

The Influence of Patuli Media (Literacy Adventure Board) on the Early Reading Ability of Elementary School Students

Nurul Dinda Aulia¹, Nurdiana Siregar²

¹² Universitas Islam Negeri Sumatera Utara; Indonesia

Correspondence Email: nurul0306221035@uinsu.ac.id

Submitted: 02/04/2025

Revised: 28/04/2026

Accepted: 15/05/2026

Published: 20/06/2026

Abstract

Initial reading skills are basic skills that are important for elementary school students to master. However, some low-grade students still have difficulty recognizing letters, reading syllables, matching words to pictures, and reading simple sentences. These problems are influenced by the underuse of engaging and interactive learning media in the learning process. This study aims to determine the influence of Patuli media (Literacy Adventure Board) on the initial reading ability of elementary school students. This study uses a quantitative approach with quasi-experimental methods and a nonequivalent control group design. The research sample consisted of 36 grade II students from SD Negeri 105447 Nagori, who were divided into experimental and control classes. Data collection techniques include pretest and posttest tests, observation, and documentation. Data analysis was carried out using descriptive statistics, normality tests, homogeneity tests, N-Gain tests, and independent t-tests. The results showed that the average posttest score of the experimental class was higher than that of the control class, namely 34.17 and 23.83. The results of the hypothesis test showed a p-value of $0.000 < 0.05$, so H_0 was rejected, and H_a was accepted. Thus, Patuli media has proven to be effective in improving initial reading skills.

Keywords

Patuli Media, Reading Beginnings, Elementary School



© 2026 by the authors. "Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>)."

INTRODUCTION

Language proficiency consists of four elements: speaking, writing, listening, and reading. Speaking and listening, e.g. related to writing and reading (Zunidar, 2024). Based on these four abilities, reading is an important skill that children must master (Magdalena, et al. 2021). Because reading allows students to store, evaluate, and explain the information they read, reading comprehension is essential (Harianto, 2020). At the elementary school level, reading is one of the most important sources of teaching (Andini et al., 2024). Reading exercises are beneficial because they can be used to gather information (Aprilia, 2021). Reading also aims to shape the reader's understanding of what is being read (Rambe, et al., 2023)

Early reading is an integrated activity that involves a variety of tasks, including recognizing letters and words, connecting them to sounds and meanings, and making inferences about the intended meaning of the reading (Zulianingsih, et al. 2020). The first step in reading is introducing children to the letters of the alphabet from A/a to Z/z. The next stage is to teach children how to read words, spell syllables, and short sentences based on their understanding. Early reading emphasizes mastery of technical skills to help children pronounce written symbols correctly, articulate correctly, and use appropriate intonation in addition to spelling and reading exercises (Anggia & Ariawan, 2017). The opinion according to Soro & Awe, (2025) said that there are three indicators for early reading in students, namely: the ability to read fluently without being interrupted or stuttering, such as pronouncing the word "coconut" correctly without being interrupted into "ke-lapa", clear pronunciation of words when reading, and tonal variations when reading that should have the difference between loud and soft.

However, the reality on the ground is that many students in lower grades still struggle with reading, even though they should have mastered it by entering primary education. Based on initial observations in grade II of SD Negeri 105447 Nagori, there were 18 students in grade II-A and 18 in grade II-B. The observation results showed that in grade II-A, 5 students were unable to recognize letters and read words well, while in grade II-B, 4 students experienced the same difficulties. This condition shows a difference in early reading ability that requires appropriate learning interventions, including the use of Patuli media.

Low motivation to learn to read, a lack of diversity in educational materials, and inadequate teaching strategies to help students improve their early reading skills are usually associated with this condition (Molinda & Ain, 2025). The main cause of low literacy levels, according to

Kusumawati, et al., (2025) These include limited access to high-quality reading materials, a lack of reading habits at home, and teaching strategies that have not been sufficiently successful in generating interest in reading. Children who are illiterate in the early grades will face difficulties and be hindered in other subjects or in reading at a higher level (Kholilah Manna & Rambe, 2023).

