

**THE INFLUENCE OF USING THE SECIL APPLICATION IN INDONESIAN
LANGUAGE LESSONS ON THE BEGINNING READING ABILITY OF
CLASS II ELEMENTARY SCHOOL STUDENTS FIRST**

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Received 27 May 2025, Accepted 25 December 2025, Published 30 December 2025

Abstract

This research is motivated by the low initial reading ability of students and the lack of interesting learning media. This study aims to determine the effect of using the Secil application on the initial reading ability of second-grade students of Madrasah Ibtidaiyah Al-Jauharotunnaqiyyah Priuk. This study uses a quantitative method with a one-group pretest-posttest design in a pre-experimental approach. The subjects of the study were all 30 second-grade students with a saturated sampling technique. Data collection techniques were carried out through oral tests in the form of pretests and posttests. Data analysis was carried out through prerequisite tests in the form of Kolmogorov-Smirnov normality tests, hypothesis tests using paired sample t-tests, and Normalized Gain (N-Gain) calculations to determine the level of effectiveness of using the Secil application. The results showed a significant increase in initial reading ability after using the Secil application, with a significance value of the paired sample t-test of $0.000 < 0.05$, so H_0 was rejected and H_a was accepted. In addition, the average N-Gain value of 0.7253 was included in the high category. These results indicate that the Secil application has a positive and effective influence as a learning medium in improving the initial reading skills

of lower grade students of Madrasah Ibtidaiyah.

Keywords: Reading Beginnings, Secil Applications, Instructional Media

Abstrak

Penelitian ini dimotivasi oleh rendahnya kemampuan membaca awal siswa dan kurangnya media pembelajaran yang menarik. Studi ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi Secil terhadap kemampuan membaca awal siswa kelas dua Madrasah Ibtidaiyah Al-Jauharotunnaqiyyah Priuk. Studi ini menggunakan metode kuantitatif dengan desain pretest-posttest satu kelompok dalam pendekatan pra-eksperimental. Subjek penelitian adalah seluruh 30 siswa kelas dua dengan teknik pengambilan sampel jenuh. Teknik pengumpulan data dilakukan melalui tes lisan dalam bentuk pretest dan posttest. Analisis data dilakukan melalui uji prasyarat berupa uji normalitas Kolmogorov-Smirnov, uji hipotesis menggunakan uji t sampel berpasangan, dan perhitungan Normalized Gain (N-Gain) untuk menentukan tingkat efektivitas penggunaan aplikasi Secil. Hasil penelitian menunjukkan peningkatan yang signifikan pada kemampuan membaca awal setelah menggunakan aplikasi Secil, dengan nilai signifikansi uji t sampel berpasangan sebesar $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Selain itu, nilai rata-rata N-Gain sebesar 0,7253 termasuk dalam kategori tinggi. Hasil ini menunjukkan bahwa aplikasi Secil memiliki pengaruh positif dan efektif sebagai media pembelajaran dalam meningkatkan kemampuan membaca awal siswa kelas 11 Madrasah Ibtidaiyah.

Kata kunci: Kemampuan Membaca Awal, Aplikasi Secil, Media Pembelajaran

INTRODUCTION

Reading is a fundamental skill that every individual must acquire, as it functions not only as a means of gaining knowledge but also as a primary tool for communication and understanding the world. In the context of formal education, reading ability forms the foundation for mastering all subjects. Students with weak reading skills tend to experience difficulties in comprehending learning materials across educational levels (Navida dkk., 2023)

At the elementary school level, reading development begins with early reading skills, which include recognizing letters, syllables, and simple words, and gradually progresses toward fluent and accurate reading (Azzahra dkk., 2023). Early reading involves both visual and cognitive processes, particularly the ability to translate written symbols into sounds (Rusdi dkk., 2020) (Hilda Hadian dkk., 2018). This stage is crucial because it serves as the basis for higher-order reading abilities such as comprehension, interpretation, and evaluation of text content (Viorentina Meo Soro & Ermelinda Yosefa Awe, 2025), therefore, early reading instruction must be systematically implemented when students first enter elementary education.

