and guided support (Rahman & Hidayati, 2021). As a result, students often read texts without fully engaging with or understanding the content, indicating a gap between pedagogical potential and classroom practice.

Community service programs (Pengabdian kepada Masyarakat) provide a practical framework for addressing such literacy challenges. These programs emphasize collaboration, direct engagement, and contextual problem-solving rather than formal experimental research. Literacy-focused community service initiatives have been shown to enhance students' learning experiences by introducing mentoring-based and student-centered instructional approaches (Lestari et al., 2020). Literacy mentoring, as part of community service activities, prioritizes guidance, interaction, and sustained support. Through guided reading and reflective discussion, students are assisted in developing comprehension and confidence (Guthrie & Wigfield, 2017). When combined with visual-based learning strategies, literacy mentoring can create an engaging environment that supports students' cognitive, emotional, and social development.

Although several community-based literacy programs have reported positive outcomes, studies focusing on visual-based reading literacy mentoring in MIS Tarbiyatul

Islamiyah contexts remain limited. Most existing research emphasizes classroom instruction or large-scale literacy initiatives, leaving a gap in documentation of mentoring-oriented community service programs in Islamic primary schools. This gap highlights the importance of reporting practical literacy interventions grounded in real classroom conditions. Based on these considerations, this article aims to describe and analyze a community service program focused on visual-based reading literacy mentoring for MIS Tarbiyatul Islamiyah students. The discussion covers the literacy challenges faced by students, the implementation process of the mentoring activities, and the role of visual media in supporting reading comprehension and engagement. Through this presentation, the article seeks to provide practical insights for educators and community service practitioners in developing effective and contextually relevant literacy mentoring programs at the primary education level. Based on these conditions, this community service activity aims to improve the reading literacy of students at MIS Tarbiyatul Islamiyah through visual-based reading assistance that emphasizes active engagement, self-confidence, and reading comprehension.

## **METODE**

The method used in this activity is a community service approach employing participatory assistance. Observation, documentation, and informal interviews were conducted to identify students' needs and to evaluate the implementation of the activity, rather than as qualitative research methods. The program focused on providing direct assistance to students through visual-based reading activities to support the development of reading literacy skills. The activity was conducted at MIS Tarbiyatul Islamiyah, Panjunan Village, Sukodono District, Sidoarjo Regency. The selection of participants was based on the need for reading assistance, particularly students who required support in reading fluency and comprehension. Teachers were involved as partners to assist the implementation and observe student responses during the activities. Information collection techniques for the activity included direct observation, documentation, and informal interviews. Observations were carried out to identify students' participation, confidence in reading aloud, and comprehension during the mentoring process. Documentation in the form of photographs and activity notes was used to support the findings, while informal interviews with teachers provided additional insights into the perceived impact of the program. The results were analyzed through descriptive analysis through data reduction, data display, and conclusion drawing. Simple digital tools such

as Microsoft Word and Microsoft Excel were used to organize observation notes, documentation, and interview summaries.

Tabel 1: Activity Stage

| No. | Activity Stage            | Description of Activities  |
|-----|---------------------------|--|
| 1   | Initial Observation       | Identifying students' reading abilities, learning conditions, and literacy challenges    |
| 2   | Preparation of Materials  | Selecting reading texts and preparing visual media (images and projected texts)          |
| 3   | Literacy Mentoring        | Guided reading, reading aloud in front of the class, and discussion supported by visuals |
| 4   | Reflection and Evaluation | Discussing reading content and reflecting on students' participation and comprehension   |
| 5   | Documentation             | Recording activities through photographs and written notes                               |

The implementation of the visual-based reading literacy mentoring program was carried out through several structured stages to ensure systematic execution and effective outcomes. The initial observation stage aimed to identify students' reading abilities, classroom conditions, and literacy challenges, providing the basis for designing appropriate interventions. The preparation stage involved selecting reading texts appropriate to students' cognitive and linguistic levels and developing supporting visual media, such as images and projected texts, to enhance comprehension and engagement in line with multimedia learning principles.

