

Improving Beginning Reading Ability Through the Global Method in First-Grade Elementary Students

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ABSTRACT

This study aimed to improve the beginning reading ability of first-grade students through the application of the global method at SDN 192/II Sungai Buluh. The study was motivated by students' low beginning reading ability, particularly in recognizing letters, pronouncing syllables, and reading simple sentences fluently. This research employed Classroom Action Research (CAR), consisting of two cycles, with each cycle including planning, action, observation, and reflection stages. The participants of the study were 17 first-grade students, consisting of 5 boys and 12 girls. Data were collected through observation, reading tests, and documentation. The instruments used included teacher observation sheets, student observation sheets, and beginning reading tests. Data analysis was conducted using qualitative and quantitative techniques. The results showed that the application of the global method improved students' beginning reading ability and classroom participation. Teacher observation results increased from 73.07% in Cycle I to 89.45% in Cycle II. Student observation results also increased from 64.7% to 91.17%. Beginning reading achievement improved significantly, reaching 94.11% classical completeness in Cycle II. The findings indicate that the global method supported by visual learning media can facilitate students in recognizing words and sentence structures more effectively. Therefore, the global method can be used as an effective alternative strategy for improving beginning reading instruction in elementary schools.

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1. INTRODUCTION

Reading begins in students as a basic skill, beginning with the alphabet from A/a to Z/z. These letters need to be pronounced according to their sounds. After students are introduced to the alphabet and their pronunciation, the next step is spelling syllables, reading words, and reading short sentences. Early reading lessons are designed in an engaging manner to motivate students to learn. Engaging methods can be used in learning [1].

At a young age, when first-grade students are drawn to pictures, colorful images attract their attention. Reading interspersed with engaging images will stimulate children's interest in reading and also foster curiosity [2]. Similarly, the use of media and the provision of games or media-based play in learning activities, especially in elementary school, is crucial because at this stage, students are still thinking concretely. Therefore, early reading lessons need to be well-designed and appropriate methods and media selected to make learning more engaging for children. With supporting methods and media, learning objectives will be achieved effectively.

Reading and writing skills must be mastered by elementary school students, especially at the beginning of learning to read and write. Their success in participating in the early reading learning process at school significantly impacts their future reading abilities. According to Jeni, early reading skills will significantly influence their later reading abilities [3].

Suparlan states that reading is the skill of recognizing and understanding written text in the form of a series of symbols within lines and transforming them into meaningful messages through silent comprehension or loud pronunciation. Reading activities can be done aloud or silently [4]. According to Arnita et al., the global method

is a way of learning to read whole sentences. This method is based on a sentence approach, where teachers teach reading by showing pictures and then students break them down into words, break down words into syllables, and break down syllables into letters [5]. According to Herianti et al., the global method is a teaching method in which students are asked to read the material in its entirety, then summarize or conclude what they can absorb or take the essence of the material [6].

This research is important because early reading ability is a fundamental skill that greatly influences students' success in learning all subjects at school. Students who experience difficulties in recognizing letters, spelling words, and reading sentences fluently will face obstacles in understanding learning materials and participating actively in classroom activities. The observation results at SD Negeri 192/II Sungai Buluh showed that most first-grade students still had low early reading skills, as only 8 out of 17 students were able to read fluently, while the others still struggled with letter recognition, pronunciation, intonation, and reading clarity. This condition indicates that effective learning strategies are urgently needed to overcome early reading problems.

The study is also important because the global method offers a contextual and visual learning approach that is suitable for first-grade elementary students. By introducing reading through complete sentences supported by pictures, students can understand language meaning more naturally before learning smaller language units such as words, syllables, and letters. This method is expected to make students more interested, active, and confident in learning to read. Furthermore, improving early reading skills through the global method can contribute to better learning outcomes overall, since reading ability is the foundation for understanding lessons across all areas of study.

Based on the opinions of experts presented, the global method involves students reading whole sentences based on the pictures and topic presented. This method introduces students to several sentences to read. Once students can read these sentences, one of them is separated to be studied by breaking it down into words, syllables, and letters. Once students can read the letters, the letters are then rearranged into syllables, syllables into words, and words into sentences.

Based on observations conducted with first-grade teachers at SD Negeri 192/II Sungai Buluh on November 19-22, 2024, it was revealed that there were problems in early reading instruction. This problem was evident in the generally low early reading ability. Because students were unfamiliar with letters, they had difficulty spelling the words and sentences they read. This was reflected in the results of the early reading ability test, which observed students' lack of understanding of pronunciation, intonation, and clarity in early reading. Of the 17 students, only 8 read fluently; the rest were still unfamiliar with letters, and some could read but still stuttered when reading sentences.

