



Enhancing Early Reading Skills Through Literacy Alphabet Cards: An Innovative Solution for Elementary Students

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ABSTRAK

Masalah rendahnya kemampuan membaca permulaan pada peserta didik menjadi perhatian utama dalam penelitian ini. Penelitian ini bertujuan untuk menganalisis faktor-faktor yang memengaruhi kesulitan membaca pada peserta didik, mendeskripsikan penerapan media pembelajaran Kartu Abjad Literasi (KAL) di kelas permulaan, serta memaparkan hasil penggunaannya dalam pembelajaran. Metode penelitian yang digunakan adalah metode kualitatif dengan desain deskriptif. Teknik pengumpulan data mencakup observasi, wawancara, dan pelibatan langsung penulis dalam proses pembelajaran. Data dianalisis menggunakan teknik analisis data interaktif yang melibatkan pengumpulan data, reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan adanya faktor internal yang memengaruhi kesulitan membaca, seperti tingkat kecerdasan dan motivasi belajar, serta faktor eksternal berupa lingkungan keluarga dan masyarakat. Media KAL dirancang menggunakan bahan sederhana dan diterapkan secara langsung selama proses pembelajaran. Penerapan media KAL terbukti efektif dalam meningkatkan kemampuan membaca permulaan, yang ditunjukkan oleh peningkatan hasil belajar peserta didik. Simpulan dari penelitian ini adalah bahwa media KAL dapat menjadi alternatif yang inovatif untuk mengatasi kesulitan membaca permulaan pada peserta didik, dengan melibatkan pendekatan yang memperhatikan aspek internal dan eksternal mereka.

ABSTRACT

The issue of low early reading proficiency among students is the primary focus of this study. This research aims to analyze the factors influencing students' reading difficulties, describe the implementation of the Literacy Alphabet Cards (KAL) as a learning medium in early-grade classrooms, and present the outcomes of its application in teaching. A qualitative research method with a descriptive design was employed. Data collection techniques included observations, interviews, and the direct involvement of the researcher in the learning process. Data were analyzed using an interactive data analysis technique encompassing data collection, data reduction, data presentation, and conclusion drawing with verification. The findings reveal internal factors affecting reading difficulties, such as intelligence levels and learning motivation, as well as external factors, including family and community environments. The KAL medium was designed using simple materials and implemented directly during the teaching process. The application of the KAL medium proved effective in enhancing early reading skills, as evidenced by improvements in students' learning outcomes. The study concludes that the KAL medium can serve as an innovative alternative to addressing early reading difficulties by incorporating approaches that consider both internal and external student factors.

1. INTRODUCTION

Students who excel are inseparable from a quality learning process. Learning will be of high quality if the teacher has the ability to master the learning process. This ability is very influential on the learning process carried out. The quality of learning includes several things such as achieving learning objectives, improving student abilities, and learning effectiveness (Cindrakasih, 2020; Susanti, 2020). Teachers play an important role in improving students' abilities through the learning process (Sanjani, 2020). This optimization is realized in a lesson that can stimulate student development in the form of applying the right learning models, methods, and media (Amri & Kuniawan, 2023; Zakaria et al., 2022). Good learning can make students more developed (Suharni, 2021). For this reason, teachers need to develop innovative learning to realize this goal. However, in reality, many teachers are reluctant to get out of their comfort zone and only use lecture or conventional learning models (Muthoharoh, 2019; Yuliandari & Hadi, 2020). Teachers who use the lecture method and are reluctant to innovate, often only apply textbook learning resources. Therefore, the learning that takes place lacks quality in improving language skills (Wirabumi, 2020).

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Interactive learning media can create learning experiences for students that are similar to the real life around them so that it can facilitate students in understanding learning materials (Dwiji et al., 2020; Syahputra & Maksum, 2020). Interactive learning involves direct interaction between students and learning media with teacher guidance (Renny, 2020; Widjayanti et al., 2019). Direct engagement between students is the key to game-based interactive learning (Muthoharoh, 2019). Direct interaction has an impact on eliminating boredom while learning and can increase learning motivation so that students get maximum learning results (Daryanes et al., 2023). Interactive learning media can also improve the cognitive abilities that exist in every student (Wasito et al., 2022).

