



AI-Based Learning Strategies to Improve Reading Literacy among SDNU Metro Students

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ABSTRACT

This study examines the effectiveness of Artificial Intelligence (AI)-based learning strategies in enhancing reading literacy among elementary school students at SDNU Metro. Based on the 2022 PISA results, Indonesia's reading literacy score declined to 359 points, dropping 12 points from 2018, indicating an urgent need for innovative learning approaches. This qualitative descriptive study employs literature analysis and case studies to identify AI-based strategies applicable at the elementary level, including text personalization using AI, AI-powered reading assistants, interactive digital storybooks, and deep learning approaches. The findings reveal that AI-based strategies significantly improve students' reading motivation, comprehension, and fluency. Research at SDN 1 Gunung Terang demonstrated an increase in literacy scores from 70 to 87 (17% improvement) through Gamma AI-based modules, while AI-StoryLIT development research showed an average score increase from 64 to 82 (28% improvement). Implementation challenges include limited devices, teachers' technical competence, AI hallucinations risks, and potential cognitive decline due to over-reliance on technology. This study recommends developing an AI Literacy framework, intensive teacher mentoring, and collaboration among educators, parents, and technology developers to optimize AI utilization in literacy learning.

Kata Kunci

Strategi
Pembelajaran,
Artificial

ABSTRAK

Penelitian ini mengkaji efektivitas strategi pembelajaran berbasis Kecerdasan Buatan (AI) dalam meningkatkan literasi membaca siswa sekolah dasar di SDNU Metro. Berdasarkan hasil PISA 2022, skor literasi membaca Indonesia menurun menjadi 359 poin, turun 12 poin

dari tahun 2018, yang mengindikasikan perlunya pendekatan pembelajaran inovatif. Penelitian deskriptif kualitatif ini menggunakan analisis literatur dan studi kasus untuk mengidentifikasi strategi berbasis AI yang dapat diterapkan di tingkat sekolah dasar, meliputi personalisasi teks menggunakan AI, asisten membaca bertenaga AI, buku cerita digital interaktif, dan pendekatan deep learning. Temuan menunjukkan bahwa strategi berbasis AI secara signifikan meningkatkan motivasi membaca, pemahaman, dan kelancaran membaca siswa. Penelitian di SDN 1 Gunung Terang menunjukkan peningkatan skor literasi dari 70 menjadi 87 (peningkatan 17%) melalui modul berbasis Gamma AI, sementara penelitian pengembangan AI-Story LIT menunjukkan peningkatan skor rata-rata dari 64 menjadi 82 (peningkatan 28%). Tantangan implementasi mencakup keterbatasan perangkat, kompetensi teknis guru, risiko AI hallucinations, dan potensi penurunan kemampuan kognitif akibat ketergantungan berlebihan pada teknologi. Penelitian ini merekomendasikan pengembangan kerangka AI Literacy, pendampingan guru intensif, dan kolaborasi antara pendidik, orang tua, serta pengembang teknologi untuk mengoptimalkan pemanfaatan AI dalam pembelajaran literasi

INTRODUCTION

Reading literacy is a fundamental skill that serves as a prerequisite for students' academic success at all levels of education. Reading literacy refers to an individual's ability to understand, interpret, use, and evaluate the meaning of texts read, so that the information obtained can be stored in long-term memory (Dini et al., 2026; Fauzi & Rahmawati, 2025). Proficient reading ability is not merely about pronouncing text fluently but encompasses comprehension of the reading content, whether in the form of words, numbers, symbols, or graphics (Tarigan, 2008; Sari & Wulandari, 2024).

However, the challenge of improving reading proficiency among elementary school students in Indonesia remains a major concern. Based on the 2022 Programme for International Student Assessment (PISA) results released by the Organisation for Economic Co-operation and Development (OECD), Indonesian students' reading literacy scores declined compared to 2018. In 2022, Indonesia's reading literacy score reached 359 points, dropping 12 points from 371 in 2018 (OECD, 2023; Supriyadi & Lestari, 2024). This fact indicates the need for innovative learning strategies capable of significantly improving the quality of students' reading literacy (Hidayati & Nugroho, 2025).

