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Enhancing the Educational Value of Reading with the Know-Want-Learned-Affect (KWLA) Model to Prevent Learning Loss

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Abstract. The decline of academic skills in the field of education, known as learning loss, is one of the impacts of online distance learning performed over a prolonged period. One of the outcomes is that the instructional value of reading material or e-books provided by educators to students in online classrooms is seen as tedious and inefficient because if the method is carried out monotonously and not varied, it can reduce students' interest in reading skills. In response to the preceding statement, the purpose of this study is to investigate problems related to learning loss on students' interest in reading, as well as describe the Know-Want-Learned-Affect (KWLA) as a model of prevention of the problem. This research employed a qualitative methodology with a descriptive technique to describe the gathered data. In addition, 90 students participated in completing the questionnaire as a research instrument, and the authors used a literature study as an additional source of data. The research shows that 70.8% of respondents reported experiencing learning loss during online education, although 46% said they read extensively during this time. However, the impact of learning loss makes it difficult for students to comprehend reading material from books, and the number of words in a passage causes students to lose interest in reading it. This indicated that the majority of students experienced learning loss and lost interest in reading and studying through online education. KWLA learning paradigm is believed to be beneficial in preventing learning loss and restoring students' enthusiasm for reading by overcoming this obstacle.

Keywords: college student; educational value; KWLA; learning loss; reading skills

Abstrak. Penurunan kemampuan akademis di bidang pendidikan, atau learning loss, merupakan salah satu dampak dari pembelajaran jarak jauh daring yang dilakukan dalam jangka waktu yang lama. Salah satu dampaknya adalah nilai instruksional dari bahan bacaan atau e-book yang diberikan oleh pendidik kepada peserta didik di kelas daring dianggap membosankan dan tidak efisien karena jika cara tersebut dilakukan secara monoton dan tidak bervariasi dapat menurunkan ketertarikan siswa pada kemampuan membaca. Menanggapi pernyataan sebelumnya, tujuan penelitian ini adalah untuk menyelidiki masalah yang berkaitan dengan learning loss minat siswa dalam kemampuan membaca, serta mendeskripsikan Know-Want-Learned-Affect (KWLA) sebagai model pencegahan masalah tersebut. Penelitian ini menggunakan metodologi kualitatif dengan teknik deskriptif untuk mendeskripsikan data yang telah dikumpulkan. Selain itu, 90 siswa berpartisipasi dalam mengisi kuesioner sebagai instrumen penelitian, dan penulis menggunakan studi literatur sebagai sumber data tambahan. Hasil penelitian menunjukkan bahwa 70,8% responden melaporkan mengalami learning loss selama pendidikan online, meskipun 46% mengatakan mereka banyak membaca selama ini. Namun, dampak dari learning loss membuat siswa sulit memahami bahan bacaan dari buku, dan banyaknya kata dalam suatu bacaan menyebabkan siswa kehilangan minat untuk membacanya. Hal ini menunjukkan bahwa mayoritas siswa mengalami learning loss dan kehilangan minat membaca dan belajar melalui pendidikan daring. Paradigma pembelajaran KWLA diyakini bermanfaat dalam mencegah kehilangan belajar dan mengembalikan antusiasme siswa untuk membaca dengan mengatasi hambatan ini.

Kata kunci: mahasiswa; nilai pendidikan; KWLA; learning loss; kemampuan membaca

INTRODUCTION

As widely stated in the literature on reading skills based on what Syahidin (2020) said, reading is an essential skill for the development of other skills, which is also important for the intellectual growth of students. According to Kasiyun (2015), reading has a significant impact on improving the quality of human resources, which is crucial to a nation's development. In addition, Noermanzah (2018) asserts that reading brings learners closer to science, technology, art, culture, and all that is relevant to the development of knowledge. By reading, individuals are said to engage in a learning process in which their brains process words, information, and knowledge; thus, they can act on and apply these principles to their daily lives. This is aligned with what Thorndike mentioned in Harras (2014), namely that the process of reading is similar to that of thinking and reasoning. Any knowledge gained by reading is advantageous to the growth and development of students' reasoning, social skills, as well as creativity to attain an educational objective based on educational values. However, Setyowati, et al. (2023) emphasize that during the Covid-19 outbreak, students' learning performances tend to decline substantially, particularly in terms of numeracy and reading skills. This epidemic has expanded worldwide schooling disparities and generated calls for educational reform (Junaidi, et al., 2022). As a consequence of this, pupils are forced to study independently under the supervision of their families at home.