Since students' reading abilities vary, teachers should not ignore this. If students have varying levels of reading ability, teachers need to pay close attention to them (Yusuf & Rambe, 2025). Early reading assignments can serve as a solid foundation for understanding a variety of other subjects, and teachers should plan early reading learning effectively to foster enjoyable reading habits. (Aulia Febrianti Saragih & Salminawati, 2023). The effectiveness of the teaching and learning process is greatly influenced by learning media, which is a very helpful tool (Ndraha & Harefa, 2023). Learning media serves as a channel for conveying educational messages and mediators in the learning process, stimulating students' thinking (Rohani & Anas, 2022). According to Berliningrum, et al, (2025) Reading proficiency can be improved if supported by elements such as the use of educational media. The selection of teaching materials should consider factors related to the content the teacher will teach students, as well as the characteristics and learning skills of the students and the amount of time allocated to classroom learning. In addition to conveying learning as a whole, media can be used to motivate, reinforce, and explain certain aspects of learning activities (Yusnaldi, 2018). Using media in the classroom has the advantage of making it easier for teachers to convey ideas or information to students, helping them achieve learning go(Siti & Anas, 2023). Patuli media (Literacy Adventure Board) is one type of media that can be used.

Literacy Adventure Board Media is a board game used as a learning tool, designed to help children learn reading skills from a young age. This media consists of various stages or boxes that contain tasks such as recognizing letters, learning syllables, matching words with images and sentences that are easy to read. The way this media is used begins with the introduction of game rules and learning objectives by the teacher, followed by students who take turns following the flow of the adventure board, and complete the reading challenge at each post according to the instructions by using dice in the game. Each reading challenge on the board is measured through structured tasks, such as saying the sound of the letters, reading the syllables written on the board, matching words to pictures, or composing simple sentences from existing instructions. Teachers act as learning facilitators, provide feedback and measure student learning achievement through successfully completed challenge scores.

Research at SD Negeri Tlogowungu 02 shows that after using *Interactive Board* or *Magnetic Board*, both tools help improve elementary school students' reading interest and reading skills by displaying visually appealing letters and words. The average children's reading interest increased by 75% after the treatment of learning media (Isdaryanti, 2025). Likewise, research at SD Negeri 13 Sitiung also shows that the use of reading board media can increase students' initial reading scores on design *Pretest–Posttest* quantitative. Based on results *Pretest* and *Posttest* students of grade I, *Posttest* higher compared to the results *Pretest* students, classical completeness in the student *posttest* was higher, which was 68.39 compared to *Pretest* by 55.07 (Darniyanti, 2024). In addition, several other studies also prove that interactive learning media is able to help students recognize letters, read syllables, and understand simple words better.

However, previous studies still have some limitations. The media used tends to be static and only focuses on letter or word recognition without involving more interactive and fun learning activities. In addition, the use of adventurous-based educational game elements in learning to read is still very limited. In addition, most previous studies have not combined kinesthetic, verbal, and visual activities at once in a single learning medium. In fact, when learning is done through play activities in which children actively participate, elementary school students are more likely to understand the subject matter.

Given these circumstances, it is crucial to conduct this research because there is still a need for advances in educational media that can increase students' motivation, activities, and engagement as they learn. It is hoped that the use of engaging and interactive media will help low-grade elementary school students overcome their low initial reading skills.

The novelty of this research is in the use of Patuli media that combines games with certain themes, adventure paths, and literacy learning challenges in stages in one interactive game board. Different from previous static media, this study integrates a game-based learning approach to improve initial reading skills. According to Firoza (Muzakka et al., 2025) Define *Game Based Learning* as an educational approach that integrates games and educational content. Thus, it is hoped that schools will use the findings of this study as a guide to improve the quality of the teaching and learning process by utilizing innovative and interesting media.

Based on the concerns that have been mentioned, the researcher tried to use media to evaluate students' early reading ability in classroom reading learning activities. This study was formulated to examine how the use of Patuli media (Literacy Adventure Board) affects the early reading ability

of lower grade students in elementary school.

