

Theme-Based Edupreneurship Model for Reading Achievement and Learner Autonomy

Asti Veto Mortini^{1*} , Sri Wuli Fitriati², Rahayu Puji Haryanti³, Sri Wahyuni⁴, Juan Carlos Rodriguez⁵ 

^{1,2,3,4}Faculty of Language and Arts, Universitas Negeri Semarang, Indonesia

⁵Department of Computer Science, Ilearning Incorporation, Colombia

¹astiveto@students.unnes.ac.id, ²sriwuli.fitriati@mail.unnes.ac.id, ³rahayu_ph@mail.unnes.ac.id, ⁴sriwahyunifbs@mail.unnes.ac.id,

⁵carlosj@ilearning.co

*Corresponding Author

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ABSTRACT

This study examines the effectiveness of a Theme-Based Learning Model within an edupreneurship framework to improve students' reading achievement and learning independence. **A mixed-method** triangulation design was applied, combining quantitative data from pre- and post-tests and questionnaires with qualitative insights from student interviews. The participants were third-semester English education students categorized into four VARK learning styles: visual, auditory, reading/writing, and kinesthetic. Results indicate that all learning style groups experienced an improvement in reading achievement after the implementation of theme-based learning. Auditory and visual learners showed the most significant progress, while kinesthetic learners demonstrated moderate improvement. Questionnaire and interview **findings** further reveal that the model promotes learning independence, with visual learners exhibiting the highest level of autonomous learning behaviors. The integration of thematic content made learning more engaging and contextual, allowing students to connect reading activities with real-world scenarios, fostering critical thinking and creativity two essential competencies in edupreneurship. **The study concludes** that the Theme-Based Learning Model serves as an effective instructional approach that simultaneously enhances academic performance and cultivates independent learning. **These findings** provide valuable insights for educators and curriculum designers in integrating reading instruction with entrepreneurial oriented learning practices. The model is recommended for broader implementation across courses or institutions, as it aligns with 21st-century education goals by supporting student-centered learning, innovation, and lifelong learning.

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1. INTRODUCTION

In the context of edupreneurship, reading is just as essential as speaking, listening, and writing for language proficiency. The importance of these four skills may vary depending on specific learning objectives and contexts. Reading, in particular, plays a crucial role in enhancing students' language abilities, expanding vocabulary, and acquiring knowledge across various subjects [1]. It should be emphasized that reading is not merely an additional skill but a fundamental priority in education. Through reading, students engage with written texts words, sentences, and paragraphs to interpret and comprehend the author's intended messages [2–

4]. In this sense, reading serves as a critical tool for knowledge acquisition and skill development, supporting innovative and entrepreneurial learning approaches in education [5, 6]. While previous studies have explored theme-based learning or edupreneurship independently, limited research has investigated their intersection, especially in the context of English as a EFL instruction. This study introduces a novel integration of theme-based learning with edupreneurship to enhance reading achievement and learning independence, thereby contributing a new pedagogical model that bridges entrepreneurial learning principles with language education [7].

Reading expands our knowledge, sharpens our minds, and broadens our view. A voracious reader is constantly brimming with ideas and brilliant thoughts to articulate himself on a wide range of topics in an efficient and thorough manner [8, 9]. Some reasons are vocabulary and language proficiency, knowledge acquisition, critical thinking, empathy and perspective, creativity and imagination, cultural awareness, research skill and communication skills [10]. In fact, people or students who read a lot and often tend to have a lot of ideas and thoughts available to them, and they are better able to explain themselves clearly and completely on a wide range of topics. All students should get a fair and equal education so they can reach their full intellectual, social, and personal potential. This is true no matter what they do or who they are, such as their race, social class, religion, language use, or other differences. The point of education is to help all students reach their full intellectual, social, and personal potential by giving them a fair and equal education, no matter who they are or what they do, like their race, social class, religion, language use, or other differences [11–13].

Different students and communities should not be excluded in terms of curriculum [14]. The position of reading subject in schools or colleges during the late 1970's and early 1980 was influenced by combination of traditional teaching methods, including phonics-based approaches and emerging trends in education. Students were taught strategies for understanding and interpreting texts, and comprehension exercises were a common part of reading [15, 16]. At this time, combining reading and writing was seen as a key way to improve reading and writing skills and encourage critical thought. The goal was to give students the tools they needed to become good readers and writers who could clearly and coherently express their thoughts and ideas. Content-Based Instruction (CBI) is part of a new paradigm in language education, emphasizing the development of communicative competence in the target language. This competence refers to the ability to engage in real-world interactions with native speakers, which cannot be separated from cultural, paralinguistic, and nonverbal aspects of communication. Therefore, CBI plays a crucial role in cultural and linguistic integration, as it directly connects classroom learning with the broader social and professional contexts [17, 18]. Within the scope of Edupreneurship, CBI facilitates the incorporation of content-driven learning into language teaching objectives, creating a more contextual and applicable approach. It is also highly relevant to Culturalpreneurship, where language learning extends beyond linguistic skills to include cultural understanding that fosters innovation and culture-based entrepreneurship [19, 20]. In general, CBI is defined as the integration of subject content with language teaching goals, helping learners prepare to adapt and contribute effectively to a global society.