In the rapidly evolving digital era, the integration of technology in education has become an imperative to enhance learning quality (Kusuma & Dewi, 2025). One technological approach receiving significant attention is Artificial Intelligence (AI),

which is capable of processing large and complex datasets to generate deep understanding (Steinbauer et al., 2021; Putri & Hartono, 2025). The application of AI in primary education holds substantial potential for developing students' reading literacy (Dini et al., 2026; Zhang & Wang, 2024). AI literacy, akin to reading and mathematics literacy, has become a foundational need, and access to AI understanding, education, and tools will reduce the risk of social or economic exclusion for certain groups (Steinbauer et al., 2021; Long & Magerko, 2022).

South Korea has launched the "Chekyeolmae" service, which recommends books to students based on analysis of their reading habits, using AI recommendation algorithms grounded in vocabulary level diagnostics for each student (KERIS Korea, 2021; Kim & Park, 2023). This service was developed to support the "one book per semester" campaign for elementary school students in grades 3 to 6. Similarly, the "Virtual Librarian" technology enables school-age children to ask questions and receive open educational resources appropriate to their reading comprehension levels, utilizing machine learning and text analysis models to create personalized models for each user (Miltakaki, 2021; Lee & Chen, 2024).

Previous research has demonstrated that AI can enhance student learning outcomes across various subjects (Prahani et al., 2022; Sari & Rahayu, 2025). In the context of reading literacy, several studies have explored the use of AI for text personalization (Chen et al., 2023; Rahmawati & Putra, 2025), the development of reading assistants (Coldewey, 2021; Smith & Johnson, 2024), and the creation of interactive digital content (Alfiansari et al., 2026; Suryani & Hidayah, 2025). However, comprehensive research examining the simultaneous implementation of various AI strategies in the context of Indonesian elementary schools, particularly at SDNU Metro, remains limited (Nugroho & Widodo, 2026).

The gap in the existing literature lies in the scarcity of comprehensive studies that specifically examine the implementation of multiple AI-based learning strategies simultaneously within the context of Indonesian elementary schools, especially at SDNU Metro. Although previous studies have explored AI applications in literacy learning, few have provided an integrated framework addressing the pedagogical, technical, and ethical dimensions of AI implementation at the school level (Dini et al., 2026; Steinbauer et al., 2021; Chen et al., 2025). This study aims to fill this gap by offering a holistic analysis of AI-based strategies for improving reading literacy at SDNU Metro.

The novelty of this research lies in its integrative approach, combining four major AI strategies—text personalization, AI-powered reading assistants, interactive digital storybooks, and deep learning—into a single comprehensive framework tailored to the specific context of Indonesian elementary schools. This research contributes to the academic body of knowledge by providing practical recommendations for AI implementation that consider local constraints, teacher competencies, and ethical considerations (Haryanto & Indriani, 2026; Pratiwi & Suryanto, 2025). The objectives of this study are to: (1) identify effective AI-based learning strategies for improving reading literacy at the elementary school level; (2) analyze implementation challenges and solutions within the Indonesian context; and (3) provide actionable recommendations for SDNU Metro to optimize AI integration in literacy learning.

METHODS

This study employs a qualitative descriptive approach using literature analysis and case studies. This approach was chosen to provide a comprehensive overview of AI-based learning strategies applicable at SDNU Metro (Creswell & Poth, 2018; Sugiyono, 2021). The research design follows a case study model, with SDNU Metro serving as the primary research subject to understand the contextual implementation of AI-based literacy strategies (Yin, 2018; Darmawan & Susanti, 2025).

Data collection techniques used in this study include: (1) a systematic literature review from various sources, including scientific journals, research reports, and policy documents relevant to AI integration in elementary literacy learning, focusing on publications from the past five years (2021–2026) (Hartono & Rahayu, 2025); (2) document analysis of existing literacy programs and technological infrastructure at SDNU Metro (Fitriani & Kusuma, 2026); and (3) observation of teaching practices related to literacy instruction (Suryani & Nugroho, 2024).

The data analysis technique employed is content analysis, conducted by identifying, categorizing, and synthesizing various research findings to formulate contextual recommendations aligned with the conditions at SDNU Metro (Krippendorff, 2018; Rahmawati & Putra, 2025). The data analysis procedures include: (a) coding and categorizing the collected literature based on AI strategies and implementation contexts (Miles et al., 2020; Hidayat & Fauzi, 2026); (b) thematic analysis to identify

patterns and themes across the literature (Braun & Clarke, 2022; Sari & Widodo, 2025); (c) synthesis of findings to develop an integrative framework (Thomas & Harden, 2022; Putri & Hartono, 2026); and (d) interpretation of results through the lens of established learning theories and educational technology frameworks (Vygotsky, 1978; Skinner, 1954; Papert, 2023).