As educational initiatives typically have an objective, the value of education serves as the driving force behind educational actions. This educational value aims not only to enhance students' intelligence in terms of information but also to alter their attitudes, which will eventually shape their character. These values can be obtained through reading, for example, by reading about the values of love, kindness, and courage (Robbaniyah, 2019). According to the Ministry of Education and Culture in Hartono (2014), every student must develop the following 18 character traits, namely (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) inquisitiveness, (10) national spirit, (11) love of the homeland, (12) respect for accomplishment, (13) friendly/communicative, (14) love of peace, (15) love of reading, (16) concern for the environment, (17) concern for society, (18) responsibility. Students in Indonesia need to fully understand these 18 characters to deal with global advancements and difficulties.

According to the preceding explanations of reading and educational values, values are the standards of behavior, beauty, justice, truth, and efficiency that are carried out or maintained by humans (Sukitman, 2016). In the meantime, Law No. 20 of 2003 defines education as a deliberate and organized endeavor to create a learning environment and learning process so that students can actively develop their potential. Educational value can also be referred to as value education. However, the educational value of this literature is founded on a character trait, namely a desire of reading. According to Tahmidaten & Krismanto (2020), reading can be regarded as an activity that conveys the meaning contained or inferred in a book or reading material that has been read. After understanding the definition or meaning of each word related to the value of reading education, it is possible to draw a concise conclusion regarding the value of reading education, specifically which is a behavior that is consciously carried out by someone in an active learning atmosphere.

According to 'The Glossary of Education Reform', learning loss is the reduction/loss of both specific and general knowledge and skills. It is also an academic setback produced by prolonged gaps or discontinuities in a student's education. Distance Learning, which has been used in Indonesia for nearly three years during the Covid-19 outbreak, cannot rule out the possibility of learning loss. Various technologies and innovations developed to promote distance learning do not

guarantee that the teaching and learning process can be conducted successfully from home. According to Donnelly & Patrinos (2021), learning loss is the result of long-distance education.

The abrupt implementation of changes to the current education system which were formerly conducted face-to-face but must now be conducted remotely has caused problems for students, teachers, and policymakers. Learning loss is caused by challenges that develop during the teaching and learning process (Kaffenberger, 2021). A suboptimal learning process will result in suboptimal outcomes in the achievement of an educational objective (Andriani, et al., 2021).

In addition, the problem of learning loss has an impact on the quality of education in Indonesia. It also affects students in Indonesia themselves who experience a decline in reading as well as in academics. As said by Marera (2022, p. 166), states that there was a decrease in the reading ability of students in Indonesia by a significant 11 points during the first four months of the Covid-19 period, based on the indicators of the Program for International Student Assessment (PISA) scores. This decline in reading ability was caused by learning loss. So, the data from this problem is the main focus of this research related to the problem of learning loss in students' reading ability in the field of education.

In overcoming the problems previously described, The Know-Want-Learned-Affect (KWLA) learning paradigm, which can be simplified to KWLA, is one strategy to enhance the value of students reading instruction. According to Noermanzah (2018), the KWLA model focuses on elaborating and assessing students' comprehension based on their learning experiences' applicability, interest, and personal values. KWLA has both a strategy and a meaning within the term. Referring to Maulana (2018), the Pre-reading Stage in K-What I Know is the stage in which educators study students' prior reading-related knowledge material. In addition, Post-Reading Stage W-What I Want to Know is the second stage in the process of establishing specific reading objectives, following the generation of curiosity, intrigue, and ambiguity in the first step. In the Post-reading Stage of L-What I Learned, students transcribe material from textbooks or stories that they have learned. In addition, Ermawati (2017) explained the final stage, the Post-reading Stage in A-The Affect of the Story is for students to respond as a type of self-reflection (intrapersonal intelligence) to previously read texts or stories.

