



The Effect of the Smart Pocket Board Assisted Syllabus Method (PAKAPIN) on the Initial Reading Ability of Elementary School Students

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-25 Keywords: <i>Beginning Reading; Papan Kantong Pintar; Syllable Method; Elementary School</i> DOI: 10.24256/ideas.v14i2.12395 Corresponding Author: Annisa Dzili dziliannisa@gmail.com Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Cirebon, Jawa Barat	<i>This study aimed to examine the effect of the syllable method assisted by Papan Kantong Pintar (PAKAPIN) media on the beginning reading ability of second-grade students at SDN 1 Watubelah. This study employed a quantitative approach with a pre-experimental One Group Pretest-Posttest design. The research subjects consisted of 41 second-grade students. Data were collected using a beginning reading performance test administered before and after the implementation of the syllable method assisted by PAKAPIN media. The research instrument consisted of five test items that had been tested for validity and reliability. Data were analyzed using descriptive statistics, N-Gain analysis, normality testing, and a paired-sample t-test. The results showed that the mean score increased from 68.41 in the pretest to 88.71 in the posttest, representing an improvement of 20.30 points. The N-Gain score was 0.6693 or 66.93%, which was categorized as moderate. Furthermore, the paired-sample t-test produced a significance value of 0.000, which was lower than 0.05. These results indicate a statistically significant difference between students' beginning reading ability before and after the implementation of the syllable method assisted by PAKAPIN media. Therefore, the syllable method assisted by PAKAPIN can be considered an alternative instructional strategy for supporting beginning reading instruction among second-grade elementary school students. However, the findings are limited to the participants and research setting of this study and should not be generalized directly to other educational contexts.</i>

1. Introduction

Early reading skills are one of the fundamental literacy competencies that must be mastered by students at the elementary school level because they serve as the foundation for the development of language skills, thinking abilities, and academic success across various subjects. In the early stages of elementary education, students are expected to be able to recognize letters, connect sounds with letter symbols, form syllables into words, and read simple sentences fluently and meaningfully. Mastery of early reading skills facilitates students in understanding learning materials at higher levels, whereas low reading ability negatively affects their capacity to comprehend information and achieve learning outcomes. (Rahmawati and Wartulas 2024) state that the application of the syllabic method has proven effective in improving early reading skills because it helps students gradually recognize the relationship between letters, syllables, and words, making the reading process more systematic and easier to understand.

The improvement of early reading skills is not only influenced by teaching methods but also by the use of media that can attract students' attention and actively engage them during the learning process. Visual and manipulative learning media provide more concrete learning experiences, enabling students to better understand the concepts being taught. These findings indicate that the integration of appropriate teaching methods and learning media is an important factor in enhancing students' early reading abilities.

Based on observations and interviews with the second-grade teacher at SDN 1 Watubelah conducted on October 14–16, it was found that students' early reading skills were still relatively low. Most students had not yet achieved the Minimum Mastery Criteria (KKM) set by the school, which is 70. The learning process was still dominated by the use of textbooks and the blackboard, resulting in low student activity and motivation during learning. The observation also revealed that out of 40 students, 15 students were not yet able to write properly, while 5 students still made errors in writing letters, such as missing or misplaced letters. These conditions indicate that early reading instruction has not fully facilitated students in recognizing letters, forming syllables, and reading words fluently. Therefore, instructional innovation is needed to increase student engagement through the implementation of systematic teaching methods supported by attractive learning media so that the learning process becomes more effective.

Various studies have proven that the syllable method is an effective approach in improving early reading skills among elementary school students. (Jannah et al. 2026) found that the syllable method combined with interactive multimedia has a significant effect on improving students' early reading abilities. Through engaging and interactive learning materials, students are able to recognize letters more easily, arrange syllables, and read simple words and sentences more fluently. In line with this, The results of the research of (Arifin and Latifah, 2024) also show that

the application of fluent reading book media based on the syllabus method can significantly improve students' initial reading skills. The use of this media helps students recognize syllable patterns gradually so that the reading process becomes more systematic and easy to understand.

