Enhancing Students' Reading Text through Kipin School Application at SMK Bhinneka Nusantara

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Abstrak: Tujuan penelitian ini adalah untuk meningkatkan kemampuan membaca teks siswa dengan memanfaatkan perkembangan teknologi melalui penggunaan aplikasi Kipin School. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK), hal ini bertujuan untuk memperbaiki proses dan memahami bagaimana praktik pembelajaran yang baik secara profesional Dari tabel grafik dapat dijelaskan bahwa pada siklus I pertemuan 1-2 nilai rata-rata hasil membaca siswa 67,45 dari 9 siswa yang tuntas dari 20 anak, dapat dijelaskan bahwa siklus II pertemuan 3-4 dengan nilai rata-rata hasil tes membaca dengan menggunakan kipin school 80,65 dari 20 siswa yang tuntas sebanyak 16 siswa dan yang belum tuntas sebanyak 4 siswa. Penggunaan aplikasi digital memberikan hasil yang positif dari penelitian ini dapat dilihat pada siklus I dari 20 siswa hanya 9 siswa yang tuntas (45,00%) dan 11 siswa tidak tuntas (55,00%). sedangkan pada siklus II terdapat 16 siswa (80,00%) yang tuntas dan 4 siswa (20,00%) yang tidak tuntas. sehingga dapat disimpulkan bahwa peningkatan dari siklus I dan siklus II sebesar 35,00%.

Kata kunci: Meningkatkan, Baca teks, Aplikasi Kipin School

Abstract: *The aim of this research is to enhance students' reading abilities by leveraging technological advancements using the Kipin School application. This study uses the Classroom Action Research (CAR) method, this aims to improve the process and understand how good professional learning practices From the graph table, it can be explained that in the first cycle of meetings 1-2 the average score of the students' reading results was 67.45 out of 9 students who completed out of 20 children, it can be explained that the second cycle of meetings 3-4 with the average score of the reading test results using kipin school 80.65 out of 20 students who completed s16 students and 4 students who have not completed the student reading test. The use of digital applications provides positive results of this study can be seen in the first cycle of 20 students, only 9 students complete (45.00%) and 11 students do not complete (55.00%). while in the second cycle there were 16 students (80.00%) who completed and 4 students (20.00%) who did not complete. so that it can be concluded that the increase from cycle I and cycle II is 35.00%.*

Keywords: *Enhancing, Text reading, Kipin School Application*

INTRODUCTION

Utilizing technological developments as one of the learning media to strengthen the ability of reading texts in delivering learning materials, one of the utilization of technological developments as learning media, Arsyad (2005) is by using the kipin school application. In this case, we can realize the real changes which are introduced in the digital world, human activities become more affective and efficient, namely by utilizing digital books, one of which is the use of the kipin school application as a medium of supporting

learning in educational institutions. Educational institutions of course also follow the development of digitalization

This can be seen in the Indonesian government, in this case the Indonesian Ministry of Education, which has begun to utilize technology as a tool in the world of education that can be used to support the teaching and learning process at school (Yassin 2019) Digitalization is a technology to help students and teachers in facing the 5.0 era which explains the process of media experts from print, audio, and video into digital from. For students,

The kipin school application can strengthen complete reading texts (e-books, videos, tryouts, and literacy) for free. Kipin school is suitable for use by all schools throughout Indonesian that useindependent curriculum at the elementary, junior high, and vocationallevels. Students only provide a device and internet network that can be downloaded for free via handphone, tablet, or PC, the kipin school app is available for android, ios, and windows 10 platforms.

The Kipin school app also provides 2500 school textbooks published by the Ministry of Education and culture, 1500 classroom learning videos, and tens of thousands of practice questions from elementary, junior high, and vocational levels. Equipped with Download & Go technology that allows students to download lesson materials just once and can be used without and internet network anywhere and anytime, there are many ways for teachers to make students learn to read outside of school but still fun, one of which is giving assignments by asking students to read storybooks.