METHODS

In this study, a quantitative approach was used. The method used is quasi-experimental. The design applied is *Nonequivalent Control Group Design*, which involved two groups, namely the experimental group and the control group, each undergoing *Pretest* and *Posttest*. The experimental group and the control group were not randomly selected in this approach. (Sugiono, 2024)

This research was conducted at SD Negeri 105447 Nagori, Serdang Bedagai Regency, North Sumatra during the 2025/2026 school year. The subjects studied were grade II students divided into two parallel classes. Students in grade II-A number 18, while students in grade II-B number 22. The class chosen as the experimental class is class II-A, while the class that functions as the control class is class II-B. However, the study used 18 students per class, for a total of 36 students. Purposive sampling is a sampling approach that involves selecting research participants based on specific criteria aligned with the research objectives.

A *pretest* and a *posttest* were given to the experimental and control groups. Both groups received different treatments: the experimental group used literacy adventure board media and game-based learning techniques, while the control group used only conventional learning approaches. Each group also completed the final exam.

Students' initial reading ability is a bound variable, and the use of Patuli media is an independent variable. Early reading ability tests, including letter identification, syllable counting, matching words to pictures, short-sentence comprehension, observation, and documentation, were used in the study. The early reading ability test used in this study was developed using the early reading ability indicator, which is based on professional opinions regarding the early reading abilities of elementary school students. To accurately represent the concept of initial reading ability, the instrument is grounded in a clear theoretical basis for each measured aspect. In this study, observation was used to obtain data on student activities and the learning implementation process during the use of Patuli (Literacy Adventure Board) media. Observations are carried out directly during learning activities in the experimental class. In addition, documentation is used as a supporting technique to obtain data related to the implementation of research. The documentation is visual, consisting of photos of research activities.

The test is structured in an oral format that is appropriate for elementary school students.

Pretest and *posttest* are used to collect data. Descriptive statistics, homogeneity tests, N-Gain tests, normality tests, and independent t-tests were used to analyze the data. The independent t-test was used to compare reading ability outcomes between the experimental and control classes, while the N-Gain test was used to assess the level of improvement in students' initial reading ability after treatment with Patuli media. The significance level used is 0.05. The research hypothesis, H0 (hypothesis zero), is that the use of Patuli media does not affect the early reading ability of elementary school students. Ha (alternative hypothesis): The use of Patuli media affects the early reading ability of elementary school students.

FINDINGS AND DISCUSSION

Findings

a. Descriptive Statistical Test

Based on the results of data processing, the minimum, maximum and mean values of each group are obtained presented in Table 1.

Table 1. Descriptive Statistical Test

	N	Minimum	Maximum	Mean	Hours of deviation
	Statistics	Statistics	Statistics	Statistics	Std. Error
Pretest	18	15	23	18.78	.546
Control					
Posttest	18	21	27	23.83	.430
Control					
Pretest	18	13	22	17.56	.643
Experiments					
Posttest	18	31	38	34.17	.430
Experiment					

Table 2. Descriptive Statistical TestBased on Table 1, it can be seen that the mean in both groups increased from *pretest* to *posttest*. In the control class, the average rose from 18.78 to 23.83. Meanwhile, in the experimental class, the average increased from 17.56 to 34.17. The increase in scores in the experimental class seemed more significant than in the control class. However, to ensure that the data obtained meets the requirements of statistical analysis, it is necessary to carry out prerequisite tests, namely normality tests, homogeneity tests, N-Gain tests and hypothesis tests (T-tests).

b. Data Normality Test

Normality test using Shapiro Wilk

Table 3. Normality Test Results

Classes		Shapiro-Wilk		
		Statistic	df	Sig.
Results	Pretest A (Control)	.925	18	.160
	Posttest A (Control)	.949	18	.409
	Pretest B (Experiment)	.921	18	.136
	Posttest B (Experiment)	.935	18	.242

Based on the SPSS output above, obtained the significant value obtained from the Shapiro-Wilk test showed a figure of $0.160 > 0.05$ for the control class, and the experimental class was $0.136 > 0.05$ so it can be concluded that the data *Pretest* has been distributed normally. As for the data *posttest*, in the control class a significant value of $0.409 > 0.05$ was found, and in the experimental class a significant value of $0.242 > 0.05$ was found, so it can be concluded that the data *Posttest* has been distributed normally. Overall, good data *Pretest* and *posttest* can be concluded to have met the assumption of normality in the Shapiro Wilk test.

c. Data Homogeneity Test

The test result data can be seen in Table 3.