In addition to teaching methods, the use of innovative media is also an important factor in enhancing early reading skills. (Fadila, Guswita, and Sundahry 2025) proved that the application of the syllable method assisted by word tree media can improve early reading skills because students gain a more active, concrete, and enjoyable learning experience. This finding is supported by (Rahmawati and Wartulas 2024), who showed that the use of flip book media combined with the syllable method can improve students' ability to recognize letters, combine syllables into words, and read simple sentences more fluently compared to conventional learning.

Recent research by (Naman 2025) indicates that the syllable method assisted by puzzle media not only improves early reading skills but also increases students' engagement and learning motivation during the learning process. Students become more enthusiastic because they are directly involved in arranging letters and syllables into meaningful words. These findings suggest that the effectiveness of the syllable method becomes more optimal when combined with visual, manipulative, and interactive learning media, thereby creating a more meaningful learning experience for elementary school students.

Previous studies have consistently demonstrated that the syllabic method is effective in improving early reading skills among elementary school students. However, (Baodin and Purwati 2026) reported that their study primarily focused on developing *Syllabox* media using the syllabic method to improve students' informative text reading ability. Although the developed media proved effective, the study emphasized media development rather than examining the effectiveness of simple manipulative learning media for beginning reading instruction in lower elementary grades.

Similarly, (Kholijah, Lubis, and Yusron 2026) investigated the use of the syllabic method to improve the early reading skills of second-grade elementary school students and confirmed that the method positively influenced students' reading achievement. Nevertheless, the study did not integrate the syllabic method with innovative visual and manipulative instructional media that could enhance students' engagement and provide more concrete learning experiences during beginning reading instruction. Therefore, there remains a research gap regarding the implementation of the syllabic method assisted by Papan Kantong Pintar (PAKAPIN) as a visual manipulative learning medium. Furthermore, studies employing a quantitative pre-experimental one-group pretest-posttest design to examine the effectiveness of PAKAPIN in improving the early reading skills of second-grade elementary school students are still limited. Consequently, this study is expected to fill this gap by providing empirical evidence on the effectiveness of

the syllabic method assisted by PAKAPIN while offering an alternative instructional medium that is practical, interactive, and easily implemented in elementary school classrooms.

Based on this situation, there is still a research gap regarding the effectiveness of the syllabic method combined with Papan Kantong Pintar (PAKAPIN) as a visual manipulative learning medium to improve early reading skills of second-grade elementary school students. To date, there have been very few studies that specifically examine the effect of using PAKAPIN media in early reading instruction using a quantitative pre-experimental one-group pretest-posttest design. Therefore, this study is expected to fill this gap by providing empirical evidence on the effectiveness of the syllabic method assisted by PAKAPIN media in improving the early reading skills of second-grade students at SDN 1 Watubelah, while also enriching alternative instructional media that are practical, interactive, and easy for teachers to implement in elementary classrooms.

Based on the research gap identified above, this study seeks to answer the following research question: Does the application of the syllabic method assisted by Papan Kantong Pintar (PAKAPIN) significantly improve the early reading skills of second-grade elementary school students? Accordingly, this study aims to examine the effect of the syllabic method assisted by PAKAPIN on the early reading skills of second-grade students at SDN 1 Watubelah. The novelty of this research lies in integrating the syllabic method with Papan Kantong Pintar (PAKAPIN) as a visual and manipulative learning medium implemented through a quantitative pre-experimental one-group pretest-posttest design.

Previous studies have highlighted the effectiveness of various instructional media in improving beginning reading skills; however, these studies primarily focused on word cards, multimedia, flipbooks, puzzles, and word-tree media. The use of PAKAPIN as a manipulative and reusable instructional medium specifically designed to facilitate syllable-based reading instruction for second-grade elementary students has not been widely investigated. Therefore, this study is expected to provide empirical evidence regarding the effectiveness of PAKAPIN-assisted syllabic instruction while contributing an alternative learning medium that is practical, interactive, and easy for elementary school teachers to implement in beginning reading instruction (Khairita, Ninggsih, and Julita 2025).

