



Teacher Strategies In Overcoming Reading Difficulties In Grade 1 Students Of Pombewe Elementary School

Amanda Putri Ramadani

Elementary School Teacher Education Program, Faculty of Teacher Training and
Education, Tadulako University, Palu, Indonesia

putriamandar03@gmail.com

Andi Imrah Dewi

Elementary School Teacher Education Program, Faculty of Teacher Training and
Education, Tadulako University, Palu, Indonesia

uszerrze@gmail.com

Kadek Hariana

Elementary School Teacher Education Program, Faculty of Teacher Training and
Education, Tadulako University, Palu, Indonesia

kadekhariana64@gmail.com

Zulnuraini

Elementary School Teacher Education Program, Faculty of Teacher Training and
Education, Tadulako University, Palu, Indonesia

zulnur612@gmail.com

Kasmawati

Elementary School Teacher Education Program, Faculty of Teacher Training and
Education, Tadulako University, Palu, Indonesia

kasmawati@untad.ac.id

Submitted: 2026-04-15

Revised: 2026-04-20

Accepted: 2026-06-08

ABSTRACT

This study aimed to analyze teachers' strategies for overcoming reading difficulties among first-grade students at Pombewe Elementary School. The study employed a descriptive qualitative design. Participants consisted of a first-grade classroom teacher and first-grade students at Pombewe Elementary School. Data were collected through observations, interviews, and documentation and were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing. The findings revealed that students' reading difficulties involved three major dimensions: visual, phonetic, and psychological. Visual difficulties were reflected in students' inability to distinguish letters with similar shapes. Phonetic difficulties were related to limited mastery of letter-sound correspondence and challenges in blending syllables into words. Psychological barriers included low self-confidence and anxiety when reading aloud in front of peers. To address these difficulties, the teacher implemented several intervention strategies, including phonics instruction, the syllable method, read-aloud activities, the use of letter-card media, and game-based learning. These strategies contributed to improvements in reading fluency, reading comprehension, and students' confidence. This study

contributes to the understanding of early reading intervention strategies in elementary education, particularly in addressing visual, phonetic, and psychological barriers experienced by first-grade students. The findings also provide practical implications for elementary school teachers in designing adaptive reading instruction strategies that support beginning readers' literacy development.

Keywords: Teacher Strategies, Student Reading Difficulties, Grade I Elementary School Students

ABSTRAK

Penelitian ini bertujuan untuk menganalisis strategi guru dalam mengatasi kesulitan membaca pada siswa kelas I SDN Pombewe. Penelitian menggunakan pendekatan kualitatif dengan desain deskriptif. Partisipan penelitian terdiri atas guru wali kelas I dan siswa kelas I SDN Pombewe. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kesulitan membaca siswa mencakup tiga aspek utama, yaitu visual, fonetik, dan psikologis. Pada aspek visual, siswa mengalami kesulitan membedakan huruf yang memiliki bentuk serupa. Pada aspek fonetik, siswa mengalami hambatan dalam menghubungkan huruf dengan bunyi serta menggabungkan suku kata menjadi kata. Sementara itu, pada aspek psikologis, siswa menunjukkan rendahnya kepercayaan diri dan kecemasan saat membaca di depan kelas. Untuk mengatasi permasalahan tersebut, guru menerapkan strategi berupa metode fonik, metode suku kata, membaca nyaring, penggunaan media kartu huruf, serta pembelajaran berbasis permainan. Strategi tersebut membantu meningkatkan kelancaran membaca, pemahaman bacaan, dan kepercayaan diri siswa. Penelitian ini berkontribusi pada pemahaman mengenai strategi intervensi membaca permulaan di sekolah dasar, khususnya dalam mengatasi hambatan visual, fonetik, dan psikologis yang dialami siswa kelas awal. Temuan penelitian juga memberikan implikasi praktis bagi guru sekolah dasar dalam merancang strategi pembelajaran membaca yang adaptif dan sesuai dengan kebutuhan pembaca pemula

Kata Kunci: Strategi Guru, Kesulitan Membaca Siswa, Siswa SD Kelas I

INTRODUCTION

Early literacy is a fundamental component of children's educational development and serves as the foundation for learning across all subject areas. Reading acquisition during the first years of elementary education enables children to access information, develop language competence, and participate effectively in classroom learning (Resti, 2023). According to early literacy theory, reading development begins with the acquisition of basic literacy skills, including letter recognition, phonological awareness, decoding, and comprehension, which gradually develop through systematic instruction and meaningful literacy experiences (Hariro, 2024). Students who successfully acquire these skills in the early grades tend to demonstrate better academic achievement in subsequent educational stages, whereas those who experience difficulties often encounter persistent learning challenges (Wachidah, 2024).

