



## Use Media Roca (Wheel Read) in Improving Reading Skills in Grade II Students of MIS Aisiyiyah

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### ABSTRACT

This research is motivated by the low reading skills in class II of Mis Aisiyiyah Wil.Sumut, because teachers do not use media to facilitate the delivery of knowledge to students. This study aims to improve reading skills in class II students of Mis Aisiyiyah Wil.Sumut by using ROCA (Reading Wheel) media. The research This is a classroom action research (CAR). This research was conducted in two cycles. The research subjects were 24 second-grade students of Mis Aisiyiyah, North Sumatra, consisting of 13 female students and 11 male students. The data collection technique was data use technique test And non test. Instrument study The data used in this study were tests and observation sheets. The data analysis technique used was descriptive quantitative. The results of the study showed that there was an increase in reading skills by applying ROCA (Reading Wheel) media. The increase in reading skills can be seen from the data obtained in cycles I and II. In cycle I, there were 16 students who completed the test with a completion percentage of 66% and 8 students who did not complete it with a completion percentage of 34%. Then in cycle II, 21 students completed the test with a completion percentage of 87% and students who did not complete the test. 3 students did not complete the task with a completion percentage of 13%.

**Keywords :** Skills Read, Media ROCA (Wheel Read)

### Introduction

Education is a conscious effort undertaken by an individual with the goal of transmitting cultural heritage from one generation to the next. Educators empower this generation to become role models for the teachings of the previous generation (Rahman et al., 2022). Every human being needs education from conception to birth, as education itself is a primary human need. Education can also be considered an investment in each individual's future. business enlightening life nation, required the plan that Strategic (I Nyoman Arjana Arta et al., 2022). Education is a planned activity realized in the learning process aimed at helping students develop their potential. The educational process is inseparable from the environment. The educational process and the environment are closely related and cannot be separated. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students are actively involved. develop potential himself For own strength spiritual, religious, self-control, personality, intelligence, noble character, and the skills needed by oneself and society. (Munir et al., 2022) Education is also the most important right for a child to develop all of his or her potential abilities. Therefore, education is a learning process that aims to develop individual potential to the maximum, both in terms of knowledge, skills, and attitudes. (Tanjung & Dahnial, 2024). Reading is a thinking process that includes understanding, telling, interpreting the meaning of written symbols by involving sight, eye movement, inner speech,

and memory. (Harianto, 2020). Learning to read in lower grades is carried out using various techniques, methods, and media that attract students so that students can easily acquire reading skills. In lower grades, students usually enjoy playing and learning how to use interesting media. New and interesting learning environments make learning through certain media more meaningful for students. (Hilda Melani Purba et al., 2023) Reading skills are a process carried out and used by readers to obtain the message the author wants to convey through written media so that readers understand the content of the reading. Reading skills are divided into 2, namely extensive and intensive reading. Intensive reading is reading that is done seriously to understand the content of the reading. Reading textbooks or stories is an example of the application of intensive reading that is commonly done in everyday life. (Achriyati et al., 2022).