2. Method

Research Design

This study employed a quantitative research method using a pre-experimental approach with a one-group pretest-posttest design to examine the effect of the syllable method assisted by Papan Kantong Pintar (PAKAPIN) media on the beginning reading ability of second-grade students at SDN 1 Watubelah. In this design, students completed a beginning reading test before receiving the intervention (pretest) and after participating in learning activities using the syllable method assisted by PAKAPIN media (posttest). The difference between the

pretest and posttest scores was used to determine changes in students' beginning reading ability. The one-group pretest–posttest design can be used to examine changes in the same group of participants before and after an educational intervention (Saekawati and Nasrudin 2021).

The study was conducted at SDN 1 Watubelah, Cirebon Regency, during the 2025/2026 academic year. Students first completed the pretest to measure their initial beginning reading ability, participated in learning activities using the syllable method assisted by PAKAPIN media, and subsequently completed the posttest after the intervention. The selection of the research site was based on preliminary observations and interviews with the second-grade teacher, which indicated that students' beginning reading ability still required improvement and that learning activities were predominantly conducted using conventional methods with limited learning media.

Pretest	Treatment	Posttest
O_1	X	O_2

O_1 = Pretest of students' beginning reading ability

X = Implementation of the syllable method assisted by PAKAPIN media

O_2 = Posttest of students' beginning reading ability

Population and Sample

The population of this study consisted of second-grade students at SDN 1 Watubelah during the 2025/2026 academic year. The research involved 41 second-grade students who participated in the pretest, treatment, and posttest. The participants were selected from the existing second-grade class in which the research was conducted. The use of an existing classroom was consistent with the characteristics of a pre-experimental study because the intervention was conducted within one naturally existing group. The total number of participants involved in the study was 41 students.

Data Collection and Research Instruments

Data were collected using a beginning reading performance test administered before and after the intervention. The test was used to measure students' beginning reading ability through their performance in reading activities. The same instrument was administered during the pretest and posttest to allow the researcher to compare students' performance before and after the treatment. The instrument consisted of five test items developed to measure students' beginning reading ability. Observation was also conducted during the learning process to monitor students' involvement in arranging syllables, using PAKAPIN media, and participating in reading activities.

Before being used for data collection, the five test items were evaluated through validity and reliability testing. Item validity was assessed using Pearson's

Product Moment correlation, while reliability was examined using Cronbach's Alpha. All five items were declared valid, with correlation coefficients of 0.448, 0.644, 0.857, 0.680, and 0.592, respectively, which exceeded the r table value of 0.308. The reliability test produced a Cronbach's Alpha coefficient of 0.739, indicating a high level of reliability. Therefore, the instrument was considered appropriate for measuring students' beginning reading ability.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics, including the mean, minimum score, and maximum score, were used to describe students' beginning reading ability before and after the intervention. The improvement between the pretest and posttest scores was further analyzed using N-Gain. (Saekawati and Nasrudin 2021) used N-Gain analysis to determine the improvement in students' learning outcomes following an educational intervention.

Before hypothesis testing, the normality of the data was examined using the Shapiro-Wilk test. This test was selected because the study involved 41 students. **Souza et al. (2023)** explain that the Shapiro-Wilk test is one of the statistical procedures that can be used to assess the normality of data, particularly when dealing with relatively small samples. Data were considered normally distributed when the significance value was greater than 0.05.

After the normality assumption was fulfilled, hypothesis testing was conducted using a paired-samples t -test to determine whether there was a statistically significant difference between students' beginning reading ability before and after the implementation of the syllable method assisted by PAKAPIN media. (Saekawati and Nasrudin 2021) applied the paired-samples t -test to compare related measurements obtained before and after an educational intervention. The hypothesis was tested at a significance level of 0.05, with a significance value below 0.05 indicating a statistically significant difference between the pretest and posttest scores.

3. Result

This study examined the effect of the syllable method assisted by Papan Kantong Pintar (PAKAPIN) media on the beginning reading ability of second-grade students at SDN 1 Watubelah. The study involved 41 students and employed a One Group Pretest-Posttest design. The findings were obtained through descriptive statistical analysis, N-Gain analysis, and hypothesis testing using a paired-sample t -test. The results showed an improvement in students' beginning reading ability after the implementation of the syllable method assisted by PAKAPIN media.