Despite the recognized importance of early literacy, reading difficulties remain a significant educational concern in many elementary schools. Previous studies have reported that beginning readers frequently experience challenges in recognizing letters, identifying phonemes, combining syllables, reading fluently, and understanding simple (Yasinta Mahendra, 2024). Research also indicates that differences in children's linguistic readiness, phonological awareness, cognitive

development, and learning motivation contribute to variations in reading achievement (Djari, 2025). From the perspective of phonological awareness theory, successful reading acquisition requires children to recognize and manipulate the sound structure of language before they can efficiently decode written words (Basyori, 2025). Consequently, students with limited phonological awareness often encounter obstacles in learning to read (Pesik et al., 2024).

To address these challenges, various instructional interventions have been proposed and implemented in elementary classrooms. Previous studies have demonstrated the effectiveness of phonics-based instruction, multisensory learning approaches, educational games, visual media, and story-based learning in improving beginning reading skills (Riska, 2024). Phonics instruction emphasizes the relationship between phonemes and graphemes, enabling students to decode words systematically (Yusuf Abdul Rohman & Damayanti, 2022). Meanwhile, multisensory learning theory suggests that literacy acquisition can be strengthened when learners engage multiple sensory modalities, including visual, auditory, and kinesthetic channels during instruction (Sunasih, 2020). Furthermore, sociocultural learning theory emphasizes that literacy development occurs through social interaction and guided participation, highlighting the importance of teacher support and parental involvement in children's reading development (Islamy, 2025).

Although numerous studies have examined interventions for improving reading skills, most research has focused primarily on evaluating the effectiveness of specific methods or instructional media (Santoso & Siregar, 2024). Limited attention has been given to understanding how teachers strategically adapt and combine various approaches to address diverse reading difficulties encountered by first-grade students in authentic classroom contexts (Wahyu et al., 2023). Moreover, existing studies often emphasize learning outcomes while providing insufficient analysis of the instructional decision-making processes, contextual factors, and challenges teachers face when implementing literacy interventions. Therefore, understanding teacher strategies in addressing beginning reading difficulties is essential to support students' literacy development at the early stage of elementary education.

The concept of scaffolding proposed by Vygotsky provides an important theoretical lens for examining teacher strategies in beginning reading instruction. Through scaffolding, teachers provide temporary support that enables students to perform literacy tasks beyond their current level of competence (Nuraini, 2025). As students gain proficiency, the support is gradually reduced, fostering independent reading skills. This perspective suggests that effective reading instruction involves not only the application of specific methods but also teachers' ability to adjust support according to students' individual needs and learning progress.

The present study seeks to address this gap by investigating teacher strategies used to overcome beginning reading difficulties among first-grade students at Pombewe

Elementary School, Sigi Regency. Preliminary observations revealed that several students experienced difficulties in letter recognition, distinguishing visually similar letters, reading fluently, and demonstrating confidence during reading activities. These challenges indicate the need for instructional strategies that are responsive to students' diverse literacy needs (Hanna, Naura, and Zulfikar).

The novelty of this study lies in its comprehensive examination of teacher strategies through the integration of phonological awareness theory, scaffolding theory, and sociocultural learning theory within the context of beginning reading instruction (Adawiah, 2024). Unlike previous studies that primarily evaluate isolated interventions, this research explores how teachers identify reading difficulties, implement instructional support, and navigate contextual factors influencing literacy learning. The findings are expected to contribute theoretically to the understanding of literacy intervention practices and pedagogically to the development of effective strategies for supporting beginning readers in elementary schools.

METHODS

Type and Design

This study employed a descriptive qualitative research design to explore teacher strategies in overcoming beginning reading difficulties among first-grade students at Pombewe Elementary School. A qualitative approach was selected because it enables an in-depth understanding of participants' experiences, instructional practices, and contextual factors related to literacy learning. The descriptive qualitative design was considered appropriate for examining how teachers identify reading difficulties, implement instructional strategies, and address challenges encountered during the learning process. Data were collected in the form of verbal statements, field notes, and documentation rather than numerical measurements (Maulida et al., 2025).

