



An Adaptive Remedial Learning Strategy to Improve Students' Reading Skills at MTsS Tanah Kampung

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Abstract

Reading ability is a fundamental competence that underpins the success of the learning process; however, there are still pupils who struggle to comprehend the content of texts effectively, resulting in low academic achievement. This situation indicates that conventional teaching has not yet been fully able to accommodate the diverse learning needs of students, particularly those requiring remedial learning. Therefore, an adaptive remedial learning strategy is required to improve the reading competence of Year 8 students at MTsS Tanah Kampung. The research method employed was a quantitative approach using an experimental design. The research results indicate that the implementation of adaptive remedial learning strategies has a positive impact, namely: (i) Significant improvement in students' reading competence, (ii) an increase in the ability to comprehend reading material, (iii) students demonstrate improved ability to draw conclusions from texts, (iv) student motivation and engagement have increased, and (v) the ability to identify key information in reading material has improved. Overall, the adaptive remedial strategy is more effective than the conventional approach. The implications of this research suggest that this strategy can serve as an alternative for improving students' reading competence more effectively.

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INTRODUCTION

Reading ability is a basic skill that plays a central role in the learning process at all levels of education. Reading is not only understood as a technical activity of recognizing letters and words, but also as a complex cognitive process involving the comprehension, analysis, synthesis, and evaluation of information contained in the text (Najwa & Jannah, 2026). Tazkirah et al., (2024) emphasize that reading is an active process in constructing meaning, which involves interactions between the reader, the text, and the context. Thus, good reading skills are a primary prerequisite for students' success in understanding learning materials in various fields of study. However, in the reality of education in schools, a number of students still experience difficulties in reading effectively. These difficulties are not only related to reading fluency, but also include low abilities to understand the content of the reading, identify main ideas, find important information, and draw conclusions from the text.

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Syajida & Ahyadi (2024) explain that weaknesses in reading comprehension are often caused by limited cognitive abilities, lack of vocabulary mastery, and a lack of appropriate reading strategies. This condition has a direct impact on low student learning outcomes and decreased motivation to participate in the learning process.

On the other hand, learning practices in many schools are still dominated by a conventional, uniform approach, where teachers deliver material using the same method to all students without considering differences in individual abilities (Fauzi & Ramdan, 2026). However, in a heterogeneous classroom context, each student has different characteristics, learning styles, comprehension speeds, and academic needs. Mondong (2025), through the concept of differentiated instruction, emphasized that effective learning must be able to adapt the content, process, and learning products according to the needs of students so that learning outcomes can be optimized. In an effort to overcome these learning difficulties, remedial learning is one commonly used strategy. Remedial learning essentially aims to provide additional assistance to students who have not yet achieved the expected competencies. However, in practice, remedial learning often only takes the form of repetition of material without any in-depth adjustment of strategies to the specific needs of students. As a result, the effectiveness of remedial learning is limited and has not been able to have a significant impact on improving student competency (Rizki et al., 2026).

Based on these conditions, a more adaptive and contextual remedial learning approach is needed. Adaptive remedial learning strategies emphasize adjusting methods, materials, and learning tempo based on the results of identifying student learning needs (Wafiqni et al., 2023). This approach is in line with Vygotsky's (1978) theory on the Zone of Proximal Development (ZDP), which states that learning will be more effective if provided with assistance (scaffolding) that is appropriate to the level of student cognitive development. Thus, teachers not only act as conveyors of material but also as facilitators who are able to provide appropriate interventions according to individual student needs. Through adaptive remedial strategies, learning is expected to not only focus on improving affective aspects such as motivation, engagement, and student confidence in learning. Therefore, this study is important to conduct to analyze the application of adaptive remedial learning strategies in improving the reading competence of eighth-grade students at MTsS Tanah Kampong, while also contributing to the development of effective, inclusive, and responsive learning models to student needs.

METHODS

The research method in this study uses a quantitative approach with a quasi-experimental design of one group pretest-posttest design to analyze the application of adaptive remedial learning strategies in improving the reading competence of eighth-grade students at MTsS Tanah Kampong. The research subjects consisted of students who had difficulty reading and were selected using a purposive sampling technique based on their reading ability level. Data collection was carried out through reading ability tests before and after the implementation of adaptive remedial strategies, as well as observations during the learning process to determine the level of student motivation and engagement (Engkizar et al., 2019; Syafril et al., 2021; Rasdiany et al., 2022; Engkizar et al., 2025). The research instrument was a reading test prepared based on reading competence indicators, including the ability to understand reading content, identify important information, and draw conclusions from the text. Adaptive remedial learning strategies are implemented by adjusting methods, materials, and learning tempo based on individual student needs so that learning interventions are more effective and targeted. The research data was analyzed using descriptive statistics to describe students' reading ability levels and inferential statistics to determine significant improvements in learning outcomes

before and after treatment. To improve the validity and reliability of the study, instrument validity and reliability tests were conducted, as well as triangulation of observational data and test results throughout the research process.