Interactive learning media has many types (Dwiji et al., 2020). One of them is card-based learning media. The use of card learning media, especially at the early grade elementary school level, will play an important role in improving learning outcomes by up to 78% and achieving learning objectives (Azizah & Rahmawati, 2022; Mulyati & Evendi, 2020). Many students are found who cannot read or even memorize the alphabet A to Z (Madu & Jediut, 2022). Interactive learning is one of the solutions to deal with cases of low literacy, especially reading skills in the early grades (Pranoto & Nafisah, 2022). The beginning class is known as a class that contains transitional students from PAUD or Early Childhood Education who are still attached to the desire to play continuously (Wulandari, 2020).

The results of observations showed that at SDN Gebanganom, Kangkung District, Kendal Regency and SDN 02 Jatikuwung, Jatipuro District, Karanganyar Regency, it was found that teachers still used a less-than-ideal method, namely the use of the lecture method. Using the lecture method in learning continuously, students will have difficulty developing reading skills and learning outcomes (Suminar et al., 2023). Innovation is needed because the condition of students at SDN Gebanganom in the beginning class shows that out of a total of 6 students only 1 student can read fluently and can recognize the alphabet A to Z fluently. The same thing also happens to students at SDN 02 Jatikuwung which shows that the majority of students have not read fluently and have not even memorized or recognized the alphabet A to Z.

Previous studies have extensively explored the role of teachers in ensuring high-quality learning experiences that enhance students' abilities and achieve learning objectives (Cindrakasih, 2020; Susanti, 2020). The effectiveness of learning is strongly influenced by the teacher's ability to master pedagogical techniques, including the selection of appropriate learning models, methods, and media (Amri & Kuniawan, 2023; Zakaria et al., 2022). However, a persistent challenge in early-grade education is the reliance on conventional lecture-based methods, which fail to engage students actively and improve literacy skills (Muthoharoh, 2019; Yuliandari & Hadi, 2020). Research has demonstrated that interactive learning media, particularly game-based and card-based learning tools, can significantly enhance students' motivation, engagement, and cognitive development (Dwiji et al., 2020; Syahputra & Maksum, 2020).

Despite these advancements, there remains a gap in the practical implementation of such media in early-grade literacy education. Observations at SDN Gebanganom and SDN 02 Jatikuwung indicate that many students struggle with fundamental reading skills, with only a minority being able to recognize and read the alphabet fluently. This study introduces an innovative approach through the Literacy Alphabet Cards (KAL), an interactive learning medium designed to address early literacy challenges effectively. Unlike previous research that broadly discusses interactive learning, this study focuses specifically on the application of KAL media in addressing the reading difficulties of early-grade students in the Indonesian primary school context.

This study aims to investigate the implementation and impact of the Literacy Alphabet Cards (KAL) as an interactive learning medium for early-grade students struggling with reading skills. Specifically, the study seeks to (1) identify the factors contributing to reading difficulties among students at SDN Gebanganom and SDN 02 Jatikuwung, (2) examine the effectiveness of KAL media in facilitating early reading acquisition, and (3) evaluate the learning outcomes achieved through the use of KAL media. By addressing these objectives, the research aspires to provide empirical evidence on the efficacy of interactive literacy interventions in improving foundational reading skills among young learners. The findings are expected to contribute to educational innovation by offering practical strategies for teachers in early-grade classrooms to enhance literacy instruction through engaging and student-centered methodologies.

2. METHOD

The method used in this research is a qualitative method with a descriptive design. This research design includes formulating problems, formulating hypotheses, conducting experiments, processing and analyzing data, and drawing conclusions. Through this research design, the research will be directed. After formulating the problem and hypothesis, experiments will be conducted by applying KAL learning media. Then the data will be processed and analyzed to draw a conclusion.