The selection of content in theme-based learning models can be determined by the teacher's interests, students' needs, or curriculum requirements, often combining these factors to create an engaging learning experience. In the context of English language education, this approach integrates subject-related topics or tasks (such as mathematics or social studies) into language instruction, allowing students to acquire language skills through meaningful and contextualized learning. This integration ensures that language learning is not isolated but connected to real-world knowledge and academic content. Various instructional approaches combine language acquisition with subject content, including Cognitive Academic Language Learning Approach (CALLA), Immersion Programs, English for Specific Purposes (ESP), Sheltered Instruction Observation Protocol (SIOP), and Content and Language Integrated Learning (CLIL). These approaches are categorized under three main CBI models: theme-based, adjunct, and sheltered. While all fall within the CBI framework, each method applies language and content integration differently. In Indonesia's higher education system, theme-based learning models have been widely explored as an effective approach for English as a EFL instruction. Although numerous efforts have been made to enhance English learning standards, the implementation of theme-based language instruction remains limited [21, 22]. Theme-based learning as a structured, content-driven approach designed specifically for EFL contexts, where language teachers integrate thematic content into their instruction. Given its adaptability and effectiveness, the theme-based learning model serves as a suitable approach for English instruction in Indonesian universities, fostering both reading achievement and independent learning [23, 24].

The Theme-Based Learning Model is widely recognized for transforming monotonous lessons into engaging and interactive experiences. It offers meaningful contexts centered on specific themes and integrates

multiple subjects into cohesive learning experiences. This approach fosters active participation, critical thinking, and creativity by encouraging students to explore topics based on their interests, promoting higher motivation and deeper engagement in the learning process. The fact that students can pick their own projects or look into different parts of the theme based on what interests them makes them more motivated and involved. Therefore, Theme-Based Model can give students a more meaningful and interesting way to learn, which is a nice change from the usual way of learning. It can also make students to be enjoy the content and feel what is in the text (story). 1994 curriculum has an approach to the competency Based Curriculum (KBK) which emphasizes competency development and concept mastery. In this curriculum, approach was used Genre-based strategy. Here, the students analyze various texts to understanding their structure, language feature and purposes. This analysis includes finding things that all types of text, like narrative, expository article, reposts and more. This approach asks students to understand the audience and the purpose of the text they are writing and ask them to make smart decisions about what to write based on the rules of their genre. So, the reading learning based which focused on content-based approach was slightly forgotten [25].

That condition above creates a boring class and bored students. In Genre-based teaching, students may have got require additional language supports, such as explicit instruction in grammar, vocabulary, and other language skills to fully comprehend and express themselves about the content. It also seems to focus heavily on the content itself, sometimes at the expense of developing all four language skills: listening, speaking, reading, and writing. However, say the students may not receive well-rounded language instruction [26]. Genre-Based Model might not adequately address cultural aspects that could affect students' understanding of the content. As the matter of fact students come to class with varying levels of prior knowledge and cultural backgrounds related to the content, addressing these differences effectively can be challenging for educators. Now, critical thinking is an important skill in the 21st century, and it is becoming even more important as life gets more complicated. Critical thinking is typically intertwined with other disciplines, such as four language abilities (reading, listening, writing, and speaking), mathematics, physics, and many others [27]. Critical thinking helps students find problems and figure out how to fix them [28–31]. Lots of different kinds of information are given to students. In order to tell the difference between fact and opinion, they use critical thinking to judge the trustworthiness and reliability of sources. Students critically analyze texts by examining themes, character motivations, and the author's purpose. Different interpretations are looked at, and evidence from the text is used to back each view. Discussions and debates give students a chance to think critically about arguments, look at evidence, and come up with their own strong claims. Students integrate knowledge from different subjects to solve complex problems. Critical thinking is central to this process.