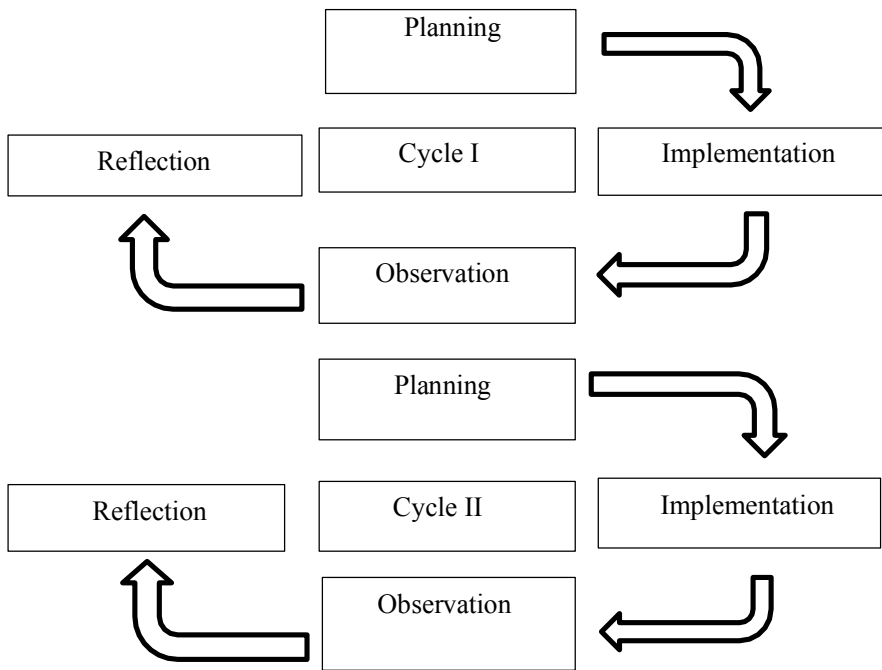
From results interview researchers with Wrong a Teacher class II initials A in Miss Aisiyiah North Sumatra Province. Researchers found that there are still several obstacles in learning Indonesian related to reading skills. Based on observations, one of the causes of students' reading skills, many students feel that reading is boring activities, on the results of skills students' reading ability is still relatively low, students very rarely They often ask questions during the learning process and even tend to just watch and listen without actively participating in the learning process. Second-grade teachers currently assess students based on their reading fluency and the absence of stuttering. The factors that influence students' reading skills are from the school and home environment, therefore there must be cooperation between teachers and parents to teach or repeat reading at home so that students are fluent in reading. The method used by teachers in reading skills is repeating reading until the student has completed it. Resources to support new reading skills use reading exercise books. Therefore, in order for students' reading skills (elementary school) to be taught well and obtain maximum results, teachers at Mis Aisiyiah require appropriate learning media so that they can be applied in learning. Considering the importance of reading ability as a basic skill for acquiring knowledge, it is necessary to have appropriate media to improve students' reading skills at Mis Aisiyiah Wil.Sumut. One of the appropriate media to be applied is the ROCA (Reading Wheel) learning media. Learning media in general is a tool to help the learning process. Teaching. Anything that can be used to stimulate thoughts, feelings, attention, and learning abilities or skills, thereby encouraging the learning process. This definition is quite broad and in-depth, encompassing the meaning of resources, environment, people, and methods used for learning purposes. In the active process, learning media serves as a learning resource for students. This means that through media, students obtain messages and information. thus forming new knowledge in students. Learning media has now received attention from the government One way to achieve this is by providing supporting media facilities in elementary and secondary schools, such as laboratories, computers, projectors, and other teaching aids. However, these facilities are often less than optimally utilized, as teachers still prefer to focus on lectures and the use of printed textbooks. Teachers would be more effective if they utilized existing school facilities as learning media.

One type of learning media is the ROCA (Reading Wheel) learning media. ROCA (Reading Wheel) can be defined as a learning media that is a modification of the rotating wheel media. ROCA media is designed with the aim of attracting children's interest in learning while playing, so that in the beginning reading learning activities, students can be interested and engaged. It's also more focused. ROCA (Reading Wheel) media can attract students' interest and make the presentation of early reading material more effective. so that students can easily understand the initial reading material. In relation to the above problems, the researcher made efforts to improve students' reading skills by using Roca (reading wheel) media. According to the second grade teacher, the difficulty in... skills reading is obtained by several things, namely: First, student difficulty For differentiate letter from A until Z example b and d, letters m and n, and letters p and q. Second, students cannot spell yet. Students have difficulty spelling letters into words, have difficulty in arranging letters into words for example the letters b and I are arranged into bi and the letters a and s should be read as bias, but are not read as bias. by students because students still have difficulty in arranging letters into words for example when asked to read four letters they have difficulty so that what is read is wrong and when the spelling is wrong the meaning becomes different from what it should be and the meaning becomes different. Third, students have difficulty in arranging words into sentences. Students also still stutter when spelling when reading a series of sentences. Some students still need a few seconds to remember the name of the letter before spelling it slowly, and even then there are still errors in pronunciation. Fourth, minimal use of learning media. In reading lessons in the classroom, teachers do not use media to facilitate the delivery of knowledge to students. Based on the problems above, the researcher is interested in conducting research. in class II with title "Use Media ROCA (Wheel Read) In Improving Reading Skills in Class II Students of MIS AISIYIAH WIL.SUMUT". Based on the background above, the researcher has never conducted research in Mis Aisiyiah Wil.Sumut in class II using ROCA (Reading Wheel) media. Therefore, the researcher conducted research using ROCA (Reading Wheel) media in improving reading skills in class II Mis Aisiyiah Wil.Sumut.

