

THE EFFECT OF THE ARIAS (ASSURANCE, RELEVANCE, INTEREST, ASSESSMENT, AND SATISFACTION) LEARNING MODEL ON THE POETRY READING ACHIEVEMENT OF EIGHTH-GRADE JUNIOR HIGH SCHOOL STUDENTS

Dea Octavia Nasution¹⁾, Rina Devianty²⁾

^{1,2}Universitas Islam Negeri Sumatera Utara

Jalan Williem Iskandar, Pasar V, Medan Estate, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371, Indonesia

¹E-mail: octavia0314221009@uinsu.ac.id

²E-mail: rinadevianty@uinsu.ac.id

Abstrak

Kemampuan membaca puisi merupakan salah satu kompetensi penting dalam pembelajaran Bahasa Indonesia yang memerlukan penguasaan pelafalan, intonasi, ekspresi, dan penghayatan. Namun, rendahnya motivasi dan kepercayaan diri siswa sering menjadi kendala dalam mencapai kompetensi tersebut. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) terhadap kemampuan membaca puisi siswa kelas VIII SMP Swasta TPI Labuhanbatu. Penelitian menggunakan pendekatan kuantitatif dengan desain One-Group Pretest–Posttest, melibatkan 20 siswa yang dipilih melalui teknik simple random sampling. Data dikumpulkan melalui tes unjuk kerja, observasi, dokumentasi, dan angket, kemudian dianalisis menggunakan uji validitas, reliabilitas, uji normalitas Shapiro–Wilk, dan paired sample t-test. Hasil penelitian menunjukkan bahwa instrumen memenuhi kriteria valid dan reliabel serta data berdistribusi normal. Uji hipotesis menghasilkan nilai Sig. (2-tailed) = 0,000 ($p < 0,05$) yang menunjukkan adanya perbedaan signifikan antara skor pretest dan posttest setelah penerapan model ARIAS. Rata-rata kemampuan membaca puisi siswa meningkat sebesar 37,75 poin, yang mengindikasikan bahwa model ARIAS efektif dalam meningkatkan pelafalan, intonasi, ekspresi, dan penghayatan puisi. Temuan ini memperluas penerapan model ARIAS ke dalam pembelajaran sastra dan menunjukkan bahwa integrasi aspek motivasional dan evaluatif mampu meningkatkan kompetensi membaca puisi secara signifikan. Dengan demikian, model ARIAS dapat dijadikan sebagai alternatif strategi pembelajaran inovatif untuk meningkatkan kualitas pembelajaran membaca puisi di tingkat SMP.

Kata Kunci: model pembelajaran ARIAS, membaca puisi, pembelajaran Bahasa Indonesia, hasil belajar

Abstract

Poetry reading is an essential competency in Indonesian language learning that requires mastery of pronunciation, intonation, expression, and literary appreciation. However, students' low motivation and self-confidence often hinder the development of these skills. This study aimed to examine the effect of the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model on the poetry reading achievement of eighth-grade students at TPI Private Junior High School Labuhanbatu. A quantitative approach employing a One-Group Pretest–Posttest design was used, involving 20 students selected through simple random sampling. Data were collected through performance tests, observations, documentation, and questionnaires and analyzed using validity and reliability testing, the Shapiro–Wilk normality test, and a paired-samples t-test. The results indicated that the research instruments were valid and reliable, and the data were normally distributed. Hypothesis testing yielded a Sig. (2-tailed) value of 0.000 ($p < 0.05$), confirming a significant difference between pretest and posttest scores after the implementation of the ARIAS model. Students' average poetry reading performance increased by 37.75 points, demonstrating substantial improvement in pronunciation, intonation, expression, and appreciation. These findings extend the application of the ARIAS framework to literature instruction and provide empirical evidence that integrating motivational and evaluative components can significantly enhance poetry reading competence. Therefore, the ARIAS learning model represents a promising instructional alternative for improving poetry reading outcomes and promoting more engaging, student-centered learning in junior secondary education.