Due to some reasons above, Theme-Based Model offers a complementary value that prepares students for the multifaceted challenges they will face in the 21st century. It encourages them to be critical thinkers, problem solvers, and lifelong learners who can make meaningful contributions to their communities and the world. Theme-based approaches are not new to foreign language instruction; they are supplemental activities that break up the methodical grammar study with readings and activities on subjects like dating, food, music, and families. When used carefully and appropriately, the theme-based model is a useful and efficient technique [32]. Themes promote critical thinking and problem-solving skills as students understand, analyze, criticize and evaluate information related to the content to improve the results and students active participating in reading class. This process helps students develop higher-order thinking skills. At Universitas PGRI Palembang, reading is a mandatory course for all students in the English Department, offered from the first to the third semester with a total of 6 credits. The curriculum includes Literal Reading (1st semester), Interpretive Reading (2nd semester), and Critical Reading (3rd semester). To enhance learning outcomes, English Department lecturers are exploring alternative instructional methods. In the upcoming 2023–2024 academic year, the Theme-Based Learning Model will be implemented in the third-semester reading class, aiming to foster critical thinking and problem-solving skills. This approach emphasizes content analysis and evaluation within a thematic framework, which is expected to improve students' ability to think critically and solve problems effectively. By integrating themes into reading instruction, students engage with texts in a more meaningful and analytical manner, promoting deeper comprehension and cognitive development. The adoption of the Theme-Based Learning Model is based on the belief that it will enhance students' reading achievement and learning independence. This model also considers students' diverse learning styles, ensuring a more inclusive and adaptable learning environment. Given these objectives, this study seeks to examine the impact of the Theme-Based Model on students with different learning styles, focusing on its influence on reading achievement and learning autonomy at Universitas PGRI Palembang. This initiative also aligns with the United Nations Sustainable De-

velopment Goals (SDGs), particularly SDG 4 on Quality Education, which emphasizes inclusive and equitable education and lifelong learning opportunities for all. By integrating entrepreneurial and technological literacy into language education, this research contributes to building learners' capacity for innovation and sustainable economic participation, echoing the principles of SDG.

2. METHODOLOGY

2.1. Research Design

This study employed a concurrent triangulation mixed methods design, integrating both quantitative and qualitative data to provide a comprehensive analysis. This approach allows for cross-validation and verification of findings by leveraging the strengths of both data types [1, 33]. The research focused on the impact of lecturers' theme-based models on students' reading achievement and learning independence, considering different learning styles. Quantitative data, such as pre- and post-test reading scores, measured students' progress, while qualitative data from questionnaires and interviews provided insights into their experiences and perceptions. An embedded design was utilized, where qualitative data complements quantitative findings [5]. This design enhanced the understanding of students' learning environments by examining their emotions and expectations alongside measurable academic outcomes.

2.2. Quantitative Phase

In the quantitative phase, the experimental study was carried out, and then it was followed by the survey study. The following is a description of both the survey study and the experimental research:

This study used an experimental design, specifically factorial designs, during its quantitative phase. Factorial designs enable researchers to examine many correlations within an experimental study, as elucidated by. This is especially true when adjusting control designs or designs with random assignment for the pre- and post-test. Analyzing the interactions between an independent variable and one or more moderator variables is one of the main benefits of factorial designs. This broadens the range of associations being looked at by allowing the researcher to explore the impact of various variables on the study's results. Subject characteristic variables may comprise the treatment variables in this study, or these subject characteristic variables may function as treatment variables in and of themselves. A factorial design allows the study to assess how various elements mix or interact to affect the outcomes, offering more intricate and nuanced understandings of the impact of the interventions.

Table 1. Diagram of the Factorial Design A

Different Learning Styles	Theme-Based Model (Reading Achievement)	
	Pre-Test (A1)	Post-Test (A2)
Visual (B1)	A1B1	A2B1
Auditory (B2)	A1B2	A2B2
Reading/Writing (B3)	A1B3	A2B3
Kinesthetic (B4)	A1B4	A2B4

Where:

A1 : Pre-test reading score

A2 : Post-test reading score

B1 : Reading score of students having visual learning.

B2 : Reading score of students having auditory learning.

B3 : Reading score of students having reading/writing learning

B4 : Reading score of students having kinesthetic learning

As shown in Table 1, A1 represents the pre-test reading score and A2 represents the post-test reading score, while learning styles are categorized as B1 (visual), B2 (auditory), B3 (reading/writing), and B4 (kinesthetic). Accordingly, A1-B1 refers to the pre-test reading score of students with visual learning styles who were taught using the theme-based model, while A1-B2 represents the pre-test reading score of auditory learners under the same instructional treatment. Similarly, A1-B3 refers to the pre-test reading score of reading/writing learners, and A1-B4 refers to the pre-test reading score of kinesthetic learners taught using the theme-based

learning model. For the post-test scores, A2-B1 corresponds to visual learners, A2-B2 to auditory learners, A2-B3 to reading/writing learners, and A2-B4 to kinesthetic learners after receiving instruction through the theme-based model. This factorial design enables the examination of score differences between pre-test and post-test results across different learning styles.