## **Research Methodology**

This research is a classroom action research (CAR), the object of which will be studied is the use of ROCA (Reading Wheel) media in improving reading skills in class II Mis Aisiyiah Wil.Sumut. In this study, the research

instruments used are observation sheets and performance tests. According to Sukmadinata in Majid and Suyadi (2020), observation is a technique used in research by observing the research object. Observations are conducted by researchers with the aim of observing all teacher and student activities during the learning process. learning Language Indonesia with use media ROCA (Wheel Read). This observation was conducted based on an observation sheet prepared by the researcher. According to Joesmani (2011:13), this performance test measures the tendency of an individual's reactions or behavior in certain situations. In this case, there are no right or wrong answers, as in personality, attitude, and interest tests. Arikunto (2012:203) states that This research instrument is a tool or facility used by researchers in collecting data to make their work easier. In connection with the opinion above, the instrument in this research is a performance test. According to Suharsimi Arikunto, Suhardjono (2019) Classroom Action Research (CAR) is a research that explains the cause and effect of the perpetrator, while explaining the entire process from the beginning of the treatment to the impact of the treatment. The main objective of classroom action research is to solve real problems that occur in the classroom in the teaching and learning process so that effective and efficient learning quality is realized and optimal learning outcomes are achieved. Each cycle consists of planning, action, experience and reflection. The steps of classroom action research can be presented in the form of a cycle as follows:



Picture 1. Chart in Research

## Results and Discussion

### Results Test Skills Read Student Cycle I

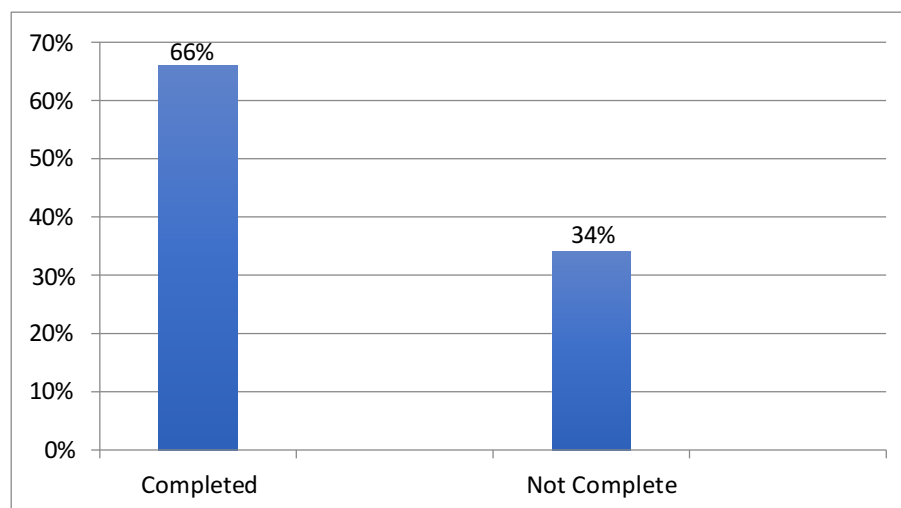
Learning Indonesian using ROCA (Roda Baca) media can be used to determine students' level of understanding of the material presented by the teacher. Meanwhile, to determine the development of students' knowledge individually, the teacher gives a test with 10 assessments. The test sheet for cycle 1 in the following attachment shows the test results obtained by the researcher in cycle I:

Table 1. Results Test Skills Read Student Cycle I

No	Completeness Study	Amount Student	Percentage
1.	Student Completed	16	66%
2.	Student No Completed	8	34%
Amount		24	100%

Based on table 1, the results of the students' reading skills test Cycle I in learning Indonesian from 24 students, 16 students completed the course with a percentage of 66%, The number of students who Eight students, with a percentage of 34%, did not complete the task. Based on this data, it can be concluded that the use of ROCA

(Reading Wheel) media to improve students' reading skills in cycle I has not reached the specified KKM, which is 65%. The improvement in students' reading skills can be seen in the diagram below:



**Picture 2 Diagram Percentage Completeness Test Skills Student Reading Cycle I**

#### *Aspect Teacher Activities*

The researcher observed various teacher activities in implementing Indonesian language learning in cycle I, including the various abilities of teachers in planning, implementing, and taking action in the classroom. Based on observations of teacher activities in Indonesian language learning with using media ROCA (Reading Wheel) in cycle I in a way general It's good. With the initial activities, the teacher got a score of 4 out of 5 activities. Then in the core activities, the teacher got a score of 4 out of 5 activities. 5 scores from 9 activities, then from activity The teacher's closing score was 3 out of 4 activities. The results of the observation of teacher activities in cycle I. The researcher has calculated the scores obtained by the teacher as follows:

**Table 2. Results Observation Activity Teacher Cycle I**

Activity Teacher Teach Cycle I		
Score Acquisition	Mark	Criteria
46	63.8%	Enough

Based on table 2 results observation activity Teacher use ROCA (Reading Wheel) media in Indonesian language learning has sufficient criteria.

#### *Aspect Student Activities*

Student activity in learning Indonesian using ROCA (Reading Wheel) media increases more than using books alone, this can be seen from the students' activeness in asking and answering questions. question on moment learning ongoing. Although No all students ask or answer question But at least There is student active asking and answering. This is because there are still students who give negative responses if students make mistakes so that students who ask feel embarrassed. The results of observations of student activities in cycle I, the researcher calculated the scores obtained by students as follows:

**Table 3. Results Observation Activity Student Cycle I**

Criteria	Score	Amount Student	Acquisition Score
Very Good	86 – 100	4	16.7%
Good	71 – 85	12	50%
Enough	56 – 70	5	20.8%
Not enough	41 - 55	3	12.5%
Amount		24	100%

Based on table 4.3, the results of observations of student activities in Indonesian language learning cycle I, out

of 24 students, there were 4 students (16.7%) who got very good criteria, 12 students (50%) who got good criteria, 5 students (20.8%) who got sufficient criteria, 3 students (12.5%) who got less criteria.

## Cycle II

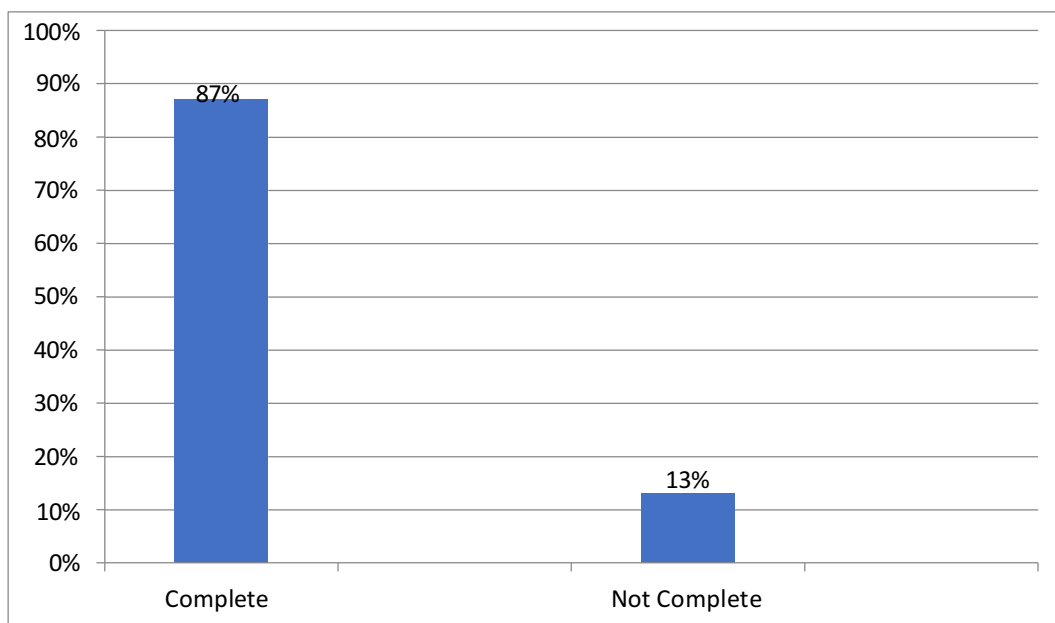
### Test Results Skills Read Student

To determine the individual development of students, the teacher gives a test with 9 assessments, which are listed on the Cycle II test sheet. The following is a list of the 9 assessments: The test results that the researcher gave in cycle 1 and cycle II:

