

DEVELOPMENT OF THE TUTOR SABIT MEMBACA MODEL TO ENHANCE LITERACY SKILLS AND MORAL CHARACTER OF PRIMARY SCHOOL STUDENTS

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Abstrak

Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas model pembelajaran TUTOR SABIT MEMBACA dalam meningkatkan kemampuan literasi dan karakter moral (*akhlakul karimah*) siswa sekolah dasar. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan literasi siswa serta perlunya penguatan karakter yang tercermin dalam perilaku sehari-hari. Penelitian ini menggunakan pendekatan *Research and Development (R&D)* dengan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Peserta penelitian adalah 14 siswa kelas VI SDN Wirogomo 02, yang terdiri atas 6 siswa laki-laki dan 8 siswa perempuan, dengan rentang usia 11–12 tahun. Penelitian ini juga melibatkan guru, tutor sebaya, pemangku kepentingan sekolah, dan validator ahli. Instrumen penelitian meliputi angket validasi ahli, angket kepraktisan, tes literasi berupa pretest dan posttest, serta lembar observasi karakter moral. Hasil penelitian menunjukkan bahwa model memperoleh tingkat validitas yang tinggi dengan skor rata-rata 91%, kepraktisan sebesar 88% dalam kategori praktis, serta efektivitas yang signifikan dalam meningkatkan kemampuan literasi siswa, yang ditunjukkan melalui peningkatan skor dari 58,2 menjadi 81,6 ($p < 0,05$). Selain itu, model ini juga efektif dalam meningkatkan karakter moral siswa dengan skor rata-rata 87% dalam kategori baik. Temuan ini menunjukkan bahwa model TUTOR SABIT MEMBACA merupakan pendekatan pembelajaran inovatif yang mengintegrasikan literasi dan pendidikan karakter secara holistik melalui tutor sebaya, pembiasaan membaca, refleksi moral, dan praktik perilaku. Oleh karena itu, model ini direkomendasikan sebagai strategi alternatif untuk meningkatkan kualitas pendidikan dasar, khususnya dalam penguatan budaya literasi dan pembentukan karakter siswa.

Kata kunci: literasi, *akhlakul karimah*, tutor sebaya, pembelajaran berbasis karakter, sekolah dasar

Abstract

This study aims to develop and examine the effectiveness of the TUTOR SABIT MEMBACA instructional model in improving literacy skills and moral character (*akhlakul karimah*) of primary school students. The study was motivated by the low level of students' literacy and the need to strengthen character development as reflected in daily behavior. This research employed a *Research and Development (R&D)* approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The research participants were 14 sixth-grade students of SDN Wirogomo 02, consisting of 6 male students and 8 female students, aged 11–12 years old. The study also involved teachers, peer tutors, school stakeholders, and expert validators. The research instruments included expert validation questionnaires, practicality questionnaires, literacy tests in the form of pretest and posttest, and observation sheets for assessing moral character. The results indicate that the model achieved a high level of validity with an average score of 91%, practicality of 88% in the practical category, and significant effectiveness in improving students' literacy skills, as evidenced by an increase in scores from 58.2 to 81.6 ($p < 0.05$). Furthermore, the model was also effective in enhancing students' moral character, with an average score of 87% in the good category. These findings suggest that the TUTOR SABIT MEMBACA model is an innovative instructional approach that integrates literacy and character education holistically through peer tutoring, reading habituation, moral reflection, and behavioral practice. Therefore, this model is recommended as an alternative strategy for improving the quality of primary education, particularly in strengthening literacy culture and character development.

Keywords: literacy, moral character, peer tutoring, character-based learning, primary education

1. INTRODUCTION

Reading literacy is a fundamental component in the development of students' cognitive, social, and emotional capacities, particularly at the primary education level. Reading ability is not merely limited to decoding symbols or understanding texts, but also serves as a gateway for students to access knowledge, develop critical thinking, and build character (OECD, 2020). However, various reports indicate that literacy levels among Indonesian students remain relatively low. Data from the Central Bureau of Statistics show that the national reading literacy activity index is still at 38.1%, reflecting a weak reading culture. This condition is also evident at the school level, such as in SDN Wirogomo 02, where students' literacy achievement remains below the expected minimum standard.

