SARRES Fun Learning Model Based on Deep Learning for Improving Children's Reading Comprehension in the Community Reading Center

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ARTICLE INFO	ABSTRACT
	Purpose – This study aims to analyze the impact of implementing the SARRES Fun Learning model, grounded in the principles of Deep Learning (mindful, meaningful, and joyful learning), on improving children's reading comprehension skills at the Community Reading Center (TBM) using Barrett's Taxonomy. **Methodology –** The study used a quantitative approach with a one-group pretest-posttest pre-experimental design. The research subjects consisted of 36 elementary school children selected through purposive sampling. The intervention was conducted over four sessions by applying the six stages of SARRES (Survey, Ask, Read Aloud, Review, Engage, and Share). Data were collected using a validated and reliable reading comprehension test and analyzed using descriptive statistics, paired-samples t-tests, and normalized gain. **Findings –** The results showed a significant improvement in children's reading comprehension skills, with the average score increasing from 34.97 to 55.89 (t = −16.950; p < 0.05). The n-gain value of 0.55 indicates moderate learning effectiveness and an improvement in all Barrett Taxonomy indicators. **Contribution –** The novelty of this study lies in the empirical testing of the application of the SARRES Fun Learning model, implemented using Deep Learning principles in the context of non-formal literacy at the Community Reading Park (TBM). This research expands the empirical evidence on the effectiveness of adapting the SQ3R strategy in non-formal learning environments. It provides practical implications as an alternative, systematic, and applicable reading-learning strategy for TBM managers and facilitators.

INTRODUCTION

Reading comprehension is an essential skill in the literacy process that involves not only recognizing symbols and pronouncing words, but also includes higher-level cognitive processes, such as understanding main ideas, drawing conclusions, conveying information, and appreciating the content of a text (Inoue et al., 2021; Miao et al., 2019). Reading is an active and constructive process in which readers understand information in texts by drawing on their prior experiences and knowledge (Putri & Kharisma, 2025; Sabilla et al., 2023). Therefore, reading comprehension is an important foundation for knowledge formation, critical thinking, and students' active involvement in the learning process.

Although reading comprehension plays a crucial role in the development of critical thinking and knowledge formation, Indonesia's reading literacy achievements remain concerning. The results of the 2022 Program for International Student Assessment (PISA) ranked Indonesia low in reading, especially in higher-order thinking skills such as understanding implied meaning, disseminating information, and reorganizing ideas in a text (OECD, 2023). This literacy gap is also evident at the regional level, including in West Kalimantan, which ranks 25th in the Literacy Development Index, with a score of 65.19, according to data from the National Library. This condition shows that low reading comprehension is not merely a technical problem of reading, but rather a failure to read in a way that builds a complete and deep understanding of the text.

Reading skills are the primary foundation for developing children's literacy, especially in the context of non-formal education such as Community Reading centers (TBM) (Kemendikbud, 2020). TBM plays an important role in providing access to literacy for children with limited learning resources, especially in areas not well served by formal education (Kemendikbud, 2021). However, the main challenge TBM still faces is children's low reading comprehension skills, especially in inferential and evaluative aspects (Rahmaida et al., 2024). Primary school-aged children who participate in literacy activities at TBMs often struggle to understand the content of the reading material in depth, even though they have surface-level reading skills (Arya & Marlini, 2024). This condition shows that the role of TBMs in increasing reading interest has not been fully balanced with effective learning strategies to develop comprehensive reading comprehension.

The problem of low reading comprehension is also evident in learning practices at various non-formal literacy institutions, including community reading centers. Children's low reading comprehension is not only due to limited word-recognition skills but also to poor learning strategies that fail to actively engage children in understanding the content of the reading material (Fahrel et al., 2025). Literacy activities in many TBMs remain monotonous, lack variety, and offer little space for dialogue or exploration, leading children to be passive and quickly lose interest in reading (Saepudin et al., 2017). Similar conditions were found in one of the TBMs in Kubu Raya District, West Kalimantan, where most children read for only 5–10 minutes and were unable to explain the material accurately. The lack of structured educational activities has prevented the reading process from developing into a reflective and meaningful activity (Syajida et al., 2024). Children often have difficulty understanding literal information, making inferences, and critically evaluating texts (Halawa, 2020). These conditions indicate that traditional learning methods have not been fully effective in fostering deep, meaningful learning among children.

