

Improving Beginning Reading Skills Through the Use of Digital Media Among First-Grade Students at SD Negeri 003 Sandaran, East Kutai Regency

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Abstract: This study aimed to improve beginning reading skills among first-grade students through the use of Smart TV-based audiovisual media and to describe changes in students' participation during the learning process. The study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model and was conducted in two cycles, each consisting of planning, action, observation, and reflection. The participants were 25 first-grade students at SD Negeri 003 Sandaran, East Kutai Regency, who constituted the action class and unit of analysis. Data were collected through beginning reading assessments, observations of teacher and student activities, and documentation. The data were analyzed using quantitative descriptive analysis by calculating students' mean scores and the percentage of students who achieved the Learning Objective Achievement Criteria (KKTP) of 75, supported by descriptive observations of classroom participation. The results demonstrated a progressive improvement in students' beginning reading skills across the action cycles. During the pre-action stage, 4 of 25 students (16%) achieved the KKTP. Following Cycle I, the number increased to 13 students (52%), and by Cycle II, 21 students (84%) had achieved the criterion. Classroom observations also indicated increased active participation during learning activities. These findings indicate that the systematic use of Smart TV-based audiovisual media within the classroom action cycles contributed to improved beginning reading skills and greater student participation among first-grade students at SD Negeri 003 Sandaran.

Keywords: Beginning Reading, Digital Media, Reading Ability, Grade I Elementary School Students, Classroom Action Research

Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan membaca permulaan siswa kelas I melalui penggunaan media audiovisual berbasis Smart TV serta mendeskripsikan perubahan partisipasi siswa selama proses pembelajaran. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, dengan setiap siklus meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Peserta penelitian terdiri atas 25 siswa kelas I SD Negeri 003 Sandaran Kabupaten Kutai Timur yang menjadi kelas tindakan sekaligus unit analisis penelitian. Data dikumpulkan melalui tes kemampuan membaca permulaan, observasi aktivitas guru dan siswa, serta dokumentasi. Data dianalisis secara deskriptif kuantitatif dengan menghitung nilai rata-rata dan persentase siswa yang mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) sebesar 75, serta didukung hasil observasi deskriptif terhadap partisipasi siswa. Hasil penelitian menunjukkan adanya peningkatan kemampuan membaca permulaan secara bertahap selama pelaksanaan tindakan. Pada tahap pra tindakan, sebanyak 4 dari 25 siswa (16%) mencapai KKTP. Setelah Siklus I, jumlah siswa yang mencapai KKTP meningkat menjadi 13 siswa (52%), dan pada Siklus II meningkat menjadi 21 siswa (84%). Hasil observasi juga menunjukkan peningkatan partisipasi aktif siswa selama kegiatan pembelajaran. Temuan tersebut menunjukkan bahwa penggunaan media audiovisual berbasis Smart TV secara sistematis dalam siklus tindakan berkontribusi terhadap peningkatan kemampuan membaca permulaan dan partisipasi siswa kelas I SD Negeri 003 Sandaran.

Kata Kunci: Membaca Permulaan, Media Digital, Kemampuan Membaca, Siswa Kelas I Sekolah Dasar, Penelitian Tindakan Kelas

INTRODUCTION

Beginning reading skills are fundamental competencies that students need to acquire during the early years of elementary education. These skills provide the foundation for subsequent literacy development because students' ability to recognize letters, associate letters with sounds, combine syllables, identify words, and read simple sentences supports their access to written information across subject areas. Students who have not adequately developed these foundational skills may experience difficulties in understanding increasingly complex learning materials in later grades. Therefore, beginning reading instruction constitutes an important component of literacy development in the early grades of elementary school. Reading is one of the essential language skills through which learners access information, develop knowledge, and participate in academic activities. Sosilowati (2019) emphasizes that reading is a fundamental competence that supports students' learning achievement and continuing development. At the beginning reading stage, instruction focuses on developing basic decoding competencies before students are expected to comprehend more complex texts. For first-grade students, these competencies include recognizing letters and their corresponding sounds, reading syllables, combining syllables into words, and reading simple sentences with increasing accuracy and fluency. Mastery of these components is particularly important because weaknesses at the foundational level may constrain students' progress toward more advanced reading activities.

