



Strategies Employed by Indonesian Language Teachers in Improving the Reading Skills of First Grade Students at SDN 21 Tegineneng

Cindy Eka Rahmawati^{1*}, Muhammad Ngali Zainal Makmun², Nurul Aisyah³

^{1,2,3} Universitas Ma'arif Lampung

Correspondence E-mail: cindydeka@gmail.com

ABSTRACT	ARTICLE INFO
<p><i>This study aims to describe the strategies employed by Indonesian language teachers in improving the reading skills of first grade students at SDN 21 Tegineneng. The study employed a descriptive qualitative approach, with data collection techniques consisting of observation, interviews, and documentation. The findings revealed that the teacher systematically designed learning strategies through the preparation of teaching modules, the selection of methods such as read-aloud and spelling techniques, as well as the use of instructional media in the form of word cards and pictures. The learning process was implemented gradually by actively involving students through shared reading activities and individual practice. Students' responses to the learning activities tended to be positive, as indicated by increased participation and interest in reading, although reading abilities remained varied. The challenges encountered included differences in students' abilities, low learning motivation, and limited parental support. The teacher addressed these challenges through individual guidance, the use of concrete instructional media, and the provision of motivation. The findings of this study emphasize that adaptive and contextual learning strategies play an important role in improving students' early reading skills.</i></p> <p>© 2026 Kantor Jurnal dan Publikasi UPI</p>	<p>Article History: Submitted/Received First Revised Accepted First Available online Publication Date</p> <hr/> <p>Keywords: Learning Strategies, Early Reading Skills, Indonesian Language</p>

1. INTRODUCTION

The success of the learning process is greatly determined by the pedagogical approaches implemented by teachers in managing the classroom (Yamin, 2021). Learning activities constitute educational interactions that are consciously and systematically designed to achieve specific instructional objectives (Kusumadewi et al., 2025). As professionals, teachers are required to provide communicative and engaging learning experiences that are capable of fostering students' learning motivation in a sustainable manner (Safiah, 2016).

The role of teachers in primary education is highly complex because it is directly related to the initial stage of developing students' academic abilities. The developmental characteristics of elementary school students require learning strategies that are adaptive, contextual, and aligned with children's learning needs (Arifianti & Astuti, 2023). Teachers not only function as conveyors of knowledge but also as facilitators, motivators, and mentors who are responsible for creating meaningful learning experiences (Dea et al., 2025). This position is emphasized in Law Number 14 of 2005 concerning Teachers and Lecturers, which states that teachers are professional educators whose primary duties include educating, teaching, guiding, directing, training, assessing, and evaluating students (Faizah et al., 2016).

Teachers also serve as agents of learning transformation who not only transfer knowledge but also shape students' mindsets, attitudes, and skills holistically. This role positions teachers as learning facilitators as well as learning designers who are capable of creating meaningful, contextual, and student-centered learning experiences. The presence of teachers is essential in connecting learning materials with students' real-life experiences, so that the learning process becomes relevant rather than abstract. In addition, teachers function as literacy promoters who encourage the development of a reading culture from an early age through habituation, role modeling, and the creation of learning environments rich in educational resources (Amirahlilis, 2023).

Learning strategies occupy a fundamental position in the overall educational process because they function as conceptual frameworks that direct learning activities toward the optimal achievement of educational objectives (Aisyah & Amalia, 2020). The formulation of systematic strategies enables learning activities to be conducted effectively, efficiently, and purposefully, so that each stage possesses a clear orientation (Sanjaya, 2019). Strategies not only serve as operational guidelines for teachers but also function as means to facilitate students in understanding learning materials and navigating the learning process in a more structured manner (Anggraini et al., 2025).

Reading ability is a basic skill that plays a crucial role in supporting students' academic success, particularly at the elementary school level. Reading activities are not merely mechanical processes of recognizing written language symbols, but also involve cognitive processes in understanding, interpreting, and constructing meaning from texts (Nurzanna et al., 2024). Good reading skills enable students to acquire information, broaden their knowledge, and develop critical thinking abilities. Mastery of early reading skills among first grade students serves as the primary foundation that determines learning success at subsequent educational levels (Tarigan, 1987).

Students' reading abilities in Indonesia up to 2025 remain a serious challenge in the field of basic education. Based on the results of the Programme for International Student Assessment (PISA), which continues to serve as a national reference in literacy evaluation,

Indonesian students' reading abilities remain relatively low compared to the international average (OECD, 2025). This condition indicates that the reading literacy competence of Indonesian students still requires strengthening from the elementary school level, especially during the early reading stage in lower grades. At the provincial level, literacy issues in Lampung also remain a concern for the local government. Data from the Central Bureau of Statistics of Lampung Province in 2025 show that the community literacy development index in several regencies and cities remains in the moderate category, including Pesawaran Regency, which obtained a literacy index score of 6.37. In addition, various literacy and numeracy improvement programs in elementary schools continue to be intensified because educational evaluation results indicate that the reading abilities of elementary school students in the Lampung region are still not optimal (BPS Provinsi Lampung, 2025; Balai Bahasa Provinsi Lampung, 2025). These conditions demonstrate that low reading ability is not only a national issue but also occurs at regional and local levels, thereby requiring appropriate and sustainable learning strategies to improve students' reading skills from the early grades of elementary school.