Table 2. Diagram of the Factorial Design B

Different Learning Styles	Theme-Based Model (Learning Independence)
	Score of Questionnaire (C1)
Visual (D1)	C1D1
Auditory (D2)	C1D2
Reading/Writing (D3)	C1D3
Kinesthetic (D4)	C1D4

Where:

C1 : Questionnaire Score

C1D1 : Questionnaire score of students having visual learning.

C1D2 : Questionnaire score of students having auditory learning.

C1D3 : Questionnaire score of students having reading/writing learning.

C1D4 : Questionnaire score of students having kinesthetic learning

As presented in Table 2, C1 represents the score of the learning independence questionnaire, while learning styles are categorized into four groups: D1 (visual), D2 (auditory), D3 (reading/writing), and D4 (kinesthetic). Thus, C1-D1 refers to the learning independence questionnaire score of students with visual learning styles who were taught using the Theme-Based Learning Model, while C1-D2 represents the questionnaire score of auditory learners under the same instructional approach. Likewise, C1-D3 indicates the learning independence score for students with a reading/writing learning style, and C1-D4 refers to the score of kinesthetic learners who also experienced the Theme-Based Learning Model. This design enables the analysis of how the theme-based instructional approach influences students' independent learning behavior across different learning styles.

2.3. Qualitative Phase

After the experimental research is completed, this study used of a quantitative survey. The survey served as the second step in the qualitative stage. A survey was carried out in order to gather information about the attitudes of students towards different types of educational activities. The survey was going to be carried out in each of the three experimental groups that received the treatment. In the qualitative phase, the qualitative data as the supporting data collected from the experimental portion of the project (the quantitative phase). It carried out to expound on and investigate the other aspects besides the students' reading ability that supported the efficiency of the learning activities. In order to investigate the phenomenon of students' participation in each experimental group, data collection was carried out both during and after the phase of the experiment that was conducted.

2.4. Population and Sample

Population is the larger group which has the specific characters to which one hopes to generalize the result of the research. The population of the study was all of the third semester students of majoring English Education at Universitas PGRI Palembang in the academic year 2024-2025. The distribution of population is seen in Table 3:

Table 3. Population of Study

No.	Semester/Class	Male	Female	Total
1.	3	7	27	34

The writer used purposive sampling. In purposive sampling, the writer used their judgment to select the sample that they believe based on the prior information about the population they had. However, this non-probability sampling method limits the generalizability of the findings to broader populations. Since the

participants were specifically selected from one university context, the results may not represent all EFL learners in different educational settings. Future research is encouraged to adopt random or stratified sampling across multiple institutions to increase external validity and provide more generalizable insights into the effectiveness of theme-based learning models.

2.5. Data Collection Techniques

The data collection instruments used in this study consisted of a reading test, questionnaire, and interview. The reading test was used to determine students' reading performance in relation to a certain level of achievement. It was administered twice, namely as a pre-test before the treatment and as a post-test after the treatment. The test consisted of forty questions designed to measure students' reading achievement. In addition, a questionnaire was used to measure students' reading skills in English by considering the targeted reading sub-skills and the classroom context in which the instrument was administered. An interview was also conducted to address one of the research questions related to the implementation of theme-based learning methods in the classroom. The interview aimed to support the main data on students' reading achievement by exploring students' perceptions and experiences regarding the use of theme-based learning techniques. Through the interview, the researcher obtained more detailed information about how the strategy was implemented in the classroom and how students responded to the learning activities and questionnaire process.

2.6. Validity and Reliability of Reading Test

An exam that exhibits validity and reliability by evaluating the suitability, significance, and practicality of the conclusions made from the data is considered high-quality. While reliability relates to the consistency of the test results, validity assures that the test measures what it purports to assess. To make sure that the test fairly assesses students' reading comprehension abilities, content validity was used in this study. It concentrated on topics like vocabulary, inference, main concept, and critical thinking entrepreneurship. A trial test was performed to evaluate the test's reliability prior to give the sample the final version of the exam. Twenty Universitas Muhammadiyah Palembang third-semester students for the academic year 2024–2025 participated in this try-out. The consistency of test scores between administrations was referred to as dependability. Using SPSS for internal consistency, the Cronbach's Alpha computed in order to assess the test's reliability. The reading test consisted of 50 multiple-choice questions and the Pearson Product-Moment Correlation Coefficient employed to evaluate the test's reliability. A reliability coefficient above 0.70 ($KR_{21} > 0.70$), was regarded as adequate and indicated that the test items were dependable. On the other hand, the test was considered untrustworthy if the reliability coefficient is less than 0.70 ($KR_{21} < 0.70$).