In Indonesia, Indonesian language learning plays a central role in developing students' literacy skills. As a compulsory subject at all levels of education, Indonesian language instruction at the elementary and madrasah level is closely associated with the development of early reading abilities (Putri & Wardana, 2023). According to (Rumidjan, 2017) as quoted by (Asmaryadi dkk., 2021), language acquisition at the primary education level significantly influences students' reading development. However, despite ongoing efforts to improve educational quality, literacy achievement in Indonesia remains a major challenge.(Alfirdaus

dkk., 2023)

Unfortunately, the facts on the ground show that the literacy skills of Indonesian people are still relatively low. Based on the study "Most Literate Nation in the World" by Central Connecticut State University (2016), Indonesia is ranked 60th out of 61 countries in terms of literacy (Miller & John Winston, 2016). In addition, the conclusions of the Programme for International Student Assessment (PISA) in 2018 revealed that Indonesia finished 74th among 79 countries in the reading ability. The average reading ability score of Indonesian students reported 371, far below the OECD average score of 487 (OECD, 2019). This situation does not show significant improvement in PISA 2022. Where 70% of female students and 79% of male students in Indonesia did not reach Level 2 of reading literacy skills, meaning they were not yet able to find explicit information or interpret simple information in texts (OECD, 2023). This fact shows that there are still major challenges in building the foundation of students' basic literacy, especially at the elementary school or madrasah level.

Similar conditions also occur at Madrasah Ibtidaiyah Al-Jauharotunnaqiyyah Priuk. Which faces significant challenges in improving students' reading skills. Field observations show that most students, even up to grade VI, do not yet have good reading ability. We can see from daily interactions in class, where there are grade II students who do not write because they have not mastered reading skills. As an effort to overcome this problem, this madrasah implements the "Bengkel Iqro" program, which is an additional activity during class hours for students who have not mastered reading and writing skills. In this program, students are called in turns to the library to get direct guidance from the on-duty teacher regarding intensive reading and writing techniques. This program is designed as a remedial effort to overcome the literacy obstacles faced by some students at the madrasah.

Previous studies have identified several factors contributing to low early reading skills, including limited teacher attention, minimal parental involvement, weak reading culture, and low student motivation (Sihite dkk., 2022), (Sampe dkk., 2023). To address these challenges, learning media that are interactive, motivating, and appropriate for children's developmental characteristics are required. Learning media play a vital role in stimulating students' interest, motivation, and engagement in the learning process (Wiratmojo, 2002), quoted by (Bahrin, 2020), Digital-based media, in particular, offer opportunities to enhance early literacy learning through visual, auditory, and interactive elements. According to (Wijaya and Rusyan) as quoted by Rudy Sumiharsono, educational learning media functions as a learning stimulus that is able to highlight and revive students' interest in learning. This media acts as a learning stimulant that can foster learning motivation so that students can achieve learning goals more effectively. Therefore, the media used especially for children of Madrasah Ibtidaiyah must be able to attract attention and stimulate students' interest in learning so that the learning process becomes more effective and not boring (Hanum, 2024). In addition, the use of media at the teaching orientation stage greatly helps to increase the effectiveness of the learning process so that the messages and content of the material delivered can be better absorbed by students. One of the innovative and interesting learning media is the Secil application, which is designed to support technology-based early reading learning. This media is expected to increase students' learning motivation and significantly encourage their literacy development.

The Secil application is a learning media specifically designed for children, with various advantages that make it interesting and effective in the learning process. This application has an attractive appearance, using bright colors and characters that are appropriate for the child's age, so that it can attract attention and increase their interest in learning. In addition, the Secil application can be accessed anytime and anywhere, providing flexibility for children to learn according to the time and place they choose. Another advantage is the content updates that are carried out regularly, including the addition of new materials and variations of educational games, so that children do not get bored easily. Thus, the Secil application has three main advantages: an attractive appearance, flexibility of use, and content that is continuously updated, making it an effective and fun learning media for children (Kartikasari & Sulistyowati, 2023).

One digital learning medium that has gained attention is the Secil application, which is designed to support early reading instruction through child-friendly visuals, interactive exercises, and flexible access. Previous studies have shown that the Secil application positively affects early reading skills, including letter recognition and syllable reading (Rahmadani & Muryanti, 2023; Firgiawan & Sukasih, 2025). However, most existing research has focused on general elementary education, early childhood education, or special education contexts, with limited attention to madrasah-based learning environments, which integrate general education with religious values. (Yulita dkk., 2023).