Table 4. Homogeneity Test Results

		Living Statistic	df1	df2	Sig.
Results	Based on Mean	.049	1	34	.825
	Based on Median	.097	1	34	.757
	Based on Median and with adjusted df	.097	1	33.262	.757
	Based on trimmed mean	.069	1	34	.794

It is clear from the previous SPSS output that the data is homogeneous because the significance value is $0.825 > 0.05$. The *pretest* and *posttest* variances (control and experimental classes) are homogeneous, according to the results of the Homogeneity Test.

d. N-Gain Test

The results of the N-Gain test can be seen in Table 4 below.

Table 5 Control and Experimental Class N-Gain Test

Classes	N-Gain Value
Controls	25 %
Experiments	80%

Based on the N-Gain data above, the average N-Gain value in the experimental class was 80% which was included in the effective category, while in the control class the average N-Gain value was obtained which was included in the ineffective category. Thus, the application of the use of literacy adventure board media provides an increase in the initial reading ability of low-grade students compared to learning in control classes that only use conventional methods.

e. Uji Independent Sample T-Test

The results of the hypothesis test are shown in Table 5.

Table 6. Independent Sample Test Results

Classes	t	df	Sig. (2 tailed)	Mean Difference	Remarks
Posttest A (Control)	-17.004	34	.000	-10.333	Ha accepted
Posttest B (Experiment)	-17.004	34.000	.000	-10.333	Ha accepted

Based on the table above, it can be concluded that Value $t = -17.004$, $df = 34$. The value of p (Sig. 2-tailed) = $0.000 < 0.05$, then the null hypothesis is rejected. In addition, the average score of the Posttest experimental class was 34.17, higher than the average of the Posttest control class of 23.83.

In the learning process at SDN 105447 Nagori, literacy adventure board media has been proven to improve students' initial reading skills. Based on observations during the learning process, the use of Patuli media (Literacy Adventure Board) increased student activity and elicited positive responses during initial reading activities. During learning, students are more active and enthusiastic in participating at each stage of the educational game used in the experimental class. Most students show hands-on involvement when rolling dice, running pawns on the game board, and completing the reading challenges found on each game box. The results of observations also show that students are more courageous to read orally in front of the class, are able to work together with their group friends, and show high interest in participating in learning. The experimental process of using literacy adventure board media can be seen in figure 1:



Figure 1. PATULI Media (Literacy Adventure Board)

Thus, it can be concluded that there is a significant increase in students' initial reading ability after the implementation of literacy adventure board media and before the implementation of literacy adventure board media. This approach has proven successful in helping grade II students at SDN 105447 Nagori develop their reading skills.

Discussion

The study's results show that the use of literacy adventure board media significantly improves students' reading skills. Compared with the control group, which continued to use traditional teaching methods, the group that received experimental therapy with this medium showed higher literacy levels. This difference is due to the literacy adventure board medium used in the experimental class, which focuses on letter recognition, syllables, matching words to pictures, and reading simple sentences. Students can better understand the content through adventure boards, which naturally improve their reading skills. Meanwhile, in the control class, learning continues with a teacher-centered approach, resulting in students being less involved in the learning process. This can also be seen from the difference in the average posttest results, which recorded 23.83 for the control class and 34.17 for the experimental class.