The data in this study is in the form of information about factors that influence students' difficulties in beginning reading in 6 grade 1 students at SDN Gebanganom and 9 grade 2 students at SDN 02

Jatikuwung, the application of KAL learning media, and the results of learning beginning reading with KAL media. The data was collected through direct observation by the author during the teaching and learning process and through interviews with one teacher from SDN Gebanganom and one teacher from SDN 02 Jatikuwung. In addition, data was obtained from the results of tests conducted before and after applying the KAL learning media. Students were asked to do a pre-test with the aim of knowing the initial ability of students. Furthermore, the pre-test results will be followed up by applying KAL learning media. After that, students will be asked to do a post-test with the aim of knowing students' abilities after the application of KAL learning media. The data sources in this study are students and teachers who are also data validation which causes the research to have a valid research content entity and can be accounted for.

Data collection techniques in this study include interviews, observations, and direct involvement of researchers. Interviews were conducted alternately to obtain validation of the information obtained, supported by observations made by the author. Observation has the aim of recording or recording important information related to the research. It can be said that researchers are directly involved in data collection and validate research data.

The data analysis technique in this research is using source triangulation technique. Triangulation technique is a technique using the same data with different methods. The source triangulation technique is to collect data from various sources, namely students, teachers, and direct observation. Data analysis was carried out using interactive techniques which included steps to collect data, reduce data, present data, and draw conclusions and verify. Data that has been collected through pre-test, media application, and post-test, will then be reduced. After going through the reduction process, the data will be presented and conclusions drawn. Finally, the data will be verified to determine the validity of the results of the analysis that has been carried out.

3. RESULT AND DISCUSSION

Result

Based on interviews with grade 1 teachers at SDN Gebanganom and grade 2 teacher at SDN 02 Jatikuwung, showed that students have not memorized the alphabets A-Z, students have not memorized the alphabet letters A-Z. [Table 1](#) and [Table 2](#) listing the names or nicknames of students at SDN Gebanganom and SDN 02 Jatikuwung.

Table 1. List of Grade 1 Students at SDN Gebanganom

No	Name	Description
1	Student-1	Reading skills are still stammering
2	Student-2	Fluent reading skills and memorization of alphas.
3	Student-3	Fluent reading skills and memorization of alpha.
4	Student-4	Fluent reading skills and memorization of alphas.
5	Student-5	Can't read and haven't memorized the alphabet.
6	Student-6	Can't read and haven't memorized the alphabet.

There are 6 grade 1 students at SDN Gebanganom, 3 of whom cannot read fluently, cannot recognize and memorize the alphabets A to Z. While 3 of them can recognize and distinguish alphabets fluently although their reading skills are stilted. While 3 of them have been able to recognize and distinguish alphabets fluently even though their reading skills are stammering.

Table 2. List of Grade 2 Students of SDN 02 Jatikuwung

No	Name	Description
1	Student-7	Reading skills are still stammering
2	Student-8	Reading skills are still stammering
3	Student-9	Reading skills are still stammering
4	Student-10	Fluent reading skills and memorization of albetts.
5	Student-11	Fluent reading skills and memorization of alphabets.
6	Student-12	Fluent reading skills and memorization of alphabets.
7	Student-13	Not yet able to read and have not memorized the alet.
8	Student-14	Can't read and haven't memorized the alphabet yet.
9	Student-15	Cannot read and have not memorized the alphabet.
10	Student-16	Cannot read and have not memorized the alphabet.

Seen in [Table 2](#), the conditions at SDN 02 Jatikuwung show that there are 10 students, 4 of whom have not been able to read fluently, have not been able to recognize and memorize the alphabet letters A to Z. While 3 of them can read and recognize the alphabet letters fluently. While 3 of them can read and recognize alphabets fluently. And 3 other students have recognized the alphabet letters A to Z fluently but their reading skills are still stammering. After knowing the number of students who have poor reading skills, the author finds several factors that influence students' difficulty in developing beginning reading skills. The following is an explanation of the factors that influence learners' difficulties in developing reading skills.