**Table 4. Results Test Skills Read Student Cycle II**

No	Completeness Study	Amount Student	Percentage
1	Student Completed	21	87%
2	Student No Completed	3	13%
Amount		24	100%

Based on table 4, the results of the students' reading skills test In cycle II in Indonesian language learning, out of 24 students, 21 students completed the lesson (87%), while 3 students did not complete the lesson (13%). Based on this data, it can be concluded that the use of ROCA (Reading Wheel) media to improve students' reading skills in cycle II has been effective. achieving the specified KKM of 65%. The improvement in students' reading skills can be seen in the diagram below:



**Picture 3. Diagram Percentage Completeness Test Students' Reading Skills in Cycle II**

## Aspect Teacher Activities

### Activity Teacher on process learning cycle II increase compared to cycle

The increase in teacher activity is due to the teacher being able to understand and being accustomed to the learning process being implemented, so that in every action... Teacher more ripe. Based on results observation activity Teacher in Indonesian language learning using ROCA (Roda Baca) media in cycle II was generally very good. In the initial activities, the teacher obtained a score of 4 out of 5 activities, then in the core activities, the teacher obtained a score of 8 out of 9 activities, and in the closing activities, the teacher obtained a score of 4 out of 4 activities. The results of observations of teacher activities in cycle II are available in the appendix. Therefore, the researcher calculated the scores obtained by the teachers as follows:

**Table 5. Results Activity Observation Teacher Cycle II**

<b>Activity Teacher Teach Cycle II</b>		
<b>Score Acquisition</b>	<b>Mark</b>	<b>Criteria</b>
66	91.6	Very Good

Based on table 5, the results of observations of teacher activities using ROCA (Roda) media Read) on learning Language Indonesia caterpillar Very Good.

#### *Aspect Student Activities*

During the second cycle of Indonesian language lessons with ROCA (Roda Baca) media, it was better compared to the second cycle. From the results of observations made by researchers on students, all students were present in the learning, student activity increased, namely students were more focused on the teacher's explanation, students actively asked the teacher about the ongoing lesson material. The results of observations of student activities in cycle II are in the attachment, researchers calculated the scores obtained by students as follows:

**Table 6. Results Observation Activity Student Cycle II**

<b>Criteria</b>	<b>Score</b>	<b>Amount Student</b>	<b>Acquisition Score</b>
Very Good	86- 100	8	33%
Good	71- 85	13	54.1%
Enough	56- 70	2	8.3%
Not enough	41- 55	1	4.6%
<b>Amount</b>		24	100%

Based on table 6, the results of observations of student activities in Indonesian language learning cycle II, out of 24 students, there were 8 students (33%) who got very good criteria, 13 students (54.1%) who got good criteria, 2 students (8.3%) who got sufficient criteria, 1 student (4.6%) who got less criteria.