The reality in the field indicates that the reading abilities of first grade students still face various obstacles. This condition is characterized by low learning motivation, limited interest in reading, and insufficient parental involvement in supporting literacy activities at home. Preliminary observations conducted at SDN 21 Tegineneng revealed that some students were not yet able to read fluently and still experienced difficulties in recognizing letters and combining syllables. Internal factors, such as a lack of intrinsic motivation, as well as external factors in the form of an unsupportive learning environment, also contributed to this condition. These problems indicate a gap between the expected reading achievement at the early stage of education and the actual condition of the students, thereby necessitating appropriate, adaptive, and sustainable learning strategies to address the issue.

In classroom practice, teachers do not select learning strategies arbitrarily, but rather based on pedagogical considerations that are adjusted to the conditions and needs of the students. The selection of strategies such as read-aloud activities, shared reading, and the use of visual media is based on the characteristics of first grade students who are still at the early reading stage and require concrete and gradual approaches. The heterogeneous abilities of students, along with their low interest in reading, encourage teachers to implement interactive and adaptive strategies capable of increasing student engagement in the learning process.

Efforts to overcome these problems have been carried out through the implementation of various learning strategies systematically designed by teachers. Learning strategies are understood as a series of planned actions used to achieve specific objectives in the learning process. The proper implementation of learning strategies is expected to enhance student engagement, improve the quality of the learning process, and gradually increase reading abilities (Aulia, 2012).

Studies concerning teachers' strategies in improving elementary school students' reading abilities have been widely conducted by researchers using various approaches. Research conducted by Biman (2020) demonstrated that the PQ4R strategy significantly improved the reading comprehension abilities of fifth grade students (Biman, 2020). Research by Agustina, Herman, and Riadin (2023) proved that the Picture and Picture method assisted by word cards was effective in improving early reading skills (Agustina et al., 2023). Another study conducted by Madhuma Acharee Nazhelya Najva, Iva Sarifah, and C. B. Yudha (2024) showed that the DRTA strategy was able to enhance students' active engagement and critical

thinking skills in reading comprehension (Najva et al., 2024). These findings confirm that learning strategies play an important role in improving students' reading abilities.

Based on the foregoing review, there is a research gap indicating that most previous studies have primarily focused on reading comprehension abilities among upper-grade students and have emphasized the application of specific strategies in particular contexts. This condition demonstrates that comprehensive studies concerning teachers' strategies in the context of early reading instruction for lower-grade students remain limited. This study offers novelty by comprehensively examining the strategies employed by Indonesian language teachers in improving the early reading abilities of first grade students at SDN 21 Tegineneng. The analysis does not merely focus on specific methods, but also encompasses aspects of lesson planning, implementation, and evaluation, thereby providing both theoretical and practical contributions to the development of basic literacy that is more contextual and aligned with the characteristics of early childhood learners.

Based on the foregoing explanation, this study is directed toward describing the strategies employed by Indonesian language teachers in improving the reading abilities of first grade students at SDN 21 Tegineneng. This study is expected to contribute to the development of studies on early reading learning strategies and to serve as a practical reference for teachers and educational institutions in improving the quality of basic literacy in elementary schools.

2. RESEARCH METHODOLOGY

This study employed a descriptive qualitative approach aimed at understanding phenomena in depth based on realities occurring in the field without manipulating variables (Anto et al., 2024). This approach enabled the researcher to obtain a comprehensive understanding of the strategies employed by Indonesian language teachers in improving the reading abilities of first grade students at SDN 21 Tegineneng through direct observation of learning activities, teacher–student interactions, and classroom dynamics. The naturalistic characteristics of qualitative research position the researcher as the primary instrument in data collection, so that the research process is conducted in a natural setting. This perspective is consistent with the concept proposed by Sugiyono, who states that qualitative research emphasizes the interpretation of phenomena through triangulated data collection techniques and inductive analysis.

The study was conducted at SDN 21 Tegineneng, located in Rejoagung Village, Tegineneng District, Pesawaran Regency, Lampung Province. The selection of the research site was based on empirical conditions indicating the existence of problems in the reading abilities of first grade students, as well as teachers' efforts to implement adaptive learning strategies. The research was planned to take place over a three-month period, from January to March 2026, covering the stages of preparation, data collection, analysis, and report writing. The adjustment of the research schedule to the school's academic calendar enabled the researcher to obtain representative data from naturally occurring learning processes.

The research subjects consisted of first grade teachers as the implementers of learning strategies and first grade students as the recipients of the learning process as well as the objects of observation regarding reading abilities. The subjects were determined using a purposive sampling technique by considering specific criteria relevant to the objectives of the study (Ardiansyah et al., 2023). This technique provided flexibility for the researcher to select informants who possessed the greatest understanding of the phenomenon under investigation,

thereby enabling the collection of more in-depth and contextual data. The selection of subjects was conducted selectively, particularly among students experiencing reading difficulties, in order to ensure that the research findings accurately represented the actual conditions in the field.