Based on the results of interviews conducted by the author, there are 2 factors that cause early grade students at SDN Gebanganom and SDN 02 Jatikuwung to experience reading difficulties, namely internal factors and external factors. Internal factors are factors inhibiting reading ability that come from within students. There were similar perceptions when the author conducted interviews with educators or teachers at SDN Gebanganom and SDN 02 Jatikuwung. The first factor is intelligence. This intelligence factor stems from the way of educating and providing nutrition provided by students from their parents. Providing balanced nutrition is only done by 6 parents out of a total of 16 students, namely 3 students each from both schools (tables 1 and 2) who have read fluently and have memorized the alphabet A to Z. Therefore, parents who fully understand nutritious food intake will affect the intelligence of their children. The second internal factor is learning motivation. The learning motivation factor is closely related to the intelligence factor. Because if a student has high intelligence, it is actually learning motivation that encourages individual students to study diligently. According to the results of interviews conducted by the author of the two teachers at SDN Gebanganom and SDN 02 Jatikuwung schools have similar perceptions, namely the level of intelligence will affect the learning motivation of a student. In addition to internal factors, there are also external factors which include community and family environment factors. Students' environmental conditions may vary in the form of natural conditions, living environment, interaction with peers, and social life. If members of the community, then students can do the same thing influenced by the environment. Community environmental factors include the scope of students' friendships, with whom they play and exchange information in everyday life.

The Literacy Alphabet Card (KAL) media is implemented using the principles of economical, easy to make, and easy to replicate by anyone, especially an educator who wants an interactive learning that can improve literacy skills for early grade students. KAL media is made with simple materials, namely using cardboard paper which is then printed or written using markers in the form of alphabetic letters A to Z totaling 26 times 2. Based on the results of direct observation conducted by the author, one difference was found in the way KAL learning media was applied at SDN Gebanganom and SDN 02 Jatikuwung. The application of KAL media at SDN Gebanganom is carried out in the following ways (1) Alphabet cards are placed on the table randomly, (2) Students are asked to come forward in turn to be asked questions, (3) The question is that the educator or teacher shows a picture of fruit, animals, or flowers. After showing the picture, learners are asked to compile the word formers from the picture shown. This is done because many learners only know the name or type of animal or fruit but they do not know the letters that form it. Therefore, the application of KAL media in this way will make it easier and help learners to remember the characteristics of the alphabets A to Z. The next step is the fourth (4) Learners who succeed in arranging letters to form a word from the picture that has been shown will receive an appreciation in the form of giving candy so that students continue to be eager to learn to read and remember the letters of the alphabet.

Meanwhile, the application of KAL media at SDN 02 Jatikuwung is slightly different from the application at SDN Gebanganom, but it does not rule out the possibility that the application in both schools has the same goal, namely both want to improve the reading ability and memory of students regarding the alphabet letters A to Z. Application of KAL media at SDN 02 Jatikuwung, namely (1) KAL media is placed on a table arranged randomly, (2) Educators or teachers show a word written on the blackboard, and (3) Learners are asked to find the constituent letters from the KAL media that has been provided. After the learners find the letter cards that match the word that has been shown, they will be divided into 3 groups, namely a high group containing learners who have been able to find and arrange the letters of a specified word, a medium group containing learners who have been able to arrange and find the letters that make up the word but still found 1 to 2 mistakes, and the last group, namely the low group containing learners who have not been able to find and arrange the letters that make up the word. Based on the application of KAL media in points 1 to 3, 4 learners were found to be in the high group, 3 students in the medium group, and 3 students in the low group. Learners who are included in this low group are of particular concern to the teacher.