Keywords: ARIAS learning model, poetry reading, Indonesian language learning, learning outcomes

1. INTRODUCTION

Reading is a fundamental language skill that is systematically integrated into formal education from elementary to junior high school because it serves as the foundation for knowledge acquisition, critical thinking, and lifelong learning. Despite continuous instruction, many students continue to experience difficulties in developing adequate reading proficiency, limiting their ability to comprehend texts and engage effectively in academic learning. Inadequate reading competence may also reduce students' motivation and confidence, causing reading activities to be perceived as difficult and less meaningful. Therefore, strengthening reading instruction remains an essential priority in improving educational quality (Ainun Nisa Hasibuan, 2021).

Reading is not merely the process of decoding written symbols but also involves constructing meaning through interpretation, evaluation, and critical reflection. These cognitive processes enable learners to connect textual information with prior knowledge and real-life experiences, thereby fostering higher-order thinking skills and supporting lifelong learning. Consequently, educators play a central role in designing instructional strategies that cultivate effective reading habits and literacy competencies among students (Fadli, dkk. 2024).

Reading is a crucial skill that students must have because it is the foundation for all other forms of learning (Ulandari, dkk. 2025). Reading isn't just about pronouncing words correctly; it also involves interpreting the implied and explicit meanings within a text. Some of the benefits of reading include developing critical thinking skills, increasing general knowledge, fostering creativity, and strengthening understanding of basic life concepts. Reading poetry fluently is one of the most difficult reading skills to master (Hikmat,

dkk. 2021).

Student engagement and enthusiasm in poetry reading activities can be increased through the use of effective reading models. Students improve their poetry reading comprehension when listening to poetry read aloud with appropriate expression, intonation, and interpretation. Students may find that this helps them become more comfortable with public speaking, boosting their confidence, and building courage (Bara, dkk. 2023).

Poetry captures the most beautiful moments in human life, including unique events that trigger feelings such as happiness, sadness, and others. Poetry is a concise expression of the poet's deepest feelings, expressed in the most memorable language and format (Ilham, 2021).

Poetry is a form of creative writing in which poets express themselves through the embodiment of their deepest thoughts and feelings in response to the world around them. To fully appreciate a work of poetry, one must master not only the poet's historical context but also the work's structure, meaning, and semiotic features. Therefore, understanding and appreciating poetry requires expertise in its language (Julianto & Umami, 2024).

One approach to fostering a love of literature is through learning to read poetry. Reading poetry requires a deep respect for literature. Yet, in reality, poetry is something that almost every student enjoys. Many different understandings emerge from poetry's rich and beautiful vocabulary. Educators need to do something to address the problem of students who cannot read poetry. A problem observed when Indonesian language lessons were introduced in eighth grade at TPI Labuhanbatu Private Junior High School was that students had difficulty understanding poetry.

An Indonesian language teacher at TPI Labuhanbatu Private Middle School reported that class VIII students still had difficulty understanding poetry. The mid-term exam, which includes a practical poetry reading exam,

resulted in scores between 41% and 65% for class VIII students at TPI Labuhanbatu Private Middle School. This shows that they are still experiencing difficulties and do not understand the material.

Students who have not achieved learning goals may benefit from structured remedial programs, which offer individualized, targeted, and corrective training. With a score between 66-85% on the Learning Goal Achievement Criteria (KKTP), students are considered to have met all educational requirements and do not require a remedial program.

Achieving a score between 86% and 100% indicates that a student has achieved the highest educational level attainable. Therefore, students who have reached or exceeded the KKTP passing criteria require an educational enrichment program with additional learning activities. Through organized assignments or advanced learning challenges, the ultimate goal is to help students reach their full potential by expanding and strengthening their knowledge.

To help students become better poetry readers, this research uses the ARIAS learning model. Confidence, relevance, interest, evaluation, and satisfaction are the five pillars that make up the ARIAS paradigm. These five factors work together to increase students' readiness, enthusiasm and involvement in the learning process, which in turn improves their ability to understand and recite poetry.

The purpose of applying this technique is to help students improve their poetry reading skills. Students have a lighter workload because they read poetry independently under the guidance of the teacher. Teachers can motivate students to read efficiently by announcing reading results and offering incentives for doing so.

Benefits and Weaknesses of the ARIAS Learning Model: (1) Students have confidence that what they learn will meaningfully and practically improve their life. (2) With clear goals, students will be motivated to learn. (3) When there are clear paths, objectives, and

rewards for students, they are more likely to work towards their goals (Haspar, dkk. 2023). Limitations of the ARIAS Model: 1) Lessons will be difficult for students who have difficulty in class. 2) Students sometimes have difficulty memorizing. 3) Students who are too lazy to study independently will struggle.