In addition to literacy, primary education also plays a crucial role in shaping students' moral character, particularly in terms of *akhlaqul karimah* (noble character). Character education has become increasingly important in the context of globalization, which significantly influences students' social behavior (Ministry of Education, 2021). Noble character includes values such as honesty, responsibility, empathy, and politeness, which must be instilled from an early age to foster individuals with integrity and strong moral foundations. However, empirical findings indicate a decline in students' character indicators, including discipline, respect, and social awareness.

The relationship between literacy and character formation is a critical issue in contemporary education. Reading is not only an academic activity but also a medium for internalizing moral values through texts. Through reading, students can explore diverse perspectives, develop empathy, and internalize ethical values applicable to daily life. Nassaji

(2021) emphasizes that literacy should encompass comprehension, analysis, and reflection, thereby contributing significantly to character development.

From a policy perspective, the Indonesian National Education System Law No. 20 of 2003 highlights that education aims to develop individuals who are faithful, morally upright, knowledgeable, creative, and responsible citizens. This implies that education must integrate not only cognitive but also affective and moral dimensions. Therefore, innovative instructional models that integrate literacy development and character education are urgently needed.

One promising approach is the use of peer tutoring combined with reading habituation. Peer tutoring allows students to learn collaboratively through interactions with their peers, creating a more comfortable and engaging learning environment. Bandura's social learning theory emphasizes learning through observation and interaction, while constructivist theories (Vygotsky; Bruner) highlight the active role of learners in constructing knowledge. Thus, peer tutoring provides a strong foundation for enhancing both literacy skills and character development.

Based on these challenges, this study proposes an innovative instructional model known as the TUTOR SABIT MEMBACA Model. This model consists of three integrated components: (1) TUTOR (*Teman Untuk Terapkan Optimisme dan Relasi*) as a peer tutoring approach; (2) SABIT (*Sabtu Aktif Belajar Inspiratif dan Taqwa*) as a character-based learning strategy; and (3) MEMBACA (*Membina Etika Melalui Budaya Aksi Cerdas Anak*) as a literacy culture framework aimed at fostering moral character.

Operationally, the model is implemented through five learning stages: (1) orientation and motivation, in which teachers introduce reading

objectives and moral values; (2) peer pairing, in which students work with peer tutors; (3) guided reading, in which students read selected texts containing literacy and character values; (4) discussion and moral reflection, in which students identify messages, relate them to daily behavior, and share responses; and (5) action and habituation, in which students practice the values through classroom and school activities. These stages make the model applicable in real classroom settings and measurable in terms of literacy and character outcomes.

This model adopts a holistic approach by integrating reading activities, discussions, moral reflections, and behavioral habituation into students' daily learning experiences. The implementation of this model is not solely focused on improving reading competence but also on strengthening moral values through contextual and continuous practices. Therefore, students are expected not only to become competent readers but also individuals with strong moral character.

The study employs a Research and Development (R&D) approach to produce a valid, practical, and effective instructional model. The development process includes needs analysis, design, development, pilot testing, expert validation, and implementation. This approach ensures that the model is both theoretically grounded and practically applicable.

In conclusion, this study contributes significantly to the development of integrated literacy and character education models. Theoretically, it enriches the discourse on literacy-based and character-based learning. Practically, the proposed model is expected to serve as an innovative solution for primary schools in improving educational quality and nurturing literate and morally grounded students.

2. LITERATURE REVIEW

Reading Literacy in Primary Education

Reading literacy is a fundamental skill that underpins the acquisition of knowledge and 21st-century competencies. According to OECD (2020), reading literacy refers to the ability to understand, use, evaluate, and reflect on texts to achieve personal goals and participate effectively in society. In primary education, literacy serves not only as an academic skill but also as a foundation for critical and reflective thinking.

Despite its importance, literacy levels among Indonesian students remain relatively low. The Programme for International Student Assessment (PISA) reports indicate that Indonesian students perform below the international average in reading literacy. This condition is also reflected at the school level, where students struggle with comprehension, analysis, and application of textual information. Piaget's cognitive development theory suggests that primary school students are in the concrete operational stage, where learning is more effective when linked to real-life experiences. Meanwhile, Vygotsky's Zone of Proximal Development (ZPD) highlights the importance of social interaction in learning. These theories imply that literacy instruction should be contextual, interactive, and socially mediated.