Before the research instrument was used, the five test items were analyzed in terms of validity, reliability, discrimination power, and difficulty level. The validity test showed that all five items were valid, with correlation coefficients of 0.448, 0.644, 0.857, 0.680, and 0.592, respectively. The reliability test produced a

Cronbach's Alpha value of 0.739, indicating that the instrument had a high level of reliability. The item analysis also showed variations in discrimination power and difficulty levels across the five items.

Table 1. Descriptive Statistics of Students' Beginning Reading Ability Before and After the Implementation of the Syllable Method Assisted by PAKAPIN Media

Variable	N	Minimum	Maximum	Mean
Pretest	41	40.00	90.00	68.41
Posttest	41	70.00	100.00	88.71

Table 1 shows that the average pretest score was 68.41, with a minimum score of 40 and a maximum score of 90. After the implementation of the syllable method assisted by PAKAPIN media, the average posttest score increased to 88.71, with scores ranging from 70 to 100. The average score therefore increased by 20.30 points from the pretest to the posttest.

Table 2. Results of the N-Gain Analysis of Students' Beginning Reading Ability

N	Mean N-Gain	N-Gain Percentage	Category
41	0.6693	66.93%	Moderate

As presented in Table 2, the mean N-Gain score was 0.6693, equivalent to 66.93%, and was categorized as moderate. This result indicates an improvement in students' beginning reading ability after the implementation of the syllable method assisted by PAKAPIN media.

Table 3. Results of the Paired-Sample t-Test

Variable	Mean	Mean Difference	t	df	Sig. (2-tailed)
Pretest	68.41				
Posttest	88.71	20.30	-44.536	40	0.000

The paired-sample t-test revealed a significance value of 0.000, which was lower than the significance level of 0.05. The average score increased from 68.41 in the pretest to 88.71 in the posttest, representing an improvement of 20.30 points. The t-value was -44.536 with 40 degrees of freedom. These findings indicate a statistically significant difference between students' beginning reading ability before and after the implementation of the syllable method assisted by PAKAPIN

media.

Therefore, the implementation of the syllable method assisted by Papan Kantong Pintar (PAKAPIN) media significantly improved the beginning reading ability of second-grade students at SDN 1 Watubelah. The improvement was reflected in the increase in the mean score from 68.41 to 88.71, the N-Gain score of 66.93% in the moderate category, and the paired-sample t-test significance value of 0.000.

4. Discussion

The results of this study indicate that the syllable method assisted by Papan Kantong Pintar (PAKAPIN) media had a significant effect on the beginning reading ability of second-grade students at SDN 1 Watubelah. This finding is demonstrated by the increase in the mean score from 68.41 in the pretest to 88.71 in the posttest, representing an improvement of 20.30 points. In addition, the N-Gain score of 0.6693 (66.93%) was categorized as moderate, while the paired-sample *t*-test produced a significance value of $0.000 < 0.05$. These findings demonstrate that students' beginning reading ability improved after the implementation of the treatment.

The improvement in students' reading ability can be related to the systematic characteristics of the syllable method. The method guides students to recognize syllables and subsequently combine them into meaningful words. This process provides students with a gradual learning experience rather than requiring them to immediately read complete words. (Mulyani et al. 2024) explain that the syllable method can facilitate beginning reading because students are introduced to syllables before arranging them into meaningful words. Their study also highlights that the method can help students who experience difficulties in beginning reading.

The findings are further supported by (Fatmawati and Hadikusuma Ramadan 2025), who examined the effect of the syllable method assisted by Syllable Card (SUKA) media on beginning reading ability. Their research employed a quantitative approach with a One Group Pretest-Posttest design, similar to the design used in the present study. The findings showed that the combination of the syllable method and syllable card media could improve students' beginning reading ability. This similarity strengthens the present finding that the effectiveness of the syllable method can be enhanced when accompanied by concrete learning media.

The use of PAKAPIN media provides students with direct opportunities to interact with syllables and words. Students can arrange the available letter and syllable cards and then read the words they have constructed. This activity makes the reading process more concrete and provides repeated practice. who found that the use of Big Book media had an effect on the beginning reading skills of second-grade elementary school students. Their study also used a One Group Pretest-Posttest design and demonstrated improvement in students' reading ability following the implementation of the media.