Efforts that can be achieved through selecting the right learning method in early reading using the global method are expected to help the early reading learning process in the classroom so that the desired goals can be realized, because in the end, every subject requires reading skills in order to receive lessons optimally.

2. METHOD

This type of research is a class action research (PTK). This class action research refers to actions that can be carried out directly in an effort to improve the learning process [7]. Classroom Action Research was selected because it enables teachers to identify classroom problems directly and implement practical solutions in a cyclical and reflective manner. According to the characteristics of CAR, the research emphasizes continuous improvement in the teaching and learning process through planned actions, observations, evaluations, and reflections conducted collaboratively between researchers and classroom teachers.

The research was conducted at SD Negeri 192/II Sungai Buluh during the 2025/2026 academic year. The participants of this study were 17 first-grade students, consisting of 5 male students and 12 female students. The subjects were selected because the majority of students still experienced difficulties in recognizing letters, pronouncing syllables, reading words, and understanding simple sentences fluently. These difficulties were identified through preliminary observations and discussions with the classroom teacher before the implementation of the research.

Starting from real problems in the field, then analyzing the root of the problems. In addition, a solution to overcome this problem is tried by applying it to teaching and learning activities. PTK uses an action strategy that starts from identifying problems felt by teachers, preparing planned class actions, implementing class actions, observing actions, and reflecting [8]. A summary of a series of sequential activities, starting from the action plan to reflection, is called a research action. The teacher can move on to the next action if, in each reflection, old or new problems are found and then used to interfere with the achievement of the goals of PTK. Classroom action research (PTK) is characterized by the existence of two action cycles. In one action cycle, it consists of four stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. [9].

This study was carried out in two cycles, and each cycle consisted of two meetings. Every cycle followed four stages of Classroom Action Research proposed by Arikunto, namely: (1) planning, (2) action implementation,



(3) observation, and (4) reflection. In the planning stage, the researcher prepared teaching modules, learning media, observation sheets, reading tests, and supporting documentation instruments. In the action stage, the researcher implemented learning activities using the global method. During the observation stage, the classroom teacher observed the implementation of learning activities and student participation using prepared observation sheets. Finally, in the reflection stage, the researcher and teacher evaluated the strengths and weaknesses of the learning process to determine improvements for the following cycle.

The steps for implementing PTK are carried out through four stages, namely: (1) action planning, (2) action implementation, (3) observation, and (4) observation and interpretation (reflection). The description of the classroom action research that can be carried out by teachers in each cycle, according to [10]. The data collection techniques used in this study are observation, test (evaluation), and documentation. The instruments used to obtain data in this study were teacher observation sheets, student observation sheets, and cognitive learning outcome test questions. The end of each cycle will increase, the percentage of completeness in student learning reaches 75% of the number of students in the class, based on the KKTP (Criteria for Achievement of Learning Goals) that have been determined by the school, which is 75 [10].

The sources of data in this study consisted of primary and secondary data sources. Primary data were obtained directly from students and classroom activities during the implementation of the learning process. These data included students' reading test results, participation, and responses during learning activities. Secondary data were obtained from school documents, student attendance lists, photographs, and other supporting documents related to the research implementation.

Data collection techniques used in this study included observation, tests, and documentation. Observation techniques were conducted to monitor teacher activities and student participation during the learning process using observation sheets. Reading tests were administered at the end of each cycle to measure students' beginning reading abilities after the implementation of the global method. Documentation techniques were used to collect supporting evidence such as photographs, lesson plans, students' work, and school administrative records relevant to the study.

The research instruments consisted of teacher observation sheets, student observation sheets, and beginning reading tests. Teacher observation sheets were used to assess the teacher's ability in implementing the learning process using the global method. Student observation sheets were used to evaluate students' activity, participation, enthusiasm, and responses during learning activities. Meanwhile, the reading tests were designed to measure students' ability to recognize letters, pronounce syllables, read words, and read simple sentences fluently and accurately.