Reading Habituation as a Literacy Strategy

Reading habituation is an effective strategy for improving students' literacy competence. It involves structured and consistent reading activities that foster a culture of literacy within the school environment. Setyaningsih (2023) argues that reading habits not only enhance cognitive skills but also contribute to character development.

From a constructivist perspective (Bruner), learning occurs when students actively construct knowledge through experience. Therefore, reading activities should include discussions, reflections, and writing tasks to deepen comprehension. Additionally, self-determination theory (Deci & Ryan) emphasizes the role of

intrinsic motivation in learning. Engaging and relevant reading materials can enhance students' motivation and participation.

Peer Tutoring in Learning

Peer tutoring is a collaborative learning approach in which students support each other in understanding learning materials. According to Boud et al., peer tutoring is an effective strategy for enhancing student engagement and academic achievement (Leung, 2015; Siregar, 2025).

This approach is grounded in Bandura's social learning theory, which emphasizes learning through observation and interaction (Stanley et al., 2020; Li et al., 2023). It is also aligned with constructivist principles, where knowledge is co-constructed through collaboration. Peer tutoring has been shown to improve not only academic performance but also social skills such as communication, cooperation, and leadership.

Moral Character (*Akhlakul Karimah*) in Education

Moral character, or *akhlakul karimah*, refers to virtuous behavior grounded in ethical and moral values (Harahap et al., 2025; Yanto, 2025). It includes traits such as honesty, responsibility, empathy, and respect. From a psychological perspective, moral development is influenced by social interaction and environmental factors.

Character education should not be limited to theoretical instruction but must be embedded in daily practices. Activities such as reading moral stories, engaging in discussions, and reflecting on values can facilitate the internalization of moral principles.

Integration of Literacy and Character Education

The integration of literacy and character education is increasingly recognized as a holistic approach to education. Literacy serves as a medium for transmitting values and shaping

attitudes. Through meaningful reading experiences, students can develop both cognitive and moral competencies.

Innovative models such as the TUTOR SABIT MEMBACA model integrate peer tutoring, reading habituation, and character education into a unified framework. This approach is expected to enhance both literacy skills and moral character, thereby improving the overall quality of education.

3. METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The study was conducted at SDN Wirogomo 02 and involved 14 sixth-grade students, consisting of 6 male students and 8 female students, aged between 11 and 12 years old. In addition to students, the study also involved the classroom teacher, peer tutors, school stakeholders, and expert validators. The expert validators consisted of experts in content/material, instructional design, and language. The participants were selected using a purposive sampling technique, because the school and participants were considered relevant to the research objectives, particularly in relation to the need to improve students' literacy competence and strengthen moral character through classroom-based learning innovation.

The ADDIE procedure was implemented operationally in five stages. In the analysis stage, the researcher identified students' low reading literacy, limited reading culture, and insufficient development of moral character, particularly politeness, responsibility, and empathy. In the design stage, the researcher designed the structure of the TUTOR SABIT MEMBACA model by integrating TUTOR as a peer tutoring approach, SABIT as a character-based learning strategy, and MEMBACA as a literacy culture framework. The learning syntax consisted of orientation and

motivation, peer pairing, guided reading, discussion and moral reflection, and action and habituation. In the development stage, the model, learning scenarios, reading materials, validation questionnaires, practicality questionnaires, literacy tests, and moral character observation sheets were developed and validated by experts. In the implementation stage, the model was applied through peer tutoring, reading habituation, guided reading, group discussion, moral reflection, and behavioral practice. In the evaluation stage, the researcher evaluated the validity, practicality, and effectiveness of the model based on expert validation, user responses, literacy test results, and moral character observations.