The development of digital technology provides opportunities for teachers to present beginning reading materials through more varied instructional experiences. Digital learning media can integrate visual and auditory elements, animations, text, and other multimedia resources that attract students' attention and support classroom participation. Alim (2023) explains that digital media can facilitate interactive learning in elementary schools by combining multimedia components that support students' attention, motivation, and active involvement. However, the educational value of technology does not result merely from the availability of digital devices. Its contribution depends on how teachers select appropriate content, organize learning activities, and use technological resources to support specific learning objectives. Consequently, digital technology needs to be positioned as an instructional tool that supports pedagogical activities rather than as an end in itself. For beginning reading instruction, audiovisual media can provide relevant support because letters, syllables, words, images, and corresponding sounds can be presented simultaneously. Such presentations allow students to observe written symbols while listening to their pronunciation and repeatedly practice recognizing and reading them. In the present study, digital media was operationalized specifically as Smart TV-based audiovisual learning media used by the teacher to display beginning reading materials. The materials included visual and auditory presentations designed to support students in recognizing letters, connecting letters with their sounds, reading syllables, combining syllables into words, and reading simple sentences. This operational definition establishes a clear boundary for the intervention and distinguishes the media used in this study from the broader category of digital learning technologies.

Preliminary classroom observations in Grade I at SD Negeri 003 Sandaran, East Kutai Regency, indicated that several students had not yet achieved the expected level of beginning reading proficiency. Difficulties were observed in recognizing letters, distinguishing letter sounds, reading syllables, combining syllables into words, and reading simple sentences. These problems were also reflected in students' classroom participation. Some students were reluctant to read aloud, had difficulty maintaining attention during reading activities, and required repeated assistance from the teacher. These observations indicated a need to improve both the instructional process and

students' beginning reading performance. The preliminary observations further showed that reading instruction predominantly involved teacher explanations, question-and-answer activities, exercises, and the use of a whiteboard. Although a Smart TV was available as part of the school's instructional facilities, its use for structured beginning reading activities remained limited. As a result, students had relatively few opportunities to experience reading activities that simultaneously presented written symbols, images, and auditory information. This condition provided a practical basis for introducing Smart TV-based audiovisual media as a classroom action intended to make beginning reading activities more varied, concrete, and engaging for first-grade students.

Previous literature has indicated the potential value of digital and multimedia resources in elementary learning. Alim (2023), for example, reported that digital media can support students' attention, motivation, and active participation by combining different forms of multimedia within classroom instruction. Such findings provide a general rationale for integrating digital resources into elementary education. However, evidence demonstrating the benefits of digital media in general cannot automatically establish that a particular form of technology will address a specific beginning reading problem in a particular classroom. The instructional context, students' initial abilities, learning materials, teacher practices, and manner in which the media are integrated into classroom activities may influence the outcomes. Therefore, rather than claiming a broad geographical research gap, the present study addresses a practice-based contextual gap: the need to determine whether structured Smart TV-based audiovisual activities can support improvement in beginning reading skills among first-grade students in the specific classroom context of SD Negeri 003 Sandaran.