Data and Data Sources

The study was conducted at Pombewe Elementary School, located in Sigi Biromaru District, Sigi Regency, Central Sulawesi, Indonesia. The participants consisted of one first-grade classroom teacher and 28 first-grade students aged 6–7 years. The class included both male and female students with diverse literacy abilities.

Based on preliminary classroom observations and consultation with the classroom teacher, six students were purposively selected as interview participants. The selection criteria included variations in reading performance, such as students who experienced difficulties in letter recognition, distinguishing visually similar letters (e.g., b/d and p/q), combining syllables into words, and reading fluently, as well as students who demonstrated improvement after receiving instructional support. This purposive sampling strategy allowed the researcher to obtain rich and comprehensive information regarding reading difficulties and teacher interventions.

Data collection technique

Data were collected over a period of four weeks using observation, interviews, and documentation. These multiple data sources were employed to obtain a comprehensive understanding of the phenomenon under investigation.

a. Observation

Classroom observations were conducted during reading lessons to examine the implementation of teacher strategies and students' responses to instructional activities. The researcher acted as a non-participant observer and used an observation protocol to guide data collection. The observation focused on: (1) teacher instructional strategies, (2) teacher-student interactions, (3) students' reading behaviors, (4) students' participation during reading activities, and (5) challenges encountered during instruction.

Field notes were recorded systematically during each observation session. Particular attention was given to students' ability to recognize letters, combine syllables, read words, and respond to teacher guidance. The observation protocol enabled consistent documentation of classroom activities across different sessions.

b. Interviews

Semi-structured interviews were conducted with one classroom teacher and six selected students. The interview format allowed participants to provide detailed explanations while ensuring that all key topics were addressed. Teacher interview questions focused on identifying reading difficulties, instructional planning, teaching strategies, classroom challenges, and factors supporting literacy development. Student interviews explored learning experiences, difficulties encountered during reading activities, and perceptions of teacher support.

All interviews were conducted in Indonesian, audio-recorded with participant consent, and subsequently transcribed verbatim. The interview transcripts served as the primary source for qualitative analysis (Mumtazzah et al., 2025).

c. Documentation

Documentation was used to support and validate the findings obtained through observations and interviews. The documentation data included lesson plans, teaching modules, beginning reading materials, students' learning records, photographs of classroom activities, and instructional media such as letter cards and picture-based learning resources. These documents provided additional evidence regarding the implementation of teacher strategies and students' literacy development.

Data analysis

Data analysis was conducted continuously throughout the research process following the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The analysis began with data reduction, in which interview transcripts, observation notes, and documentation were reviewed and organized. Relevant information related to teacher strategies and students' reading difficulties was selected, while irrelevant data were excluded. Next, open coding was conducted by identifying meaningful statements and assigning codes to segments of data. Similar codes were then grouped into categories, such as reading difficulties, instructional strategies, teacher support, learning media, supporting factors, and instructional challenges.

After categorization, recurring patterns were identified and developed into broader themes. The themes represented key findings regarding how teachers addressed beginning reading difficulties in the classroom. Data analysis was conducted continuously throughout the research process by coding interview transcripts, categorizing observation findings, and identifying recurring themes related to teacher strategies and students' reading difficulties. Finally, interpretation was performed by connecting the emerging themes with relevant theories of early literacy, phonological awareness, scaffolding, and literacy intervention to provide a deeper understanding of the findings.

Trustworthiness, Several strategies were employed to ensure the trustworthiness of the findings. First, source triangulation was conducted by comparing information obtained from the classroom teacher and student participants. Second, methodological triangulation was implemented by comparing findings from observations, interviews, and documentation. The triangulation process was conducted to ensure data credibility by comparing findings from observations, interviews, and documentation obtained from different participants. In addition, member checking was conducted by providing summaries of interview results to participants for confirmation and clarification. Peer debriefing was also undertaken through discussions with academic supervisors and fellow researchers to examine interpretations and reduce potential bias. Furthermore, an audit trail was maintained throughout the study to document research decisions, data collection procedures, coding processes, and analytical interpretations.

Ethical Considerations, Prior to data collection, formal permission was obtained from the principal of Pombewe Elementary School. Informed consent was secured from the classroom teacher and from the parents or guardians of participating students. Participants were informed about the purpose of the study, voluntary participation, confidentiality of information, and their right to withdraw from the research at any stage. To protect participant privacy, all names used in research records and reports were replaced with pseudonyms. Interview recordings, transcripts, and supporting documents were stored securely and used solely for research purposes.