The ARIAS Learning Model (Assurance, Relevance, Interest, Assessment, and Satisfaction) to Improve Students' Ability to Understand Physics Concepts was the subject of previous research by (Wiyanoto, dkk 2022). This study examines how the ARIAS learning model can be used to help students better understand the subject matter. Using a step-by-step process that includes preparation, implementation, observation, and reflection, this study implemented Classroom Action Research (CAR). Research shows that the ARIAS model is an effective tool for increasing student interest, motivation, and understanding in the classroom.

Results indicate that students' ability to translate, explain, and develop concepts improves when they apply the ARIAS learning paradigm. This is evidenced by the fact that 83% of students were assessed as having achieved outstanding achievement. Unlike previous research conducted by the researcher, this study employed new subjects and methods. While the first study used Classroom Action Research (CAR) techniques for physics teaching, this study focused on poetry reading materials and employed a One-Group Pretest-Posttest experimental design for Indonesian language learning.

As a relevant additional study, "The Application of the ARIAS Learning Model in the PBL (Problem-Based Learning) Method to Increase Motivation and Independence in CARK Mathematics Learning Among Grade VII Students of SMPN 3 Colomadu" (Soepardi et al. 2025) was also conducted. Furthermore, this study employed Classroom Action Research (CAR) methods.

The results showed that using the ARIAS learning model increased students' learning interest from 2.45 (low criterion) to 2.9 (medium criterion) in Cycle I, and then to 3.2 (high criterion) in Cycle II. After the intervention, students' average learning achievement scores jumped from 72 to 77.28 in Cycle I and 81.42 in Cycle II. The previous study and this study differ in terms of their subjects and methods. While the previous study integrated the ARIAS model with PBL (Problem-Based Learning) and CAR techniques in mathematics, this study used the ARIAS learning model on the subject of Indonesian poetry reading, utilizing a One-Group Pretest-Posttest experimental design.

In a follow-up study titled "Learning to Read Poetry Using the Contextual Teaching and Learning (CTL) Model," (Yuki, 2023) conducted further research. The results showed that the CTL learning paradigm was effective in improving students' poetry reading skills. The average reading comprehension scores, previously 61.50 and 85.18 on the final exam, clearly demonstrate improvement in this area. The learning model used in this study differs from that used in the previous study. Unlike the previous study, which used the CTL learning model, this study used the ARIAS learning model to evaluate its impact on students' poetry reading performance.

Research in various fields has shown that the ARIAS learning paradigm improves student motivation, comprehension, and learning outcomes. However, there is little research examining how the ARIAS learning paradigm affects junior high school students' poetry reading outcomes. Therefore, this study aims to examine the impact of the ARIAS learning model on the poetry reading outcomes of eighth-grade students at TPI Labuhanbatu Private Junior High School. The experimental method used was a one-group pretest-posttest.

The ARIAS learning approach not only engages students in their own education but can also help teachers create an inspiring and

empowering atmosphere. This methodology is designed to help teachers design more engaging lessons to boost students' self-confidence and motivate them to study harder, thereby achieving their academic goals. An early attempt in educational activities to foster student self-confidence was the ARIAS learning model (Larasati, dkk 2025). Its goal is to attract and maintain student interest while ensuring that what they learn can be applied to their real-life experiences.

2. METHOD

This study employed a quantitative approach using a Pre-Experimental One-Group Pretest-Posttest Design. The quantitative approach was selected because it is grounded in the positivist paradigm, which emphasizes objective measurement through systematic data collection and statistical analysis. According to (Sugiyono, 2020), quantitative research is designed to test hypotheses using measurable data and statistical procedures to explain relationships among variables objectively. Furthermore, the One-Group Pretest-Posttest Design was utilized to examine changes in students' poetry reading skills before and after the implementation of the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model. (Sholihuddin, 2025), explains that this design involves a single group without a control group, in which measurements are conducted before and after the treatment is administered.