The research data consisted of primary and secondary data that complemented each other throughout the analysis process (Miles et al., 2014). Primary data were obtained directly through observations, interviews, and documentation conducted in the field, making them authentic and relevant to the research needs. Secondary data were obtained from school documents, lesson plans, student evaluation results, and literature relevant to the research topic. The primary data sources included Indonesian language teachers and first grade students, while supporting sources consisted of documents and archives related to reading instruction. The use of these two types of data aimed to produce a comprehensive understanding and strengthen the validity of the research findings.

Data collection techniques were carried out through observation, interviews, and documentation as a form of methodological triangulation (Fadila et al., 2025). Observation was used to directly examine reading learning activities, teacher–student interactions, and students' responses to the implemented strategies. Semi-structured interviews were conducted to obtain in-depth information regarding learning strategies, the challenges encountered, and the efforts made by teachers. Documentation was used as supporting evidence in the form of written and visual data that reinforced the research findings. Data validity was maintained through source, technique, and time triangulation, and was further supported by prolonged researcher engagement and peer examination. Data analysis was conducted using the interactive model of Miles and Huberman, which includes data reduction, data presentation, and continuous conclusion drawing and verification, thereby producing valid and accountable findings (Miles et al., 2014).

3. RESULTS AND DISCUSSION

3.1. Planning of Reading Instruction Strategies

The planning of reading instruction strategies in the first grade at SDN 21 Tegineneng demonstrates systematic efforts made by teachers in preparing learning processes that are aligned with the characteristics of the students. Teachers not only prepared instructional materials administratively, but also considered methods and media relevant to the students' early literacy development stage. The planning was directed toward creating learning experiences that were concrete, gradual, and easily understood by lower-grade students who were still in the phase of letter and word recognition (Ningsi & Kurniawati, 2024).

The results of interviews with the first grade teacher indicated that the planning of reading instruction was conducted consciously and systematically. The teacher stated:

“Before teaching, I prepare teaching modules and determine the steps of reading instruction so that the children do not become confused during the learning process.”

This statement indicates that the planning process was not conducted spontaneously, but rather through previously considered stages. The teacher further explained:

“The methods I usually use are shared reading or read-aloud activities, followed by spelling exercises so that the children can recognize letters more clearly.”

The selection of these methods reflects a combination of strategies adapted to the students' needs.

The utilization of instructional media also became an important component in the planning of strategies carried out by the teacher. The teacher stated:

"I often use word cards and pictures so that the children become more interested and do not get bored quickly while learning to read."

The use of such visual media demonstrates that the teacher understood the importance of concrete stimuli in early reading instruction. In addition, the teacher also stated:

"These media are very helpful because the children can more easily remember the letters and words being learned."

This statement further reinforces that the selection of media had become an integral part of instructional planning.

The researcher found that the planning of reading instruction strategies did not merely focus on technical aspects, but also considered the students' initial conditions and abilities. The teacher attempted to adjust the strategies according to the varying levels of students' abilities so that the learning process could proceed more effectively. The planning carried out reflected pedagogical awareness in integrating methods, media, and learning objectives comprehensively (Hoerudin & Kartika, 2023). The strategies designed were not only intended to deliver learning materials, but also to build enjoyable and meaningful learning experiences for students.

The discussion of the findings of this study indicates that the planning of learning strategies plays an important role in determining the success of early reading instruction. Tarigan (2008) explains that reading instruction at the initial stage requires a systematic and gradual approach in order for students to effectively recognize language symbols. The findings of this study are consistent with this view, particularly in the use of read-aloud and spelling methods as part of instructional planning. Yamin (2013) also emphasizes that careful planning will assist teachers in creating learning experiences that are more directed and easier for students to understand.

The findings of this study are also consistent with the research conducted by Agustina, Herman, and Riadin (2023), which demonstrated that the use of concrete media such as word cards and pictures was capable of improving students' early reading abilities. This similarity can be observed in the instructional planning that emphasized the use of visual media as the primary support tool in the reading learning process. Therefore, the planning of learning strategies implemented by teachers at SDN 21 Tegineneng can be categorized as adaptive, contextual, and relevant to students' needs, thereby contributing to the creation of more effective and meaningful reading instruction.

3.2. Implementation of Reading Instruction Strategies

The implementation of reading instruction strategies in the first grade at SDN 21 Tegineneng demonstrates that the teacher systematically translated the previously prepared plans into concrete classroom practices. The learning process was carried out through structured stages, beginning with opening activities, followed by core activities, and ending with closing activities. The teacher attempted to create an active and enjoyable learning atmosphere by directly involving students in reading activities. The instructional activities not only focused on delivering learning materials, but also on providing intensive guidance to students who still experienced reading difficulties.



Figure 1. Classroom reading instruction atmosphere showing students' involvement in classical reading activities

The findings of the study indicate that the strategies implemented by the teacher in reading instruction reflected a varied and integrated approach. (1) The read-aloud strategy was used to provide a correct reading model so that students could imitate proper pronunciation and intonation. (2) The shared reading strategy was implemented to build students' confidence and increase their involvement in the learning process. (3) The spelling strategy was used as a foundation to help students gradually recognize the relationship between letters and sounds. (4) Individual reading practice was conducted to directly assess each student's reading ability. (5) Individual guidance was provided to students experiencing reading difficulties in order to offer more intensive assistance. (6) The strategy of using visual media such as word cards and pictures was utilized to strengthen comprehension and increase students' interest in learning. Overall, these strategies demonstrate that the teacher combined various approaches adaptively according to students' needs, thereby making early reading instruction more effective, interactive, and meaningful.