In an effort to support a more systematic and enjoyable learning process, the SARRES Fun Learning model was developed as an adaptive, child-centered reading strategy. SARRES is a modification of the classic SQ3R (Survey, Question, Read, Recite, Review) reading strategy, first developed by Francis P. Robinson as a systematic method to help readers understand and remember the content of their reading. The SQ3R reading learning model was developed as a systematic method to help readers understand and remember reading content more effectively (Cataraja, 2022; Irpan et al., 2022). Several previous studies have shown that the SQ3R method is highly effective in improving reading comprehension. Research by Aisah et al. (2024) shows that SQ3R can increase elementary school students' average reading comprehension scores, with a significant effect compared to conventional methods. Similar findings were reported by Endang et al. (2022), who showed that SQ3R can create a more active and enjoyable learning process, with positive responses from students. However, there were still obstacles to implementing all stages and to meeting time constraints in learning. In

addition, the results of a research synthesis summarized by Agusalim & Sayidiman (2023) also confirm the consistent effectiveness of SQ3R in improving reading comprehension across educational levels. The SQ3R reading learning model is efficacious in improving reading comprehension and student engagement, but it still requires adaptation to diverse learning contexts.

Research on SQ3R has generally been conducted in the context of formal education in schools and has focused more on improving cognitive learning outcomes. In addition, these studies have not specifically examined the application of SQ3R in non-formal literacy environments, such as Community Reading centers (TBM), which differ in learner characteristics, learning objectives, and learning dynamics. Several studies show that SQ3R is efficacious in improving reading comprehension, but it remains limited to fundamental aspects, such as recognizing main ideas and literal comprehension (Riyanti & Fauziyyah, 2025). Approaches that encourage deep inferential, evaluative, and appreciative comprehension have not been widely implemented in these studies. To date, no research has examined the implementation of modified SQ3R with a Deep Learning approach in the context of TBM. Therefore, this study aims to fill this gap by testing the SARRES Fun Learning model implemented with Deep Learning principles in a non-formal literacy environment.

Based on the need for a structured, adaptive, and child-centered reading learning model, the SARRES Fun Learning model was developed as a relevant model for application in Community Reading centers. This model is a modification of the SQ3R (Survey, Question, Read, Recite, Review) reading strategy developed by Francis P. Robinson as a systematic learning model to help readers understand and remember the content of what they read. Adaptations were made to better align with children's characteristics and the non-formal learning context at TBM. Modifications to the SARRES Fun Learning model were made to better align with children's learning context and the characteristics of the Community Reading Park (TBM). Conceptually, the stages in the SARRES model can be mapped into three main phases of reading activities, namely pre-reading, which includes Survey (observing the text and activating knowledge schemas), Ask (generating initial questions); during-reading, which includes Read Aloud (reading aloud to improve fluency and comprehension); Review (revisiting key information), Engage (involving children in discussions or reflective activities), and post-reading, which includes Share (sharing understanding) and Fun Learning (a learning approach that emphasizes creating a fun, interactive, and meaningful learning atmosphere). Each step is designed with reference to learning design theory (Joyce & Weil, 2000) and is oriented towards developing reading comprehension skills based on Barrett's Taxonomy, which includes the levels of literal, reorganization, inferential, evaluative, and appreciative (Umamy et al., 2025), which is designed to encourage active engagement, reading comprehension, reflection, and social interaction among children during the reading process.