The research was conducted at SMP Swasta TPI Labuhanbatu. The population consisted of all eighth-grade students totaling 40 students distributed across two classes, namely VIII-A and VIII-B. The sample was selected using the Simple Random Sampling technique, resulting in 20 students from class VIII-A being chosen as research participants. This technique was employed because it provides every member of the population with an equal opportunity to be selected. According to (Sugiyono, 2020), Simple Random Sampling minimizes sampling bias by

ensuring equal selection opportunities for all population members. This technique is particularly appropriate when the population is relatively homogeneous in its characteristics . (Setiawan, 2024).

Data were collected through performance tests, classroom observations, documentation, and questionnaires. The performance test was administered to assess students' poetry reading skills based on pronunciation, intonation, expression, and appreciation. Classroom observations were conducted to record students' participation and engagement during the learning process. Documentation was used to support the research data through attendance records, photographs, and other relevant materials. In addition, questionnaires were distributed to investigate students' responses toward the implementation of the ARIAS learning model in poetry reading instruction. The use of multiple data collection techniques was intended to obtain comprehensive data and strengthen the validity of the research findings.

Prior to data collection, all research instruments were subjected to validity and reliability testing. Content validity was assessed using Aiken's V Index to determine the relevance of each instrument item to the measured indicators. Instrument reliability was evaluated using Cronbach's Alpha coefficient to ensure consistency in measuring the research variables. Instruments that met the required validity and reliability criteria were considered suitable for data collection, thereby enhancing the credibility and scientific rigor of the study.

The collected data were analyzed using SPSS software. The analysis began with a Shapiro-Wilk normality test to determine whether the data were normally distributed. After satisfying the normality assumption, the research hypothesis was tested using a Paired Sample t-Test to examine differences in students' poetry reading performance before and after the implementation of the ARIAS learning model. The decision-making criterion was based on a

significance level of 0.05; therefore, a significance value below 0.05 indicated that the alternative hypothesis was accepted and the null hypothesis was rejected. Consequently, this analysis was used to determine the effectiveness of the ARIAS learning model in improving the poetry reading skills of eighth-grade students at SMP Swasta TPI Labuhanbatu.

3. RESULTS AND DISCUSSION

Instrument Validity and Reliability

Prior to the implementation of the study, the research instrument was subjected to rigorous validity and reliability testing to ensure its appropriateness for measuring students' poetry reading achievement. Content validity was evaluated by four expert validators using Aiken's V coefficient with a four-point rating scale. This procedure was intended to verify the extent to which each item accurately represented the constructs of poetry reading skills assessed in this study.

Table 1. Instrument Validity Results

Item	Aiken's V	Category
1	0.67	Valid
2	0.83	Highly Valid
3	0.75	Valid
4	0.58	Valid
5	0.83	Highly Valid

As presented in Table 1, all instrument items achieved Aiken's V coefficients ranging from 0.58 to 0.83, indicating satisfactory levels of content validity. Items 2 and 5 obtained the highest coefficient (0.83), reflecting a high degree of agreement among the validators regarding their relevance to the intended construct. Although Item 4 produced the lowest coefficient (0.58), it remained above the acceptable threshold and was therefore retained in the final instrument.

These findings suggest that the instrument adequately represents the multidimensional aspects of poetry reading competence, including pronunciation, intonation, expression, and

emotional appreciation. The satisfactory validity coefficients indicate that the measurement tool is capable of capturing the intended learning outcomes while minimizing potential measurement bias.

To further ensure the consistency of the instrument, reliability testing was conducted using Cronbach's Alpha.

Table 2. Instrument Reliability Results

Cronbach's Alpha	Number of Items	Interpretation
0.780	5	Reliable

The reliability analysis yielded a Cronbach's Alpha coefficient of 0.780, exceeding the commonly accepted minimum threshold of 0.60. This result demonstrates that the instrument possesses good internal consistency and that the items collectively measure the same underlying construct. Consequently, the observed differences in students' performance can be interpreted with greater confidence as reflecting actual learning improvement rather than inconsistencies in the measurement instrument.

The combination of satisfactory validity and reliability provides a strong methodological foundation for the subsequent analyses. Therefore, the instrument can be considered scientifically sound and appropriate for evaluating the effectiveness of the ARIAS learning model in improving poetry reading skills.