The Kipin School Applications provides an alternative for teachers to provide learning material in the form of literacy that makes students not become bored while learning outside of school. Each book in this application is provided in full in addition to school learning contains more than 300 educational literacy comics. This is expected to encourage the growth of a culture of reading from an earlyage and foster the mentality of Indonesian children to be better.

Given the importance of fostering a culture of reading, the government has established the School Literacy Movement (SLM) program. Starting to read, people can increase their own knowledge which ensures development and adjusts vocabulary changes. Many students want to be able to read texts in English either for career, learning purposes, or just for fun. The students' problem in reading istheir feeling that they don't know what the text is about. Such problems are found among students who are less interested in reading. With this, teachers are expected to make the class more interesting sothat students are more active in class. One of the techniques is to strengthen reading texts that can involve students in activities at school and outside of school.

Today's technological advances encourage many changes in human life in the information age to the digital era in all fields (Widasari, 2017) Moreover, the influence of the Kipin School Application also helps students improve reading texts in reading culture. In this study, the authors conducted research using reading assignments through the Kipin School application. With the title strengthening student readingtext through the kipin school application at SMK Bhinneka Nusantara.

METHODS

The research employs the Classroom Action Research (CAR) method, particularly using the Hopkins Model. This model starts with identifying a problem, followed by planning, acting, observing, reflecting, and re-planning as needed. In this study, the researcher identified a problem where students were less active in improving their reading skills. The Hopkins Model is utilized to create a plan that encourages students to become more engaged in the reading process. The research also incorporates mixed methods, combining qualitative activities that are carried out interactively and quantitatively analyzing the average values obtained from observations and comparing reading results from each cycle.

Data collection techniques include conceptual and operational definitions, observation, documentation, and testing. Observations are made to monitor student activities and teaching practices, while documentation gathers various data like test scores and learning activity photos. Tests are administered at the end of each cycle to measure the success of the learning process. The tools used for data collection are tailored to the research material.

The validity of the data is ensured through the use of mixed methods, combining both qualitative and quantitative analysis models. Qualitative analysis involves data reduction, display, and conclusion drawing, while quantitative analysis calculates averages and percentages to assess improvements in students' reading skills (Sugiyono, 2018). The success of the research is measured by the students' ability to achieve reading scores, with a target that at least 80% of the students score 50 or higher in their reading assessments.

## RESULT AND DISCUSSION

Cycle I

The results of the researcher's observations show that the reading process that takes place can be said to be quite good, because some aspects of the assessment, starting from class preparation, and using gadgets, are still inadequate.

Table 1. Cycle I Reading Test Result

No	Average Score	Student count
1	90-100	2
2	70-89	7
3	51-69	8
4	<50	3

The observations from Cycle I indicate that while the reading process was somewhat effective, there were still areas that required improvement. Specifically, the preparation of the class and the use of gadgets were noted as inadequate, which may have hindered the overall effectiveness of the reading activities. Despite these challenges, the results from Cycle I, as shown in Table 1, reveal that a small number of students achieved high scores, with 2 students scoring between 90-100. However, the majority of students