This focus is particularly relevant to Classroom Action Research because the study originates from an identified classroom problem and evaluates improvement through iterative cycles of planning, action, observation, and reflection. The intervention is not intended to establish the universal superiority of Smart TV-based audiovisual media over other instructional approaches. Instead, it examines how the media can be systematically integrated into beginning reading instruction and how students' reading performance and classroom participation change across the action cycles. This scope provides a more appropriate basis for interpreting the findings within the methodological boundaries of Classroom Action Research. Accordingly, this study aims to improve the beginning reading skills of first-grade students at SD Negeri 003 Sandaran, East Kutai Regency, through the use of Smart TV-based audiovisual media and to describe changes in students' participation during the implementation of the classroom actions. The expected contribution of the study is primarily practical and contextual. The findings may provide teachers with evidence from classroom practice regarding the use of existing Smart TV facilities to present audiovisual beginning reading activities and may serve as a reference for developing more engaging literacy instruction in classrooms with similar characteristics. Thus, the study is positioned as an effort to improve classroom instructional practice rather than to propose or validate a new theoretical model of beginning reading.

METHOD

This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection. The study was conducted in Grade I at SD Negeri 003 Sandaran, East Kutai Regency, involving all 25 students in the action class with varying levels of beginning reading proficiency identified through preliminary assessment. The study consisted of two cycles, with three instructional meetings conducted in each

cycle. The classroom teacher implemented the instructional actions, while a collaborating teacher assisted in observing and documenting the learning process. As the participants were elementary school children, the study was conducted with permission from the school, while students' identities were kept confidential and classroom documentation was used only for research purposes. The unit of analysis was students' beginning reading performance and their participation during classroom learning activities. The intervention employed Smart TV-based audiovisual media to present beginning reading materials consisting of letters, letter sounds, syllables, simple words, corresponding pictures, audio pronunciation, and simple sentences. The materials were selected according to the Grade I learning objectives, using clear and age-appropriate visuals, legible text, familiar vocabulary, and clear pronunciation to minimize distraction and facilitate letter-sound association. During each meeting, the teacher introduced the reading target, displayed the audiovisual materials through the Smart TV, modeled the pronunciation, guided students in choral and individual reading, provided opportunities to identify letters and read syllables, words, and simple sentences, and delivered immediate corrective feedback. Cycle I consisted of three meetings focusing on guided audiovisual reading practice. The results of observation and reflection from Cycle I were used to modify Cycle II by increasing repetition, individual reading opportunities, student interaction with the displayed materials, and teacher feedback. Learning activities were observed at each meeting using a structured observation instrument with a maximum score of 60; in Cycle I, the observed scores increased from 45/60 (75%) at Meeting 1 to 55/60 (92%) at Meeting 2 and 59/60 (98.3%) at Meeting 3, with an average achievement of 88.4%.

Data were collected through oral beginning reading tests, structured classroom observations, field notes, and documentation. The reading assessment focused on the beginning reading indicators actually taught during the intervention, including letter recognition and letter-sound correspondence, syllable decoding, word reading, and simple sentence reading. Performance was assessed using a four-point rubric, in which a score of 4 indicated independent and accurate performance, 3 indicated generally accurate performance with minor errors or occasional prompting, 2 indicated partial performance requiring repeated assistance, and 1 indicated substantial difficulty despite teacher assistance. The instruments were reviewed for content alignment with the learning objectives and the rubric was applied consistently by the teacher and collaborator. Quantitative data were analyzed descriptively using individual scores, class means, and mastery percentages, with individual achievement calculated as $\text{Score} = (\text{obtained score} / \text{maximum score}) \times 100$ and classical mastery as $P = (f/N) \times 100\%$, where f is the number of students achieving the KKTP of 75 and N is the number of students assessed. Observation, field-note, and documentation data were coded, grouped into categories such as attention, participation, confidence, engagement, and reading difficulties, and compared across meetings and cycles to support reflection and interpretation of the quantitative findings.