2.7. Validity and Reliability of Questionnaire

Before the questionnaires are distributed to third semester students in Universitas PGRI Palembang, I conducted a pilot study with students in the same semester in Universitas PGRI Palembang. The Alpha Cronbach method, accessible as a software in SPSS version 22, was utilized to do an analysis on the data obtained from the try-out.

2.8. Technique for Statistical Data

The statistical analysis for reading skills carried out in conjunction with expert judgment and qualitative observations. In this study, I used two (2) statistical methods to assess reading skill to the third semester students in Universitas PGRI Palembang.

Descriptive statistics it summarized and described the performance of students or groups on reading assessments. Measuring such as mean, median, and standard deviation can provide insights into average performance, variability, and distribution of reading scores.

Analysis of Variance (ANOVA) it was compared to the mean reading scores of different groups. In this case, the implementation of theme-based learning was given to each of groups in different styles on third semester students in Universitas PGRI Palembang. It analyzed whether there are significant differences in reading skills based on grade level or reading intervention group.

2.9. Descriptive Analysis

This study is to supplement the primary study and address a research question on the application of theme-based learning in reading courses with diverse learning styles. I examined the responses the students provide on the open-ended questionnaires using descriptive analysis.

3. RESULT AND DISCUSSION

3.1. Normality Test

The normality test was conducted to determine whether the paired-test data were normally distributed before further statistical analysis was performed. This test is important because the selection of an appropriate statistical procedure depends on the distribution of the data. In this study, the normality test was applied to the pre-test and post-test scores to ensure that the data met the assumptions required for parametric testing. A dataset is considered normally distributed when the significance value is greater than 0.05, while a significance value below 0.05 indicates that the data are not normally distributed. The One-Sample Kolmogorov–Smirnov test was used as the statistical method to examine the normality of the data. The results of this test are presented in Table 4. The analysis was conducted using IBM SPSS Statistics 22 to obtain accurate and systematic statistical output. By examining the significance values, the researcher was able to decide whether the data fulfilled the normality assumption. Therefore, the normality test served as an essential preliminary analysis to support the validity of the subsequent statistical testing in this study.

Table 4. Normality Test

Tests of Normality	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for result	0.119	68	0.069	0.974	68	0.161

a. Lilliefors Significance Correction

According to Table 4, the Kolmogorov-Smirnov test yielded a significance value of 0.69 and a Shapiro-Wilk value of 0.161. Because each variable's significance is more than 0.05, it is possible to draw the conclusion that the data on these variables are regularly distributed.

3.2. Homogeneity Test

The homogeneity test determines whether the variables have equal variances. If the significance value exceeds 0.05, the data are considered homogeneous, and the analysis may proceed. The test was conducted using IBM SPSS Statistics 22, and the results are shown in the following table:

Table 5. Homogeneity Test

Levene's Test of Equality of Error Variances^a

Dependent Variable: Result

F	df1	df2	Sig.
4.212	7	60	0.748

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Test + Study + Test

*Study

From Table 5, it is possible to conclude that the significance is 0.748 since the variances of two or more sets of data are equal and the significance is greater than 0.05. One of the anova's assumptions is met or applicable, meaning that the study data can be used for further testing, as they all have the same variance and do not conflict with one another.

3.3. The Result Students' Score in the Pre-test and Posttest

This study assessed student learning achievement through pre-test and post-test evaluations to measure the impact of the theme-based learning model. The pre-test gauged initial understanding, while the post-test evaluated improvements after implementation. Data from 34 students across different learning styles were analyzed using descriptive statistics to compare score variations. The findings highlight the model's effectiveness in enhancing comprehension and learning independence, with results detailed in Table 6.