fell into the mid-range categories, with 7 students scoring between 70-89 and 8 students scoring between 51-69. Additionally, 3 students scored below 50, indicating that there was still a significant portion of the class that struggled with the reading material. These findings suggest that further adjustments are needed to improve the learning environment and better support students in achieving higher levels of reading proficiency.
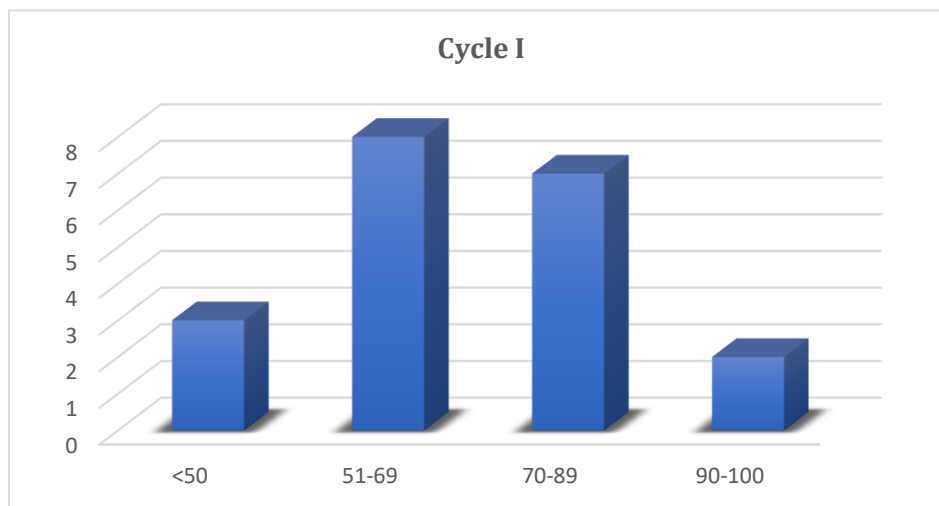
Picture 1. Graph of Cycle I Reading Test Result

From the table and graph above, it can be explained that in cycle I meetings 1 and 2, the average score of students' reading test results was 67,45 and the completeness of reading results reached 45,00% of students or there were 9 students out of 20 students who had completed the reading test. The results of these observations show that in the first cycle the reading is not yet classically complete, because students who get a score ≥70 are only 45,00% smaller than the desired percentage of completeness which is 80%.
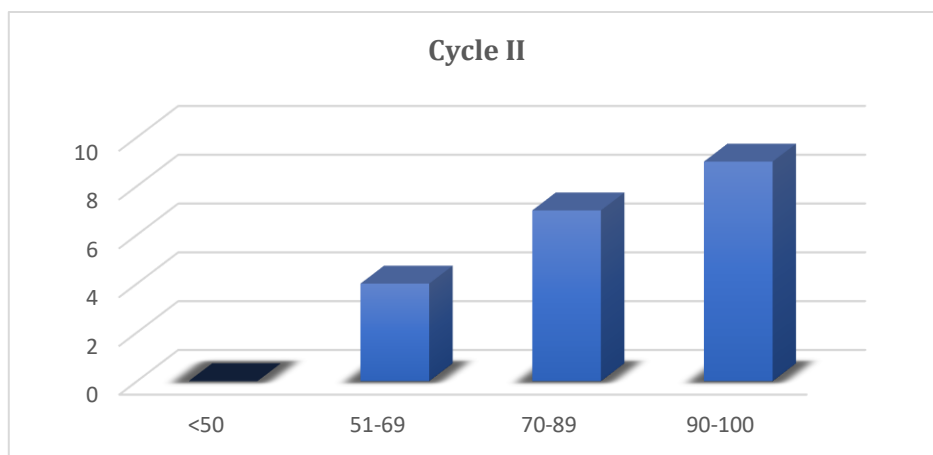
Cycle II

From the result of observation of the implementation of cycle I at meetings 1 and 2, researchers can improve in maintaining a learning process that is starting to be conducive, so that students can focus and concentrate more when taking student reading tests in learning. Students begin to understand and understand improving student reading by using kipin school. And for researcher who act as teachers in the classroom have improved in mastering the class in asking questions so that students are active and run according to the expectations of researchers.

Table 2. Cycle II Reading Test Result

No	Average score	Student count
1	90-100	9
2	70-89	7
3	51-69	4
4	<50	0

Based on the observations from the implementation of Cycle I during meetings 1 and 2, the researchers were able to make significant improvements in maintaining a conducive learning environment. This allowed students to focus and concentrate better during the reading tests. The use of the Kipin School application also contributed to students' increasing understanding and comprehension of reading materials. Moreover, the researcher, who acted as the teacher in the classroom, demonstrated improved classroom management, particularly in effectively asking questions to engage students and encouraging active participation. This progress met the expectations of the researchers, setting a strong foundation for the subsequent cycle. The results from Cycle II, as shown in Table 2, further reflect this improvement, with a notable increase in the number of students achieving higher scores on the reading tests.