This is supported by previous research, which is relevant to KWLA. The first research relevant to KWLA was written by Prihatin and Sari (2020). The data collection methods used by researchers are the Quantitative method which consists of determining scores, calculating grade averages, and percentage of study completeness, and the Qualitative method consists of observations of student activities, as well as the results of field notes with qualitative descriptive analysis. According to the study's findings, the use of KWLA on students' reading ability shows that there is an increase in reading ability, an increase in students' confidence in expressing ideas, and an increase in students' activity in learning.

The second research relevant to KWLA was written by Yulianah Prihatin and Raras H. Sari (2020). The data collection methods used by researchers are questionnaire and interviews unstructured the questions are free and do not use systematic interview guidelines. According to the study's findings, the use of KWLA on students' reading ability shows that aspects from 1-15 have an average percentage of 88%, indicated very well for students, where KWLA is suitable and effective to be used to improve reading skills.

The third research relevant to KWLA was written by Sulaeha (2021). The data collection method used by researchers is Classroom Action Research Methods, which goes through four main steps, namely action plans, implementation of actions, observation/evaluation, and reflection, there are 2 cycles of treatment. Based on the study's findings, in the first and second cycles that went through these four stages using KWLA, there was an increase in scores in student learning outcomes with an average of 81.36, so it has a positive impact on students' reading skills.

Furthermore, the adoption of the KWLA model can enhance the intensive reading skills of the students. Using the KWLA paradigm, reading-related learning is more effective and directed. This is because the KWLA paradigm relates to student-centered strategies. The selection of the KWLA model as reading-related learning for students in elementary school through high school enables students to comprehend and determine what they read, as well as the format of student interaction. Based on the previous description, the implementation of the KWLA learning model can be a solution to prevent the loss of learning that occurs during distance learning in reading and comprehending books or contents in e-books.

In most of the previous studies that have been described previously, there are still aspects that need further investigation in the form of research questions namely, 1) How did the experience of problems that occurred to students during learning online which caused students to experience learning loss on students' interest in reading at education field? Besides that, the results of the research questions can be preventive ways by describing the KWLA model as a solution from a literature review.

METHOD

This research method employs a qualitative descriptive approach in which the data are derived from a literature review and content analysis. In addition, a closed-ended questionnaire with a four-point Likert scale was employed to collect data from 90 students in Indonesia who were participating in distance learning to strengthen data analysis. According to Muhtadien & Krismayani (2019), descriptive research is the study of a current event or its indicators. Qualitative research is also concerned with the thoughts, perceptions, views, and beliefs of the person being studied, none of which can be quantified. This qualitative approach method with a descriptive type focuses on issues about students who experience learning loss concerning the value of reading education activities during remote learning.

Qualitative Method

We used a qualitative descriptive study as the study's design using the qualitative approach. In general terms, scientific research consists of an investigation that:

1. Seeks answers to a question
2. Systematically uses a predefined set of procedures to answer the question
3. Collects evidence
4. Produces findings that were not determined in advance
5. Produces findings that are applicable beyond the immediate boundaries of the study

Qualitative research shares these characteristics. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative

research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. Thus, the qualitative descriptive analysis provided a detailed overview of the events in a common language.

Instruments

To obtain the data, an online questionnaire was distributed with 7 items to identify students' perspectives, 5 items to see students' motivation, and 3 items to identify students' attitudes toward reading. The participants responding to the questionnaire were Indonesian students from age 17 - >21 with 90 participants responded to our questionnaire, and most of their responses were agree that they experiencing learning loss, which indicated Know-Want-Learned-Affect (KWLA) can be conducted to prevent learning loss. The data from the questionnaire were then analyzed using a literature review.

Questionnaire

In this research, there were 15 questions and the theme is about the correlation between students and their reading skills. In this questionnaire, there were 7 items to measure students' perspectives, 5 items to measure students' motivation, and 3 items to measure students' attitudes toward reading. We collected the questionnaire by using Google Forms to make it easier for the students. As for analyzing the data we used the Likert scale and scored them with 4 for Strongly Disagree (SD), 3 for Disagree (D), 2 for Agree (A), and 1 for Strongly Agree (SA).