This indicates a clear research gap regarding the implementation and effectiveness of digital reading media within the Madrasah Ibtidaiyah context, particularly in Indonesian language instruction at the early grade level. Therefore, this study aims to examine the effect of using the Secil application on improving early reading skills in Indonesian language subjects among second-grade students at Madrasah Ibtidaiyah. By situating the study within a madrasah setting, this research is expected to provide a more contextual and applicable contribution to literacy development in religious-based elementary education.

METHODS

This research applies quantitative enfoque with pre-experimental methods and pretest-posttest esquema in one group. According to (Shadish, Cook & Campbell 2002) as quoted in (Oktavia & Prasasty, 2019), This design is used to measure the effect of treatment in the form of using the Secil application on students' initial reading ability. Before treatment, students were given an initial pretest to determine their initial reading ability. After that, students were given treatment using the Secil application, then given a final posttest to measure the increase in initial reading ability. The population in this study were all students of class II MI Al-Jauharotunnaqiyyah Priuk, totaling 30 people.

This study uses a saturated sampling technique, where all members of the population are sampled because the number is relatively small. (Sugiyono, 2015). The data collection technique in this study was through an oral test consisting of a pretest and posttest. The test instrument was developed based on early reading ability indicators, focusing on syllable reading and simple word reading. Syllable reading indicators include the ability to read syllables separately (e.g., ba, bi, bu, be, bo) and the ability to read the initial syllable of a word. Meanwhile, word reading indicators include the ability to read compound syllables, combine syllables into words, and read simple words in the context of short sentences. Data Collection Techniques: Early reading ability was assessed through five aspects: pronunciation, intonation,

fluency, clarity, and complete reading ability, with a score range of 1–4 for each aspect. Thus, the maximum score a student can achieve is 20. This instrument was used consistently during the pretest and posttest to measure changes in early reading ability following the use of the Secil (Little Reading Series) application. Furthermore, the data to be tested was tested using an instrument test which included a validity test and a reliability test. Analysis of the collected data used a prerequisite test incorporating a test de normalidad con Kolmogorov-Smirnov formula and a Normalized-Gain (N-Gain) calculation to determine the effectiveness of the Secil application on improving early reading skills after treatment, Normalized Gain (N-Gain). Then the data was strengthened with a paired sample t-test. El método de recolección de datos utilizado en este estudio fue through an oral test consisting of a pretest and posttest. Furthermore, the data to be tested was tested using an instrument test which included a validity test and a reliability test. Analysis of the collected data used a pre requisito examen que incluye a test de normalidad con la siguiente estructura: Kolmogorov-Smirnov formula and a Normalized-Gain (N-Gain) calculation to determine the eficacia of the Secil application on improving early reading skills after treatment, Normalized Gain (N-Gain). Then the data was strengthened with a paired sample t-test.

RESULTS AND DISCUSSION

The results of the study are presentados basándose en datos recopilados de fuentes pretest and posttest testing of all samples of class II of Madrasah Ibtidaiyah Al-Jauharotunnaqiyyah Priuk. The initial reading ability variable data were posteriormente examinados mediante a prerequisite test con the help of the SPSS version 22 program.

1. Prerequisite Test

The first prerequisite test conducted was descriptive statistical data analysis (Pretest and Posttest). The results of the analysis are shown in the following table:

Table 1 Descriptive Statistical Analysis

Descriptive Statistical					
Statistik Deskriptif	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	35	70	55.00	9.649
Posttest	30	65	100	87.50	9.537

Based on the results of table 1, the scores on the pretest are in the range of 35 to 70, with an average value of 55.00. Meanwhile, the scores on the posttest are in the range of 65 to 100, with an average value of 87.50. Based on these calculations, between the pretest and posttest showed a significant increase. This increase can be seen from the difference in the average value which is quite large between the two tests.

2. Normality Test

The Normality Test here uses Kolmogorov-Smirnov to obtain the following results:

Table 2 Normality Test Results

Data	Test of Normality		
	Kolmogorov-Smirnov Statistic	df	Sig.
<i>Pretest</i>	0.117	30	0.200
<i>Posttest</i>	0.151	30	0.079

Based on the results of table 2, it is known that the significant value for the pretest data is 0.200 and the posttest data is 0.079. Both values are greater than 0.05 (Sig.> 0.05), so it can be concluded that the pretest and posttest data are normally distributed.