This condition is reflected in the following interview excerpt from the teacher:

"Usually, I begin with an apperception activity, then continue with shared reading, after which the children are asked one by one to try reading."

This statement indicates the existence of a clear instructional flow from group activities to individual practice. The teacher further stated:

"If there are students who are not yet fluent, I guide them slowly, and sometimes I repeat the lesson starting from letters or syllables."

This statement confirms the teacher's attention to differences in students' abilities during the learning process.

The methods used in the instructional process appeared to be quite varied. The teacher explained:

"I often use shared reading and spelling methods so that the children can follow the lesson more easily."

In addition, students also confirmed this during interviews:

"The teacher usually reads first, then we follow by reading together."

This student statement indicates that the read-aloud method was implemented consistently in learning activities. Shared reading practices provided opportunities for students to imitate

correct pronunciation while simultaneously increasing their self-confidence.

Instructional media were also actively used in the learning process. The teacher stated:

"I use word cards and pictures so that the children can recognize letters and words more quickly."

Observation results showed that the use of such media was able to attract students' attention and increase their engagement in learning activities. Students appeared more enthusiastic when asked to read words accompanied by pictures compared to ordinary text. Interaction between the teacher and students also occurred intensively, particularly when the teacher provided direct guidance to students experiencing difficulties.

The following is a summary of the observation results related to the implementation of reading instruction strategies:

Table 1. Observation Results

No	Implementation Aspect	Findings Indicator	Category
1	Opening activities	Teacher conducted apperception and motivation activities	Good
2	Learning methods	Read-aloud and spelling methods were implemented	Very Good
3	Use of media	Word cards and pictures were actively utilized	Very Good
4	Teacher guidance	Teacher provided individual guidance to students	Good
5	Student participation	Students actively participated in learning activities	Good
6	Reading practice	Students were given opportunities to practice reading directly	Very Good
7	Interaction	Active interaction occurred between teacher and students	Good
8	Classroom atmosphere	Learning activities took place in an enjoyable atmosphere	Good

The findings of the study indicate that the implementation of reading instruction strategies had been carried out effectively and in accordance with the prepared plans. The teacher was able to integrate methods, media, and individual guidance into a unified learning process. Such implementation demonstrates that learning strategies are not merely conceptual in nature, but are also practically applied in classroom activities (Sari & Nababan, 2024).

The discussion of these findings demonstrates that the effective implementation of learning strategies is strongly influenced by the teacher's ability to manage the classroom and apply appropriate methods. Tarigan (2008) emphasizes that early reading instruction requires repeated direct practice in order for students to gradually master reading skills. The findings of this study are consistent with this concept, particularly in the implementation of shared reading methods and individual practice. Furthermore, the use of visual media strengthened the learning process, as proposed by concrete learning theory, which emphasizes the importance of visual stimuli during the early stages of development.

These findings are also supported by the study conducted by Agustina, Herman, and Riadin (2023), which demonstrated that the use of word cards and picture media significantly improved early reading skills. This similarity can be observed in the effectiveness of media use in increasing students' participation and comprehension. The implementation of learning

strategies carried out by teachers at SDN 21 Tegineneng can be categorized as adaptive and contextual because it was able to adjust to students' needs and create more interactive and meaningful learning experiences.

3.3. Students' Responses and Reading Abilities

Students' responses and reading abilities in the learning process at the first grade of SDN 21 Tegineneng demonstrated considerable variation according to each student's level of development. The learning process implemented by the teacher had an impact on students' engagement in terms of interest, participation, and early reading abilities. Students appeared more active when the learning activities were conducted interactively, particularly when the teacher used shared reading methods and engaging visual media.

The results of interviews with students indicated that most students showed interest in the reading activities conducted in the classroom. One student stated:

"I like reading lessons, especially when pictures are used."

This statement indicates that the use of visual media was able to increase students' interest in learning. Another student also stated:

"The teacher usually reads first, then we read together."

This statement demonstrates that the read-aloud method not only helped students understand the reading materials but also increased their involvement in the learning process.

Students' reading abilities were still at varying levels. Some students were already able to recognize letters and read syllables well, while others still experienced difficulties in combining words into simple sentences. One student stated:

"Sometimes I still get confused when reading long words."

This statement indicates that the main difficulty lies in the transition stage from letter recognition to reading words and sentences. The teacher also confirmed this condition by stating:

"The children's abilities are different; some are already fluent, while others still need more guidance."

Interaction between the teacher and students during the learning process occurred actively and communicatively. The teacher provided opportunities for students to practice reading directly and offered guidance whenever students encountered difficulties. Students also demonstrated enthusiasm when asked to read in front of the class, although some students still lacked self-confidence. This condition indicates that the learning environment created by the teacher had gradually encouraged student participation.