RESULT AND DISCUSSION

The results of the study indicate that the implementation of adaptive remedial learning strategies has a positive impact on improving the reading competence of eighth-grade students at MTsS Tanah Kampung. This strategy is implemented through adjustments to learning methods, materials, and tempo based on individual student needs, making the remedial process more effective and focused. Based on the research results, there are five main findings that demonstrate the success of adaptive remedial learning strategies in improving students' reading abilities. A more detailed explanation of the five key findings demonstrating the success of adaptive remedial learning strategies in improving pupils' reading skills can be seen in Figure 1.

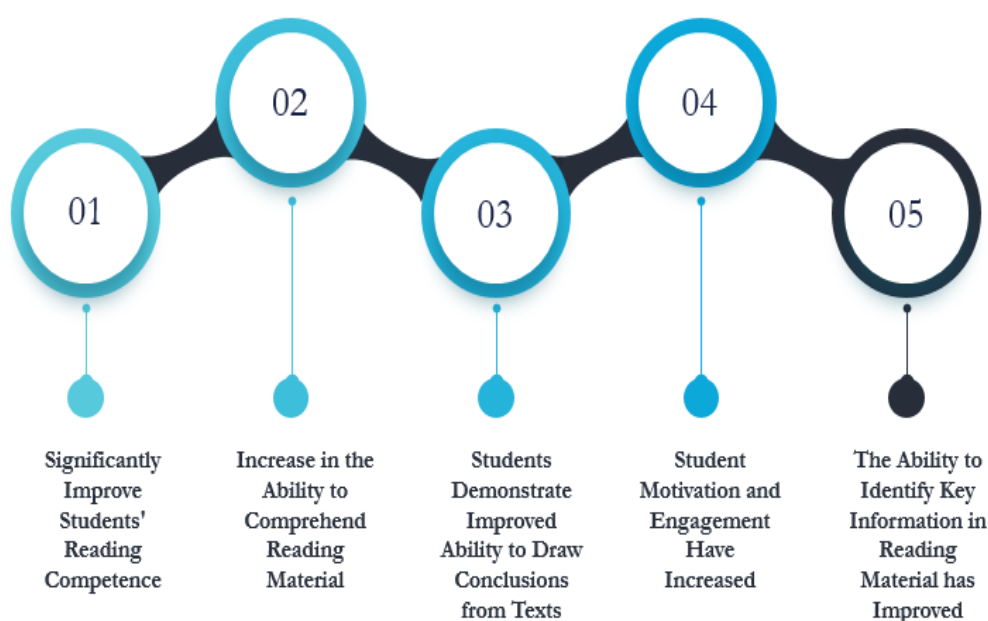


Fig 1. The Success Of Adaptive Remedial Learning Strategies In Improving Pupils' Reading Skills

Significantly Improve Students' Reading Competence

The research results show that adaptive remedial learning strategies can significantly improve students' reading competence. This improvement is evident in the results of students' reading tests after being given adaptive remedial learning interventions. These findings indicate that learning tailored to students' abilities can help them comprehend reading more effectively than conventional remedial learning, which tends to be general and uniform (Ulfah, 2025). According to Abidin et al., (2021), adaptive learning, or differentiated instruction, is an approach that adjusts the learning process based on students' needs, readiness, and abilities, thereby optimally improving learning outcomes. In the context of this research, adaptive remedial strategies provide opportunities for students to learn according to their level of understanding so that reading difficulties can be overcome gradually (Rahmadhani et al., (2025). In addition, increasing reading competence also shows that students are starting to be able to process information from texts more systematically. Jannah & Shalihah (2025) explain that reading is an active process in building meaning through interactions between readers and texts. Therefore, adaptive remedial learning helps

students build deeper reading comprehension because teachers provide guidance that is appropriate to students' learning needs.