RESULTS AND DISCUSSION

Results

This study explored teacher strategies for addressing beginning reading difficulties among first-grade students at Pombewe Elementary School. Analysis of observation notes, interview transcripts, and documentation generated four major themes: (1) visual reading difficulties, (2) phonetic barriers in reading acquisition, (3) psychological challenges affecting reading performance, and (4) teacher intervention strategies for literacy development.

Theme 1: Visual Reading Difficulties in Letter Recognition

The findings revealed that several first-grade students experienced difficulties in recognizing and differentiating letters with similar visual characteristics. Observation data indicated that students frequently confused letters such as b and d, p and q, and n and u during reading and writing activities. These difficulties often disrupted the decoding process and slowed reading performance. Interview data supported these observations. Student B explained: "I sometimes confuse the letters p and q because they look almost the same." Similarly, Student Z reported: "I know the letters, but when I read quickly, I often read the wrong letter."

These findings suggest that visual discrimination remains a significant challenge for beginning readers. Difficulties in identifying letter forms limited students' ability to recognize words accurately and affected their overall reading fluency. Theme 2: Phonetic Barriers in Beginning Reading. Beyond visual recognition problems, students also encountered phonetic difficulties. Several participants struggled to connect letter symbols with their corresponding sounds and to blend syllables into complete words. During classroom observations, students frequently spelled words letter by letter and required extended time to decode simple reading texts. The classroom teacher explained: "Many students still recognize letters separately, but they find it difficult to combine sounds into syllables and words."

Students particularly experienced difficulties when reading syllable patterns such as ba-bi-bu and when combining multiple syllables into meaningful words. As a result, reading was often slow and fragmented, reducing comprehension of story texts and mathematical word problems. These findings indicate that phonological processing difficulties remain one of the primary barriers to early literacy development among first-grade students. Theme 3: Psychological Challenges Affecting Reading Performance. The study also identified psychological factors that influenced students' reading abilities. Interviews revealed that several students felt embarrassed, anxious, and afraid of making mistakes when reading aloud in front of their classmates. One student stated: "I am afraid my friends will laugh if I read incorrectly." Another student reported: "I feel nervous when the teacher asks me to read in front of the class."

Classroom observations confirmed that some students avoided participation during reading activities and demonstrated low confidence when asked to read independently. These findings suggest that reading difficulties are not solely related to cognitive and linguistic factors but are also influenced by students' emotional readiness and self-confidence. Theme 4: Teacher Intervention Strategies for Overcoming Reading Difficulties Analysis of observation and interview data revealed that the classroom teacher implemented several strategies to address students' reading difficulties. Phonics-Based Instruction The primary strategy involved phonics instruction, which emphasized the relationship between letters and sounds. Students were systematically taught to recognize individual letters, produce corresponding sounds, and gradually combine them into syllables and words.

Classroom observations showed that phonics instruction enabled students to develop stronger connections between visual symbols and spoken language, facilitating more accurate word decoding. Syllable-Based Reading Practice. The teacher complemented phonics instruction with a syllable-based approach. Students practiced reading simple syllables such as ba, bi, bu, be, and bo before progressing to words and sentences. This gradual progression helped reduce students' cognitive load and improved reading fluency. Repetition and Guided Practice, Teachers also employed repeated reading activities, individual guidance, and continuous corrective feedback. During observations, students who experienced reading difficulties received additional support through one-on-one assistance and repeated practice sessions.

Contextual and Motivational Strategies, To increase student engagement, teachers incorporated stories and contextual learning materials related to students' daily experiences. Positive reinforcement, praise, and encouragement were consistently provided to build students' confidence during reading activities. Interview data suggested that these motivational strategies contributed to increased classroom participation and reduced reading anxiety. Improvement in Students' Reading Development. Data from observations and interviews indicated noticeable improvements in students' reading performance following the implementation of these strategies. Students who previously struggled to distinguish letters and decode syllables demonstrated greater reading fluency and improved comprehension of simple texts.

Students Hanna, Naura, and Zulfikar reported that they could read more confidently and experienced fewer difficulties when reading aloud. Observational evidence also showed that students became more willing to participate in classroom reading activities and demonstrated increased confidence when responding to teacher instructions. Overall, the findings suggest that the integration of phonics instruction, syllable-based practice, guided support, and motivational reinforcement contributed positively to the development of beginning reading skills among first-grade students at Pombewe Elementary School.