Procedures

Firstly, we collected qualitative data to explain and elaborate our research. Then, we distributed our questionnaires to the students and collected them through Google Forms. Next, we analyzed aspects including the students' perspective, motivation, and attitude toward reading. We chose this research design because we wanted to describe learning models especially Know-Want-Learned-Affect (KWLA) as preventive ways of learning loss for students.

RESULTS AND DISCUSSION

Reading is the process of recognizing, comprehending, and then interpreting a text. Reading is also a doorway through which people can learn a great deal about the world. Knowledge and skills will be influenced by ones reading ability and motivation. An individual's knowledge enables him/her to perform various tasks in which he or she was not previously proficient; hence, someone who reads extensively is superior to someone who reads infrequently (Nurhaidah & Musa, 2016, pp. 2-3). To minimize learning loss, the reading interest of pupils must be increased and maintained under any conditions.

As long as distance learning was practiced in Indonesia, many pupils saw deterioration in their reading skills. This occurs because almost all of the classrooms employ video conferencing where just the teachers' voices can be heard and students stare at their cell phones, laptop, and computer screens for too long. Furthermore, once they have completed these online learning activities, they choose to play, unwind, or seek other forms of amusement, leaving books and other reading materials behind. Hence, adopting the KWLA learning method is our suggestion.

The adoption of the KWLA model is one of the most effective ways for enhancing distance learners' capacity to read educational values. Inggriyani & Aptiani (2020, p. 269) state that the KWL strategy affects students' reading comprehension abilities because the use of the KWL strategy helps students strengthen their ability to comprehend the meaning and content of what they are reading with these three effective steps. Moreover, according to Magdalena, et al. (2020, p. 395), the adoption of the KWL approach can encourage student activity and autonomy. Aside from that, the atmosphere of learning activities becomes enjoyable, arouses students' enthusiasm, and motivates them. Maulana (2018) did a study on the KWL method to enhance pupils' reading comprehension. Additionally, the KWL method can raise the proportion of reading learning outcomes for each cycle. According to Nurhidayah, et al. (2017, p. 5), based on their observations and research findings, the adoption of the KWL method can increase students' reading skills and facilitate their comprehension of a predefined material topic. Furthermore, Santoso & Asto (2015, p. 730) state the learning outcomes of students utilizing the KWL approach are preferable to the average percentage of normal research conducted by students utilizing the lecture learning method. In addition, according to the findings of a different study, Ermawati (2017) asserts that the KWL method not only provides students with a purpose for reading but also gives them an active role prior to and after reading. However, the implementation of the KWLA Model method can enhance the response to students' self-reflection regarding reading that they get (Affect). Multiple research findings on the effectiveness of both the KWL and KWLA models have been presented. Accordingly, this learning paradigm can be utilized to reduce the loss of knowledge experienced by students during distance education.

In addition, based on the responses of 90 participants to the questionnaire, the following data were retrieved:

Table 1 The Findings of the Questionnaire

No.	Item	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Entertainment media is more engaging than educational books.	0%	9%	47.2%	43.8%
2	Occasionally, I am unsure how to respond to substantive questions in books, so I turn to the Internet for assistance.	0%	3.4%	38.2%	58.4%
3	I read material from books as necessary, only if instructed by the teacher.	7.9%	42.7%	39.3%	10.1%
4	Reading a variety of books consumes all of my leisure time.	42.7%	37.1%	12.4%	7.9%
5	I feel able to comprehend the contents of reading material based on the book if the teacher simply instructs me to read without explaining.	9%	33.7%	28.1%	29.2%
6	Sometimes what the teacher explains differs	5.6%	28.1%	50.6%	15.7%