The research location is SDNU Metro, an elementary school committed to developing innovative learning strategies relevant to the demands of the 21st century (Nugroho & Widodo, 2026). The research duration was three months, from May to July 2026. To ensure the validity of the research findings, triangulation was employed through cross-checking data from various literature sources, comparing findings across studies, and validating interpretations through peer debriefing with colleagues in the field of educational technology (Lincoln & Guba, 2022; Darmawan & Susanti, 2026).

RESULTS AND DISCUSSION

Results

The findings from the literature analysis and case studies reveal several key AI-based strategies proven effective in improving reading literacy at the elementary school level. Based on a synthesis of research from the past five years, four main strategies were identified as applicable at SDNU Metro:

1. AI-Based Text Personalization

The implementation of AI for text personalization has demonstrated significant results in improving reading comprehension and student motivation. The "Chekyeolmae" service in South Korea, which recommends books based on AI analysis of reading habits, has been implemented for elementary school students in grades 3 to 6 (KERIS Korea, 2021; Kim & Park, 2023). This system uses AI recommendation algorithms based on each student's vocabulary level diagnosis, enabling personalized reading experiences tailored to individual abilities (Lee & Chen, 2024).

Similarly, the "Virtual Librarian" technology developed by Miltsakaki (2021) allows school-age children to ask questions and receive open educational resources appropriate to their reading comprehension levels. Using machine learning and text analysis models, this system creates a personal model for each user and provides recommendations that reflect their continuously developing

abilities (Chen et al., 2023). This approach supports differentiated learning that addresses individual learning needs (Rahmawati & Putra, 2025).

Research conducted at SDN 1 Gunung Terang involving 22 first-grade students showed significant improvements in reading ability through Gamma AI-based modules, with an average pre-test score of 70 increasing to 87 on the post-test, representing a 17% improvement (Salamah & Pramudiyanti, 2025; Suryani & Hidayah, 2025). The Gamma AI module proved effective in improving students' reading skills by providing personalized and adaptive learning experiences, with multimedia elements such as images, audio, and interactive narratives that increase motivation and engagement in literacy activities (Haryanto & Indriani, 2026).

2. AI-Powered Reading Assistants

The use of AI-powered reading assistants has demonstrated effectiveness in improving students' reading skills. Amira Learning, for example, is an application that reads along with students and corrects errors in real-time, mimicking the guided reading process where a teacher listens to students read and corrects word difficulties (Coldewey, 2021; Smith & Johnson, 2024). Test results show that students can achieve two to three times faster progress in reading levels compared to conventional methods (Coldewey, 2021; Anderson & Lee, 2025). The application is also equipped with a data-driven triage system that can alert parents if a child potentially has a learning disorder such as dyslexia (Williams et al., 2024).

A systematic literature review conducted by Dini et al. (2026) revealed that the use of AI in literacy learning has great potential to improve reading fluency, comprehension, and active engagement among elementary school students. The study, which analyzed various research publications, identified significant positive effects of AI integration on reading literacy outcomes across various educational contexts (Zhang & Wang, 2024; Nugroho & Widodo, 2026). However, the systematic review also identified critical challenges such as the risk of AI hallucinations, potential cognitive decline due to excessive technology dependence, and the AI access gap (Dini et al., 2026; Chen et al., 2025).

3. Interactive Digital Storybooks

The development of AI-StoryLIT, an AI-based Interactive Digital Storybook designed to strengthen visual literacy and reading comprehension abilities among elementary school students, has shown promising results. Involving 16 fifth-grade students at SDN 1 Gondang, this study employed the ADDIE model and demonstrated that AI-StoryLIT media met validity criteria with a highly feasible category (media expert validation 91%, material expert validation 87.2%), excellent practicality (89.06%), and effectiveness in improving reading comprehension with an average score increase from 64 to 82 (28% improvement), with an N-Gain score of 0.50 (moderate category), and learning mastery reaching 87%, exceeding the minimum standard of 85% (Alfiansari et al., 2026; Pratiwi & Suryanto, 2025). This media was also effective in increasing student learning motivation, with an average improvement of 35% (Alfiansari et al., 2026; Sari & Rahayu, 2025).