The research instruments consisted of validation questionnaires, practicality questionnaires, literacy tests, and moral character observation sheets. The validation questionnaire was used to assess content feasibility, instructional design, language clarity, and suitability for primary school students. The practicality questionnaire was used to obtain responses from teachers, students, and school stakeholders regarding ease of use, clarity of procedures, time efficiency, flexibility, and classroom applicability. The literacy test was administered in the form of pretest and posttest to measure students' ability to comprehend, interpret, analyze, and reflect on reading texts. The moral character observation sheet was used to assess students' *akhlaqul karimah*, focusing on politeness, responsibility, and empathy. The instruments were assessed using a structured rating scale, and the scores were converted into percentages to determine the categories of validity, practicality, and moral character achievement.

Instrument validity was examined through expert judgment involving validators in content, instructional design, and language. The expert validation results showed that the model obtained 92% for content feasibility, 90% for instructional

design, and 91% for language, with an average score of 91%, categorized as highly valid. The practicality results showed that teachers gave a score of 89%, students 87%, and school stakeholders 88%, with an average score of 88%, categorized as practical. These results indicate that the TUTOR SABIT MEMBACA model was feasible, understandable, and applicable in classroom learning. The observation rubric was reviewed to ensure that each moral character indicator was clear, observable, and appropriate for sixth-grade primary school students.

Data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to calculate the percentage of validity, practicality, and moral character achievement. The effectiveness of the model in improving students' literacy skills was analyzed by comparing pretest and posttest scores using a paired sample t-test. Since the number of students was 14, the degree of freedom was $df = 13$. The literacy results showed an increase from 58.2 in the pretest to 81.6 in the posttest, with a difference of 23.4 points and a significance value of $p < 0.05$, indicating a significant improvement in students' literacy skills. Meanwhile, the moral character observation showed an average score of 87%, categorized as good. To minimize observer subjectivity, the observation was conducted using a structured rubric with clear behavioral indicators, and the scoring criteria were explained before observation. Observations were conducted during the implementation process and discussed when differences in interpretation occurred to strengthen the objectivity and credibility of the results.

4. RESULTS AND DISCUSSION

Model Validity

The validity of the TUTOR SABIT MEMBACA instructional model was evaluated through expert validation involving content experts and instructional design experts. This process aimed to ensure that the developed model

met theoretical and technical feasibility standards, including content relevance, instructional design quality, and linguistic clarity. The validation was conducted using a structured questionnaire, and the results were analyzed quantitatively in percentage form to provide an objective assessment of the model's quality.

Table 1. Model Validation Results

Assessment Aspect	Score (%)	Category
Content Feasibility	92%	Highly Valid
Instructional Design	90%	Highly Valid
Language	91%	Highly Valid
Average	91%	Highly Valid

The validation results indicate that the model achieved an average score of 91%, categorized as highly valid. This finding reflects that the model meets high standards across multiple evaluation dimensions. The highest score in content feasibility (92%) suggests that the developed materials are well-aligned with learning objectives, contextually relevant to students' needs, and capable of integrating literacy skills with moral character (akhlakul karimah) values in a substantive manner. This highlights the model's strong conceptual foundation in balancing cognitive and affective domains.

The instructional design aspect (90%) demonstrates that the model is systematically and pedagogically structured, featuring a logical learning sequence, practical strategies, and effective integration of peer tutoring and reading habituation approaches. This design aligns with constructivist and social learning principles, where student interaction plays a crucial role in knowledge construction and value internalization. Meanwhile, the language aspect (91%) indicates that the model employs clear, communicative, and age-appropriate language,

supporting ease of understanding and effective classroom implementation.

Overall, these findings confirm that the TUTOR SABIT MEMBACA model is not only theoretically sound but also highly feasible for practical implementation. The high validity level reflects that the model adheres to contemporary instructional design principles by integrating literacy development, social interaction, and character education into a cohesive framework. Therefore, the model is suitable for further testing and broader implementation as an innovative approach in primary education aimed at enhancing literacy competence and fostering students' moral character.

Model Practicality

The practicality of the TUTOR SABIT MEMBACA model was evaluated based on user responses involving teachers, students, and school stakeholders. This evaluation aimed to assess the ease of use, flexibility of implementation, and efficiency of the model within real classroom settings. Data were collected using practicality questionnaires and analyzed quantitatively in percentage form to provide an empirical overview of the model's applicability in practice.