#### *Analysis Results Action*

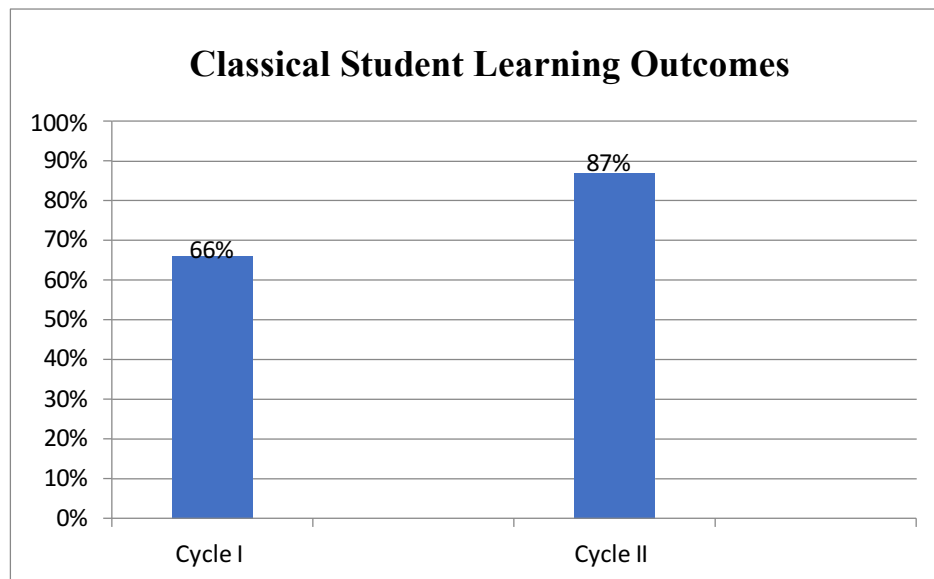
##### *Results Skills Read Student*

Learning outcomes in Indonesian language learning are obtained from student test sheets given in each learning outcome cycle and then processed to obtain information on individual learning completion in Indonesian language learning at Mis Aisiyah Wil.Sumut. The achievement of Indonesian language learning outcomes in class II Mis Aisiyah Wil.Sumut has increased in each cycle. This research was carried out until cycle II. The achievement of student learning outcome completion in cycle I and cycle II actions is presented in the following table:

**Table 7. Results Improvement Test Skills Read Students of Cycle I and II**

<b>Completeness Classical</b>		<b>Criteria</b>	<b>Improvement</b>
<b>Cycle I</b>	<b>Cycle II</b>		
16 Students (66%)	21 Students (87%)	Completed	5 Students (21%)
8 Students (34%)	3 Students (13%)	No Completed	

Based on table 7, the results of students' reading skills obtained data from 24 students, cycle I, 16 students completed with a classical score of 66%, increasing in cycle II by 21 students with a classical score of 87%, an increase from cycle I. to cycle II as many as 5 students with a classical 21%. The following is a diagram of the completion of student learning outcomes in cycle I and cycle II.



**Picture 4. Diagram Improvement Completeness Results Study Cycle I and Cycle II Students**

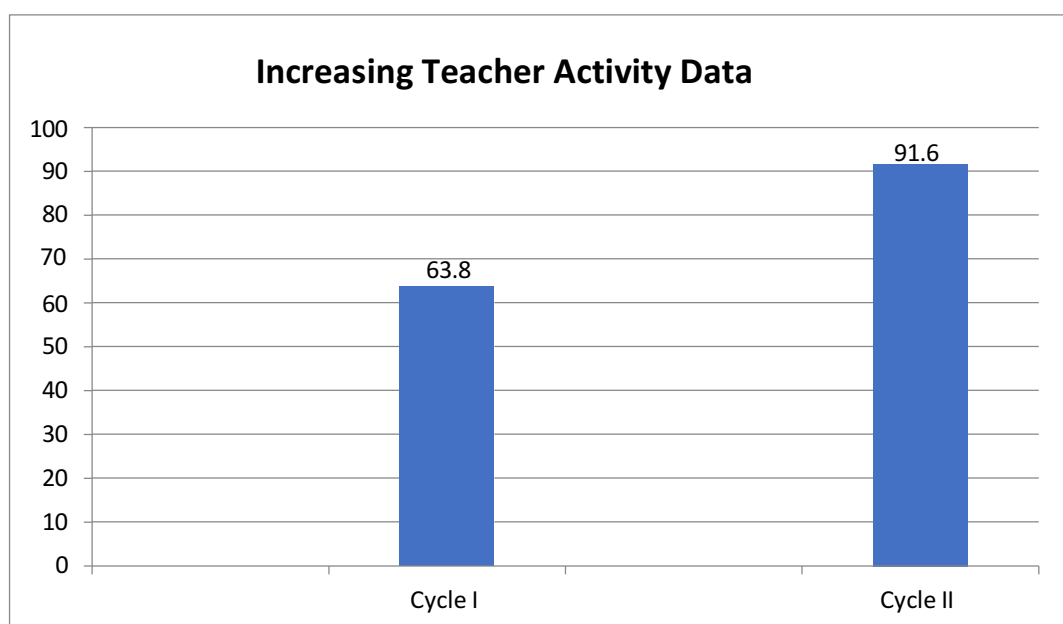
#### *Results Teacher Activities*

The results of the teacher activity aspect in Indonesian language learning were obtained from research observing the results of the implementation of Indonesian language learning from cycle I to cycle II. The researcher analyzed the teacher activity observation sheet that had been provided previously. The results of the teacher activity aspect in the actions of cycle I and cycle II are presented in the following table:

**Table 8. Results Improvement Activity Teacher Cycle I And Cycle II**

Activity Teacher	Cycle I	Cycle II	Improvement
Mark	63.8	91.6	28 Points
Criteria	Enough	Very Good	

Based on table 8, the results of the increase in teacher activity in cycles I and II showed an increase in cycle I, the value of teacher activity was 63.8 with the criteria Enough and cycle II The teacher's activity score was 91.6, with the criteria of Very Good. In cycles I and II, the criteria for successful skills were met. teachers  $\geq 71$ . From the success criteria that has been completed, the research is declared sufficient to be carried out. The following is a diagram of the teacher's activity cycle. I and cycle II.