Their research examined interactive PowerPoint media for the beginning

reading skills of second-grade elementary school students and found an effect on students' reading abilities. The study involved second-grade students and employed a pre-experimental One Group Pretest-Posttest design. Although the medium used was different from PAKAPIN, both studies demonstrate that providing students with engaging learning media can support beginning reading instruction.

The role of learning media in supporting beginning reading is also demonstrated by (Asih et al. 2025) through the development of a Pop-Up Book containing syllable spelling. Their study was designed to improve the beginning reading skills of elementary school students by providing learning material that specifically emphasizes syllable spelling. This finding supports the use of PAKAPIN because both media provide students with opportunities to interact directly with syllable-based learning materials.

Furthermore, (Yuliana, Damayantin, and Korespondensi 2025) developed scrapbook media containing syllable materials to improve beginning reading skills. Their research found that the developed media was highly valid, practical, and effective, with an N-Gain score of 0.71 in the high category. The result supports the present study's finding that learning media containing syllable-based materials can facilitate students' beginning reading development. Although the level of improvement in the present study was categorized as moderate, both findings demonstrate the potential of concrete and interactive media in supporting beginning reading instruction.

The increase from 68.41 to 88.71 also indicates that students experienced better performance after participating in learning activities using the syllable method assisted by PAKAPIN media. The learning process allowed students to repeatedly practice recognizing syllables, combining syllables, and reading words. The improvement is therefore not only reflected in the statistical results but also indicates that students were able to participate in reading activities more effectively after the treatment.

The findings of this study also have similarities with previous research in terms of the use of concrete or interactive media for beginning reading. The present study extends these findings through the use of Papan Kantong Pintar (PAKAPIN), which allows students to manipulate syllable materials directly while applying the syllable method.

The significant result of the paired-sample *t*-test, with a significance value of 0.000, confirms that the difference between the pretest and posttest scores was statistically significant. The N-Gain score of 66.93%, categorized as moderate, further indicates that the treatment contributed to an improvement in students' beginning reading ability. Thus, the findings provide quantitative evidence that the combination of the syllable method and PAKAPIN media can be used as an alternative approach to support beginning reading instruction.

Overall, the findings demonstrate that the syllable method assisted by Papan

Kantong Pintar (PAKAPIN) media significantly improved the beginning reading ability of second-grade students at SDN 1 Watubelah. The improvement is reflected in the increase in the mean score, the moderate N-Gain category, and the significant paired-sample *t*-test result

5. Conclusion

The results of this study indicate that the syllable method assisted by Papan Kantong Pintar (PAKAPIN) significantly improved the beginning reading ability of second-grade students at SDN 1 Watubelah. The mean score increased from 68.41 in the pretest to 88.71 in the posttest, representing an improvement of 20.30 points. The N-Gain score of 0.6693 (66.93%) was categorized as moderate, while the paired-sample *t*-test showed a significance value of $0.000 < 0.05$. These findings indicate that the combination of the syllable method and PAKAPIN provided students with a more concrete, interactive, and systematic learning experience in recognizing syllables, combining them into words, and practicing beginning reading. Nevertheless, the findings should be interpreted within the context of this study because it involved only 41 second-grade students at SDN 1 Watubelah and used a One Group Pretest-Posttest design without a control group. Therefore, the results cannot be generalized directly to other students, schools, or learning contexts.

Based on these findings, teachers are encouraged to use the syllable method assisted by PAKAPIN as an alternative medium for beginning reading instruction, particularly for students who need concrete and repeated practice in recognizing syllables and forming words. For further research, it is recommended that studies involve larger samples and use quasi-experimental or true experimental designs with control groups to provide stronger evidence regarding the effectiveness of PAKAPIN. Further studies may also examine its application at different grade levels and its effects on other literacy skills, such as reading fluency, reading comprehension, vocabulary, and writing. Comparative studies with other instructional media are also recommended to determine the relative effectiveness of PAKAPIN in supporting elementary students' literacy development

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