After finding three (3) different groups, the KAL media will be applied again in front of the learners in each group. This second application is done by adjusting the abilities of the learners in each group. The application in the high group is no longer focused on using KAL media, but they are trained to read several words to paragraphs. This is done to maintain memory and improve learners' reading skills to a higher

level. The application in the medium group is by (1) The teacher places the KAL media on a table that has been arranged randomly, (2) Learners are shown a word match containing 3 to 4 words, and (3) Learners are asked to find and rearrange the words by collecting the KAL media that has been provided. While in the low group, it was done exactly the same when grouping at the beginning.

Based on the explanation above, there is a difference in the application of KAL media at SDN Gebanganom and SDN 02 Jatikuwung. The difference is that at SDN Gebanganom, the application of KAL media is carried out evenly or exactly the same for all grade 1 students. This is because in addition to shortening the time, the equal application of KAL media at this school is in addition to the number of students which is only 6 (six) also based on the abilities of the students that each individual has. From the results of interviews with grade 1 homeroom teachers at SDN Gebanganom, it was stated that the abilities of each individual in the class were actually equal, that is, they both had to be guided and paid more attention so that students who could read and memorize the alphabet letters A to Z maintained their abilities while students who had poor reading and memory skills did not feel jealous and disappointed if they were treated equally.

However, at SDN 02 Jatikuwung the application of the grouping described above is carried out. Based on the results of interviews with class teachers, this is done to make it easier and more efficient for educators or teachers during the learning process. With this grouping, it can be seen which students should get more attention and which students only need to maintain their abilities. Both schools apply KAL media based on learner orientation. The school wants its students to have maximum abilities and learning outcomes so that the application of KAL media is very helpful for teachers to realize these goals.

Learning Outcomes of Beginning Reading with KAL Media

Based on the observations made, the authors found similarities in the responses of students at SDN Gebanganom and SDN 02 Jatikuwung when teachers applied KAL learning media. The similarities include enthusiastic and excited learners when they know that they get new experiences in the learning process. Because previously they had never received interactive learning media that involved students to participate in using it. During this time they are more likely to do the lecture method learning process. Therefore, when they found out that there was KAL learning media, they were enthusiastic, more excited, and increased students' learning motivation. Because before the application of KAL media, students only get learning through the lecture method. Based on the results of the author's research, educators or teachers who only use the lecture method show that the teacher is reluctant to get out of the comfort zone.

In addition to being reluctant to get out of the comfort zone, inadequate funds are also one of the factors that the two schools rarely use learning media that are appropriate and in accordance with the needs of students. The positive response of students proves that the application of creative innovative learning media is very useful during the learning process and improves the ability, memory of alphabets A to Z, and improves student learning outcomes. The improvement of students' learning outcomes after applying KAL learning media is evidenced in the [Table 3](#).

Table 3. Students' Learning Outcomes

School	Students	Before	After
SDN Gebanganom(1)	Student_1	82	86
	Student_2	76	80
	Student_3	78	75
	Student_4	73	75
	Student_5	80	82
	Student_6	77	78
	Student_7	81	83
	Student_8	79	82
SDN 02 Jatikuwung(2)	Student_9	82	89
	Student_10	78	83
	Student_11	76	78
	Student_12	74	78
	Student_13	71	73
	Student_14	73	75
	Student_15	80	83
	Student_16	85	88
Average 1		77.666	79.333
Average 2		77.9	81.2

Lowest Score 1	73	75
Lowest Score 2	71	73
Highest Score 1	82	86
Highest Score 2	85	89

Table 3 is a table of student learning outcomes in learning Indonesian precisely after applying KAL learning media. The table shows that students in both schools, namely SDN Gebanganom and SDN 02 Jatikuwung, experienced a significant increase in learning outcomes. Average 1 shows the average score of SDN Gebanganom students who before applying KAL media was 77.6 after applying KAL learning media increased by 1.667. While average 2 shows the average score of students of SDN 02 Jatikuwung which before the application of KAL media was 77.9 after the application of KAL learning media increased by 3.3. Although some students are still unable to memorize alphabets fluently, they have recognized the differences and characteristics of each alphabet.