Discussion

The findings of this study indicate that beginning reading difficulties among first-grade students at Pombewe Elementary School involve interconnected cognitive, linguistic, and emotional dimensions. Students experienced challenges in visual letter recognition, phonological processing, and reading confidence, suggesting that reading difficulties cannot be viewed merely as a technical inability to decode written symbols. Instead, these difficulties reflect a complex interaction between cognitive reading processes and students' psychological readiness to engage in literacy activities.

The first major finding concerns students' difficulties in distinguishing visually similar letters, such as b and d, p and q, and n and u. From the perspective of cognitive reading processes, visual discrimination is a fundamental prerequisite for successful word recognition. When students are unable to accurately identify letter forms, the decoding process becomes inefficient, resulting in slow and fragmented reading (Yuniasari & Kunaifah, 2025). This finding supports previous studies that identified letter recognition as a critical foundation for early literacy development. More importantly, the finding suggests that reading difficulties at the beginning level are not simply caused by a lack of practice but are closely related to the development of visual processing skills required for literacy acquisition (Puspita et al., 2022).

The study also revealed that students experienced phonological difficulties, particularly in connecting letter symbols with their corresponding sounds and blending syllables into complete words. This finding can be interpreted through the lens of phonological awareness theory, which emphasizes the importance of recognizing and manipulating speech sounds as a foundation for reading acquisition. Students who struggled to combine syllables such as ba-bi-bu often demonstrated limited decoding fluency, making it difficult for them to comprehend texts and mathematical story problems (Habibah, 2025). Therefore, the effectiveness of the phonics approach observed in this study can be explained by its ability to strengthen the relationship between graphemes and phonemes, enabling students to gradually develop automatic word recognition skills.

Another important finding relates to the psychological challenges experienced by students. Feelings of embarrassment, fear of making mistakes, and anxiety when reading aloud emerged as significant barriers to reading development. These findings highlight that literacy learning is not solely a cognitive process but also a social and emotional experience. From the perspective of sociocultural learning theory, students' learning behaviors are shaped by social interactions and classroom environments. When students fear negative evaluation from peers, their participation in reading activities decreases, limiting opportunities for practice and skill development (Nurmila, 2025). Consequently, creating a supportive classroom atmosphere becomes an essential component of effective literacy instruction.

The findings further demonstrate the important role of teacher scaffolding in supporting students' reading development. Consistent with Vygotsky's scaffolding theory, the teacher provided structured support through phonics instruction, syllable-based reading exercises, repetition activities, individual guidance, and positive reinforcement. These instructional practices enabled students to perform reading tasks that they could not accomplish independently. As students became more familiar with letter-sound relationships and syllable patterns, teacher support was gradually reduced, allowing them to develop greater reading independence. This finding suggests that effective literacy intervention is not limited to the selection of instructional methods but also depends on how teachers adjust support according to students' individual needs and learning progress.

The use of letter cards, repeated practice, and contextual reading activities also reflects principles of literacy intervention theory, which emphasizes systematic, targeted, and meaningful instruction (Muthi, 2025). The findings indicate that students responded positively to concrete learning media because such resources helped them visualize abstract symbols and reduced cognitive demands during reading activities (Dewi et al., 2025). Furthermore, contextual reading tasks increased students' engagement by connecting literacy learning with familiar experiences, making reading more meaningful and accessible.

Despite the positive outcomes, the study also identified several challenges that may affect the effectiveness of literacy instruction (Nurmila, 2025). First, students demonstrated diverse literacy abilities, requiring teachers to provide differentiated support within limited instructional time (Eriska et al., 2025). Second, maintaining students' attention during classroom activities was sometimes difficult, as some students became distracted or engaged in non-learning activities (Dasra, 2024). Third, the availability of learning resources and literacy materials may influence the extent to which teachers can implement varied intervention strategies (Nabila et al., 2026). These challenges suggest that improving beginning reading skills requires not only effective teaching strategies but also supportive classroom environments and adequate educational resources.

The findings have important pedagogical implications. Teachers should adopt integrated literacy interventions that address both cognitive and emotional aspects of reading development (Alwina, 2023). While phonics instruction is effective for improving decoding skills, emotional support and confidence-building activities are equally important for encouraging student participation (Sinaga, 2024). Therefore, literacy instruction should combine explicit teaching of letter-sound relationships with supportive teacher-student interactions and opportunities for meaningful reading experiences (Lestari et al., 2025).