Low reading comprehension and limited learning strategies in TBM make the Deep Learning approach relevant for application in children's literacy learning. This approach emphasizes mindful, meaningful, and joyful learning, so that children do not just read mechanically, but are consciously, actively, and reflectively involved in understanding the text (Mahindra Diputera et al., 2024). Mindful learning encourages children's focus and awareness while reading; meaningful learning helps them acquire new information by building on their prior knowledge; and enjoyable learning creates a fun, motivating learning experience (Fahri & Nasution, 2025; Husain et al., 2022a). With these characteristics, the Deep Learning approach has the potential to transform reading activities into a meaningful learning process that supports the development of high-level reading comprehension.

In this study, the Deep Learning approach is not interpreted as an artificial intelligence technology but rather as a pedagogical approach that emphasizes the development of in-depth conceptual understanding through students' active participation (Ismail et al., 2025). This approach aligns with Piaget and Vygotsky's constructivist theory, which holds that knowledge is constructed through experience and social interaction (Huang, 2021). In addition, Ausubel's concept of meaningful learning emphasizes the importance of the connection between new knowledge and the cognitive structure that learners already possess. Therefore,

implementing the Deep Learning approach in reading instruction at TBM is considered necessary to improve children's reading comprehension sustainably.

Each stage in the SARRES Fun Learning model aligns with the principles of deep learning, including mindful, meaningful, and joyful learning. Through activating prior knowledge, asking questions, reading aloud, discussion, and reflection, children are guided to build a gradual, deep understanding of the text. This model also focuses on developing reading comprehension skills based on Barrett's Taxonomy, which includes literal, reorganization, inferential, evaluative, and appreciative comprehension (Baharuddin et al., 2021; Umamy et al., 2025). Thus, SARRES Fun Learning not only promotes reading fluency but also encourages children to achieve reading comprehension at various cognitive levels in accordance with the characteristics of children's literacy learning.

The SARRES Fun Learning model has shown potential to increase children's motivation and reading comprehension, but its application can be strengthened by implementing deep learning principles. This implementation is important so that the reading process does not only become a mechanical activity, but also a higher-order thinking activity that builds conceptual understanding in accordance with the categories of understanding in Barrett's Taxonomy. This implementation also reflects constructivist principles, in which children construct meaning through direct experience, exploration, and discussion, thereby enabling active knowledge construction (Huang, 2021). By combining SARRES with Deep Learning, learning can produce a more reflective, collaborative, and meaningful reading experience.

Based on these issues, research gaps, and the conceptual framework, this study aims to examine the effect of the SARRES Fun Learning model implemented with Deep Learning on children's reading comprehension skills at the Community Reading Park. Specifically, this study analyzes the differences in children's reading comprehension abilities before and after the application of the SARRES Fun Learning model implemented with deep learning principles, based on reading comprehension indicators in Barrett's Taxonomy. The results of this study are expected to make empirical contributions to the development of reading-learning models in non-formal literacy environments and to serve as a practical reference for TBM managers to improve the quality of children's literacy learning.

METHODOLOGY

Research Design

This study used a quantitative approach with a pre-experimental One-Group pretest-posttest design (Sugiyono, 2024). This design was used to determine the effectiveness of the SARRES Fun Learning model in improving children's reading comprehension in one of the TBMs in Kubu Raya Regency by comparing pre- and post-treatment learning outcomes. However, the use of a pre-experimental design without a control group was a limitation of this study, so the improvement in reading comprehension skills could not be attributed exclusively to the treatment.

Respondents

The research subjects consisted of 36 children selected through purposive sampling who met the criteria of actively participating in literacy activities at the Community Reading Park, being able to read fluently, and being willing to participate in the entire learning process. The number of subjects was considered adequate for a pre-experimental study with a one-group pretest-posttest design, as all subjects received the same treatment and were analyzed using a parametric statistical test (paired-samples t-test). In addition, the sample size met the minimum requirements for educational research in paired-comparison analysis (Sugiyono, 2024).