The data analysis techniques used in this research involved both qualitative and quantitative analysis. Qualitative data analysis was conducted through data reduction, data presentation, and drawing conclusions based on observations during the learning process. Quantitative data analysis was conducted by calculating the percentage of teacher observation results, student observation results, and students' reading achievement scores. The formulas used in this study are as follows:

$$\text{Value} = \frac{\text{Total turnover score}}{\text{Maximum score amount}} \times 100$$

Furthermore, the quantitative data obtained from the student learning outcome test are analyzed using the following formula:

$$\text{R NP} = \frac{\text{BC}}{\text{X}} \times 100$$

Information:

NP = Acquisition Value

R = Score Earned

SM = Maximum Score

In addition, this study also uses quantitative techniques with the following formula:

$$\text{Classical completeness} = \frac{\text{Number of students who have completed}}{\text{Number of all students}} \times 100$$

To ensure the validity and reliability of the data, this study applied triangulation techniques. Data triangulation was conducted by comparing information obtained from observations, tests, and documentation. Source triangulation was also carried out through collaboration between the researcher and the classroom teacher

as observers during the implementation of the actions. In addition, repeated observations and evaluations in each cycle strengthened the consistency and credibility of the research findings.

3. RESULTS AND DISCUSSION

3.1 Result

This research was carried out in grade I of SDN 192/II Sungai Buluh for the 2025-2026 school year, with a total of 17 students consisting of 5 boys and 12 girls. The implementation of this action has been carried out as many as II cycles, with a span of 2 weeks. And each cycle is carried out 2 times a week.

3.2.1 Cycle I

Action planning in this first cycle is to create a teaching module, containing subjects, classes, days/dates, time allocation, learning outcomes, and explaining learning media learning materials with a global method. Prepare an educator's observation sheet that is used in assessing the learning process using the global method. The implementation of the action is to act as a practitioner, and the educator acts as an observer. The data used by the researcher in the implementation of actions are the results of tests, observations, and documentation, through learning using global method steps.

*The implementation stage in cycle I consists of initial activities, core activities, and final activities. By applying the steps of the global method, namely, **Displaying complete sentences accompanied by pictures** with sentences equipped with pictures students are more interested in reading, **Describing sentences into words** by declipping sentences that were originally intact into words will make it easier for students to read at the beginning, **Breaking down words into syllables** Each word that has been separated from Kaimat is then separated again into tribes so that students better understand how to read the beginning, **Deciphering syllables into letters** by separating syllables into letters one by one students can remember the letters better.*

The following are the results of the educator's observation sheet, the student's observation sheet, and the results of the initial reading test for the first cycle

3.1.1.1 Educator performance observation sheet

The following is a comparison of the results of the observation of the performance of educators in meeting I and meeting II in cycle I:

Table 1. Results of the first cycle of the educator performance observation sheet

NO	Meeting I		Meeting II	
	Pernaturalage	Information	Presentae	Information
1	69.23%	Good	76.92%	Good
Average	73.07% Good			

3.1.1.2 A Student's Observation Sheet

The following is a comparison of the observation results of class I students at each meeting in the first cycle using the global method.

Table 2. Results of observation sheets for students in cycle I

NO	Name	Meeting I		Meeting II	
		Pernaturalage	Category	Pernaturalage	Category
1.	AP	69.23%	Good	69.23%	Good
2.	AM	69.23%	Good	76.92%	Good
3.	AXLE	53.84%	Enough	53.84%	Enough
4.	BA	53.84%	Enough	53.84%	Enough
5.	BS	61.53%	Good	76.92%	Good
6.	DH	69.23%	Good	76.92%	Good
7.	HF	53.84%	Enough	69.23%	Good
8.	MILES	61.53%	Good	69.23%	Good
9.	RK	61.53%	Good	69.23%	Good
10.	MA	69.23%	Good	76.92%	Good
11.	MC	46.15%	Enough	46.53%	Less
12.	MH	53.84%	Enough	53.84%	Enough
13.	MZ	53.84%	Enough	53.84%	Enough
14.	NA	61.53%	Good	76.92%	Good
15.	NS	69.23%	Good	76.92%	Good
16.	PM	69.23%	Good	76.92%	Good

NO	Name	Meeting I		Meeting II	
		Pernaturalage	Category	Pernaturalage	Category
17.	WK	46.15%	Enough	69.23%	Good
Sum		88.23%			
Average amount		91.17%			

3.1.1.3 Schools' reading word

The ability of the initial reading test for grade I students in the first cycle using the global method can be seen in the table below

Table 3. Results of the initial reading test for students in cycle I

Yes	Student Name	CD	Value	Criterion
1	AP	70	75	Fluent
2	AM	70	83	Fluent
3	AXLE	70	50	Less fluent
4	BA	70	58	Less fluent
5	BS	70	83	Fluent
6	DH	70	83	Fluent
7	HF	70	75	Fluent
8	MILES	70	75	Fluent
9	RK	70	75	Fluent
10	MA	70	83	Fluent
11	MC	70	50	Less fluent
12	MH	70	58	Less fluent
13	MZ	70	50	Less fluent
14	NA	70	75	Fluent
15	NS	70	75	Fluent
16	PM	70	75	Fluent
17	WK	70	75	Fluent
Number of students completed			12	
The number of students is incomplete			5	
Sum			17	

3.2.2 Science II

As in the previous cycle, the researcher first prepares a plan before implementing the action. In this second cycle, researchers conducted a variety of global methods so that students can learn effectively, namely, using image media. The learning implementation plan contains subjects, classes, days/dates, time allocation, learning outcomes, indicators, learning models, and prepares student observation sheets that are used in assessing the learning process using global methods. As observers, the results of tests, observations, and documentation are learned through the steps of the global method.