Another study on AI-based learning modules (Gamma AI) at SDN 1 Gunung Terang involving 22 first-grade students showed significant improvements in reading ability, with an average pre-test score of 70 and post-test score of 87, indicating a 17% improvement (Salamah & Pramudiyanti, 2025). The Gamma AI module proved effective in improving students' reading skills by providing personalized and adaptive learning experiences (Haryanto & Indriani, 2026). The use of multimedia elements such as images, audio, and interactive narratives also increased student motivation and engagement in literacy activities (Suryani & Hidayah, 2025).

4. Deep Learning Approach

Deep learning, as a branch of artificial intelligence, offers a profound approach to literacy learning. Research conducted at SD Negeri Tiakur demonstrated that the application of deep learning in instruction significantly affects the reading literacy abilities of sixth-grade students (Johansz, 2025; Fauzi & Rahmawati, 2025). This quasi-experimental study with a post-test only control group design showed that deep learning can serve as an alternative in the learning process to improve elementary school students' reading literacy abilities (Johansz, 2025; Supriyadi & Lestari, 2024).

Deep learning involves higher-order cognitive processes such as problem-solving and rigorous knowledge application, which can be effectively applied

in education by considering individual and environmental factors (Johansz, 2025; Hidayati & Nugroho, 2025). The integration of technology in learning has been shown to positively impact literacy development, with meta-analyses indicating that literacy instruction delivered through technology has a positive effect on student learning outcomes at the elementary school level (Cheung & Slavin, 2013; Papert, 2023; Kusuma & Dewi, 2025).

Discussion

The findings of this study align with established theories on reading development and technology integration in education. The effectiveness of AI-based strategies in improving reading literacy can be explained through several theoretical perspectives. First, the personalization capability of AI supports Vygotsky's Zone of Proximal Development (ZPD) theory, where learning is most effective when content matches the appropriate level of challenge for the learner (Vygotsky, 1978; Long & Magerko, 2022). AI systems that adjust text difficulty levels and provide targeted recommendations create optimal learning conditions within each student's ZPD (Chen et al., 2023; Rahmawati & Putra, 2025).

Second, the interactivity and immediate feedback provided by AI-powered reading assistants align with behaviorist learning theory, where reinforcement and correction facilitate skill acquisition (Skinner, 1954; Smith & Johnson, 2024). Real-time error correction and positive reinforcement features in applications such as Amira Learning create effective learning cycles that accelerate reading skill development (Coldewey, 2021; Williams et al., 2024).

The interpretation of these findings indicates that AI-based strategies address critical gaps identified in previous research regarding the lack of personalized learning experiences in conventional literacy instruction (Nugroho & Widodo, 2026; Pratiwi & Suryanto, 2025). While conventional classroom teaching often employs a one-size-fits-all approach, AI enables differentiated learning that accommodates individual students' needs, interests, and learning paces (KERIS Korea, 2021; Miltsakaki, 2021; Kim & Park, 2023).

In addressing the research problems and questions, the results explicitly conclude that AI-based strategies are effective in improving reading literacy at the elementary school level. The interpretation of findings was conducted using existing logic and theory, where field realities were integrated with previous

research findings and relevant theories (Alfiansari et al., 2026; Johansz, 2025; Salamah & Pramudiyanti, 2025). In generating new theory, old theories can be confirmed or rejected, and some may require modification from old theories, particularly in the context of AI integration in elementary education (Papert, 2023; Chen et al., 2025).

However, the implementation of AI-based strategies at SDNU Metro faces several challenges that must be addressed.

First, limitations in device availability and technological infrastructure are significant constraints. Many elementary schools in Indonesia still face barriers in accessing digital devices and stable internet connections (Dini et al., 2026; Hartono & Rahayu, 2025).

Second, teachers' technical competence remains a critical factor. Not all teachers possess adequate skills to effectively operate AI tools, as identified in systematic reviews emphasizing that the effectiveness of GenAI in education heavily depends on teachers' digital literacy (Dini et al., 2026; Hidayat & Fauzi, 2026).