Increase in the Ability to Comprehend Reading Material

The results of the study showed that students' reading comprehension skills improved after the implementation of adaptive remedial learning strategies. Before the intervention, some students had difficulty understanding the overall meaning of the text, especially in determining the main idea and the relationship between paragraphs (Gohar & El-Ghool, 2016; Catuiran, 2022; Nasution et al., 2025). However, after participating in adaptive remedial learning, students began to be able to understand the reading content better and systematically. This improvement in reading comprehension skills is in line with the reading comprehension theory proposed by Hidayah et al., (2025), which states that reading comprehension is influenced by an individual's ability to connect new information with prior knowledge. In this study, adaptive remedial strategies helped students understand the text through a simpler, more gradual approach, and according to their abilities. The teacher provided additional explanations, directed reading exercises, and individual guidance so that students could more easily understand the text. Furthermore, improved reading comprehension skills also demonstrate that adaptive remedial learning can create a more conducive and responsive learning environment to students' needs (Kienberger et al., 2022; Francisco, 2025; Ginting, 2025). Flexible learning makes students more comfortable in learning, enabling them to optimally comprehend reading.

Students Demonstrate Improved Ability to Draw Conclusions from Texts

The ability to draw conclusions from text is an indicator of higher-order thinking skills. Research results show that students experienced an increase in their ability to draw conclusions based on reading content after participating in adaptive remedial learning. Before the intervention, some students were only able to understand information explicitly without being able to deduce the overall meaning (Shih & Kuo, 2019; Ningrum, 2022; Ayuningtias et al., 2026). However, after being given adaptive remedial learning, students began to be able to connect information in the text and draw conclusions more quickly. This finding is in line with the Zone of Proximal Development (ZPD) theory proposed by Vygotsky (1978), which emphasizes the importance of assistance or scaffolding in helping students achieve higher levels of understanding. In this study, the teacher provided gradual guidance to students through provocative questions, discussions, and text analysis exercises so that students were able to understand the relationships between elements in the reading. Improved inference-drawing skills also demonstrate that adaptive remedial strategies not only focus on basic reading skills but also help develop students' critical thinking skills (Usman, 2025; Putri, 2026). Thus, students not only read texts literally but are also able to understand their meaning.

Student Motivation and Engagement Have Increased

The results of the study showed that student motivation and engagement in the learning process increased after the implementation of the adaptive remedial learning strategy. During the learning process, students appeared more active in reading, discussing, answering questions, and participating in other learning activities. This increase in motivation occurred because adaptive remedial learning provided a more enjoyable learning experience and was tailored to students' abilities. According to Kasmawati et al., (2025), learning motivation is a crucial factor influencing student success in achieving learning objectives. Students with high motivation tend to be more active and enthusiastic in participating in the learning process. In this study, the

adaptive approach helped increase students' self-confidence because they were provided with learning tailored to their individual ability levels. This made students feel more capable of participating in learning without excessive pressure. Furthermore, increased student engagement indicates that the adaptive remedial strategy was able to create a more interactive learning atmosphere. Teachers not only act as material deliverers but also as facilitators who help students overcome learning difficulties directly (Fradana & Suwarta, 2025; Nurwahidah et al., 2026).

The Ability to Identify Key Information in Reading Material has Improved

The results of subsequent research showed that students' ability to identify important information in reading material improved. Students began to be able to find main ideas, key facts, and other important information in texts more quickly and accurately. This ability is crucial in improving reading effectiveness because it helps students understand the core information from reading material (Liu et al., 2017; Guiro & Stanso, 2024). According to Olii et al., (2025), the ability to find important information in text is an essential part of reading comprehension skills. Students who are able to identify important information will more easily understand the content of the reading material as a whole. In this study, adaptive remedial strategies helped students through directed reading exercises and individual guidance so they could focus on important parts of the text. This improvement in ability indicates that adaptive remedial learning can help students understand text structure in the information process more systematically (Ricon et al., 2024; Nisa & Cahyono, 2025). Thus, students not only read mechanically but are also able to understand and process information obtained from reading material.

Overall, the research results show that adaptive remedial learning strategies are effective in improving students' reading competencies, including reading comprehension, critical thinking skills, learning motivation, and the ability to identify important information in texts. This strategy provides a learning alternative that is more responsive to students' needs and can create an effective, active, and meaningful learning process (Villesseche et al., 2019; Kilag et al., 2023).

CONCLUSION

Based on the research results, it can be concluded that the implementation of adaptive remedial learning strategies is effective in improving the reading competence of eighth-grade students at MTsS Tanah Kampung. This strategy has a positive impact on improving the ability to understand reading content, the ability to identify important information, and the ability to draw conclusions from the text. In addition, adaptive remedial learning is also able to increase student motivation and involvement in the learning process so that learning activities become more active and effective. The success of this strategy shows that learning tailored to individual student needs can help overcome reading difficulties more precisely and directed than conventional remedial approaches. Therefore, adaptive remedial learning strategies can be used as an alternative effective learning approach in improving reading competence while supporting the creation of a more flexible, responsive, and student-centered learning process.

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