Table 6. The result of Pretest and Posttest

Descriptive Statistics				
Dependent Variable: Learning Achievement				
Test	Study	Mean	Std. Deviation	N
Pretest	Visual	69,13	2,850	8
	Auditory	61,11	3,655	9
	Audiovisual	56,00	2,398	9
	Kinesthetic	53,00	1,852	8
	Total	59,74	6,616	34
Posttest	Visual	80,00	2,928	8
	Auditory	80,44	2,603	9
	Audiovisual	73,67	7,018	9
	Kinesthetic	64,38	2,669	8
	Total	74,76	7,672	34
Total	Visual	74,56	6,271	16
	Auditory	70,78	10,412	18
	Audiovisual	64,83	10,416	18
	Kinesthetic	58,69	6,279	16
	Total	67,25	10,386	68

As shown in Table 6, all learning styles benefited from the implementation of the Theme-Based Learning Model. The greatest gains were seen in auditory and reading/writing learners, who responded well to theme-focused discussions and contextualized texts. Visual learners also showed substantial improvement, while kinesthetic learners improved moderately, suggesting that more activity-based learning could further support this group. The descriptive statistical analysis shows that the theme-based learning model significantly improved students' reading achievement across different learning styles at Universitas PGRI Palembang. Visual learners' scores increased from 69.13 (SD = 2.850) to 80.00 (SD = 2.928), and auditory learners improved from 61.11 (SD = 3.655) to 80.44 (SD = 2.603). Reading/writing learners saw a rise from 56.00 to 73.67, while kinesthetic learners improved from 53.00 to 64.38. Although the greatest gains were among visual and auditory learners, all groups benefited, highlighting the effectiveness of a diverse instructional approach.

3.4. The Result of Learning Independent

This study analyzed the learning independence of third-semester students at Universitas PGRI Palembang to evaluate the impact of a theme-based learning model across different learning styles. Learning independence involves self-regulation, motivation, and effective study strategies. The analysis results, including mean scores, t-values, and statistical significance, provided insights into the model's effectiveness and students' varied responses.

Table 7. The Result of Learning Independent

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Learning Independent	34	30	60	90	74,29	7,388	54,578
Study	34	3	1	4	2,50	1,108	1,227
Valid N (listwise)	34						

From Table 7, based on 34 participants, showed a score range of 30 (60–90), with a mean of 74.29, indicating a generally good level of independence. The standard deviation of 7.388 and variance of 54.578 reflect some variation among students. While most scores are close to the mean, some students demonstrate lower independence, highlighting the need for tailored learning strategies to support them.

3.5. The Result of Paired T-Test

A paired t-test was conducted to evaluate the significance of changes in students' pre- and post-test reading achievement after implementing the theme-based learning model. Using a sample of 34 students with different learning styles, the test assessed the model's effectiveness in improving reading skills. The results,

including t-values, degrees of freedom, and significance levels, will provide empirical support for the model's impact and insights into how students respond based on their learning styles.

Table 8. The Result of Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Result	67,25	68	10,386	1,259
	Test	1,50	68	0,504	0,061
Pair 2	Result	67,25	68	10,386	1,259
	Study	2,50	68	1,100	0,133

Based on Table 8, the paired-sample statistics show an increase in the mean score after the implementation of the Theme-Based Learning Model. In Pair 1, the mean score improved from 67.25 to 71.50, and in Pair 2, learning independence increased from 67.25 to 72.50. The standard deviation and standard error values also indicate consistency in the data distribution across 68 participants. These results suggest that the Theme-Based Learning Model positively impacted students' reading achievement and learning independence.

Table 9. The Result of Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Result - Test	65,750	10,024	1,216	63,324	68,176	54,087	67	0,000
Pair 2	Result - Study	64,750	11,047	1,340	62,076	67,424	48,333	67	0,000

Table 9 shows a significant improvement in student scores after applying the theme-based learning approach. The mean difference between pre-test and post-test was 65.750 for the first pair (Outcome–Test) and 64.750 for the second pair (Outcome–Learning), with standard deviations of 10.024 and 11.047. The 95% confidence intervals and the t-values (54.087 and 48.333) indicate a statistically significant difference. Hypothesis testing compares the calculated t-value (t_{count}) with the critical t-value (t_{table}). The decision rule is:

$$\text{If } t_{count} > t_{table} \Rightarrow H_a \text{ is accepted}$$

$$\text{If } t_{count} < t_{table} \Rightarrow H_0 \text{ is accepted}$$

These results confirm the effectiveness of the theme-based learning model in improving students' reading achievement.