The findings of the study indicate that students' responses to reading instruction tended to be positive, especially when the learning process was conducted in an engaging and interactive manner. Students' involvement in reading activities became one of the important indicators of the success of the implemented learning strategies. Students' reading abilities also showed improvement, although the progress was not evenly distributed among all students. The variation in abilities demonstrates that early reading instruction requires a continuous approach tailored to the individual needs of students (Mulyani & Suriani, 2024).

The discussion of these findings demonstrates that students' engagement in reading instruction is strongly influenced by the strategies used by the teacher. Tarigan (2008) states that early reading is a gradual process requiring repeated practice and intensive guidance in

order for students to optimally understand language symbols. The findings of this study are consistent with this concept, particularly regarding students who still experienced difficulties in reading words and simple sentences. Yamin (2013) also emphasizes that students' interest in learning will increase when learning activities are conducted attractively and actively involve students.

These findings are also supported by the research conducted by Najva, Sarifah, and Yudha (2024), which demonstrated that active student involvement in reading instruction can improve thinking abilities and reading comprehension. Although the study focused on reading comprehension, the principle of active engagement remains relevant in the context of early reading instruction. Therefore, the positive responses of students and the improvement in reading abilities observed at SDN 21 Tegineneng indicate that the implemented learning strategies had produced a fairly positive impact, although further reinforcement is still needed to achieve more optimal results.

3.4. Challenges and Solutions in Reading Instruction

The challenges encountered in reading instruction in the first grade at SDN 21 Tegineneng constitute important factors affecting the effectiveness of the learning strategies implemented by the teacher. The findings of the study indicate that the obstacles did not only originate from students' abilities, but were also influenced by motivational factors, family environments, and classroom learning conditions. The diversity of students' backgrounds resulted in uneven levels of reading ability, thereby requiring teachers to confront various challenges during the learning process.

The results of interviews with the teacher revealed that the primary challenge lay in the differences in students' reading abilities. The teacher stated:

"The children's abilities are different; some are already fluent readers, while others still struggle to recognize letters."

This statement indicates that the heterogeneity of students' abilities became a challenge in the implementation of instruction. The teacher further explained:

"There are several students who still find it difficult to focus during lessons, so they need continuous guidance in order to follow the learning activities."

This condition demonstrates that concentration factors also influenced the success of reading instruction.

Another challenge was related to students' low motivation and interest in reading. The teacher stated:

"Not all children have an interest in reading; some become bored quickly if reading lessons last too long."

This statement indicates that students' intrinsic motivation still needed to be improved. This finding was reinforced by interviews with students, one of whom stated:

"If reading activities go on too long, sometimes I get bored."

This condition demonstrates that reading instruction requires more varied approaches in order to maintain students' interest and concentration.

Family environmental factors also constituted one of the challenges affecting students' reading abilities. The teacher stated:

“At home, not all parents accompany their children in learning to read, so the children’s progress is only visible at school.”

This statement indicates that the lack of parental involvement had an impact on the slow development of students’ reading abilities. The principal also stated:

“The role of parents still needs to be strengthened, especially in habituating children to reading at home.”

This condition demonstrates that reading instruction does not solely depend on the school, but also requires support from the family environment.

The researcher found that the challenges faced by the teacher were complex and interconnected. Differences in students’ abilities, low motivation, lack of concentration, and limited parental support became factors affecting the effectiveness of reading instruction (Destian et al., 2022). These conditions required teachers to possess flexible and adaptive strategies in order to accommodate the diverse learning needs of students.

The discussion of these findings indicates that challenges in early reading instruction are common phenomena at the elementary school level. Tarigan (2008) states that early reading requires a gradual process influenced by students’ cognitive readiness, motivation, and learning environment. The findings of this study are consistent with this concept, particularly regarding the influence of internal and external factors on students’ reading abilities. Yamin (2013) also emphasizes that learning motivation is an important factor determining students’ success in understanding learning materials.

These findings are also supported by the study conducted by Biman (2020), which demonstrated that students’ low reading abilities are often influenced by limited student involvement in the learning process as well as differences in individual abilities. This similarity can be observed in the condition of students at SDN 21 Tegineneng, who demonstrated considerable variation in reading abilities. Therefore, the challenges encountered in reading instruction are not merely technical in nature, but are also related to psychological and environmental aspects, thereby requiring comprehensive and sustainable solutions.

3.5. Evaluation and Impact of Learning Strategies

The efforts and solutions implemented by teachers in overcoming students’ reading difficulties in the first grade at SDN 21 Tegineneng demonstrate adaptive and responsive strategies toward students’ conditions. Teachers not only identified the obstacles experienced by students, but also designed concrete measures to help students gradually achieve reading proficiency. The approaches employed were flexible and adjusted to the needs and levels of ability of each student.

The interview results indicated that the teacher provided special attention to students experiencing reading difficulties. The teacher stated:

“If there are students who are not yet fluent in reading, I guide them slowly, starting from recognizing letters again until they are able to read words.”

This statement demonstrates that the teacher applied a gradual and repetitive remedial approach. The teacher further explained:

“Sometimes I call the students one by one for reading practice so that they can focus more.”