Normality Test

Before conducting hypothesis testing, the assumption of normality was examined to determine whether the data met the requirements for parametric statistical analysis. Given the relatively small sample size (n = 20), the Shapiro-Wilk test was employed because of its robustness in assessing data normality.

Table 3. Shapiro-Wilk Normality Test Results

Variable	Statistic	Sig.
Pretest	0.973	0.807

Variable	Statistic	Sig.
Posttest	0.977	0.894

The results indicate that the significance values for both the pretest (p = 0.807) and posttest (p = 0.894) exceed the significance level of 0.05. Accordingly, the null hypothesis of normal distribution cannot be rejected, indicating that both datasets follow a normal distribution.

The fulfillment of the normality assumption strengthens the credibility of subsequent parametric analyses. Furthermore, the absence of substantial deviations from normality suggests that students' performance scores were reasonably distributed across the sample, thereby supporting the representativeness of the collected data and enhancing the validity of statistical inference.

Hypothesis Testing

To determine the effectiveness of the ARIAS learning model, students' pretest and posttest scores were compared using a paired-samples t-test. This analysis was appropriate because the same group of students was assessed before and after the instructional intervention.

Table 4. Paired-Samples t-Test Results

t	df	Sig. (2-tailed)
22.999	19	0.000

As shown in Table 4, the paired-samples t-test produced a t-value of 22.999 with 19 degrees of freedom and a significance value of 0.000, which is substantially below the 0.05 significance threshold. Therefore, the null hypothesis (H₀) is rejected, while the alternative hypothesis (H₁) is accepted, indicating a statistically significant difference between students' pretest and posttest performance.

More importantly, the intervention resulted in an average improvement of 37.75 points, demonstrating a substantial educational impact beyond mere statistical significance. This considerable increase suggests that the implementation of the ARIAS learning model

effectively enhanced students' ability to read poetry and reflects meaningful progress in their learning outcomes.

From an instructional perspective, the improvement indicates that the learning strategy successfully facilitated students' mastery of pronunciation, intonation, emotional expression, and interpretative skills, which are fundamental components of effective poetry reading.

DISCUSSION

The findings of this study demonstrate that the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model significantly improves poetry reading achievement among eighth-grade students at TPI Private Junior High School Labuhanbatu. The average posttest score increased by 37.75 points compared with the pretest, while the statistical analysis confirmed a significant improvement after the intervention. These findings are consistent with the theoretical premise that motivationally oriented instructional models enhance students' engagement and academic performance by strengthening both cognitive and affective dimensions of learning (Wiyanto & Partono, 2022; Larasati et al., 2025).

The present results support the findings of Wiyanto and Partono (2022), who reported that the ARIAS model effectively increases students' motivation and academic achievement by fostering confidence and active participation. However, unlike previous applications in social sciences and science education, this study extends the implementation of ARIAS to poetry reading instruction, where expressive performance, interpretation, pronunciation, and emotional delivery constitute the primary learning objectives. Consequently, the study demonstrates that the pedagogical value of ARIAS extends beyond conceptual disciplines into literary education (Haspar et al., 2023; Wiyanto & Partono, 2022).

The Assurance component appears to play a crucial role in strengthening students' self-confidence during poetry performance. Confidence enables learners to overcome anxiety associated with public speaking and encourages them to express emotions and interpretations more naturally while reading poetry. Such findings reinforce previous evidence suggesting that self-efficacy positively influences learning achievement and classroom performance (Wiyanto & Partono, 2022; Soepardi et al., 2025).

The Relevance dimension contributes by connecting poetic themes with students' personal experiences and social realities. Through contextual learning, students no longer perceive poetry merely as a literary text but as a meaningful reflection of human experience that can be interpreted through their own perspectives. This contextualization enriches literary appreciation and facilitates deeper understanding of poetic meaning (Makatita, 2025; Hikmat & Puspitasari, 2021).

Similarly, the Interest component enhances intrinsic motivation by creating enjoyable and engaging learning experiences. Students who develop genuine interest in poetry become more willing to practice repeatedly, refine their pronunciation and expression, and actively participate in classroom discussions. This finding aligns with motivational theories emphasizing that learning interest is one of the strongest predictors of academic engagement and achievement (Larasati et al., 2025; Wiyanto & Partono, 2022).