The literacy mentoring stage constituted the core activity of the program, where students participated in guided reading, reading aloud, and group discussions supported by visual media. Facilitators provided scaffolding through pronunciation guidance, vocabulary explanation, and interpretation of textual and visual content to strengthen students' confidence, comprehension, and active participation. The reflection and evaluation stage focused on discussing reading content and reviewing students' engagement and understanding. Evaluation was conducted descriptively by observing changes in participation, confidence, and comprehension rather than using quantitative measurements. The final stage involved documenting the activities through photographs and written records, serving as supporting evidence for reporting, reflection, and dissemination of the community service outcomes.

## RESULTS AND DISCUSSION

These findings indicate that visual-based reading literacy mentoring is effective in creating an interactive learning environment and supporting the development of students' literacy skills at the Madrasah Ibtidaiyah level. The implementation of visual-based

reading literacy mentoring at MIS Tarbiyatul Islamiyah, Panjunan Village, Sukodono District, Sidoarjo Regency, produced several observable outcomes related to students' reading engagement, confidence, and comprehension. The results are described based on direct observations, documentation, and informal interviews conducted during the community service activities. One of the most noticeable outcomes was the increased student engagement during reading activities. At the initial stage, several students appeared hesitant and passive when asked to read texts aloud. Some students showed limited focus and tended to rely on peers when encountering unfamiliar words or sentences. However, during the mentoring sessions, students gradually demonstrated greater enthusiasm and willingness to participate in reading activities. The use of visual media, such as projected images and illustrated texts, attracted students' attention and encouraged them to focus on the reading material.

Another important result observed was the improvement in students' confidence when reading aloud in front of the class. Initially, students often avoided eye contact and read in a low voice. As the mentoring progressed, students became more confident and willing to take turns reading texts aloud. The visual support provided contextual clues that helped students anticipate the content of the text, reducing anxiety and hesitation. This condition created a more supportive and less intimidating reading environment.



Picture 1: Activity in the class

In terms of reading comprehension, students showed better understanding of the texts being read. Through guided reading and simple discussions, students were able to identify the main ideas of the text and relate the content to the accompanying visual elements. Visual media helped students connect textual information with concrete representations, making it easier for them to grasp the meaning of the text. Teachers also reported that students were more responsive when asked questions about the reading content compared to previous reading activities that did not involve visual support. To

summarize the observed outcomes, the results of the community service activity are presented in Table 2.

Table 2: Aspect Observed

| <b>Aspect Observed</b> | <b>Description of Results</b>  |
|------------------------|--|
| Student Engagement     | Increased participation and enthusiasm during reading activities         |
| Reading Confidence     | Improved willingness and confidence to read aloud in front of the class  |
| Reading Comprehension  | Better understanding of text content supported by visual context         |
| Classroom Interaction  | More active discussion and interaction between students and facilitators |

These findings indicate that visual-based reading literacy mentoring provided positive support for students' reading development in the MIS Tarbiyatul Islamiyah context. The results of this community service program indicate that visual-based reading literacy mentoring positively influences students' engagement, confidence, comprehension, and classroom interaction. Increased student engagement was evident through higher participation and enthusiasm during reading activities. This finding aligns with the Multimedia Learning Theory, which emphasizes that learning becomes more effective when verbal information is supported by relevant visual elements, as visuals help sustain attention and promote deeper cognitive processing (Mayer, 2009). The use of images alongside texts encouraged students to remain focused and actively involved in the learning process.

In terms of reading confidence, students demonstrated greater willingness to read aloud and express their ideas in front of peers. Visual context reduced students' anxiety by providing interpretative support, which is consistent with Vygotsky's sociocultural theory that highlights the role of scaffolding in supporting learners' confidence and language development (Vygotsky, 1978). Similar findings were reported by Duke and Pearson (2009), who argued that supportive reading environments enhance students' motivation and oral participation. Improved reading comprehension was also observed, as students were better able to understand text content when supported by visual cues. Visual elements functioned as cognitive scaffolds that helped students connect new information with prior knowledge, supporting constructivist perspectives on literacy learning (Bruner, 1986). This result is in line with previous studies indicating that visual media enhances meaning-making processes in early literacy instruction (Arsyad, 2020). Furthermore, classroom interaction became more dynamic, characterized by increased discussion and reciprocal communication between students and facilitators. This interactive literacy practice reflects dialogic learning principles, where meaning is

constructed collaboratively through discussion and reflection (Alexander, 2008). Overall, these findings suggest that visual-based reading literacy mentoring not only improves individual literacy skills but also fosters a more interactive and supportive learning environment, contributing to the development of foundational competencies essential for long-term educational and socio-economic growth (OECD, 2019; UNESCO, 2021).