Instruments and Data Collection

The research data were obtained through a reading comprehension test that assessed the five main aspects of Barrett's Taxonomy: literal comprehension, reorganization, inferential comprehension, evaluative comprehension, and appreciative comprehension (Day & Park, 2005). Barrett's Taxonomy was chosen because

it can assess text comprehension comprehensively, from explicit information to the ability to interpret and evaluate reading. The research instrument underwent content validity testing by three experts using a Likert scale (1-4). The experts' scores were averaged to determine the instrument's suitability. The instrument was deemed suitable for use if it obtained an average score in the appropriate or very appropriate category. The instrument's reliability was assessed using Cronbach's alpha to evaluate internal consistency among items. The reliability test results showed an α value of 0.72, which falls in the good-to-reliable range.

Meanwhile, the content validity test results yielded an average score of 4.13, within the appropriate range, indicating that the instruments are suitable for research use. In addition, observations are used as supporting data to see the implementation of learning and the involvement of children during the application of the SARRES Fun Learning model. The instrument grid design, based on the five aspects of Barrett's Taxonomy, is presented in Table 1.

Table 1. Instrument Grid

Aspect	Indicators
Literal	Identify characters, places, time; explicit information; main ideas; sequence of events
Reorganisasi	Reorganizing information; retelling the content of the reading
Infrensial	Conclude, predict, and interpret the meaning of words/expressions
Evaluatif	Assessing the characters' attitudes; assessing the content of the story; assessing the structure/writing style
Apresiatif	Giving an emotional response, expressing likes/dislikes, and expressing reading experiences

The research procedure consisted of three main stages: the initial, implementation, and closing stages. The initial stage began with a pre-test to determine the children's initial ability to understand reading texts. The implementation stage was carried out by applying the SARRES Fun Learning model, which comprises six main stages: Survey, Ask, Read Aloud, Review, Engage, and Share. Each stage is designed to actively and enjoyably engage children through a fun learning approach that emphasizes social interaction, exploration, and reflection on the text. The final stage involves administering a post-test to assess improvement in reading comprehension following the treatment.

Data Analysis

Data analysis in this study was conducted in several stages. 1) Descriptive statistics were used to describe the characteristics of the pre-test and post-test data, including the minimum, maximum, mean, and standard deviation values. 2) The Shapiro-Wilk normality test was used to ensure that the data were normally distributed so that they met the prerequisites for using parametric tests. 3) Paired sample t-tests were used to determine the difference in reading comprehension abilities before and after the model was applied, with the help of SPSS version 25. In addition, the model's effectiveness was calculated using Normalized Gain (N-Gain) to determine the percentage increase in scores from the pre-test to the post-test.

FINDINGS

This section presents the results of research aimed at analyzing the impact of implementing the SARRES Fun Learning model, which is based on the principles of deep learning (mindful, meaningful, and joyful learning), on improving children's reading comprehension skills at the Community Reading Park (TBM) based on Barrett's Taxonomy. The results of descriptive statistical analysis of pre-test and post-test scores are presented in Table 2 to illustrate changes in children's reading comprehension skills before and after the implementation of the learning model.

Based on the descriptive statistics, the mean reading comprehension score at the pre-test was 34.97, with a median of 35.50, indicating that children's initial abilities were still relatively low. The standard deviation of

5.18 indicates considerable variation in reading ability between individuals. The minimum and maximum scores were 26 and 44, respectively, indicating the range of the children's initial reading abilities.

Table 2. Results of Descriptive Statistical Tests

Test	N	Mean	Median	Std.Dev	Min	Max
Pre-Test	36	34,97	35,50	5,18	26	44
Pos-Test	36	55,89	55,50	4,22	46	64

After implementing the SARRES Fun Learning model, the post-test results showed a clear improvement in reading comprehension abilities. The average score increased to 55.89, with a median of 55.50, indicating that most children achieved scores around that value. The standard deviation decreased to 4.23, indicating that the children's reading abilities became more evenly distributed after the treatment. The minimum and maximum post-test scores were 46 and 64, respectively, indicating an improvement in reading ability among all participants.

The normality test assesses whether the dependent and independent variables in a regression model are normally distributed, using graphical and statistical methods. The normality of the data can also be assessed using the Shapiro-Wilk test, as shown in Table 3.