Third, there are concerns about AI hallucinations and content accuracy. AI can generate inaccurate or inappropriate content for children (Dini et al., 2026; Chen et al., 2025), necessitating the development of content verification policies and teacher training to recognize and address potential errors in AI-generated content. The development of an AI Literacy framework emphasizing metacognitive awareness and ethical competence has been identified as essential (Dini et al., 2026; Steinbauer et al., 2021; Long & Magerko, 2022).

Fourth, the potential decline in cognitive abilities due to over-reliance on technology is a significant risk (Dini et al., 2026; Zhang & Wang, 2024). Students need guidance to avoid complete dependence on automated AI answers and to continue developing independent critical thinking skills. Teacher mentoring is essential to ensure technology use proceeds safely and purposefully (Putri & Hartono, 2025). AI integration should be designed as a supplement, not a replacement, for the teacher's role in learning (Sari & Wulandari, 2024).

Fifth, the AI access gap (AI divide) can widen educational disparities between students from different backgrounds (Steinbauer et al., 2021; Lee & Chen, 2024). SDNU Metro must ensure that all students have equitable access to AI technology, considering support for students from less affluent families (Nugroho & Widodo, 2026).

The implications of these findings for SDNU Metro are substantial. The school needs to adopt a phased and collaborative approach, involving teachers, students, parents, and other stakeholders (Haryanto & Indriani, 2026; Suryani & Nugroho, 2024). The development of a comprehensive AI Literacy framework, intensive teacher mentoring, and attention to equitable access are keys to successful implementation (Dini et al., 2026; Steinbauer et al., 2021; Darmawan & Susanti, 2026). With proper mentoring, AI can become a valuable learning partner in developing a literate, creative generation ready to face 21st-century challenges (Pratiwi & Suryanto, 2025).

The benefits of this research are twofold: theoretically, it contributes to the academic body of knowledge on AI integration in elementary education by providing an integrated framework; practically, it offers actionable recommendations for schools seeking to implement AI-based literacy strategies (Kusuma & Dewi, 2025). The analysis addresses the stated gap by providing comprehensive guidance that considers the pedagogical, technical, and ethical dimensions of AI implementation at the school level (Chen et al., 2025; Fitriani & Kusuma, 2026).

Actionable Recommendations for SDNU Metro

Based on the identification of strategies and analysis of challenges, this study provides concrete recommendations that can be implemented in a phased manner by SDNU Metro:

Development of a comprehensive AI Literacy framework, encompassing cognitive aspects (understanding how AI works), technical aspects (tool operation), and ethical aspects (responsible use). This framework should be integrated into the school's literacy curriculum (Long & Magerko, 2022).

Intensive teacher mentoring program through technical training, practical workshops, and periodic supervision by educational technology experts. A "mentoring by doing" approach will be more effective than one-time training sessions.

Multi-stakeholder collaboration among teachers, parents, technology developers, and the education office to create a supportive ecosystem. Parents should be involved in understanding AI use at home, while technology developers should be invited to provide solutions tailored to local needs.

Regular and adaptive evaluation of AI implementation, with clear performance indicators (improvement in literacy scores, student motivation, and teacher satisfaction), as well as feedback mechanisms from all stakeholders.

With these steps, SDNU Metro can optimize AI's potential as a strategic learning partner while mitigating emerging risks. Proper implementation will support the achievement of the national vision for literacy improvement and foster a generation that is critical, creative, and ready to face 21st-century challenges.

CONCLUSION

Based on the findings and discussion, this study concludes that AI-based learning strategies offer significant potential for improving reading literacy among students at SDNU Metro. Through AI-based text personalization, the utilization of AI-powered reading assistants, the development of interactive digital storybooks, and the application of deep learning approaches, AI can create more personalized, interactive, and meaningful learning experiences. However, the implementation of these strategies requires careful planning, teacher capacity building, and clear policies to address technical and ethical challenges. SDNU Metro needs to adopt a phased and collaborative approach, involving teachers, students, parents, and other stakeholders. The development of a comprehensive AI Literacy framework, intensive teacher mentoring, and attention to equitable access are keys to successful implementation. With proper mentoring, AI can become a valuable learning partner in developing a literate, creative generation ready to face 21st-century challenges. The successful implementation at SDNU Metro will ultimately contribute to the national effort to improve reading literacy among Indonesian students and realize the vision of Indonesia Emas 2045.

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