RESULT AND DISCUSSION

Description of Students' Initial Beginning Reading Ability

The pre-intervention findings indicated that the beginning reading ability of the first-grade student at SD Negeri 003 Sandaran, East Kutai Regency, was still categorized as **low**. Based on the results of the pre-test administered before the implementation of the instructional intervention, the participant (DAS) obtained a score of 4 out of a maximum score of 20, equivalent to 20%, which fell into the poor category. This result was considerably below the predetermined success criterion, indicating that the student's initial beginning reading ability required substantial improvement. The

student experienced difficulties in recognizing and distinguishing visually similar letters, such as b, d, p, and q, and was not yet able to read syllables and simple sentences fluently. Furthermore, the student's attention during reading activities was easily distracted, resulting in limited concentration throughout the learning process. Based on these initial findings, a more innovative and engaging instructional approach was required to improve the student's beginning reading ability. Therefore, this study implemented digital learning media that integrated visual, audio, and interactive learning activities to enhance students' attention, motivation, and active participation during reading instruction. Classroom Action Research was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. Through the systematic implementation of digital learning media in each cycle, it was expected that the student's ability to recognize letters, read syllables, read simple words, and read simple sentences would improve significantly compared with the pre-intervention condition.

Implementation of Cycle I

The implementation of Cycle I began with the planning stage, during which the researcher collaborated with the classroom teacher to identify the main learning problems experienced by first-grade students in beginning reading instruction. Based on the preliminary observations, the researcher prepared lesson plans, selected appropriate digital learning media, designed learning scenarios, and developed research instruments, including observation sheets for students' participation, observation sheets for the implementation of learning activities, and a post-test to assess students' beginning reading ability after the intervention. The digital learning media consisted primarily of Smart TV-based audiovisual materials, presenting letters, syllables, words, pictures, and interactive learning activities to create a more engaging learning environment. The action stage of Cycle I was conducted in three classroom meetings.

Table 1. Observation Results of Beginning Reading Learning Activities Using Digital Media Among First-Grade Elementary School Students in Cycle I

Observation Session	Maximum Score	Obtained Score	Percentage
Observation Meeting 1	60	45	75%
Observation Meeting 2	60	55	92%
Observation Meeting 3	60	59	99%
Average	-	-	90%

Table 1 presents the observation results for the implementation of the planned beginning reading instructional activities, rather than individual students' reading achievement. The observation instrument consisted of 15 indicators scored on a four-point scale (1–4), resulting in a maximum score of 60 for each meeting. The indicators covered the implementation of introductory activities, presentation and use of Smart TV-based audiovisual materials, teacher guidance during letter, syllable, word, and simple sentence reading activities, opportunities for student participation and reading practice, provision of feedback and reinforcement, and lesson-closing activities. The observation was conducted by the collaborating observer using the same indicators and scoring criteria across all three meetings to maintain consistency. The implementation score increased from 45 of 60 (75.00%) in Meeting 1 to 55 (91.67%) in Meeting 2 and 59 (98.33%) in Meeting 3, producing an overall Cycle I implementation score of 159 of 180 (88.33%). The progressively higher scores indicate that the planned instructional procedures were implemented more consistently across the three meetings; however, these observation scores should not be interpreted as direct measures of students' beginning reading achievement. Classroom observation notes also

indicated changes in the participation of the 25 students as the action class during Cycle I. Across the three meetings, students generally became more responsive to teacher instructions and more actively involved when letters, syllables, words, pictures, and audiovisual materials were presented through the Smart TV. Students increasingly participated in choral and individual reading activities, responded to teacher prompts, and demonstrated greater willingness to practice reading aloud. Nevertheless, differences in reading ability remained among students, and some students continued to require repeated teacher guidance, particularly in letter–sound correspondence, syllable decoding, and accurate word reading. Therefore, the findings are reported at the class level rather than using DAS as a single participant, thereby maintaining consistency with the study's unit of analysis involving all 25 first-grade students.