Table 3. Results of the Normality Test

Result	Statistic	df	Sig.
Pre-test	0.949	36	0.095
Post-test	0.987	36	0.934

Based on the results of the Shapiro-Wilk normality test, the significance value (p-value) > 0.05, so it is usually distributed. The significance value for the pre-test reading comprehension is 0.095, which is> 0.05. The post-test reading comprehension value is 0.934 > 0.05, so it can be concluded that the significance value for all classes is > 0.05. These results indicate that the distribution of children's reading comprehension scores, both before and after the implementation of the SARRES Fun Learning model, is normally distributed. Thus, the null hypothesis (H_0) is accepted, and the data on the reading comprehension variable meet the normality assumption. Fulfillment of this assumption indicates that children's reading comprehension scores are distributed proportionally around the mean value, so that parametric statistical analysis in the form of a paired sample t-test can be carried out validly to test the difference in reading comprehension ability before and after treatment.

Table 4. Results of the Paired sample t-test

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig.(-2tailed)
Pretest-posttest	-20.917	7.404	1.234	-16.950	35	.000

Based on the results of the paired samples t-test presented in Table 4, the mean difference between the pre-test and post-test scores for reading comprehension was –20.917. A negative difference value indicates that the post-test score is higher than the pre-test score, so, descriptively, there has been an increase in children's reading comprehension skills after treatment using the SARRES Fun Learning model. The statistical test results show a t-value of –16.950 with a degree of freedom (df) of 35 and a significance value (Sig.) (2-tailed) of 0.000 (< 0.05). These findings indicate that the difference between the pre-test and post-test scores is statistically significant, meaning that the difference did not occur by chance.

In addition, the 95% confidence interval for the score difference ranged from –23.422 to –18.411. This interval range was entirely negative, indicating that the improvement in reading comprehension occurred consistently across most participants. This further strengthens the evidence that the treatment provided had a positive impact on children's learning outcomes.

Based on these results, the null hypothesis (H$_0$), which states that there is no difference in children's reading comprehension abilities before and after the implementation of the learning model, is rejected. In contrast, the alternative hypothesis (H$_1$), which states that there is an increase in children's reading comprehension abilities, is accepted. Thus, it can be concluded that implementing the SARRES Fun Learning model significantly improves children's reading comprehension at the Community Reading Park (TBM).

**Table 5.** n-Gain classification

Value	Category
n-Gain > 0,7	High
$0,3 \leq$ n-Gain $\leq 0,7$	Enough
n-Gain < 0,3	Low

Source: Richard R. Hake (1998)

Based on the calculations, an n-Gain of 0.55 was obtained, which falls in the moderate category. This result shows that the application of the SARRES Fun Learning model has a pretty good level of effectiveness in improving children's reading comprehension skills. The classification of n-Gain values refers to the criteria proposed by Hake (1998), as presented in Table 5. This improvement shows that the applied learning model can encourage gradual, meaningful development of reading skills. Thus, the n-Gain analysis results reinforce the finding that the SARRES Fun Learning model is practically effective in improving children's reading comprehension skills at the Community Reading Centers (TBM).

To obtain a more detailed picture of improvements in reading comprehension, an analysis was conducted for each indicator. This analysis aimed to determine which aspects of reading comprehension had improved the most after the implementation of the SARRES Fun Learning model.