The improvement in early reading skills in experimental classrooms is not only due to the use of engaging media but also to students' active involvement in the learning process. Through Patuli's media, students participate directly in various reading activities, such as recognizing letters, reading syllables, matching words with pictures, and reading simple sentences at each stage of the game. This active engagement helps students more easily focus on the material being taught, improves their ability to concentrate while studying, and provides opportunities to practice reading repeatedly in a fun environment. More frequent exercises help students speed up their understanding of letters, syllables,

and compare words with pictures and simple words, so that early reading skills can develop better. In regular learning, students usually only receive information, so their chances of practicing active reading become less. This condition is suspected to be one of the main reasons why the early reading ability in the experimental class was better than that of the control class.

In addition, the use of literacy adventure board media can also be studied by referring to learning media theory that highlights the significance of the use of real and interactive media in students' learning activities in elementary school. (Laksana, 2024). Learning media is essential in increasing students' motivation, attention, and focus in learning, which increases the effectiveness of learning activities (Indriani et al. 2025). When it comes to reading for beginners, the use of media boards helps students to recognize letters, syllables, and basic words through interesting and varied activities.

In line with this opinion Azzahrah et al, (2023) Explained that learning aids that have visual and interactive properties can increase students' thinking and focus in absorbing learning materials. Media literacy provides students with opportunities to learn in a fun way through a series of organized reading steps. The concept of constructivism also supports the use of literacy media in teaching reading for beginners. This theory asserts that students develop their own understanding through hands-on learning experiences. (Mi & Hasan, 2025). In using Patuli media, students not only listen to information from their teachers but also actively participate in learning letters, reading words, and understanding simple sentences through educational games. This situation makes it easier for students to understand the lesson because the learning process is carried out with direct experience and real interaction with the learning media.

The study found a significant improvement in the basic reading skills of grade II students at SDN 105447 Nagori after using literacy adventure board media, which can be analyzed using several educational theories. From a theoretical point of view, beginning reading is the initial phase in the literacy process that focuses on the ability to recognize letters, associate letters with sounds, as well as read basic words (Rahmawati et al., 2021). According to Rahmawati et al., (2021) At this stage, students begin to realize the relationship between letters and sounds (the alphabet phase), so they can read the word in its entirety. In addition, Anggia & Ariawan (2017) said that the initial stage of reading lies

in the learning phase of reading, where students are still focused on how to recognize and spell words. In line with this theory, the use of literacy adventure board media supports students to understand the relationship between letters and sounds through interesting and interactive activities, so that their initial reading skills can develop better.

The results of this study are consistent with previous research showing that the use of innovative teaching materials, such as the smart reading turntable used by Darniyanti (2024) and the magnetic board media used by Isdaryanti (2025), has been shown to significantly improve students' reading skills. This study is closely related to a number of other studies that provide evidence for a more general trend in the use of interactive learning materials. Nevertheless, Patuli media offers features that integrate educational games with reading exercises, allowing students to actively participate in the learning process while receiving the content.

Overall, the findings of this study show that early reading instruction in primary schools can be replaced by advanced learning resources, such as literacy adventure boards. In addition to using lecture techniques, teachers are expected to incorporate educational materials that encourage active student engagement. In addition, this study shows that the use of literacy adventure board media improves children's reading skills. Interactive media can increase student engagement, according to several studies. Therefore, this study provides empirical evidence that game-based and interactive learning materials can be used to increase students' engagement and interest in learning while simultaneously improving early reading skills.

In this study, only grade II students at SDN 105447 Nagori participated; a total of 36 children were divided into an experimental and a control class. This research also focuses on early reading skills, such as reading the alphabet, syllables, matching words to pictures, and reading short sentences. To get a more complete picture of the effectiveness of Patuli media in early reading learning, further research is needed on a larger sample and various school levels, as the results of this study are still limited to the context and characteristics of the subjects studied.

CONCLUSION

The use of Patuli (Literacy Adventure Board) media has a major impact on the early reading ability of low-grade students at SD Negeri 105447 Nagori, according to research findings. The

increase in the average *posttest* score of the experimental class, which was higher than that of the control group, clearly shows this. Students who use Patuli media to learn show that they can alphabetize, syllables, match words to pictures and read short sentences. As a result, Patuli Media has proven to be successful in improving students' early reading skills.