These efforts indicate the implementation of individual guidance as a strategy to overcome

students' learning difficulties.

The use of instructional media also became one of the solutions implemented by the teacher. The teacher stated:

"I use word cards and pictures so that the children can understand more easily and do not become bored quickly."

These media were used as visual aids that could strengthen students' understanding of letters and words. Students also responded positively to the use of such media, as expressed in the following statement:

"When using word cards, it becomes easier for me to read."

This statement indicates that concrete media were able to improve the effectiveness of early reading instruction.

Another effort made by the teacher was creating an enjoyable learning atmosphere in order to increase students' motivation in learning to read. The teacher stated:

"I try to make the learning process relaxed and not tense so that the children are not afraid of reading."

This approach aimed to reduce students' anxiety when asked to read, thereby increasing their self-confidence. In addition, the teacher also provided encouragement and appreciation to students. The teacher stated:

"I always give praise when they are able to read, even if only little by little."

This demonstrates that external motivation was used as a strategy to improve students' enthusiasm for learning.

The researcher found that the solutions implemented by the teacher did not only focus on academic aspects, but also paid attention to students' psychological conditions. Individual guidance, the use of concrete media, and motivational approaches became the main strategies in overcoming reading difficulties (Syajida et al., 2024). These efforts demonstrate that the teacher possessed pedagogical awareness in adjusting learning strategies to the diverse needs of students.

The discussion of these findings indicates that the solutions implemented by the teacher are consistent with the principles of early reading instruction, which emphasize gradual and repetitive practice. Tarigan (2008) states that reading ability at the early stage develops through intensive practice and continuous guidance. The findings of this study demonstrate that the individual guidance provided by the teacher represents an implementation of these principles. Yamin (2013) also emphasizes that providing motivation and positive reinforcement can increase students' self-confidence in learning.

These findings are further supported by the research conducted by Agustina, Herman, and Riadin (2023), which demonstrated that the use of word cards and picture media was able to help students understand letters and words more effectively. This similarity can be observed in the use of concrete media as a solution for overcoming students' reading difficulties. Therefore, the efforts and solutions implemented by teachers at SDN 21 Tegineneng can be categorized as adaptive strategies because they were able to address various learning obstacles and support the gradual and sustainable improvement of students' reading abilities.

3.6. Analysis of Factors Influencing the Success and Evaluation of Reading Instruction Strategies

The success of the implementation of reading instruction strategies in the first grade at SDN 21 Tegineneng was influenced by various interrelated factors originating from teachers, students, instructional media, and the learning environment. The findings of the study indicate that teachers' pedagogical competence became the primary factor in determining the effectiveness of early reading instruction. Teachers not only functioned as conveyors of learning materials, but also as facilitators capable of adjusting instructional strategies to the characteristics of the students. The teachers' ability to combine read-aloud methods, shared reading, spelling activities, and the use of visual media demonstrated flexibility in managing the learning process. Such conditions enabled students to gain learning experiences that were more concrete and easier to understand. Teachers' mastery of instructional strategies was also reflected in their ability to create active and enjoyable classroom atmospheres, thereby encouraging students to participate more confidently in reading activities directly.

Another factor contributing to the success of the instructional strategies was the use of learning media appropriate to the developmental stage of lower-grade students. Word cards and picture media provided visual stimuli that helped students recognize the relationships among letters, sounds, and word meanings more effectively. The use of concrete media proved capable of increasing students' attention and interest during the learning process. Students demonstrated higher enthusiasm when the learning activities were accompanied by pictures compared to when only ordinary reading texts were used. This condition indicates that early reading instruction requires visual, interactive, and contextual approaches so that students do not become easily bored. A communicative learning environment also became a supporting factor in the success of reading instruction strategies because active interaction between teachers and students was able to create a more comfortable and less stressful learning atmosphere.

Challenges in the implementation of reading instruction strategies were still found in the considerable differences in students' initial abilities. Some students were already able to read words and simple sentences fluently, while others still experienced difficulties in recognizing letters and combining syllables. This heterogeneity of abilities required teachers to provide different levels of attention to each student. Such conditions affected the allocation of instructional time because teachers needed to provide individual guidance to students experiencing reading difficulties. Low learning motivation and students' limited concentration also became obstacles in the learning process. Several students tended to become bored quickly when lessons lasted too long, requiring teachers to continuously vary methods and media in order to maintain students' attention. Family environmental factors also influenced the development of students' reading abilities, particularly among students who received limited learning assistance at home. The lack of reading habituation within the family environment caused students' reading abilities to develop more slowly compared to students who regularly received learning support.

The evaluation of the impact of instructional strategies was conducted by teachers through direct observation of students' reading development during the learning process. Teachers assessed students' abilities based on reading fluency, letter recognition, pronunciation accuracy, and the ability to combine words into simple sentences. Evaluation was also carried out through individual reading practices gradually assigned to students. Teachers observed changes in students' abilities over time in order to determine the effectiveness of the implemented strategies. The positive impact of the instructional strategies could be seen in the increased confidence of students in reading in front of the class, the growing interest of students in reading activities, and the improvement of some students'

abilities in recognizing letters and reading simple words. Although the development of reading abilities had not yet been evenly distributed among all students, the findings of the study indicate that the instructional strategies implemented by teachers had made a fairly positive contribution to improving the early reading abilities of first grade students at SDN 21 Tegineneng.