3.6. The Result of Two Way Anova TestS

A two-way ANOVA was conducted to examine the effects of the theme-based learning model and students' learning styles on reading achievement and learning independence. This analysis was used because it can identify the main effect of each independent variable as well as the interaction effect between the instructional model and learning styles. The theme-based learning model was examined as a teaching approach that organizes learning activities around meaningful topics, while learning styles were categorized into visual, auditory, audiovisual, and kinesthetic preferences. The results showed that the theme-based learning model had a significant effect on students' reading achievement. Students who learned through this model demonstrated better reading comprehension, improved vocabulary understanding, and stronger ability to interpret reading texts. This finding indicates that thematic instruction helps students connect reading materials with familiar contexts and real-life experiences. In addition, learning styles also contributed to differences in students' learning outcomes. Visual learners benefited from pictures, diagrams, and organized reading materials, while auditory learners improved through discussion, explanation, and verbal interaction. Audiovisual learners gained support from the combination of images and spoken information, whereas kinesthetic learners needed more active and

practical learning activities. The interaction effect further revealed that certain learning styles responded more positively to the theme-based learning model, especially visual and auditory learners. This means that the effectiveness of the instructional model became stronger when the teaching strategy matched students' learning preferences. The F values and significance levels confirmed that the model had a measurable and meaningful impact on learning outcomes. These findings also support the integration of Theme-Based Learning in the context of Edupreneurship, as it encourages students to become more active, independent, creative, and responsible in the learning process. Overall, the statistical results provide strong evidence that combining appropriate instructional models with students' learning preferences can improve academic achievement and foster learning independence.

Table 10. Two-Way Anova Test (Reading Achievement)

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max
						Lower Bound	Upper Bound		
learning achievement (Pretest and Posttest)	Visual	16	74,56	6,271	1,568	71,22	77,90	65	85
	Auditory	18	70,78	10,412	2,454	65,60	75,96	55	85
	Audiovisual	18	64,83	10,416	2,455	59,65	70,01	52	85
	Kinesthetic	16	58,69	6,279	1,570	55,34	62,03	50	68
	Total	68	67,25	10,386	1,259	64,74	69,76	50	85
Test	Visual	16	1,50	0,516	0,129	1,22	1,78	1	2
	Auditory	18	1,50	0,514	0,121	1,24	1,76	1	2
	Audiovisual	18	1,50	0,514	0,121	1,24	1,76	1	2
	Kinesthetic	16	1,50	0,516	0,129	1,22	1,78	1	2
	Total	68	1,50	0,504	0,061	1,38	1,62	1	2

Based on Table 10, the Two-Way ANOVA descriptive results show that reading achievement varies across learning styles. Visual learners achieved the highest mean score (74.56), followed by auditory learners (70.78), while audiovisual and kinesthetic learners recorded lower averages (64.83 and 58.69). The overall mean score was 67.25. These findings suggest that visual and auditory learners benefited most from the Theme-Based Learning Model, likely because thematic activities incorporated visual aids and discussion-based tasks that supported their engagement and comprehension. Meanwhile, kinesthetic learners showed lower performance, indicating that they may require more hands-on or movement-based activities to maximize learning outcomes.

Table 11. Anova test

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Result	Between Groups	2357,764	3	785,921	10,330	0,000
	Within Groups	4868,986	64	76,078		
	Total	7226,750	67			
Test	Between Groups	0,000	3	0,000	0,000	1,000
	Within Groups	17,000	64	0,266		
	Total	17,000	67			

Based on Table 11, the ANOVA test results show a significant difference in reading achievement between learning style groups, indicated by a significance value of 0.000 ($p < 0.05$). This means that the Theme-Based Learning Model produces different effects depending on students' learning styles. Meanwhile, the significance value for the test variable is 1.000 ($p > 0.05$), indicating no significant difference across groups for the test component. These findings demonstrate that learning styles influence students' reading performance when using the Theme-Based Learning Model.

Table 12. Learning Independence

Descriptives								
Learning Independence								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Visual	8	84,13	3,907	1,381	80,86	87,39	80	90
Auditory	9	73,67	3,240	1,080	71,18	76,16	70	79
Audiovisual	9	74,56	2,603	0,868	72,55	76,56	70	78
Kinesthetic	8	64,88	3,137	1,109	62,25	67,50	60	69
Total	34	74,29	7,388	1,267	71,72	76,87	60	90

Based on Table 12, visual learners demonstrated the highest level of learning independence with a mean score of 84.13, followed by auditory (73.67) and audiovisual learners (74.56). Kinesthetic learners showed the lowest mean score (64.88). The overall mean score was 74.29, indicating that the Theme-Based Learning Model supports the development of student learning independence across different learning styles, with visual learners benefiting the most.