3. Normalized gain (N-gain) test

The N-gain test aims to determine the effectiveness of the Secil application (Serial Membaca Si Kecil) on students' initial reading skills. Measurements are made by comparing the results of the pretest and posttest after students are given treatment using the Secil application (Wahab dkk., 2021). The results of the analysis are shown in the following table:

Table 3. Descriptive Test Results of N-Gain

Variabel	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
N-Gain Skor	30	0,38	1,00	0,7253	0,20112
N-Gain Persentase	30	37,50	100,00	72,53	20,11

Based on the results of table 3, the average value (mean) of the N-Gain Score is 0.7253 with a standard deviation of 0.20112, while the average value of the N-Gain Percentage is 72.53%. Referring to the criteria and effectiveness according to (Hake, 1998), the N-Gain value of 0.72 is included in the high category, which indicates that learning using the Secil application provided is eficaz en potenciar las habilidades de early lectura de la segunda clase de la escuela Madrasah Ibtidaiyah.

4. Hypothesis Testing

Paired sample t-test was conducted to determine whether the Secil application can provide a significant effect on the beginning reading ability of class II students of Madrasah Ibtidaiyah. In this study, the significance limit (α) used was 0.05 (5%), in accordance with the general guidelines in hypothesis testing. Thus, if the significance value (sig < 0.05), then it can be said that the use of the Secil application has an effect on the beginning reading ability of class II Madrasah Ibtidaiyah. The results of the analysis are shown in the following table:

Table 4 Paired Sample T-test Results

Paired Sample Test					
Pasangan	Mean Difference	Std. Deviation	t	df	Sig. (2-tailed)
Posttest - Pretest	32,500	11,045	16,117	29	0,000

Based on the results of table 4, it is known that there is a very significant difference between the pretest and posttest scores. The significance value is $0.000 < 0.05$, so H_0 is rejected. This calculation shows that the increase in initial reading ability after using the Secil application has a significant effect on the initial reading ability of class II students of Madrasah Ibtidaiyah.

The study was conducted at Madrasah Ibtidaiyah Al-Juharotunnaqiyah Priuk in the even semester of the 2024/2025 academic year, involving all grade II students of Madrasah Ibtidaiyah, totaling 30 people. This study aims to describe the effect of using the Secil application in learning Indonesian, especially on the material of syllables and simple words on the ability to read early after the application of the Secil application. The results of the study showed that the use of the Secil application had a significant effect which was marked by an increase in their ability to read early.

The use of the Secil application is carried out in one meeting that begins with a pretest stage, which aims to measure initial knowledge and initial reading skills related to the topic to be studied. At this stage, students take a test to evaluate their reading skills before being given treatment. This pretest stage provides an overview of students' strengths and weaknesses in mastering the material, so that teachers can adjust the approach used during learning. In addition, the pretest helps students to focus their attention on the issues that will be discussed in the next lesson.

The second stage is the implementation of the use of the Secil application. At this stage, the teacher delivers learning materials using the Secil application. The teacher provides an explanation of the syllables and simple words displayed in the Secil application. Next, students are asked to read the syllables and simple words simultaneously with the teacher's guidance through the interactive features in the application, At this stage, the learning implementation was carried out in four meetings.

The third stage is the posttest, which is conducted after using the Secil application. This posttest aims to evaluate the improvement of students' early reading skills after following the *aprendizaje proceso*. The conclusions of the posttest are then compared with the pretest to see the extent of student development. The use of the Secil application is expected to be able to show a significant improvement in students' early reading skills, which can be seen in the results of the posttest.



Figure 1. Learning Activities of Class II PGMI Students at MI Al-Jauharotunnaqiyah Priuk

This can be seen from the descriptive statistical test which shows that class II students of Madrasah Ibtidaiyah have a range of values from 35 to 70 in the pretest, with an average value of 55.00, at the same time, a range of values from 65 to 100 in the posttest. with an average value of 87.50. So it can be seen that all students experienced an increase in scores, without any decreasing values, which strengthens the assumption that the treatment has a positive impact on early reading skills. Furthermore, observado a partir de los resultados de la Normalidad, as se puede apreciar de los resultados de la Normalidad test using the Kolmogorov-Smirnov method con a considerable valor adquirido de 0.200 and posttest data of 0.079. Both values are greater than 0.05 (Sig.> 0.5), Se puede inferir que normally, the pretest and posttest data are dispersed, and the conclusions of the tests are consistente N-Gain test show an average score of 0.7253 or 72.53% a que se encuentra dentro de la categoría de alto nivel according to the criteria (Hake, 1998), which means that learning using the application is effective. In addition, the results of the el t-test de sampling reveló una significance de paired of 0.000 (<0.05), which confirms that the use of the Secil application has a considerable influencia on improving students' initial reading skills.