The reflection on Cycle I indicated that, despite the high level of instructional implementation, improvement was still required in students' beginning reading outcomes. The implementation score of 88.33% represents the fidelity of the planned classroom activities and is distinct from the percentage of students who achieved the KKTP. Based on the reading assessment, 13 of the 25 students (52%) achieved the KKTP of 75 at the end of Cycle I. Consequently, Cycle II was necessary because classical reading mastery had not yet reached the predetermined success criterion. The Cycle II action was therefore refined by providing more repeated practice in letter recognition and letter sound correspondence, presenting letters and syllables in more varied sequences, strengthening audiovisual modeling of pronunciation, increasing opportunities for individual reading, and providing more immediate corrective feedback to students who continued to experience difficulties.

Implementation of Cycle II

Based on the reflection results from Cycle I, several improvements were incorporated into the instructional planning for Cycle II to further enhance students' beginning reading skills. The revised lesson plans emphasized repeated letter recognition practice, increased use of audiovisual materials through Smart TV, more structured classroom management, and additional reinforcement activities to strengthen students' letter-sound associations. The teacher also prepared revised observation sheets, learning materials, and post-test instruments while ensuring that students received more opportunities to practice reading independently and collaboratively. These modifications were intended to address the limitations identified during the first cycle and to maximize the effectiveness of digital media in beginning reading instruction. The implementation of Cycle II consisted of two instructional meetings utilizing Smart TV-based digital learning media. During both meetings, students actively engaged in recognizing letters, reading syllables, simple words, and short sentences presented through interactive multimedia. Compared with Cycle I, students demonstrated greater confidence, concentration, and participation throughout the learning activities. The teacher effectively facilitated classroom interaction by combining audiovisual presentations, guided reading exercises, questioning techniques, immediate corrective feedback, and positive reinforcement. Classroom observations indicated that the participant (DAS) followed instructions more independently, responded enthusiastically to learning activities, and showed substantial improvement in reading accuracy and fluency. These findings suggest that the refinements implemented during Cycle II successfully optimized the learning process and further strengthened the effectiveness of digital media in improving beginning reading skills among first-grade students.

Table 2. Improvement in the Observation Results of Beginning Reading Learning Activities Using Digital Media (Smart TV) Between Cycle I and Cycle II

Observation	Average Score	Category
Cycle I	90%	Very Good
Cycle II	100%	Very Good
Improvement	10%	-

Table 2 presents the comparison of the implementation of Smart TV-based audiovisual beginning reading instruction between Cycle I and Cycle II. The percentages represent the extent to which the planned instructional procedures were implemented based on the structured observation instrument, rather than students' reading achievement. Each cycle consisted of three observation meetings, with a maximum score of 60 per meeting and a total maximum score of 180 per cycle. The observation percentage was calculated using the formula $P = (\text{obtained observation score} / \text{maximum possible observation score}) \times 100\%$. Cycle I obtained a total score of 159 out of 180 (88.33%), whereas Cycle II obtained 180 out of 180 (100.00%). Thus, the difference between the two cycles was 11.67 percentage points, indicating more complete implementation of the planned instructional procedures during Cycle II. The higher implementation score in Cycle II reflected the instructional revisions made following reflection on Cycle I. These revisions included more frequent repetition of letter and syllable reading, stronger audiovisual modeling of letter-sound correspondence and pronunciation, more varied presentation of reading materials, increased opportunities for individual reading practice, and more immediate corrective feedback. Classroom observation records also indicated that the 25 students generally demonstrated greater attention and participation during the second cycle, although these behavioral observations were interpreted separately from their reading achievement scores. Therefore, the 100% observation score indicates that all indicators on the instructional implementation checklist were fulfilled according to the predetermined rubric; it does not indicate that all students had achieved complete mastery of beginning reading skills.

Improvement in students' beginning reading achievement was evaluated separately through the reading assessments administered during the pre-action stage and at the end of each cycle. In the pre-action assessment, 4 of 25 students (16%) achieved the KKTP of 75. This number increased to 13 students (52%) at the end of Cycle I and to 21 students (84%) at the end of Cycle II. Accordingly, the proportion of students achieving the KKTP increased by 36 percentage points from pre-action to Cycle I and by a further 32 percentage points from Cycle I to Cycle II, representing an overall increase of 68 percentage points from pre-action to Cycle II. These findings demonstrate progressive improvement in beginning reading achievement across the classroom action cycles while maintaining a clear distinction between instructional implementation scores and students' reading mastery outcomes.