**Picture 5. Diagram Improvement Data Activity Cycle I and Cycle II Teachers**

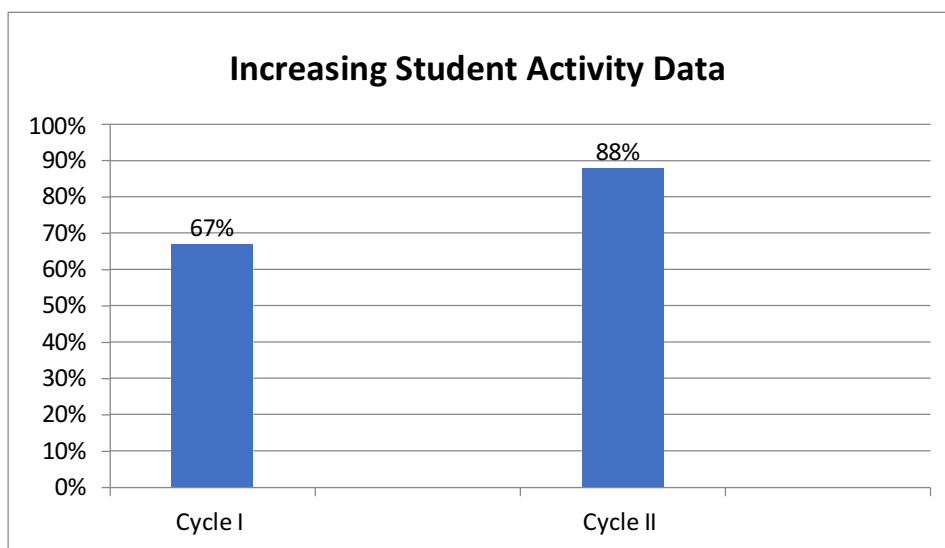
### Results Student Activities

The results of the student activity aspects in learning Indonesian were obtained from research observing the results of implementing Indonesian language learning from cycle I to cycle II, researchers analyzed the student activity observation sheets has been provided previously. Where researchers observe activity students during the learning process. The following are the results of student activity aspects in cycle I and cycle II, presented in the following table. This:

**Table 9. Results Improvement Activity Student Cycle I And Cycle II**

Cycle I	Cycle II	Criteria	Improvement
16 Students (66.6%)	21 Students (87.5%)	Completed	5 Students (20.9%)
8 Students (33.3%)	3 Students (12.5%)	Not Completed	

Based on table 9, the results of increased student activity in the cycle I and II experienced an increase in student activity completion. Based on the results of observations of student activities in Indonesian language learning using ROCA (Reading Wheel) media in cycle I learning, it showed that 16 students (66.6%) completed the activity and 8 students (33.3%) did not complete it. Classically, student activities in cycle I did not meet the classical completion criteria, namely  $\geq 71$ . In cycle II learning, it was shown that 21 students (87.5%) completed the course and 3 students (12.5%) did not complete it. Classically, student activities in cycle II have met the completeness criteria, namely  $\geq 71$ . From the research on student activities, it can be stated that student activities in cycle II have met the classical completeness criteria, so the researcher stated that it is sufficient to be implemented. The following is a diagram of student activities in cycle I and cycle II.



**Picture 6. Diagram Improvement Activity Student Cycle I And Cycle II**

The research results were obtained from the results of students' reading skills, activities teachers and students. This classroom action research was carried out in two cycles, the first cycle I was implemented on July 16, 2025, cycle II was implemented on July 24, 2025. Cycle I until cycle II there was an increase in cycle I The results of students' reading skills that met the KKM were 16 students (66%). In cycle II, the results of students' reading skills that completed were 21 (87%). In cycles I and II there is an increase in skill results read students, namely 5 students (21%). The reading skill achievement in class II of SD Mis Aisyiyah Wil.Sumut, Percut Sei Tuan District, Deli Serdang Regency increased due to the use of ROCA (Reading Wheel) media which can attract students' attention in the learning process. Teacher activity in cycles I and II experienced an increase in cycle I, the teacher activity value was 63.8 with sufficient criteria, and cycle II, the teacher activity value was 91.6 with very good criteria. In cycles I and II, it has met the criteria for teacher skill success  $\geq 71$ . Student activity in cycles I and II experienced an increase in student activity completion. Based on the results of observations of student activities in Indonesian language learning using ROCA (Reading Wheel) media in cycle learning I show that There were 16 students (66.6%) who completed the task and 8 students (33.3%) who did not complete it. Classically, student activities in cycle I did not meet the classical completion criteria, namely  $\geq 71$ . In cycle II learning, it showed that 21 students (87.5%)