Table 2. Model Practicality Results

Respondents	Score (%)	Category
Teachers	89%	Practical
Students	87%	Practical
School Stakeholders	88%	Practical
Average	88%	Practical

The results indicate that the model achieved an average score of 88%, categorized as practical. This finding suggests that the model demonstrates a high level of implementability in classroom contexts. The highest score from teachers (89%) indicates that the model is easy to

integrate into lesson planning and instructional delivery, while also supporting interactive teaching strategies through peer tutoring and reading habituation.

The student response score of 87% reflects that the model provides an engaging, understandable, and developmentally appropriate learning experience. This is significant, as practicality is not only determined by the ease of implementation for teachers but also by students' engagement and comfort during the learning process. Meanwhile, the stakeholder score (88%) indicates that the model is considered realistic, efficient, and compatible with the existing resources and conditions of the school environment.

From a conceptual perspective, the high level of practicality demonstrates that the TUTOR SABIT MEMBACA model possesses strong usability and feasibility, which are critical indicators for the successful adoption of instructional innovations. The model does not require complex infrastructure or advanced technology, making it adaptable across diverse educational contexts. Additionally, its flexible structure allows integration with existing school programs, particularly those related to literacy development and character education.

In conclusion, the practicality findings reinforce that the TUTOR SABIT MEMBACA model is not only theoretically sound but also operationally viable in real educational settings. The model shows strong potential for sustainable implementation and scalability, positioning it as an innovative solution for enhancing literacy skills while fostering students' moral character.

Model Effectiveness

The effectiveness of the TUTOR SABIT MEMBACA model in improving students' literacy skills was analyzed using a pretest–posttest design, aimed at identifying changes in students' abilities before and after the implementation of the model. This approach

provides empirical evidence regarding the impact of the instructional intervention on literacy improvement. Statistical analysis was conducted using a paired sample t-test to examine the significance of score differences, ensuring that the observed changes are systematic rather than coincidental

Table. 3 Literacy Effectiveness Results (Pretest–Posttest)

Indicator	Mean Score
Pretest	58.2
Posttest	81.6
Difference	+23.4

Table. 4 Paired Sample t-test Results

Parameter	Value
t-value	Significant
Sig. (p-value)	< 0.05
Decision	H ₀ rejected

The results reveal a substantial increase in the average literacy score, from 58.2 in the pretest to 81.6 in the posttest, with a difference of 23.4 points. The paired sample t-test yielded a significance value of $p < 0.05$, indicating that the null hypothesis (H_0) is rejected. This confirms that there is a statistically significant difference between students' literacy performance before and after the implementation of the model.

The magnitude of this improvement reflects not only quantitative effectiveness but also a meaningful enhancement in students' ability to comprehend, interpret, and reflect on texts. From a pedagogical perspective, this improvement can be attributed to the integration of peer tutoring and reading habituation strategies, which promote active engagement, social interaction, and intrinsic motivation in literacy learning.

Furthermore, the substantial gain (+23.4 points) can be categorized as a high level of improvement, indicating a strong intervention effect of the model on students' literacy development. This suggests that the TUTOR SABIT MEMBACA model is not only effective in the short term but also holds potential for fostering sustainable literacy practices within the school environment.

In conclusion, these findings provide robust empirical evidence that the TUTOR SABIT MEMBACA model is an effective instructional innovation, capable of enhancing students' cognitive achievement while simultaneously transforming the learning process into a more interactive, contextual, and character-oriented approach.

Model Effectiveness (Moral Character/Akhlakul Karimah)

In addition to assessing cognitive outcomes, this study also evaluated the effectiveness of the TUTOR SABIT MEMBACA model in the affective domain, particularly in fostering students' moral character (akhlakul karimah). The assessment was conducted through structured observations using a rubric that included key character indicators such as politeness, responsibility, and empathy. This approach aimed to provide a comprehensive understanding of behavioral changes following the implementation of the literacy-based instructional model.