The effectiveness of the Secil application in early reading learning is not only reflected in the improvement of posttest scores, but can also be explained theoretically and practically through the characteristics of the learning approach it applies. The Secil application utilizes a visual, interactive, and contextual multimedia approach, which aligns with the cognitive development stage of elementary school and Madrasah Ibtidaiyah students who are generally in the concrete operational phase (Piaget; 1972) as quoted by (Rizqiyati dkk., 2023), children aged 7–11 years tend to understand concepts more effectively when learning is supported by direct experience, concrete representations, and meaningful interactions.

From a theoretical perspective, early reading skills require the integration of visual recognition of letters, phonological awareness, and the ability to connect symbols with sounds and meanings. The Secil application facilitates this process by presenting letters, syllables, and simple words through images, animations, and audio, enabling students to simultaneously activate multiple sensory modalities. This multisensory stimulation helps strengthen memory retention and supports the process of decoding words, which is a fundamental component of early reading development. Consequently, students find it easier to recognize syllables and combine them into meaningful words.

From a practical perspective, the interactive features of the Secil application—such as immediate feedback, game-based exercises, and repetitive practice—create a fun and motivating learning environment. This condition increases students' engagement and reduces anxiety often experienced by beginning readers. Students are encouraged to practice independently, repeat learning activities without pressure, and learn at their own pace. These practical advantages are particularly beneficial for students who experience difficulties in early reading, as they require more frequent and enjoyable practice opportunities.

The findings of this study indicate that students' early reading abilities significantly improved after the use of the Secil application. This improvement suggests that digital media, when designed according to students' developmental characteristics, can function not merely as supplementary tools but as effective instructional media. Therefore, it is recommended that teachers at the Elementary School and Madrasah Ibtidaiyah levels integrate digital learning media such as the Secil application into early reading instruction.

Students' reading ability has been proven to be improved by using the Secil application. Based on these findings, it is recommended that teachers at the Elementary School and Madrasah Ibtidaiyah levels begin to integrate digital media into the learning process, especially in early reading learning. In addition to being a tool in the classroom, this application can also function as enrichment material that can be used at home, especially for students who have difficulty reading, with support and guidance from parents. In line with research (Wahidah dkk., 2023), said that interactive learning media received positive responses from users, both in terms of appearance, interactivity, and ease of use. Therefore, the use of the Secil application in early reading learning is expected to be an innovative solution in overcoming basic literacy challenges at the early education level. With support from teachers in the classroom and parental involvement at home, this application has great potential to strengthen the foundation of student literacy more comprehensively and sustainably.

CONCLUSION

The study conducted at Madrasah Ibtidaiyah Al-Juharotunnaqiyah Priuk in the even semester of the 2024/2025 academic año busca determinar el impacto de using the Secil application and on the early reading ability of secondary schools' graduates in grades II. The conclusions of the inquiry showed that the use of the Secil application had a positive and significant impact on improving students' reading skills, as evidenced by the increase in the average pretest score of 55.00 to 87.50 in the posttest. The N-Gain value of 0.7253 (72.53%) is in the high category. The normality test and paired t-test also confirmed usually dispersed the data and the increase in reading ability after using the application was significant (significance value $0.000 < 0.05$). The effectiveness of this application is not only seen from the test results, but also from the visual, interactive, and contextual approaches that are in accordance with the cognitive characteristics of elementary school children. Therefore, the use of the Secil application is recommended as an additional learning media in the early reading learning process at school or at home with parental guidance. This study has several limitations, including the use of a one-group pretest–posttest design without a control group, the limited sample size in one elementary school, and the relatively short research period, which does not yet describe the long-term impact of using the Secil application. Therefore, further research is recommended to use an experimental design with a control group, involve a wider sample, and examine the long-term effects of using the Secil application and other aspects of reading, such as fluency and reading comprehension.

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