Picture 2. Graph of Cycle II Reading Test Result

From the table and graph above, it can be explained that cycle II meetings 3 and 4 with the average value of student reading test results using kipin school is 80.65 and out of 20 students who have completed as many as 16 students and 4 students who have not reached the completeness of the reading test. then classically the completeness that has been achieved is 80% (including the complete category). The results of observations in cycle II have increased from cycle I, the increase in the results of cycle II is influenced by digital books or Kipin School applications that are applied by SMK Bhinneka Nusantara schools and make students become accustomed and become easier to understand the reading when learning takes place.

Discussion
Cycle I

The implementation of class action research was carried out on X RPL class students of SMK Bhinneka Nusantara with a total of 20 students. This research was conducted with 2 cycles of each cycle of 2 meetings, where each meeting was in accordance with the teaching module, the research conducted using the kipin school application, this shows that the students' abilities are still below average. Some of the things that cause are: ttudents lack of interest in strengthening reading text on digital

books, which the teacher applies still does not make students active in class, and the results of research using digital applications in improving reading skills in cycle I reached an average score of 67,45%, but classically not yet complete.

The discussion of the results from Cycle I indicates that the implementation of the Kipin School application in the classroom action research with X RPL students at SMK Bhinneka Nusantara has not yet significantly improved students' reading skills. According to Banowati, Mudrikatunnisa, Maula, & Fajri (2023) active student engagement in the learning process is crucial for enhancing learning outcomes, particularly in reading skills. However, the findings from this study reveal that students' interest in reading digital texts remains low, which negatively impacts their classroom participation. This aligns with Faridah, Saputra, & Ramadhani (2023) perspective that reading interest is closely linked to students' intrinsic motivation. Although the use of digital applications like Kipin School has the potential to improve reading skills, the lack of active engagement and low interest are major obstacles to achieving optimal results. The average score of 67.45% in Cycle I indicates that the overall improvement in reading skills has not yet been achieved classically, suggesting the need for adjustments in teaching methods to enhance students' interest and participation.

Cycle II

With the Kipin school application, students in the class are more eager to understand the meaning of the learning material. The atmosphere became more active as well as students became more attentive to a more creative learning model to reinforce the reading text with dialog between friends in class. The results of students' reading text in the second cycle increased compared to the first cycle, from an average score of 67.45% to 80.65%. Can be stated classically assessed as complete.

The results from Cycle II demonstrate a significant improvement in students' reading skills with the continued use of the Kipin School application. As students became more engaged and eager to comprehend the learning material, the classroom atmosphere became increasingly active. According to Prihastuti (2013) interaction and dialogue among peers play a crucial role in enhancing cognitive development. This was evident as students participated more actively in creative learning models that incorporated discussions with classmates to reinforce the reading material. The average score increased from 67.45% in Cycle I to 80.65% in Cycle II, indicating a notable improvement. This enhancement aligns with the concept that an interactive and student-centered learning environment fosters better academic outcomes (Ummiyati & Bahtiar, 2022). Thus, it can be stated that the class achieved classical completeness in reading skills by the end of Cycle II.

CONCLUSION

From the results of research that has been conducted for two cycles, it can be concluded that the use of the kipin school application has a positive impact in improving reading skills in X RPL class students at SMK Bhinneka Nusantara. The results of this study

can be seen in cycle I of 20 students only 9 students were complete (45.00%) and 11 students were not complete (55.00%). while in cycle II the students who were complete were 16 students (80.00%) and those who were not complete were 4 students (20.00%). so it can be concluded that the increase from cycle I and cycle II was 35.00%.

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