The reading comprehension indicators in this study were developed with reference to the five main aspects of Barrett's Taxonomy, namely (1) literal comprehension, (2) reorganization, (3) inferential, (4) evaluative, and (5) appreciative. A comparison of the average pre-test and post-test scores for each indicator is presented in Figure 1.
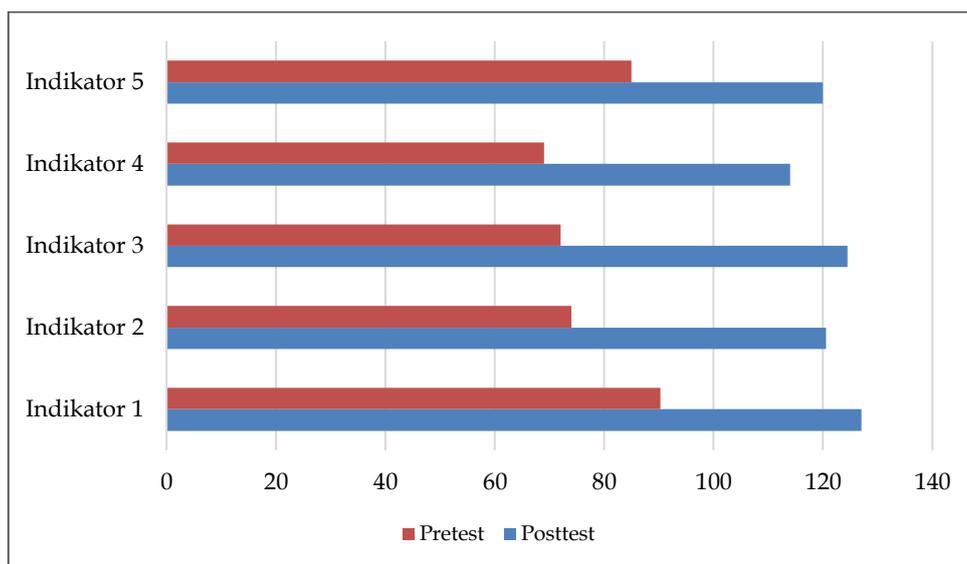
Figure 1. Average Pre-test and Post-test Scores for Each Indicator

Based on Figure 1, the average pre-test and post-test scores indicate an improvement in reading comprehension across all indicators. Each indicator obtained a higher post-test score than the pre-test, as seen from the post-test bar chart, which is consistently longer. These findings indicate that the SARRES stage structure enables children to process information gradually and deeply, thereby supporting the development

of high-level reading comprehension. In line with these findings, an increase in reading comprehension skills is also seen in the overall average score, as shown in Figure 2.
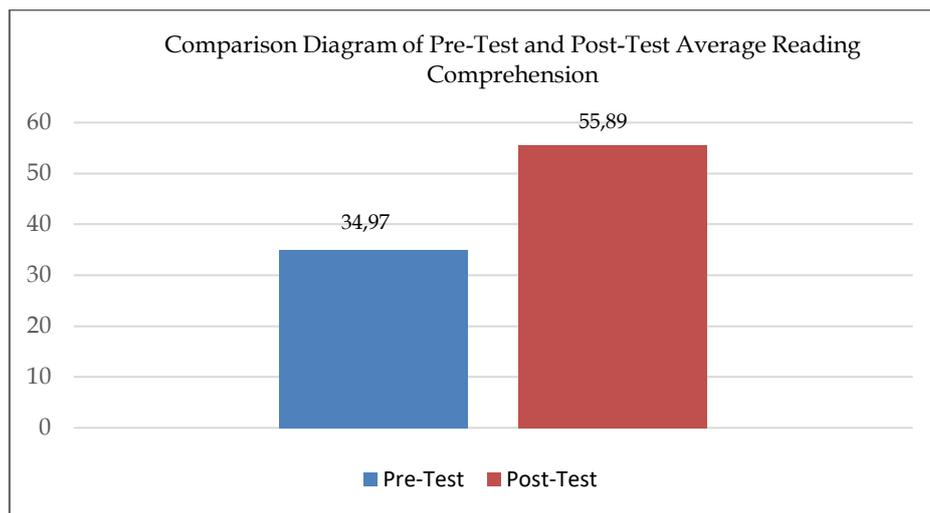
Figure 2. Average Reading Comprehension

Based on Figure 2, the average reading comprehension score of children increased from 34.97 on the pre-test to 55.89 on the post-test. These findings indicate that the SARRES Fun Learning model is practical for helping children understand reading content. These results align with previous studies that show structured reading strategies involving active student participation can improve reading comprehension. (Tanjung et al., 2022), showed that the application of three stages of reading pre-reading, during reading, and post-reading which include the activation of prior knowledge, direct interaction with the text, and reinforcement of understanding after reading, has a significant effect on reading comprehension. This pattern aligns with the Survey and Ask stages of the SARRES model, which activate schemata and establish reading goals before children interact with the text.