completed the task and 3 students did not complete the task. (12.5%). Classically, student activities in cycle II have met the completion criteria, namely  $\geq 71$ .

This research is supported by previous research conducted by several studies, (Wandari et al., 2025) rotating letter wheel media can be used as teaching materials for learning both in schools and independently in Indonesian language learning material recognizing letters in grade 1 And can be achieved due to the fact that teaching materials can be used and applied based on the findings of trials and product discussions. The media is stated to have very high interest, so the media that researchers developed can be used in Indonesian language learning in the material recognizing letters, especially in grade 1. (Shoffi & Zunaidah, 2024) The application of Reading Wheel Board Media in Indonesian language learning for grade 1 elementary school has succeeded in improving skills reading. Application of media learning capable Motivate students to learn. This research can also inspire teachers to create new, engaging and effective learning media. (Mardiyani & Aulina, nd) showed that the Reading Wheel media is effective in improving early reading skills and increasing children's learning motivation. The implications of this study emphasize the importance of using interactive and innovative learning media to improve early childhood literacy. (Oktaviani, 2025). This shows that this media is interesting, easy to use, and helps in understanding the concept of early reading. Thus, the digital reading wheel media is declared suitable for use as a learning medium. read beginning And can become alternative in Supporting basic literacy learning in elementary schools. (Babatan, nd) Research results that this research proves that the VAKT multisensory method assisted by ROCA media is an effective and applicable learning approach in improving ability read beginning student dyslexia, as well as worthy further developed in an effort to create a learning system that is friendly, fair, and accessible to all students.

The results of the Performance Test of Cycle I show that the reading skills of class II students of Mis Aisyiyah Wil. Sumut are still low, with an average score of 60, students having difficulty reading sentences fluently, and words clearly and correctly. The results of the performance test in cycle II showed that the reading skills of second-grade students at Mis Aisyiyah, North Sumatra improved after using the reading wheel media with an average score of 95. Students were able to read simple sentences fluently and pronounce words clearly and correctly. The results of the study on improving students' reading skills in Indonesian language lessons were obtained from student test sheets given in each learning outcome cycle and then processed to obtain information on learning completion. In improving students' reading skills from cycle I and cycle II, There were 5 students with a classical score of 21%. In this study, Cycle I and Cycle II met the completion criteria. Besides being influenced by the learning media used, the success of this study was also influenced by the teacher's activities in teaching. In learning, the teacher was able to understand the material and condition the class, so that the material presented was well received. by students, besides that teachers can act as resource persons or facilitators for students and always motivate students to be brave in answering questions from teachers.

## Conclusion

Based on observations, research, discussions and data analysis that have been described in the previous chapter, it can be concluded that: In cycle I, 16 students (66%) met the minimum competency criteria (KKM) in reading skills. In cycle II, 21 students (87%) completed the reading skills. In cycles I and II, there was an increase in students' reading skills, namely 5 students (21%). Teacher activities in cycle I and II experienced an increase in cycle I, the teacher activity value was 63.8 with sufficient criteria (C) and cycle II the teacher activity value was 91.6 with very good criteria (A). In cycles I and II, the success criteria for teacher ability  $\geq 71$  have been met. Student activity in cycles I and II has increased in terms of student activity completion. Based on the results of observations of student activities in Indonesian language learning using ROCA (Reading Wheel) media in cycle I, it shows that 16 students (66.6%) completed the activity and 8 students (33.3%) did not complete it. Classically, student activity in cycle I has not met the completion criteria. classical that is  $\geq 71$ . On learning cycle II show that 21 students (87.5%) completed the task and 3 students (12.5%) did not. Classically, student activities in cycle II met the completion criteria, namely  $\geq 71$ .

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