Based on the results of the educator's observation sheet, the student's observation sheet, and the results of the reading test at the beginning of cycle II:

3.1.2.1 Educator's notes sheet

The following is a comparison of the results of the observation of the performance of educators in meetings I and II in cycle I:

Table 1.4 Results of the first cycle of educator performance observation sheets

NO	Meeting I		Meeting II	
	Pernaturalage	Information	Presentae	Information
1	86.61%	Application	92.30%	Application
Average		89.45% Excellent		

3.1.2.2 Student's Observation Sheet

Based on the data from the results of the student observation sheets observed at each meeting of the second cycle, there has been an increase. The following is a comparison of the observation results of students in meeting I and meeting II in cycle II:

Table 1.5 Results of observation sheets of students in cycle II

Yes	Name	Meeting I		Meeting II	
		Pernaturalage	Category	Pernaturalage	Category
1.	AP	76.92%	Good	71,42	Good
2.	AM	84.61%	Application	69,64	Enough
3.	AXLE	69.23%	Good	78,57	Good
4.	BA	69.23%	Good	60,71	Less
5.	BS	84.61%	Application	69,64	Enough
6.	DH	84.61%	Application	60,71	Less
7.	HF	76.92%	Good	62,5	Enough
8.	MILES	76.92%	Good	62,5	Enough
9.	RK	76.92%	Good	62,5	Enough
10.	MA	84.61%	Application	69,64	Enough
11.	MC	53.84%	Enough	69,64	Enough
12.	MH	76.92%	Good	69,64	Enough
13.	MZ	76.92%	Good	76,78	Good
14.	NA	84.61%	Application	64,28	Enough
15.	NS	84.61%	Application	53, 56	Less
16.	PM	84.61%	Application	76,78	Good
17.	WK	76.92%	Good	67,85	Enough
Sum		88.23%		94.11%	
Average amount		91.17%			

3.1.2.3 Schools' reading word

The ability of the initial reading test of students in grade I using the global method has increased. It can be seen as follows:

Table 1.6 Results of the initial reading test for students in cycle II

Yes	Student Name	CD	Value	Criterion
1	AP	70	75	fluent
2	AM	70	91	Very smooth
3	AXLE	70	83	Very smooth
4	BA	70	83	Very smooth
5	BS	70	91	Very smooth
6	DH	70	91	Very smooth
7	HF	70	75	Lancer
8	MILES	70	83	Very smooth
9	RK	70	75	Lancer
10	MA	70	91	Very smooth
11	MC	70	66	Less Fluent
12	MH	70	83	Very smooth
13	MZ	70	83	Very smooth
14	NA	70	75	Lancer
15	NS	70	75	fluent
16	PM	70	75	Fluent
17	WK	70	75	Lancer
Conclusion		16	94.11%	
Incomplete		1	5.88%	
Sum		17	100	

3.2 Discussion

The findings of this study indicate that the application of the global method significantly improved

students' beginning reading ability. This improvement demonstrates that contextual reading activities supported by visual media can facilitate students in recognizing words and sentence structures more effectively. The researcher's goal is to improve the ability to read at the beginning by using a global method in grade I of SDN 192/II Sungai Buluh, II Bandar Lampung" namely, the material discussed is the concept of reading, and the number of students who will be used as research subjects is 17 students, who achieve an above-average score. The way that researchers overcome these problems is to apply a global method. This is an association of students' experiences for the modalities they have, including reading at the beginning.

From the two cycles that have been carried out, it is known that there has been an increase in the following table:

3.2.1 Educator Performance Process

Table 1.7 Results of improvement of educator observation sheets

Cycle	Percentage value of the educator observation sheet		Pernatural age registered value
	Meeting I	Meeting II	
Cycle I	69.23%	76.92%	73.07%
Science II	86.61%	92.30%	89.45%

Based on Table 1.7, it can be seen that the educator performance process has improved. It can be seen that the percentage in the first cycle was 73.07%, while in the second cycle it was 89.45%. This increase is due to educators being able to carry out learning well using global methods.