This study contributes to the growing literature on early literacy by demonstrating that reading difficulties among first-grade students involve interconnected cognitive

and emotional dimensions that require integrated teacher scaffolding strategies (Kurniawati, 2024). Unlike studies that focus primarily on instructional methods, the present research highlights the importance of combining phonics-based instruction, scaffolding practices, and emotional support to facilitate literacy development (Faqih, 2024). The findings suggest that successful literacy intervention depends not only on what teachers teach but also on how they support students throughout the reading acquisition process.

CONCLUSION

This study concludes that beginning reading difficulties among first-grade students at Pombewe Elementary School involve interconnected visual, phonetic, and psychological dimensions. These findings indicate that reading difficulties are not solely related to students' ability to recognize letters and decode words but are also influenced by emotional factors, such as self-confidence and anxiety during reading activities. Therefore, effective reading intervention requires a comprehensive approach that addresses both cognitive and affective aspects of literacy development.

The findings demonstrate that the integration of phonics instruction, syllable-based learning, letter-card media, read-aloud activities, and game-based learning can effectively support students' reading development. The success of these strategies highlights the importance of teacher scaffolding in facilitating students' transition from letter recognition and spelling to fluent reading. This study contributes to early literacy pedagogy by emphasizing that reading intervention should combine explicit instruction in letter-sound relationships with emotional support and confidence-building practices.

From a pedagogical perspective, the findings suggest that elementary school teachers should implement adaptive and student-centered literacy instruction that accommodates diverse learning needs. Schools should also provide supportive literacy environments and adequate learning resources to strengthen beginning reading programs. In addition, the findings may serve as a reference for educational stakeholders in developing literacy interventions that address both academic and psychological barriers to reading achievement.

Future studies are recommended to investigate the long-term effectiveness of reading intervention strategies using broader participant groups, different educational contexts, and mixed-method approaches. Further research may also explore the role of parental involvement and digital literacy media in supporting beginning reading development among elementary school students.

REFERENCES

Adawiah, R. (2024). *Peningkatan Kemampuan Membaca Permulaan Dalam Pembelajaran Model Direct Instruction Melalui Media Kartu Bergambar Siswa Kelas 1 Sdn 50 Bulu*

- Datu [INSTITUT AGAMA ISLAM NEGERI].
<https://repository.uinpalopo.ac.id/id/eprint/10733/>
- Ai Resti, Dian Indihadi, E. R. S. (2023). Analisis Kemampuan Membaca Permulaan Kelas 1 Sekolah Dasar di Masa Pandemi. *Jurnal Elementaria Edukasia*, 6(2), 1006–1014. <https://doi.org/10.31949/jee.v6i2.5316>
- Alwina, S. (2023). Peran Bimbingan Konseling dalam Meningkatkan Kesejahteraan Psikologis Siswa di Sekolah Dasar. *Jurnal Sintaksis: Pendidikan Guru Sekolah Dasar, IPA, IPS Dan Bahasa Inggris*, 5(04), 18–25. <https://doi.org/https://doi.org/10.55263/sintaksis.v5i1.423>
- Arief Yulianto, A. P. W. (2022). *Jurnal Pengabdian Pendidikan Masyarakat (JPPM) Jurnal Pengabdian Pendidikan Masyarakat (JPPM)*. 3(1), 25–30. <https://doi.org/https://doi.org/10.52060/jppm.v3i1.732>
- Astri Nur Islamy, R. R. (2025). Implementasi Metode Phonic Dalam Pembelajaran. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 07(02), 109–118. <https://doi.org/https://doi.org/10.70143/asatidzuna.v7i2.565>
- Basyori, S. I. (2025). Peranan Guru Sebagai Fasilitator Dalam Dunia. *Journal Syntax IDEA*, 7(04), 559–564. <https://doi.org/https://doi.org/10.46799/syntaxidea.v7i4.12827>
- Dasra, N. A. (2024). STRATEGI GURU DALAM MENGATASI. *Jurnal Ilmu Pendidikan Guru Sekolah Dasar Dan Usia Dini*, 01, 20–25. <https://doi.org/https://doi.org/10.70134/pedasud.v1i1.197>
- Dewi, A. C., Amir, J., Studi, P., Bahasa, P., Makassar, U. N., Correspondence, A., & Phone, E. (2025). Pengajaran Menulis Bahasa Indonesia untuk Mendorong Kompetensi Komunikatif Siswa pendidikan abad ke - 21 yang menuntut literasi tinggi , pemecahan masalah , serta. *Journal of Humanities, Social Sciences, And Education (JHUSE)*, 1(9), 58–70. <https://doi.org/https://doi.org/10.64690/jhuse.v1i9.463>
- Djari, T. R. W. (2025). Penerapan NVDA berbasis metode SAS dalam meningkatkan kemampuan membaca permulaan Braille bagi anak tunanetra di SLB Negeri 01 Bantul. 3(1), 12–26. <https://doi.org/10.62385/literal.v3i01.161>
- Eriska, H., Muhammadiyah, U., Bungo, M., & Putra, R. E. (2025). Strategi Guru Dalam Mengatasi Kesulitan Membaca Pada Peserta Didik Fase A Di SD Negeri 160 / II Dusun Baru. *Qualivium: Master Qualitative Research in Education*, 1(1), 33–38. <https://doi.org/https://doi.org/10.63461/qualivium.v1i1.228>
- Faqih, A. (2024). Analisis Kesulitan Siswa Dalam Pemahaman Bacaan Bahasa Indonesia Di Madrasah Ibtidaiyah Taufiqus Shubyan Tlangoh, Proppo Pamekasan. *Journal Education and Counseling*, 329–343. <https://doi.org/https://doi.org/10.36841/consilium.v4i1.5453>
- Habibah, H. (2025). Analisis Strategi Guru dalam Mengatasi Kesulitan Membaca Siswa Sekolah Dasar. *Jurnal Penelitian, Pengembangan, Pembelajaran, Dan Teknologi (JP3T)*, 3(1), 12–21. <https://doi.org/https://doi.org/10.61116/jp3t.v3i1.574>