DISCUSSION

The SARRES Fun Learning model shows that a structured, process-oriented reading learning model can improve children's reading comprehension at community reading centers. These findings indicate that reading activities should not be carried out as mechanical activities but should be facilitated through learning stages that encourage children's active cognitive and affective involvement. The results of this study align with the findings of Kirana (2025), Robertson et al. (2025), and Sinulingga et al. (2023), which confirm that structured, process-centered reading strategies help readers build a deeper understanding of the text.

The reading learning process, as described by the SARRES Fun Learning model, shows changes in how children interact with reading materials. Children do not just read to complete tasks, but begin to engage in activities such as asking questions, discussing, and re-expressing the content of the reading material in their own words. (Anderson & Pearson, 1984; Huang, 2021) states that active involvement of students while reading plays an important role in improving understanding and retention of information, because reading is understood as a constructive process involving interaction between the reader and the text.

The changes during the implementation of SARRES Fun Learning indicate a transformation in how children interact with reading material. Children no longer read solely to complete tasks; they are now involved in activities such as asking questions, discussing, and re-expressing the content of the reading material in their own words. These findings reinforce the view (Huang, 2021; Khasawneh & Belton, 2025) that reading is a constructive process involving active interaction between the reader and the text, underscoring the importance of student engagement in improving understanding and information retention.

The effectiveness of the SARRES Fun Learning model can be explained through the characteristics of each stage of learning. In the pre-reading stage, the Survey and ask activities help activate prior knowledge and establish reading objectives before children interact with the text. This schema activation helps children read with awareness and focus rather than simply recognizing words (Zhang, 2024). It aligns with the principle of mindful learning in the Deep Learning approach, which emphasizes conscious cognitive engagement during the learning process (Ginanjar et al., 2025). Unlike research (Yenilik et al., 2022) that emphasizes only pre-reading questioning for reading comprehension, the SARRES model integrates pre-reading, during-reading, and post-reading activities within a comprehensive pedagogical flow. In the context of TBM, this approach is very relevant given the diverse backgrounds of children's knowledge and reading abilities.

The During Reading stage in Read Aloud activities significantly improves reading comprehension, particularly in literal comprehension and reorganization. Reading aloud allows children to process information through visual and auditory channels simultaneously, while also strengthening reading fluency (Latifa et al., 2023; Pramling et al., 2025). The stage Review activity helps children revisit core information during the reading process, helping them solidify their understanding of the content (Aulia Rizki & Silvi Dhawirtha, 2024). The Engage stage involves children actively in brief discussions or reflective activities that encourage them to express their temporary understanding, ask questions, and respond to the reading content (Ma et al., 2023). This process reflects Ausubel's principle of meaningful learning, which states that learning becomes meaningful when new information is connected to existing knowledge structures (Fibra et al., 2025), and aligns with socioconstructivist theory, which emphasizes the collaborative construction of meaning through social interaction (Vygotsky et al., 1978). In addition, this strategy creates a more interactive and enjoyable learning atmosphere, which is important in the context of TBM, which often faces the challenge of low reading interest. Unlike previous studies that generally examine reading strategies separately, such as read-aloud or text discussion, the SARRES Fun Learning model integrates Read Aloud, Review, and Engage activities into a complete reading process, so that children not only receive information but also actively process, reflect, and construct meaning as they read. These findings align with the constructivist approach, which emphasizes direct experience and active engagement as the basis for understanding (Kreijkes et al., 2025).