Table 3. Cycle II

Assessment Stage	Students Assessed	Students Achieving KKTP (≥ 75)	Students Not Achieving KKTP	Mastery Percentage
Pre-Action	25	4	21	16%
Cycle I	25	13	12	52%
Cycle II	25	21	4	84%
Overall Change	—	+17 students	−17 students	+68 percentage points

Table 3 shows a progressive increase in the proportion of students who achieved the predetermined KKTP of 75. During the pre-action stage, only 4 of the 25 students (16%) met the criterion, while 21 students (84%) had not yet achieved mastery. Following the implementation of Smart TV-based audiovisual beginning reading activities in Cycle I, the number of students achieving the KKTP increased to 13 (52%). After instructional improvements were implemented in Cycle II, 21 students (84%) achieved the criterion, leaving four students (16%) who still required further instructional support. Thus, from the pre-action stage to Cycle II, the number of students achieving the KKTP increased by 17 students, corresponding to an increase of 68 percentage points in classical mastery. The results indicate progressive improvement across the action cycles; however, the four students who had not achieved the criterion by the end of Cycle II indicate that individual differences in beginning reading development remained and that additional differentiated or remedial support was still necessary.

Discussion

The findings indicate a progressive improvement in beginning reading performance among the first-grade students of SD Negeri 003 Sandaran during the implementation of Smart TV-based audiovisual instruction. The proportion of students achieving the Learning Objective Achievement Criteria (KKTP $\geq$ 75) increased from 4 of 25 students (16%) in the pre-action stage to 13 students (52%) in Cycle I and 21 students (84%) in Cycle II. This pattern suggests that the classroom actions were accompanied by meaningful improvement in the targeted beginning reading competencies, particularly letter and letter-sound recognition, syllable decoding, word reading, and simple sentence reading. At the same time, the implementation observation score increased from 88.33% in Cycle I to 100% in Cycle II. These two findings represent different dimensions of the action: the former reflects students' reading mastery, whereas the latter reflects the extent to which the planned instructional procedures were implemented. Their parallel improvement suggests that increasingly consistent implementation of the revised classroom activities was accompanied by better reading outcomes in the action class.

The observed improvement can be interpreted in relation to the characteristics of the audiovisual activities used during instruction. Smart TV-based materials enabled written letters, syllables, words, pictures, and modeled pronunciation to be presented in an integrated manner. For beginning readers, this combination provided repeated opportunities to connect visual symbols with their corresponding sounds before applying these associations to syllables and words. Alim (2023) similarly reported that the integration of multimedia components in elementary learning can support students' attention, motivation, and active participation. The findings of the present study are consistent with this perspective because classroom observations showed that students became increasingly responsive to the materials displayed on the Smart TV, more willing to participate in reading activities, and more confident when responding to teacher prompts. Thus, the improvement observed in this classroom may not be attributable to the technological device alone, but rather to the way audiovisual representations were combined with teacher modeling, repetition, guided reading practice, student responses, and immediate feedback.

The findings also reinforce the importance of active participation in beginning reading instruction. Sosilowati (2019) emphasizes that reading constitutes a fundamental competence supporting students' broader learning development. In the present study, students initially experienced difficulties in recognizing letters, decoding syllables, and reading simple words and sentences. These difficulties were addressed progressively through structured practice rather than