- Hariro, A. Z. (2024). Hakikat Membaca di Kelas Tinggi di Tingkat SD / MI. *Jurnal Ilmu Sosial, Pendidikan Dan Humaniora*, 3(2), 134–142. <https://doi.org/https://doi.org/10.56910/jispendiora.v3i2.1507>
- Kurniawati, V. (2024). Upaya meningkatkan Kepercayaan Diri Siswa dalam Berbicara di Depan Umum dengan Media Modul dan Tugas Tantangan. *Jurnal Studi Pendidikan Dasar*, 2(66). <https://doi.org/https://doi.org/10.54180/jsped.v2i1.503>
- Lestari, P., Zumrotun, E., & Wiranti, D. A. (2025). Analisis Kesulitan Membaca Permulaan Siswa Kelas III Sekolah Dasar Berdasarkan Teori Belajar Decoding. *Journal of Primary and Children's Education* 8, 8(September). <https://doi.org/https://doi.org/10.35473/janacitta.v8i2.4258>
- Luluk Nabila, Khikam Maulana Alfafa, Ahmad Khoirur Rozikin, Nuril Ilham Nastiar, Refani Arifudin, D. D. A. (2026). Peran Guru Dalam Menangani Keterlambatan Membaca Pada Siswa Fase C Di Mi Alriyadh Jerukwangi Luluk. *Jurnal Psikososial Dan Pendidikan*, 2(1), 47–58.
- Maulida, A., Putri, P. C., Fadlah, R. C., & Fariha, T. N. (2025). Strategi Guru dalam Mengatasi Kesulitan Membaca Siswa Sekolah Dasar. *Jurnal Inovasi Pendidikan Sekolah Dasar*, 1(3), 165–179.
- Mumtazzah, A., Yasin, F. N., Nahdlatul, U., Sidoarjo, U., Guru, K., & Membaca, K. (2025). Jurnal Transformasi Pendidikan Berkelanjutan Strategi Guru Kelas 1 Sdn Karangtanjung Dalam Jurnal Transformasi Pendidikan Berkelanjutan. *Jurnal Transformasi Pendidikan Berkelanjutan*, 6(3), 163–177.
- Muthi, I. (2025). Peningkatan Kemampuan Membaca Siswa Kelas I SD melalui Suku Kata pada Mata Pelajaran Bahasa Indonesia. *Jurnal Ilmu Pendidikan Dan Matematika*, 2(September), 249–259. <https://doi.org/https://doi.org/10.62383/katalis.v2i3.2148>
- Nuraini. (2025). Strategi Guru Dalam Mengatasi Kesulitan Membaca Di Sekolah Dasar. *Jurnal Pendidikan Dasar Kontemporer*. <https://doi.org/https://doi.org/10.60145/jcp.v2i5.442>
- Nurmila. (2025). *Strategi Diferensiasi Bimbingan Guru Dalam Mengatasi Kesulitan Belajar Membaca Di Sdn 6 Kendari*. Institut Agama Islam Negeri Kendari. https://digitallib.iainkendari.ac.id/id/eprint/4134/6/Skripsi%20NURMILA_COVER_1.pdf
- Pesik, V. angelina pasik, Andi Imrah Dewi, Arif Firmansyah, & Kadek Hariana. (2024). Presepsi Guru Dan Siswa Terhadap Penerapan Pembelajaran Berdiferensiasi Berbasis Project Mata Pelajaran Seni Budaya Merdeka Belajar. *Jurnal Elementaria Edukasia*, 7(1), 2462–2474. <https://doi.org/10.31949/jee.v7i1.8850>
- Puspita, A., Wardhani, A., Psikologi, F., Indonesia, U., Suharso, P. L., Psikologi, F., & Indonesia, U. (2022). Program Intervensi Kognitif-Perilaku Dalam Menurunkan Kecemasan Sosial Di Sekolah Menengah Atas. *Jurnal Ilmiah Psikologi*, 13(2014). <https://doi.org/https://doi.org/10.51353/inquiry.v13i01.288>
- Riska, A. M. (2024). Peningkatan Kemampuan Mengenal Huruf Konsonan Melalui Metode Fonik Pada Anak Usia 5-6 Tahun Peningkatan Kemampuan Mengenal