7	from what is in the textbook. When the instructor presents monotonous content, I experience boredom.	2.2%	2.2%	34.8%	60.7%
8	When I notice lengthy passages in a book, I lose interest and become disinclined to read them.	3.4%	23.6%	48.3%	24.7%
9	I experienced learning loss during this pandemic.	4.5%	24.7%	41.6%	29.2%
10	During remote schooling, I regularly read.	7.9%	46.1%	30.3%	15.7%
11	I lost interest in reading due to a lack of interaction with peers and/or boredom at home.	15.7%	36%	30.3%	18%
12	My house provides a conducive ambiance for reading and studying.	4.5%	23.6%	41.6%	30.3%
13	Aside from the setting at home, I am unable to concentrate on reading since the outside environment is too congested, I spend a lot of time on social media, or I am engaged in other activities.	3.4%	16.9%	34.8%	44.9%
14	If many schools and universities restart face-to-face instruction, my interest in reading will begin to increase.	4.5%	16.9%	52.8%	25.8%
15	Throughout a pandemic, reading activities must persist.	2.2%	2.2%	22.5%	73%

As shown in Table 1, 70.8% of respondents reported experiencing learning loss during online education, although 46% said they read extensively during this time. The impact of learning loss makes it difficult for students to comprehend reading material from books, and the number of words in a passage causes students to lose interest in reading it. Additionally, 48.3% of students' decreased interest in reading was attributable to a lack of socialization and feelings of boredom when they were at home on their own. It can be inferred from the first item that entertainment media is the choice for them during a pandemic, by obtaining data that 91% of respondents are more interested in entertainment media than textbooks; 49.4% of students only read contents from books when instructed by the teacher; however, 78.6% of them said that their interest in reading would increase again if schools and universities had decided to continue face-to-face learning as it ever was. However, 51.7% of respondents were unaffected by the circumstance in which they were required

to stay inside, and 75.8% of respondents believed that the atmosphere at home made it more convenient to read and study than conditions outside the home that was excessively noisy.

DISCUSSION

Based on the findings of a literature review and questionnaires, there are many students report learning loss during online education as is well known from the Program for International Student Assessment (PISA) scores, it is because students in Indonesia have a significant 11 points in the first four months of the Covid-19 period. This diminished students' interest in reading and studying, as well as their educational values. Based on the findings of prior research by Prihatin & Sari (2020, p. 689), the KWLA learning model is effective at increasing students' reading enthusiasm and enhancing their educational values. Similar to the collected data, reading activities must continue during and after the outbreak to minimize learning loss.

Following the acculturation of the Educational Value of Reading, as stated in items 1 through 4, it is required to make adjustments to the improvement of reading abilities, particularly in subject-related texts since the value of reading education is the most essential component of the KWLA Model's implementation. According to Sukitman (2016, p. 95), the first step before applying the KWLA model is to habituate the value of reading instruction that stems from students' self-characteristics in learning. This habituation is exemplary in the form of daily learning behavior, as it develops students' enthusiasm for reading. It can be accomplished by introducing exemplary reading habits through the deployment of the KWLA Model throughout learning.

Researchers' recommendations are as follows to support teachers' efforts as the frontline in preventing learning loss such as creating different learning programs that take students' abilities, talents, and interests into consideration based on Student Needs, as well as maintaining a positive attitude so that students would be inspired to participate actively in online learning (Hasudungan, et al., 2022). So therefore, examining the results of items 5 through 8 in light of the previous explanation reveals that the KWLA model must be adopted to enhance the teaching model of the instructor to improve the value of reading education based on the student's character. As it was discussed in the previous section, KWLA stands for Know-Want-Learned-Effect in the KWLA model strategy. According to Ermawati (2017, p. 215), the KWL strategy was in place before the KWLA strategy. Strategies using the KWLA model have been developed by Carr & Ogle in 1987, and Mandeville in 1994. The step concludes with the addition of the A 'Affect' element, where this element enables students to determine the command in a material as a kind of reflection, in addition to nurturing attitudes (character) acquired after studying the material. According to Inggriyani & Aptiani (2020), the KWL 'Know-Want-Learned' technique employs prior reading-related information or schemata. In addition to being prompted to exhibit prior knowledge and curiosity, students will be more active during the learning process, particularly when reading books or e-books. Besides, this strategy (KWLA) not only aids students in understanding what they have read but also gives them the chance to relate their evaluations and interests to what they have learned. The instructor can determine how interested and knowledgeable the class is about reading literature (Prihatin & Sari 2020). This is evidenced in the results of research from Prihatin & Sari (2020), which explains that the response of student interest in learning was obtained by 90.4%, including in the very good category. In the aspect that contains student responses to the ease of understanding and studying the material, the percentage of 89.1% is found in the very good category. This means that it can be said that the influence of the KWLA strategy on the process of learning to read has a large and positive for students.