The cycle illustrates the implementation of visual-based reading literacy mentoring as a continuous and reflective community service process. This model emphasizes that literacy mentoring is not a one-time activity, but a systematic approach designed to respond to students’ needs and classroom conditions through ongoing improvement. The cycle consists of five main stages: initial observation, planning, implementation, reflection, and evaluation with follow-up. Initial observation focuses on identifying students’ reading abilities, participation, and learning challenges, serving as the foundation for designing relevant literacy interventions. The planning stage involves preparing reading texts and visual media aligned with students’ cognitive and linguistic levels, guided by multimedia learning principles (Mayer, 2009).

The implementation stage represents the core activity, where students engage in guided reading, reading aloud, and discussion supported by visual media. These activities apply a scaffolding approach to enhance reading confidence and comprehension (Vygotsky, 1978). Reflection is conducted through discussions and feedback between facilitators and students to evaluate the learning process and identify areas for improvement, supporting dialogic learning (Alexander, 2008). The final stage, evaluation and follow-up, focuses on descriptively assessing changes in student engagement, confidence, and comprehension, as well as planning subsequent literacy activities. Overall, the cyclical nature of this model highlights visual-based reading literacy mentoring as an adaptive and sustainable process that supports continuous literacy development among Madrasah Ibtidaiyah students.

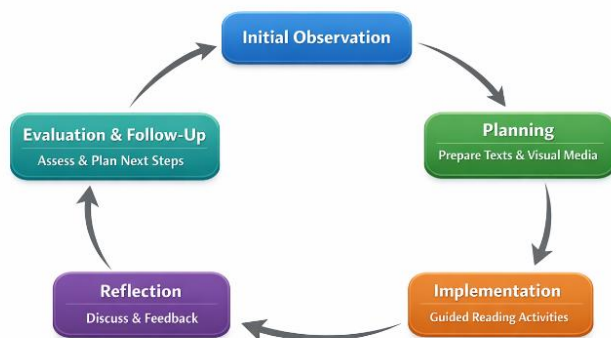


Figure 1. Cycle Production of Visual-Based Reading Literacy Mentoring

## CONCLUSION

This community service program on visual-based reading literacy mentoring at MIS Tarbiyatul Islamiyah, Desa Panjunan, Sukodono, Sidoarjo, demonstrates that structured and context-sensitive literacy interventions can effectively enhance students' reading engagement, confidence, comprehension, and classroom interaction at the primary education level. Implemented through a systematic cycle of observation, planning, mentoring, reflection, evaluation, and documentation, the program successfully addressed key literacy challenges commonly found in Madrasah Ibtidaiyah settings. The findings indicate that effective literacy development requires approaches that are not only cognitively appropriate but also emotionally and socially supportive. Initial observations revealed students' low confidence and limited participation during reading activities, which were addressed through responsive mentoring strategies tailored to their actual needs. The use of visual-based reading materials proved to be a critical factor, as images and projected texts functioned as cognitive and affective supports that facilitated comprehension, activated prior knowledge, and increased student engagement, in line with multimedia learning principles.

Guided reading, reading aloud, and discussion activities supported by visual cues played a central role in fostering students' reading confidence and participation. With appropriate scaffolding, students became more willing to read aloud, express interpretations, and engage collaboratively. Visual support also strengthened reading comprehension by enabling students to connect textual information with visual representations, promoting active meaning-making rather than mechanical decoding. Improvements were also observed in classroom interaction, where discussions became more dynamic and dialogic. The reflection and evaluation process, conducted descriptively, provided valuable insights into students' behavioral and learning changes and supported continuous improvement of the program. Documentation further ensured transparency, accountability, and the dissemination of the mentoring model for broader application. Overall, the program highlights the effectiveness of visual-based reading literacy mentoring as a practical and contextually relevant approach for Madrasah Ibtidaiyah. Despite limitations related to duration and qualitative evaluation, the program offers a replicable model that can be integrated into regular classroom practices. By strengthening foundational literacy skills, this initiative contributes to educational quality, equity, and long-term human capital development within community-based educational institutions.

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