The Post Reading stage in the Share activity is achieved by giving children the opportunity to share their understanding of the reading material through retelling, simple opinions, or responses to the text. This activity is packaged in a Fun Learning atmosphere that reflects the principle of joyful learning, so that children feel safe, comfortable, and motivated to participate without fear of making mistakes (Husain et al., 2022b; Jems Sopacua et al., 2025). This positive learning environment supports openness, the courage to express oneself, and children's emotional involvement, which strengthens the process of reflection and the construction of meaning from the text being read. Research (Pujiastuti et al., 2022) shows that post-reading activities in formal education are generally dominated by writing and assignments, such as summarizing and compiling reports, which often do not lead to deep understanding because students find summarizing difficult and tend to copy the reading material. In the context of Community Reading Centers involving children, this approach is less appropriate. Hence, the Share stage in the SARRES Fun Learning model offers an alternative post-reading activity that is more dialogical, emotionally safe, and more effective in supporting meaning construction through social interaction.

The implementation of SARRES Fun Learning encourages the development of children's higher-order thinking skills. Children not only understand literal information, but also begin to develop inferential, evaluative, and appreciative skills in relation to texts. This finding aligns with research (Candal & de Avila, 2025) that confirms that reading-based learning through reflection and discussion can develop readers' deep understanding and critical thinking. Thus, reading evolves from an activity of understanding text to a process of reflective and meaningful thinking.

The SARRES Fun Learning Model is highly relevant due to its flexibility and child-centered approach. The non-formal learning environment provides greater freedom for children to express themselves and

interact, enabling the reading process to unfold naturally and in context. These findings are consistent with research (Pek et al., 2024; Sayyidatul Ifadah & Irayana, 2023). Literacy learning in a non-formal environment requires the application of an adaptive model, given the diverse characteristics of learners in terms of interests, needs, and learning backgrounds, as shown in a scoping review study, which confirms that non-formal education is designed to be flexible in order to accommodate different learning experiences and encourage active learner engagement.

The findings of this study reinforce the constructivist perspective, which views reading comprehension as an active process of constructing meaning through learning experiences and social interactions. The implementation of the SARRES Fun Learning model, informed by Deep Learning principles, contributes to the development of a process-based reading-learning model, particularly in the context of non-formal education. This study expands the study of structured reading strategies by placing reading comprehension as a gradual process that involves cognitive, affective, and social dimensions simultaneously.

The results of this study have direct implications for Community Reading Centers (TBM) managers and literacy facilitators. The SARRES Fun Learning model can be used as an alternative reading learning strategy that is systematic, flexible, and easily adaptable to field conditions. The application of clear learning stages enables facilitators to create more meaningful literacy activities, increase children's involvement, develop comprehensive reading comprehension, and foster a fun, safe, and pressure-free learning atmosphere, so that children are more motivated, dare to express themselves, and are actively involved in reading. This model can also serve as a reference for the design of sustainable literacy programs in non-formal education environments.

Although this study shows positive results, several methodological limitations need to be considered. This study was conducted in one Community Reading Center with a limited number of participants, so generalizing the findings to other TBMs with different characteristics needs to be done carefully. In addition, the research design lacked a control group, so the influence of external factors on improvements in reading comprehension could not be eliminated. Therefore, further research is recommended to involve a broader sample, use a stronger experimental design, and test the sustainability of the SARRES Fun Learning model's impact in the long term.

CONCLUSION

This study shows that the SARRES Fun Learning model, implemented through the principles of Deep Learning (mindful, meaning, and joy learning), is efficacious in improving children's reading comprehension skills at the Community Reading Center. The average reading comprehension score increased significantly from 34.97 on the pre-test to 55.89 on the post-test, with a significant paired-samples t-test (t = −16.950; p < 0.05) and an n-gain of 0.55, which is in the moderate category. This improvement occurred in all aspects of Barrett's Taxonomy, namely literal, reorganization, inferential, evaluative, and appreciative, indicating that this model not only improves basic comprehension but also encourages higher-level comprehension. The Survey, Ask, Read Aloud, Review, Engage, and Share stages allow children to gradually and reflectively construct the meaning of the reading material. At the same time, the Deep Learning approach strengthens cognitive, affective, and social engagement at each stage of learning, making SARRES Fun Learning an effective, adaptive, and relevant reading-learning model for the non-formal literacy context at the Community Reading center.

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