
Enhancing Students' Reading Performance Through the Learn Social Platform: A Case Study of Krisnadwipayana University Students

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ABSTRACT: Reading proficiency is essential for university students, especially in non-English-speaking countries where academic materials are often in English. This study examines the impact of the Learn Social platform on the reading performance of 60 undergraduate students at Krisnadwipayana University, Bekasi, Indonesia. A mixed-methods approach was used, combining pre-test and post-test scores, student surveys, and interviews. The results indicate that students' average reading comprehension scores improved from 62.5 to 78.3 after using Learn Social for eight weeks ($p < 0.001$). Survey responses showed that 85% of students found the platform engaging, and 78% reported increased motivation. However, 30% faced challenges related to internet connectivity. These findings suggest that Learn Social is an effective tool for enhancing reading skills, though technical and accessibility challenges must be addressed.

KEYWORDS: Reading performance, Learn Social, online learning platform, reading comprehension, higher education.

INTRODUCTION

Reading is a fundamental skill that significantly influences academic success. It is foundational skill in higher education, enabling students to comprehend course materials, engage in critical analysis, and succeed academically (Grabe & Stoller, 2020). However, many students face difficulties in developing effective reading strategies, often due to a lack of motivation, limited access to engaging reading materials, or insufficient instructional support (Snow, 2002). Traditional reading instruction often lacks interactivity and engagement, leading to difficulties in comprehension and motivation (Grabe, 2009).

Technology changed the way students learn in many aspects of modern life and society. The digital revolution that is changing the world has begun to infiltrate the realm of education (Haleem et al, 2022). The rise of digital learning platforms has transformed the way students engage with reading materials. Learn Social, an online learning platform, offers interactive reading resources, discussion forums, and personalized learning pathways, making it a promising tool for improving students' reading performance. However, empirical studies examining its effectiveness remain limited, particularly in the context of higher education in Indonesia.

This study investigates the impact of Learn Social on reading performance among students at Krisnadwipayana University. Specifically, it aims to answer the following research questions:

1. How does the Learn Social platform impact students' reading comprehension?
2. What are students' perceptions of Learn Social as a learning tool?
3. What challenges do students face when using Learn Social for reading improvement?

LITERATURE REVIEW

The Role of Reading in Academic Success

Reading is a fundamental skill that significantly influences academic success. In higher education, strong reading comprehension abilities are essential for understanding complex texts and engaging in critical thinking. Reading proficiency is essential for academic achievement, as it supports knowledge acquisition, critical thinking, and problem-solving skills (Anderson, 2014). Students with strong reading skills tend to perform better in coursework and assessments, whereas those with weaker skills often struggle with comprehension and retention of information (Nation, 2009). According to Grabe and Stoller (2013), strong reading skills enable students to process information effectively, analyse texts critically, and enhance academic success. However, many students struggle with reading due to limited vocabulary, lack of engagement, and ineffective learning strategies (Nation, 2009).

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Digital Learning Platforms and Reading Development

Digital learning has transformed the educational landscape, particularly in language acquisition and literacy development. It has revolutionized education by providing flexible and interactive learning experiences. Technology-enhanced learning has been widely adopted in higher education to support reading instruction. Studies indicate that digital platforms can foster reading motivation, provide diverse texts, and offer adaptive learning strategies that cater to individual student needs (Picton et al., 2018). Studies also show that social learning platforms improve engagement and motivation through collaborative learning and gamified experiences (Siemens, 2014). Previous research highlights the effectiveness of e-learning tools in improving reading skills by providing interactive exercises, instant feedback, and collaborative opportunities (Smith, 2020).

Learn Social: Features and Potential for Reading Enhancement

Social learning platforms, such as Learn Social, facilitate peer-interaction, which is a crucial component in language learning (Brown & Jones, 2019). Learn Social integrates multiple digital learning tools, including:

- Interactive reading resources: Access to academic texts, articles, and multimedia content.
- Collaborative learning spaces: Discussion forums and peer interaction to enhance comprehension.
- Personalized learning paths: Adaptive reading recommendations based on student progress.