4. CONCLUSION

The findings of this study indicate that the strategies employed by Indonesian language teachers in improving the reading abilities of first grade students at SDN 21 Tegineneng were designed and implemented systematically, adaptively, and contextually in accordance with the characteristics of students at the early reading stage. Instructional planning was conducted through the preparation of teaching modules, the selection of methods such as read-aloud and spelling activities, and the use of concrete media in the form of word cards and pictures. The implementation of instruction was carried out systematically through clear stages, accompanied by intensive guidance and opportunities for students to practice reading directly. Students' responses to the learning process tended to be positive, as indicated by increased participation and interest in reading, although reading abilities still varied among students. The challenges encountered included differences in students' abilities, low motivation, limited concentration, and insufficient parental support. The efforts made by teachers to overcome these challenges included individual guidance, the use of engaging instructional media, and the provision of motivation and positive reinforcement.

The main findings of this study emphasize that the success of improving the reading abilities of lower-grade students is highly dependent on the teacher's ability to design and implement appropriate, flexible, and student-centered instructional strategies. Strategies that integrate methods, media, and motivational approaches were proven capable of creating more effective and meaningful learning experiences. Therefore, the strategies implemented by Indonesian language teachers at SDN 21 Tegineneng made a tangible contribution to building students' foundational literacy skills, although continuous efforts are still required to optimize learning outcomes more evenly among all students.

5. REFERENCES

- Agustina, A., Herman, H., & Riadin, A. (2023). Efforts To Improve Reading Skills Using The Picture And Picture Method By Utilizing Word Card Media In Indonesian Language Learning. *International Journal of Universal Education*, 1(1), 1–5. <https://doi.org/10.33084/ijue.v1i1.5284>
- Aisyah, N., & Amalia, D. R. (2020). Pemenuhan Hak Anak Berkebutuhan Khusus (ABK) Perspektif HAM & Pendidikan Islam di MINU Purwosari Metro Utara. *Attractive: Innovative Education Journal*, 1(2). https://scholar.google.com/citations?view_op=view_citation&hl=id&user=NPwdVj4AAAAJ&citation_for_view=NPwdVj4AAAAJ:qjMakFHDy7sC
- Amirahlilis, P. G. (2023). *Peran Guru Dalam Inovasi Pendidikan Pada Era Teknologi Informasi*. <https://osf.io/preprints/thesiscommons/nf79q/download>
- Anggraini, M., Amrulloh, H., & Aisyah, N. (2025). Penerapan Model Pembelajaran Tipe Card Sort Pada Mata Pelajaran Bahasa Indonesia Untuk Meningkatkan Minat Belajar Siswa Kelas II SD N 2 Restu Baru. *AL-MANAR: Jurnal Komunikasi Dan Pendidikan Islam*, 14(1), 143–157. <https://doi.org/10.36668/jal.v14i1.1262>
- Anto, R. P., Nur, N., Yusriani, Y., Ardah, F. K., Ayu, J. D., Nurmahdi, A., Apriyeni, B. A. R., Purwanti, P.,