Table. 5 Observation Results of Moral Character

Character Aspect	Score (%)	Category
Politeness	88%	Good
Responsibility	86%	Good
Empathy	87%	Good
Average	87%	Good

The results indicate that the overall average score of students' moral character reached 87%, categorized as good. The highest score was observed in politeness (88%), followed by empathy (87%) and responsibility (86%). These findings suggest that the implementation of the model positively influenced students' social behavior, particularly in their daily interactions within the school environment.

From a conceptual perspective, the improvement in moral character can be attributed to the integrative nature of the model, which combines reading habituation with social interaction through peer tutoring. Reading activities enriched with moral values, coupled with discussion and reflection, enable students not only to comprehend texts cognitively but also to internalize the embedded ethical values. Furthermore, peer interaction functions as a form of social learning that reinforces empathy, responsibility, and mutual respect.

Moreover, the consistent achievement of "good" across all indicators demonstrates the model's effectiveness in fostering students' character development. This finding highlights that literacy-based learning integrated with character education can serve as an effective strategy for enhancing students' affective competencies. Therefore, the TUTOR SABIT MEMBACA model contributes not only to improving literacy skills but also to promoting holistic student development by strengthening moral character.

DISCUSSION

The findings of this study indicate that the TUTOR SABIT MEMBACA model demonstrates a high level of validity, practicality, and effectiveness in improving students' literacy competence and moral character (akhlakul karimah). These results suggest that the developed model is not only theoretically sound but also practically applicable and impactful in real classroom settings. The success of this model

can be attributed to the systematic integration of peer tutoring, reading habituation, and character education implemented in a structured and sustainable manner.

From the validity perspective, the average score of 91% (categorized as highly valid) indicates that the model meets the standards of content feasibility, instructional design, and linguistic clarity. This finding aligns with the principles of Research and Development (R&D), which emphasize expert validation as a crucial step to ensure the alignment between theoretical foundations and practical implementation (Borg & Gall). Furthermore, the high content validity suggests that the developed materials are appropriate for students' cognitive development. This is consistent with Piaget's theory of cognitive development, which states that elementary school students are in the concrete operational stage and require contextualized and comprehensible learning materials. Therefore, the model fulfills the principle of developmental appropriateness and contextual relevance in instructional design.

In terms of practicality, the study results show an average score of 88% (categorized as practical), indicating that the model is easy to use, flexible, and efficient in classroom implementation. This finding supports constructivist learning theory proposed by Bruner, which emphasizes that effective learning occurs when students actively engage in the learning process. The practicality of the model is further reinforced by the peer tutoring approach, which is grounded in Bandura's social learning theory. This theory highlights that learning occurs through observation, imitation, and social interaction. The findings are also consistent with previous studies showing that peer tutoring enhances student engagement and creates a more supportive and collaborative learning environment (Fu'adah, 2022).

Regarding effectiveness, the results reveal a significant improvement in students' literacy

skills, with the average pretest score of 58.2 increasing to 81.6 in the posttest ($p < 0.05$). The improvement of 23.4 points indicates a strong effect of the intervention on students' literacy development. This finding is consistent with previous research demonstrating that context-based and participatory learning approaches significantly improve literacy outcomes (Nurhikmah et al., 2021). Moreover, OECD (2020) emphasizes that literacy encompasses not only reading ability but also comprehension, analysis, and reflection. Therefore, the observed improvement indicates that the model enhances literacy skills comprehensively, extending beyond basic decoding to higher-order thinking processes.

From a pedagogical perspective, the improvement in literacy can be explained by the integration of reading habituation with reflective and discussion-based activities. Vygotsky's Zone of Proximal Development (ZPD) theory highlights that learning becomes more effective when students receive support from more capable peers, which in this case is facilitated through peer tutoring. This interaction enables students to achieve higher levels of understanding than they could independently (Eun, 2019; Lasmawan & Budiarta, 2020; Rahman, 2024). Thus, the TUTOR SABIT MEMBACA model successfully creates a collaborative learning environment that supports students' cognitive development.

In addition to cognitive outcomes, the study also demonstrates that the model effectively enhances students' moral character, with an average score of 87% (categorized as good). This finding indicates that literacy-based learning integrated with character education has a positive impact on students' affective development. This result is consistent with Setyaningsih (2023), who argues that reading habituation not only improves literacy skills but also contributes to the development of values such as empathy, responsibility, and honesty. From a character education perspective, moral

character is the result of continuous internalization of values through meaningful learning experiences.