- Huruf Konsonan Melalui Metode Fonik Pada Anak Usia 5-6 Tahun. *Jurnal Riset Dan Inovasi Pembelajaran*, 4(2), 949-963.
<https://doi.org/https://doi.org/10.51574/jrip.v4i2.1919>
- Santoso, E., & Siregar, A. N. (2024). *Efektivitas Implementasi Pendidikan Karakter Berbasis Literasi Dan Numerasi Abad 21 di UPTD SPF SDN Ujung Limus Aceh Singkil*. *Effectiveness of Implementing Character Education Based on 21st Century Literacy and Numeracy at UPTD SPF SDN Ujung Limus Aceh Singkil*. 10(1), 192-217.
- Sinaga. (2024). Membangun Lingkungan Belajar Menyenangkan Untuk Mengatasi Kecemasan Matematika Dan Meningkatkan Keterlibatan Siswa Kelas I SD Sekolah XYZ Jakarta. *Jurnal Syntax Admiration*, 5(2).
<https://doi.org/https://doi.org/10.46799/jsa.v5i2.1039>
- Sunasih. (2020). Kemampuan Membaca Anak Sekolah Dasar Kelas Rendah Bagian Dari Pengembangan Bahasa. *Kajian Penelitian Pendidikan Dan Pembelajaran*.
<https://doi.org/https://doi.org/10.35568/naturalistic.v2i1.89>
- Wachidah, L. R. (2024). Kolaborasi Guru dan Orang Tua dalam Mengembangkan Literasi Bahasa Ramah Anak pada. *Jurnal Pendidikan Islam Anak Usia Dini*, 207-218.
<https://doi.org/10.19105/kiddo.v5i1.12773>
- Wahyu, D., Lestari, S., & Wiyani, N. A. (2023). Manajemen literasi habit forming pada anak usia dini. *Jurnal Anak Usia Dini Holistik Integratif*, 6(1), 47-57.
<https://doi.org/https://doi.org/10.36722/jaudhi.v6i1.2093>
- Yasinta Mahendra, L. W. (2024). Penerapan Metode Drill Dalam Pembelajaran Membaca Permulaan Sekolah Dasar Negeri 01 Trimodadi Tahun Pelajaran 2023/2024. *Jurnal Griya Cendikia*.
<https://doi.org/https://doi.org/10.47637/griyacendikia.v9i2.1621>
- Yuniasari, F., & Kunaifah, I. (2025). Jurnal studi, sosial, dan ekonomi. *Jurnal Studi, Sosial, Dan Ekonomi*, 6(2), 187-197. <https://doi.org/https://doi.org/10.63230/al-muttaqin.v6i02.303>
- Yusuf Abdul Rohman, R., & Damayanti, V. S. (2022). Analisis Kesulitan Membaca Permulaan pada Siswa Kelas Satu di Sekolah Dasa. *Jurnal Basicedu*, 6(3), 5388-5396.
<https://doi.org/DOI: 10.31004/basicedu.v6i3.2946>