Discussion

The implementation of Literacy Alphabet Cards (KAL) as a learning medium has proven to be effective in enhancing students' early reading skills and learning outcomes, particularly in Indonesian language lessons. This effectiveness is evidenced by the significant improvement in students' learning achievements in Indonesian language instruction. Previous studies supports this finding, demonstrating that interactive learning media play a crucial role in improving student learning outcomes (Sahronih et al., 2019; Wirman et al., 2018). Prior to the introduction of KAL media, students' reading skills and learning achievements were relatively low, often failing to meet the Minimum Completeness Criteria (KKM). The success of KAL media can be attributed to both internal and external factors that influence each learner. One significant external factor is parental education. Highly educated parents tend to possess greater knowledge regarding effective child-rearing practices and the provision of balanced nutrition, which contributes to children's overall cognitive development and academic success (Amirullah et al., 2020; Kazi et al., 2019). Proper nutrition is directly linked to intelligence, which in turn affects students' memory capacity. Memory retention varies among individuals, further influencing their ability to acquire and apply reading skills (Ardhani et al., 2021). Beyond its effectiveness in improving early reading skills, KAL media is also an environmentally friendly instructional tool. Learning media that incorporate organic materials and serve multiple functions enhance their credibility and sustainability (Muhtar et al., 2021). The most effective instructional media are those that elicit enthusiastic responses from students and actively engage them in the learning process (Asikin et al., 2019). Empirical evidence demonstrates that KAL media has successfully improved Indonesian language learning outcomes at SDN Gebanganom and SDN 02 Jatikuwung, as illustrated in **Table 3**.

Developing early reading proficiency is crucial for students' academic and personal growth. The ability to read at an early age lays the foundation for future cognitive development, fostering critical, logical, and systematic thinking skills (Susanti, 2020). As students' progress to higher grades, their reading fluency and comprehension become essential for academic success. KAL media facilitates engaging and interactive learning experiences by incorporating game-based elements. Game-based learning media effectively capture students' attention and enhance motivation by stimulating their curiosity and encouraging active participation in the learning process (Sari et al., 2023).

Students' perspectives further highlight the appeal of KAL media. Elementary school students, particularly those in early grades, prefer hands-on learning experiences that directly involve them in using instructional media (Antara et al., 2022; Salsabila et al., 2020). The interactive nature of KAL media simplifies the acquisition of early reading skills, making learning more enjoyable, motivating, and engaging. Traditionally, Indonesian language instruction has often been perceived as monotonous and unappealing due to the dominance of lecture-based teaching methods that lack creativity and innovation (Mowata et al., 2023). The introduction of KAL media addresses this issue by transforming the classroom environment and enhancing the overall quality of instruction, as confirmed by research findings (Pramita et al., 2022). The application of KAL media not only strengthens students' cognitive abilities but also fosters skill development. Effective learning requires the simultaneous development of cognitive, attitudinal, and practical skills (Fitriyah & Wardani, 2022). When these three domains are optimized, the alignment between students' and teachers' perceptions of learning quality improves (Yudiyanto et al., 2022). Additionally, the collaborative implementation of KAL media encourages the development of social attitudes and patience in adapting to new learning methods (Marcela et al., 2022). High levels of social competence among students contribute to overall academic success and improved learning outcomes.

4. CONCLUSION

From the research that has been conducted, it can be concluded that elementary school students, especially in the early grades, need a creative innovative learning media that can increase student learning motivation and enthusiasm in improving reading skills. The application of KAL learning media uses simple economical and easy materials, so that it can be modified according to the needs of students. KAL learning media is one of the innovative, interactive and effective learning media to be used by early grade elementary school students to improve early reading skills and increase memory of alphabets A to Z which will be useful in the future. From the activities of implementing KAL learning media, getting satisfying responses and results, namely enthusiastic students, enthusiasm, and love KAL learning media. The results of the application of KAL learning media are in the form of student learning outcomes in Indonesian language learning getting better and improving.

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