This research reinforces the theory that interactive and game-based learning media can help improve basic literacy skills, especially beginning reading. However, the results remained limited to the study environment, as they involved only 36 grade II students at one school and focused on the initial reading component. Therefore, it is recommended that future research look at the impact of Patuli media on other reading abilities as well as use larger sample sizes and different levels of education.

REFERENCE

- Andini, N., Kusumawati, T. I., & Yumni, A. (2024). *The Use of Image Media in Overcoming Reading Difficulties for Grade II Students at Nursyamsiani Islamic Private Elementary School, Bintang Meriah Village, Batang Kuis District*. 2(4). <https://doi.org/https://doi.org/10.59061/guruku.v2i4.785>
- Anggia, V., & Ariawan, N. (2017). *Analysis of students' difficulties in reading beginning in the first grade of elementary school*. <https://doi.org/10.17977/um009v26i12017p69-76>
- Aprilia, U. I. (2021). *Analysis of Reading Difficulties at the Beginning of Grade I Students*. 5(2), 227–233. <https://doi.org/https://doi.org/10.23887/jppp.v5i2.37266>
- Aulia Febrianti Saragih, Salminawati, R. N. R. (2023). *Teacher's Method in Overcoming Initial Reading Difficulties in Grade 1 SDN No 102105 Bandar Begugu, Tebing Tinggi District*. 1(5). <https://doi.org/https://doi.org/10.51903/pendekar.v1i5.402>
- Azzahrah, A., Fitriyani, E. A., Chandra, N., Utami, M., & Dallion, E. (2023). *Analysis of the need for the development of board game media to improve the literacy skills of grade III elementary school students*. 4(1), 224–232.
- Berliningrum, C., Ayu, G., Sukma, P., & Novi, D. A. (2025). *Implementation of the Use of Learning Media Through Wordwall Games to Increase the Interest and Learning Focus of Elementary School Students*. 9(3), 412–421. <https://doi.org/https://doi.org/10.23887/jear.v9i3.86392>
- Darniyanti, Y. (2024). *The Effect of the Use of Smart Reading Wheel Board Media on the Initial Reading Ability of Students in Indonesian Language Subject Grade 1 UPT SD Negeri 13 Sitiung*. 4, 16997–17008. <https://doi.org/https://doi.org/10.31004/innovative.v4i4.16728>
- Hapsari, E. D. (2019). *Application of Beginning Reading to Improve Students' Reading Ability*. 20(1), 10–24. <https://doi.org/http://jurnal.fkip.unila.ac.id/index.php/aksara>
- Hariato, E. (2020). *Reading Skills in Language Learning*. 9(1), 1–8.
- Indriani, U., Syarifuddin, S., & Wahyuningsih, S. (2025). *The Use of Image Media in Reading Learning for Grade 1 Students of SDN 1 Tolowata Bima Regency*. *Action Research Journal Indonesia (ARJI)*, 7(3). <https://doi.org/10.61227/arji.v7i3.361>
- Isdaryanti, B. (2025). *The Effect Of Interactive Magnetic Board Media*. July, 44–58. <https://doi.org/https://doi.org/10.32890/>
- Kholilah Manna, S., & Rambe, R. N. (2023). *The Influence of Spelling Method in Improving Early Reading Ability in Elementary School Students. Consider using the Sci-Fi*, 2787–2794. <https://doi.org/10.29303/jipp.v8i4.1925>