The Assessment component also contributes substantially by providing continuous formative feedback on pronunciation, intonation, expression, and interpretation. Such ongoing evaluation encourages students to reflect on their weaknesses and improve their performance systematically. Constructive assessment has been widely recognized as an essential element of effective instruction because it transforms evaluation into an opportunity for learning rather

than merely measuring achievement (Mutadi, 2023; Setiawan, 2024).

Meanwhile, the Satisfaction component reinforces positive learning experiences by acknowledging students' achievements and encouraging continued improvement. Positive reinforcement generates intrinsic satisfaction that motivates learners to sustain high levels of engagement and perseverance throughout the learning process. Such reinforcement mechanisms have consistently been associated with long-term improvements in motivation and academic success (Wiyanto & Partono, 2022; Soesana et al., 2023).

Compared with previous studies employing audiovisual media to improve poetry reading skills, the present research offers a distinct pedagogical perspective. Audiovisual approaches primarily rely on external technological support to facilitate learning, whereas ARIAS focuses on strengthening internal psychological factors such as confidence, motivation, engagement, and learning satisfaction. Although both approaches enhance poetry reading competence, they operate through different instructional mechanisms and may complement each other in classroom practice (Sholihuddin, 2025; Yuki, 2023).

Methodologically, this study also differs from many previous investigations by employing a One-Group Pretest–Posttest experimental design rather than Classroom Action Research. This design allows a more direct evaluation of learning gains before and after the intervention, thereby providing stronger empirical evidence regarding the effectiveness of the ARIAS model in improving poetry reading achievement (Sugiyono, 2020; Ibrahim et al., 2021).

From a theoretical perspective, the study extends the application of ARIAS into literary education, an area where its implementation remains relatively limited. While previous research has predominantly focused on mathematics, physics, and social sciences, the current findings demonstrate that motivational

principles embedded in ARIAS are equally effective in developing performance-based language skills requiring simultaneous integration of cognitive, affective, and psychomotor competencies. Therefore, the study contributes to expanding the literature on motivation-based approaches in language and literature education (Haspar et al., 2023; Larasati et al., 2025).

The principal novelty of this research lies in demonstrating that the ARIAS learning model can effectively enhance junior secondary students' poetry reading competence while simultaneously fostering confidence, motivation, expressive ability, and literary appreciation. These findings suggest that motivational instructional frameworks should not be viewed solely as tools for improving conceptual understanding but also as effective strategies for cultivating creative expression and literacy skills. Consequently, ARIAS represents a promising pedagogical innovation for Indonesian language education in supporting twenty-first-century competencies and holistic student development (Makatita, 2025; Wiyanto & Partono, 2022; Haspar et al., 2023).

4. CONCLUSION

This study concludes that the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model has a positive and statistically significant effect on the poetry reading achievement of eighth-grade students at TPI Private Junior High School Labuhanbatu. The paired-samples t-test yielded a significance value of 0.000 ($p < 0.05$), confirming a meaningful difference between students' performance before and after the intervention. Furthermore, the average improvement of 37.75 points demonstrates that the implementation of the ARIAS model provides not only statistical significance but also substantial practical benefits in enhancing pronunciation, intonation, expression, interpretation, and overall poetry reading competence.

The findings support the premise that instructional approaches integrating the motivational dimensions of Assurance, Relevance, Interest, Assessment, and Satisfaction create more meaningful and learner-centered educational experiences. The effectiveness of ARIAS indicates that improvements in poetry reading are influenced not only by cognitive mastery but also by increased self-confidence, intrinsic motivation, active engagement, and continuous formative feedback throughout the learning process. Consequently, this study extends the application of the ARIAS framework beyond science-oriented disciplines into literary education and provides empirical evidence that motivation-based instructional models can effectively enhance performance-oriented language skills.

From a practical perspective, the study suggests that the ARIAS model can serve as an innovative instructional alternative for Indonesian language teachers seeking to improve students' poetry reading competence in a comprehensive manner. Nevertheless, the research is limited by the use of a One-Group Pretest–Posttest design and a relatively small sample drawn from a single institution, which may restrict the generalizability of the findings. Future studies are therefore recommended to employ more rigorous experimental designs involving control groups, larger and more diverse samples, and the integration of ARIAS with digital learning media or other pedagogical approaches to strengthen empirical evidence and broaden its application in literature education.

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