Table 13. Anova test

ANOVA					
Learning Independence					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1487,087	3	495,696	47,364	0,000
Within Groups	313,972	30	10,466		
Total	1801,059	33			

Table 13 shows that the ANOVA results indicate significant differences in reading achievement and learning independence among learning styles. Visual learners achieved the highest reading scores ($M = 74.56$, $SD = 6.271$) and learning independence ($M = 84.13$, $SD = 3.907$). Auditory learners showed moderate performance ($M = 70.78$, $SD = 10.412$; learning independence $M = 73.67$), while kinesthetic learners had the lowest scores ($M = 58.69$, $SD = 6.279$; learning independence $M = 64.88$, $SD = 3.137$). Overall, the mean reading achievement was 67.25 ($SD = 10.386$), and learning independence averaged 74.29 ($SD = 7.388$). These results indicate that learning styles influence student outcomes when using the Theme-Based Learning Model.

3.7. Perceptions of Theme-Based model implementation in reading classroom at Universitas PGRI Palembang

The implementation of the Theme-Based Learning Model in Edupreneurship at Universitas PGRI Palembang received positive responses based on interviews and classroom observations. Students expressed that learning became easier and more engaging because the themes were connected to real-life contexts, which increased motivation, participation, and comprehension in reading activities [34]. Theme-based learning also supported reading achievement and learning independence, although some students noted that certain tasks were challenging yet rewarding [35]. Visual learners understood concepts more easily, while auditory learners were more active in discussions, showing that different learning preferences affect how students respond to the model. Overall, integrating edupreneurship into theme-based learning enhances reading achievement and learning independence while creating a more engaging learning environment.

4. MANAGERIAL IMPLICATIONS

The implementation of a Theme-Based Learning Model in the context of edupreneurship provides several key managerial insights for higher education stakeholders:

4.1. Strategic Curriculum Design

Program managers should integrate theme-based learning into course syllabi by aligning thematic content with entrepreneurial competencies such as innovation, critical thinking, and problem-solving. This align-

ment ensures that language education simultaneously develops communication and business-oriented skills relevant to 21st-century technopreneurship.

4.2. Faculty Development and Collaboration

Lecturers play a central role in fostering learner independence through contextual and creative instruction. Institutions should conduct regular workshops and interdisciplinary collaborations particularly between language, business, and technology departments to support lecturers in designing integrated edupreneurial modules.

4.3. Learning Autonomy Support Systems

To promote students' learning independence, universities can establish digital learning hubs or self-paced online platforms that encourage project-based learning, reflection journals, and peer mentoring systems. These mechanisms allow learners to take greater ownership of their progress while fostering sustainable self-regulated learning habits.

4.4. Continuous Evaluation and Feedback

Administrators should implement data-driven assessment systems to track the effectiveness of theme-based learning in enhancing reading skills and learner autonomy. Using analytics tools and regular feedback sessions can help refine instructional methods and ensure that program objectives are being achieved effectively.

5. CONCLUSION

The findings of this study show that the Theme-Based Learning Model in Edupreneurship successfully improves students' reading achievement and learning independence. By presenting materials through relevant and contextual themes, students engage more actively with texts, resulting in better comprehension. Pre-test and post-test results demonstrate significant score increases across all learning style groups, with visual and auditory learners showing the highest improvement, while kinesthetic learners also experienced noticeable progress.

The model also promotes learning independence. Students became more motivated to search for information beyond the provided material, took initiative in completing tasks, and displayed stronger self-management. These behaviors reflect edupreneurship principles, emphasizing autonomy, creativity, and problem-solving. The thematic learning process also encourages students to connect academic activities with real-life contexts, fostering an entrepreneurial mindset.

Although the model proved effective, this study acknowledges limitations, particularly the use of purposive sampling and its focus on a single institution. Future research should involve larger and more diverse samples and explore the long-term effects on students' entrepreneurial behavior and performance in other courses. Broader implementation may further strengthen lifelong learning and entrepreneurial readiness, supporting the Sustainable Development Goals (SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth).

6. DECLARATIONS

6.1. About Authors

Asti Veto Mortini (AV)  <https://orcid.org/0009-0009-5099-5417>

Sri Wuli Fitriati (SF)  -

Rahayu Puji Haryanti (RP)  -

Sri Wahyuni (SW)  -

Juan Carlos Rodriguez (JR)  <https://orcid.org/0000-0001-5698-7033>

6.2. Author Contributions

Conceptualization: AV; Methodology: SF; Software: RP; Validation: SW and JR; Formal Analysis: AV and SF; Investigation: RP; Resources: SW; Data Curation: JR; Writing Original Draft Preparation: AV and RP; Writing Review and Editing: AV and SF; Visualization: RP; All authors, AV, SF, RP, SW & JR have read and agreed to the published version of the manuscript.

6.3. Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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The authors declare that they have no conflicts of interest, known competing financial interests, or personal relationships that could have influenced the work reported in this paper.

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