- Adrianingsih, N. Y., & Putra, M. F. P. (2024). Metode penelitian kualitatif: Teori dan penerapannya. *Penerbit Tahta Media*.
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *IHSAN : Jurnal Pendidikan Islam*, 1(2), 1–9. <https://doi.org/10.61104/ihsan.v1i2.57>
- Arifianti, I., & Astuti, R. W. (2023). *Strategi Belajar Mengajar*. Cahya Ghani Recovery.
- Aulia, R. (2012). Meningkatkan Kemampuan Membaca Pemahaman Pada Anak Tunarungu. *E-JUPEKhu (Jurnal Ilmiah Pendidikan Khusus)*, 1(2). <http://ejournal.unp.ac.id/index.php/jupekhu>
- Badan Pusat Statistik Provinsi Lampung. (2025). *Indeks pembangunan literasi masyarakat menurut kabupaten/kota di Provinsi Lampung tahun 2025*. BPS Provinsi Lampung.
- Balai Bahasa Provinsi Lampung. (2025). *Laporan penguatan literasi dan numerasi sekolah dasar di Provinsi Lampung tahun 2025*. Balai Bahasa Provinsi Lampung.
- Biman, B. (2020). Meningkatkan Kemampuan Membaca Siswa Pada Mata Pelajaran Bahasa Indonesia Dengan Menggunakan Strategi Pembelajaran PQ4R Di Kelas V SD. *JGK (Jurnal Guru Kita)*, 4(2), 43–50. <https://doi.org/10.24114/jgk.v4i2.18987>
- Dea, L. F., Mahmudah, M., Makmun, M. N. Z., Lutfiah, L., Ningrum, A., & As'ari, H. (2025). Program Pendampingan Parenting Berbasis Pendekatan Spiritual Sebagai Strategi Pencegahan Bullying di SD NU Kota Metro. *Educommunity Jurnal Pengabdian Masyarakat*, 3(2), 143–155. <https://doi.org/10.71365/ejpm.v3i2.100>
- Destian, I. H., Wiranti, D. A., & Widiyono, A. (2022). Strategi Guru Untuk Meningkatkan Kemampuan Membaca Permulaan Pada Siswa Kelas I SD di Masa Pandemi. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 1(2), 197–203. <https://doi.org/10.54259/diajar.v1i2.778>
- Fadila, F., Safriani, S., Eliana, E., & Khaddafi, M. (2025). Pengumpulan data dalam Penelitian kualitatif: Wawancara. *Jurnal Intelek Insan Cendikia*, 2(7), 13446–13449. <https://jicnusantara.com/index.php/jiic/article/view/4377>
- Faizah, D. U., Sufyadi, S., Anggraini, L., Waluyo, W., Dewayani, S., Muldian, W., & Roosaria, R. (2016). *Panduan Gerakan Literasi Sekolah di Sekolah Dasar*. Direktorat Jenderal Pendidikan Dasar dan Menengah. <https://repositori.kemendikdasmen.go.id/40/>
- Hoerudin, C. W., & Kartika, I. (2023). Penerapan Media Flash Card Sebagai Upaya Meningkatkan Kemampuan Membaca Siswa. *Jurnal Primary Edu*, 1(2), 235–245. <https://jurnal.rakeyansantang.ac.id/primary/article/view/403>
- Kusumadewi, F., Makmun, M. N. Z., & Laili, N. (2025). Penerapan Model Pembelajaran Kooperatif Tipe TGT (Team Games Tournament) Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Di Kelas V SD NU Metro. *Lensa Pedagogika: Jurnal Tarbiyah Dan Ilmu Keguruan*, 2(1), 56–67. <https://jurnal2.umala.ac.id/index.php/jft/article/view/260>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Analisis data kualitatif: Buku sumber metode. *Edisi Ketiga. Dalam The SAGE Handbook of Applied Social Research Methods*.
- Mulyani, S. D. A., & Suriani, A. (2024). Strategi Guru Dalam Mengembangkan Literasi Membaca Pada Pembelajaran Bahasa Indonesia Di Sekolah Dasar. *Journal Central Publisher*, 2(7), 2220–2228.

<https://doi.org/10.60145/jcp.v2i7.468>

- Najva, M. A. N., Sarifah, I., & Yudha, C. B. (2024). Meta Analisis: Implementasi Strategi Directed Reading Thinking Activity (DRTA) Dalam Meningkatkan Kemampuan Membaca Pemahaman. *School Education Journal PGSD FIP UNIMED*, 14(2), 135–143. <https://doi.org/10.24114/sejpgsd.v14i2.58218>
- Ningsi, F., & Kurniawati, F. (2024). Analisis Strategi Guru dalam Meningkatkan Literasi Membaca pada Pembelajaran Bahasa Indonesia di SDN Rada. *DIKSI: Jurnal Kajian Pendidikan Dan Sosial*, 5(1), 18–25. <https://doi.org/10.53299/diksi.v5i1.630>
- Nurzanna, Dongoran, R. A., & Safitri, R. (2024). *Profesi Kependidikan*. Penerbit NEM.
- Organisation for Economic Co-operation and Development. (2025). *PISA 2025 results (Volume I): The state of learning and equity in education*. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- Safiah, I. (2016). Strategi Guru Dalam Meningkatkan Kemampuan Membaca Pada Siswa Kelas Rendah Gugus Inti Kecamatan Peudada Kabupaten Bireuen. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 1. <https://www.neliti.com/publications/187425/strategi-guru-dalam-meningkatkan-kemampuan-membaca-pada-siswa-kelas-rendah-gugus>
- Sanjaya, P. (2019). Pentingnya Sinergitas Keluarga Dengan Sekolah Melaksanakan Strategi Dalam Pembelajaran. *Widyacarya: Jurnal Pendidikan, Agama Dan Budaya*, 2(2), 34–41. https://siska.stahnmpukuturan.ac.id/repository/198006142011011007_17.pdf
- Sari, M. C., & Nababan, E. B. (2024). Penerapan Metode Cooperative Integrated Reading And Composition (Circ) Dalam Meningkatkan Kemampuan Membaca Pemahaman Siswa Pada Mata Pelajaran Bahasa Indonesia. *Jurnal Basataka (JBT)*, 7(1), 290–302. <https://doi.org/10.36277/basataka.v7i1.466>
- Syajida, N., Ahyadi, N., Alfina, & Zuhdiah. (2024). Strategi Pembelajaran Yang Efektif Untuk Meningkatkan Kemampuan Membaca Siswa SD/MI. *Passikola: Jurnal Pendidikan Dasar & Madrasah Ibtidaiyah*, 1(1), 50–62. <https://doi.org/10.46870/passikola.v1i1.1198>
- Tarigan, H. G. (1987). *Membaca sebagai suatu keterampilan berbahasa*. Angkasa.
- Yamin, M. (2021). *Teori dan metode pembelajaran*. Madani Press. <https://scholar.google.com/scholar?cluster=4582547007781836131&hl=en&oi=scholar>