Despite its potential, limited research has explored its effectiveness in improving reading performance, particularly among university students in Indonesia.

METHODOLOGY

Research Design

This study employs a mixed-methods approach, combining quantitative and qualitative data collection. Surveys, reading assessments, and interviews were conducted to analyse the effectiveness of Learn Social in enhancing students' reading skills.

Participants

The study involved 60 undergraduate students from Krisnadwipayana University who actively used Learn Social for their coursework in eight weeks. Participants were selected through purposive sampling to ensure they had experience using the platform. The participants' demographic information is as follows:

Category	Number of Students	Percentage (%)
Gender		
Male	28	46.7%
Female	32	53.3%
English Proficiency Level		
Beginner	15	25.0%
Intermediate	35	58.3%
Advanced	10	16.7%

Data Collection Methods

- Pre-test and Post-test: A standardized English reading comprehension test was administered before and after an 8-week intervention using Learn Social.
- Surveys: A 5-point Likert scale questionnaire was used to assess student perceptions.
- Interviews: 10 students participated in semi-structured interviews to provide deeper insights.

Data Analysis

- Paired t-test was used to analyse pre-test and post-test score differences.
- Survey data were analysed using descriptive statistics.
- Qualitative data from interviews were analysed using thematic analysis.

RESULTS AND DISCUSSIONS

Improvement in Reading Comprehension

Table 2 presents the pre-test and post-test results:

Test	Mean Score	Standard Deviation	t-value	p-value
Pre-test	62.5	8.4	7.89	<0.001
Post-test	78.3	7.6		

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The paired t-test results show a statistically significant improvement in reading scores ($p < 0.001$), indicating that Learn Social had a positive effect on students' reading comprehension.

Student Perceptions of Learn Social

Survey results revealed that students found Learn Social beneficial:

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Learn Social is engaging	45	40	10	3	2
Learn Social improved my reading skills	50	35	10	3	2
I feel more motivated to read	42	36	12	6	4

- 85% of students found Learn Social engaging.
- 78% reported increased motivation for reading.
- 30% faced technical issues, such as poor internet connectivity.

Challenges Faced by Students

Interviews revealed the following challenges:

1. Internet connectivity issues (reported by 18 out of 60 students).
2. Difficulty managing time for online learning (12 students).
3. Lack of familiarity with digital tools (8 students).

Challenges and Limitations

Despite positive findings, some challenges were identified:

- Technical issues: Some students experienced difficulties accessing materials due to internet connectivity problems.
- Self-discipline concerns: A few students struggled with time management when using the platform independently.
- Content alignment: Not all reading materials directly aligned with course curricula, requiring additional resources.

These findings align with previous research on digital learning challenges (Benson, 2011) and suggest the need for institutional support to optimize Learn Social's effectiveness.

CONCLUSION AND RECCOMENDATIONS

In conclusion, the findings suggest that Learn Social positively impacts students' reading performance by fostering engagement and collaboration. This study also demonstrates that Learn Social is an effective tool for enhancing students' reading performance at Krisnadwipayana University. The platform encourages engagement, improves comprehension, and provides a flexible learning environment.

Recommendations:

1. Curriculum Integration: Align Learn Social's reading materials with university syllabi for greater relevance.
2. Instructor Training: Provide training for educators to maximize Learn Social's potential in reading instruction.
3. Technical Support Enhancement: Address accessibility issues to ensure seamless learning experiences.
4. Encouraging Collaborative Learning: Promote peer discussions and group reading activities for deeper comprehension.

Future research should explore Learn Social's long-term impact on academic performance and its effectiveness across different disciplines. In plus, there should be a comparison on the use of Learn Social and other digital learning platforms.

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