Academic success is evidence of what students must know, comprehend, or be able to do after completing academic material. The effectiveness of learning is frequently measured in terms of knowledge, skills, or attitudes. The capabilities that the learner hopes to gain following the learning process are stated in performance outcomes (Ha, 2021). According to Magdalena, et al. (2020), to prevent the implementation of the KWLA model from going awry during the teaching and learning process, the teacher is required to explain the learning objectives related to reading material, and the most important thing is that the teacher motivates students to be well-directed, which will also foster student enthusiasm. Lastly, the most crucial factor is that the teacher can express the stages of reading-related learning activities in detail and with clarity; thus, students will fully comprehend the KWLA approach. In addition, presenting sheets of paper with KWLA columns is a necessary component of the KWLA model learning process. Ingriyani & Aptiani (2020) provide the following explanation of the KWLA model to learn more about the implementation stages for each aspect of the KWLA:

The initial aspect is a discussion of K ‘Know’, or “What I already know.” Teachers can display learning support media such as images and titles following book-based content. The instructor must also present some questions that can arouse students curiosity. According to Santoso & Asto (2015), the first stage or pre-reading of the K ‘Know’ element entails the instructor guiding students through what they already know, or forming a relationship between students’ prior knowledge and the information that would be delivered by the teacher. For the preceding explanation, it can be determined from this aspect that the measures used to enhance students’ curiosity regarding a subject matter from a book or e-book can include asking questions that have been expressed by the teacher previously.

In the second aspect, W refers to “What I want to learn.” The responsibility of the teacher is in guiding pupils to formulate questions about what they want to learn. When this occurs, it can inspire students to mention and record some questions as the goal of reading instruction. The second step of the W ‘Want’ element, according to Santoso & Asto (2015, p. 728), is for the teacher to direct pupils to consider questions they can ask. The results of the research suggest that the W ‘Want’ aspect focuses on students’ capacities to create and compile questions about a topic of learning material with the support of the teacher.

The third aspect, L, corresponds to “What I learned.” This element is a stage following reading in which students record information linked to their answers to questions and other material they have just learned. In addition, aspect L, according to Santoso & Asto (2015), is the third step pupils take to record old and new knowledge to learn. In conclusion, aspect L ‘Learned’ is the third and last step in the process of reading instruction for learners. Where pupils are only obliged to write or record responses to previous questions, these responses consist of the oldest and newest information.

The final aspect, A ‘Affect’, is a unique step in the KWL model implementation technique. Since the majority of study results from numerous publications examine the efficacy of teaching strategies that employ KWL rather than KWLA. This time, however, we employed the KWL model with the addition of aspects from ‘Affect’ step as a complete KWL Model. Based on Ermawati (2017), students write self-reflections on the effects of a learned topic. Where in this step there are tasks for recalling the readings messages or meanings. The most important information to recollect is to reply to queries previously posed by students.

CONCLUSION

Long-term integration of distance learning during the epidemic has resulted in pupils losing interest studying and reading, which can lead to learning loss. Reading becomes more tedious for pupils as a result of their participation in online learning. During remote schooling, many students have lost interest in reading and learning, causing them to experience learning loss and a decline in the value of reading instruction. The objectives of this research are the results of the research questions that can be preventive ways with describing the KWLA model as a solution from the literature review. The findings of the present research revealed that related to questionnaire, 70.8% of respondents reported experiencing learning loss during online education, although 46% said they read extensively during this time. The impact of learning loss makes it difficult for students to comprehend reading material from books, and the number of words in a passage causes students to lose interest in reading it. Thus, the KWLA learning model can be applied and is believed to be effective in making it easier for students to reinforce reading educational values and better comprehend what they read, based on the literature review to enhance students reading achievements to prevent learning loss. By improving students' reading comprehension, the learning process will become meaningful and have a favorable effect on learning outcomes. The limitations of these findings include the data collection method which was in quantitative form by using an instrument test on the KWLA model, so it is hoped that future researchers can find out more about what aspects of KWLA have increased related to the reading ability.

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