through passive exposure to digital content. Students observed the target material, listened to modeled pronunciation, repeated letters or syllables collectively, practiced reading individually, and received corrective feedback from the teacher. Therefore, the findings suggest that the instructional value of Smart TV-based audiovisual media lies in its integration with systematic teacher-guided reading activities. Digital presentation functioned as instructional support, while repeated practice and teacher scaffolding remained central to the development of beginning reading skills. An important finding emerged from the comparison between the two action cycles. Although instructional implementation in Cycle I had already reached 88.33%, only 52% of the students achieved the KKTP. This difference indicates that a high level of instructional implementation does not automatically result in immediate mastery for all students. Reflection on Cycle I showed that several students still required greater repetition, stronger letter–sound reinforcement, more individual reading opportunities, and immediate correction of reading errors. Consequently, Cycle II incorporated more intensive audiovisual modeling, repeated reading activities, varied presentation of letters and syllables, and increased individual practice. Following these modifications, the proportion of students achieving the KKTP increased to 84%. This progression illustrates the central function of reflection in Classroom Action Research: observation results are used not merely to document classroom conditions but to inform instructional adjustments in the subsequent cycle.

Nevertheless, the findings should be interpreted within the methodological boundaries of the study. Four of the 25 students (16%) had not achieved the KKTP by the end of Cycle II, despite the complete implementation of the planned instructional procedures. This result indicates individual variability in the development of beginning reading skills and suggests that some students may require additional time, differentiated instruction, remedial activities, or more intensive individualized support. It also demonstrates that the 100% implementation score in Cycle II should not be interpreted as 100% student mastery. Rather, it indicates that the predetermined instructional procedures were fully implemented according to the observation rubric, while students' responses to those procedures remained heterogeneous. Overall, the findings provide contextual evidence of classroom improvement associated with the implementation and refinement of Smart TV-based audiovisual beginning reading activities at SD Negeri 003 Sandaran. The study does not establish that Smart TV-based audiovisual media is universally more effective than conventional instruction because the Classroom Action Research design did not employ a comparison group or experimental control. Instead, the findings demonstrate that, within this particular action class, the systematic integration of audiovisual materials, teacher modeling, repeated reading practice, active student responses, and corrective feedback was accompanied by improvement in beginning reading mastery from 16% in the pre-action stage to 84% at the end of Cycle II. Therefore, the practical implication of this study is that teachers working in comparable early-grade contexts may consider utilizing available Smart TV facilities as instructional support for structured beginning reading activities, while adapting the materials, intensity of practice, and teacher assistance to students' individual learning needs.

CONCLUSION

This Classroom Action Research indicates that the implementation of Smart TV-based audiovisual media was accompanied by progressive improvement in the beginning reading skills of first-grade students at SD Negeri 003 Sandaran, East Kutai Regency. The proportion of students achieving the Learning Objective Achievement Criteria ($KKTP \geq 75$) increased from 4 of 25 students (16%) during the pre-action stage to 13 students (52%) in Cycle I and 21 students (84%) in

Cycle II. Classroom observations also indicated improvements in students' attention, participation, and confidence during beginning reading activities. The instructional refinements introduced across the two action cycles, including repeated reading practice, audiovisual modeling of letter–sound correspondence, increased opportunities for individual reading, and immediate corrective feedback, were accompanied by better reading outcomes in the action class. These findings provide contextual evidence that Smart TV-based audiovisual media can support structured beginning reading instruction when integrated with systematic teacher guidance and repeated reading practice. Several limitations should be considered when interpreting these findings. First, the study involved only one action class consisting of 25 first-grade students from a single elementary school; therefore, the findings cannot be generalized directly to students in other educational contexts. Second, the intervention was conducted over a relatively short period and only two action cycles, which limits conclusions regarding the sustainability of students' reading improvement over time. Third, repeated exposure to similar reading activities and assessments across the cycles may have produced a practice effect that contributed to students' improved performance. Fourth, the study did not employ a comparison or control group; consequently, the observed improvement cannot be attributed exclusively to Smart TV-based audiovisual media because other factors, including repeated practice, teacher guidance, students' increasing familiarity with the tasks, and normal learning development, may also have contributed to the outcomes.

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