- Kusumawati, T. I., Yumni, A., & Lubis, D. C. (2025). *Development of Word Square Media to Overcome Reading Difficulties for Grade II Students in MIN 4 Medan City*. *Sci*. 2(02), 1193–1200. <https://doi.org/https://doi.org/10.61253/8nhxbe31>
- Laksana, D. N. L. (2024). Development of local culture-based literacy and numeracy learning media for elementary school students. *JKTP: Journal of Educational Technology Studies*, 7(1), 012. <https://doi.org/10.17977/um038v7i12024p012>
- Magdalena, I., Ulfi, N., Awaliah, S., & Tangerang, U. M. (2021). *Analysis of the Importance of Language Skills in Grade IV Students at SDN Gondrong 2*. 3(Vol 3 No 2 (2021): AUGUST), 243–252. <https://doi.org/10.36088/edisi.v3i2.1336>
- Mi, K. I., & Hasan, R. (2025). *Analysis of the Use of Flannel Board Learning Media on the Ability to Read Indonesian Language Subjects in Class I Mi Raudlatul Hasan*. 10, 269–277.
- Molinda, R., & Ain, S. Q. (2025). *Analysis of Factors of Early Reading Difficulties in Grade III C Students at SDN 193 Pekanbaru*. *Scott*, 283–294.
- Muzakka, M. N., Aulia, N., & Putri, S. A. (2025). Game Based Learning as a 4C Skill Optimization Medium. *Bima Journal: Publication Center for Language and Literature Education*, 1. <https://doi.org/https://doi.org/10.61132/bima.v3i1.1562>
- Ndraha, H., & Harefa, A. R. (2023). *The Importance of Learning Media in Increasing Students' Interest and Motivation to Learn at SMP Negeri 2 Gunungsitoli Utara*. [Pg 101] 5328–5339. <https://doi.org/http://jonedu.org/index.php/joe>
- Rahmawati, Y., Hidayat, A., & Fitria, L. (2021). Teachers' strategies in developing high-level thinking skills. *Journal of Science Education and Learning*, 8(2), 129–138.
- Rambe, R. N., Munthe, A. R., & Hayden, A. (2023). *Analysis of Optimizing School Literacy on Reading Interests of Elementary School Students*. 3(2), 950–956. <https://doi.org/https://doi.org/10.56832/edu.v3i2.341>
- Rohani, A., & Anas, N. (2022). *Comic Media Development Using the Comic Page Creator Application to Improve the Reading Ability of Grade 2 Elementary School Students*. 8(4), 1287–1295. <https://doi.org/http://dx.doi.org/10.31949/jcp.v8i2.3134>
- Siti, S. M., & Anas, N. (2023). *The Influence of Flashcard Media on the Reading Skills of Grade V Students of SDN 104231 Batang Kuis District, Deli Serdang Regency*. 3(2), 127–138. <https://doi.org/http://dx.doi.org/10.30821/eunoia.v3i2.3027>
- Soro, V. M., & Awe, E. Y. (2025). *Efforts to improve initial reading skills in grade I students through picture word card media*. 2:1–20. <https://doi.org/https://doi.org/10.47134/pgsd.v2i2.1431>
- Ulandari Mira, Tri Indah Kusumawati, A. (2025). *The Effect of the Problem-Based Learning Model on the Reading Comprehension Ability of Grade V Students of Indonesian Language Subjects in Mis Mutiara Aulia*. 3(3), 741–755. <https://doi.org/https://doi.org/10.61722/jssr.v3i3.4902>
- Yusnaldi, E. (2018). *The Effect of Learning Media Use and Reading Interest on Listening Ability at PGMI, UIN North Sumatra*. VIII(2). <https://doi.org/http://dx.doi.org/10.30821/niz.v8i2.398>
- Yusuf, R. N., & Rambe, A. H. (2025). *The Effect of the Teaching at the Right Level (TaRL) Approach with the ADaBTa Method on the Initial Reading Ability of Grade 1 Students of MIS ANNUR, Medan Labuhan District*. 3(2), 175–188. <https://doi.org/https://doi.org/10.58421/gehu.v4i3.516>
- Zulianingsih, L., Khan, R. I., & Yulianto, D. (2020). *Word cycle media to improve early childhood reading skills*. *Consider 6*, 115–122. <https://doi.org/https://doi.org/10.29062/seling.v6i2.627>
- Zunidar. (2024). *The Effect of the Use of Big Book Writing Media on Writing Ability*. 1–18. <https://doi.org/https://doi.org/10.30868/ei.v11i01.2302>