The effectiveness of the model in fostering moral character can also be explained through the concept of habituation. The implementation of SABIT (Saturday Active, Inspirational, and Faith-Based Learning) and daily reading activities creates a conducive environment for moral value internalization. This aligns with character education theory, which emphasizes that character formation requires not only cognitive understanding but also consistent practice in daily life (Kemendikbud, 2021). Therefore, the model functions not only as an instructional strategy but also as a school culture that supports students' character development.

The findings of this study reinforce the argument that integrating literacy and character education is an effective approach to improving the quality of primary education (Yunita & Hasnidar, 2017; Ramanda et al., 2025; Lestari et al., 2026). The TUTOR SABIT MEMBACA model successfully integrates cognitive, social, and affective dimensions into a holistic learning framework. The strength of this model lies in its ability to create contextual, collaborative, and meaningful learning experiences, thereby addressing both low literacy levels and weak character formation simultaneously.

The main supporting factors in the implementation of the model were teacher guidance, peer collaboration, the availability of moral-value reading texts, and school support for literacy activities. The main challenges were differences in students' reading ability, limited time for reflection, and the need to train peer tutors before implementation. These challenges imply that the model should be implemented gradually, accompanied by teacher supervision and periodic evaluation.

Practically, this model can be used by teachers as an alternative strategy for combining literacy instruction with character education.

Schools can adopt the model as part of literacy culture programs, while educational policymakers can consider it as a low-cost innovation for strengthening both academic and moral outcomes in primary education. The model is especially relevant for schools seeking to integrate cognitive and affective learning without adding a separate subject.

Despite its positive results, this study has several limitations. First, the study was conducted in a single school, which may limit the generalizability of the findings. Second, the sample size was limited, so broader testing is needed. Third, the implementation period was relatively short and did not include long-term follow-up, making it difficult to determine the sustainability of literacy habits and moral behavior changes. Fourth, the moral character data relied on observation, which may contain subjectivity despite the use of rubrics and observer agreement procedures.

5. CONCLUSION

This study concludes that the TUTOR SABIT MEMBACA model is a valid, practical, and effective instructional innovation for improving students' literacy skills and strengthening moral character (akhlakul karimah) in primary education. The main contribution of this study is the development of an integrated character-based literacy model that combines peer tutoring, reading habituation, moral reflection, and behavioral practice in one operational learning syntax.

Theoretically, this study enriches the discourse on literacy learning by demonstrating that literacy development can be integrated with character formation through social interaction and habituation. Practically, the model provides teachers with a structured strategy for improving reading comprehension while simultaneously cultivating politeness, empathy, and responsibility. For schools, the model can support the strengthening of literacy culture and character

education programs. For educational policymakers, the model offers a feasible and low-cost approach that can be adapted to similar primary school contexts.

In terms of practicality, the model achieved an average score of 88%, indicating that it is easy to implement, flexible, and efficient in real classroom settings. The positive responses from teachers, students, and school stakeholders highlight that the model is user-friendly and adaptable to existing school conditions without requiring complex resources. This suggests that the model has strong potential for broader application and scalability across diverse educational contexts.

Furthermore, the effectiveness analysis reveals a significant improvement in students' literacy skills, as evidenced by the increase in mean scores from 58.2 in the pretest to 81.6 in the posttest, with statistical significance ($p < 0.05$). This finding confirms that the model has a strong impact on students' ability to comprehend, interpret, and reflect on texts. In addition, the model also demonstrates effectiveness in the affective domain, with students' moral character reaching an average score of 87% (good category). This indicates that the model successfully integrates literacy development with character education, promoting not only cognitive growth but also positive behavioral changes.

Future research is recommended to test the model in different schools, grade levels, and regional contexts to examine its broader applicability. Further studies should also involve larger samples, longer implementation periods, and delayed posttests to measure the sustainability of literacy and character outcomes. In addition, the model can be developed further by integrating digital reading platforms or interactive media to strengthen student engagement and support technology-based literacy learning.

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