3.2.2 Student Outcome Process

Table 1.8 Results of improvement of students' observation sheets

Cycle	Percentage of student observation sheets		Average score
	Meeting I	Meeting II	
Cycle I	58.82%	70.58%	64.7%
Science II	88.23%	94.11%	91.17%

Based on Table 1.8, it can be concluded that the implementation of learning using the global method has increased in value from cycle I to cycle II, namely in cycle I, meeting 69.23%, and meeting II 79.92%, in cycle II, meeting I 86.61%, and meeting II 92.30%. The increase in educators is due to the fact that they can carry out learning using global methods as expected.

3.2.3 Data on test scores of students

Table 1.9 Results of improvement in students' initial reading tests

Cycle	Percentage of student observation sheets		Average score
	Meeting I	Meeting II	
Cycle I	58.82%	70.58%	64.7%
Science II	88.23%	94.11%	91.17%

Based on Table 1.9, it can be concluded that student learning activities from cycle I to cycle II have increased. In the first cycle, the results of student learning activities in the first meeting received a score of 58.82% and the second meeting 70.58% and in the second cycle the students obtained a score of 88.23% in the first meeting and 94.11% in the second meeting, this happened because in the first cycle the students did not understand the educator's explanation and in the second cycle the students understood the activities explained and carried out by the educator.

3.2.4 Interpretation of Findings

Furthermore, the findings of this study indicate that the global method not only improved students' reading scores but also enhanced students' engagement and participation during the learning process. The increase in students' beginning reading ability demonstrates that learning activities supported by complete sentences and visual illustrations can help young learners recognize language patterns more effectively. These findings explicitly answer the research question that the application of the global method is effective in improving beginning reading skills among first-grade elementary school students.

The findings of this study support the theory proposed by Armita et al., which states that the global method facilitates beginning reading through the presentation of complete sentences that are gradually broken down into words, syllables, and letters. [5]. This process enables students to understand reading materials contextually before learning smaller language units. In addition, the findings are consistent with Suparlan's theory that reading is a process of understanding meaningful written symbols. [4]. The improvement shown by students suggests that contextual and visual-based instruction can support students in mastering beginning reading skills more naturally and meaningfully.

This study also supports previous research conducted by Hakim and Hanif, which found that the global method was effective in improving beginning reading ability among elementary school students. [11]. However, the present study expands previous findings by showing that the integration of attractive visual media within the global method can increase students' motivation and classroom interaction. Therefore, the study contributes to the growing evidence that beginning reading instruction becomes more effective when students are actively involved in meaningful and visually supported learning experiences.

From a theoretical perspective, the findings strengthen the constructivist learning theory, which emphasizes that students build understanding through meaningful experiences and interactions with learning materials. In this research, students learned to read gradually through the process of observing pictures, recognizing sentences, identifying syllables, and reconstructing word skills into meaningful language forms. This indicates that beginning reading instruction should prioritize concrete and contextual learning activities suitable for the developmental characteristics of elementary school students.

The practical implications of this study are important for teachers, schools, and educational practice. Teachers can use the global method as an alternative strategy for teaching beginning reading in lower elementary grades. Schools are encouraged to provide supporting learning media such as picture cards and visual reading materials to improve students' literacy learning experiences. In addition, this study implies that literacy instruction policies in elementary schools should emphasize interactive and contextual learning approaches rather than relying solely on conventional memorization methods.

Despite the positive findings, this study has several limitations. The research was conducted only in one class with a relatively small number of participants, which may limit the generalizability of the findings. In addition, the duration of the study was relatively short because it was conducted in only two cycles. Therefore, future research is recommended to involve larger samples, longer implementation periods, and broader literacy variables in order to provide more comprehensive evidence regarding the effectiveness of the global method in beginning reading instruction.

4. CONCLUSION

Based on the findings of this study, it can be concluded effectively that the application of the global method improved the beginning reading ability of first-grade students at SDN 192/II Sungai Buluh. The improvement was reflected not only in students' reading achievement but also in their participation and engagement during the learning process. The implementation of contextual reading activities supported by pictures and complete helped students recognize letters, syllables, words, and sentence structures more effectively.

The results of the study showed a significant improvement in teacher performance, student participation, and students' beginning reading achievement from Cycle I to Cycle II. Teacher observation results improved from 73.07% in Cycle I to 89.45% in Cycle II, while student observation results increased from 64.7% to 91.17%. Furthermore, students' beginning reading achievement reached 94.11% classical completeness in Cycle II, indicating that most students achieved the predetermined learning criteria.

The findings of this study support the theory that the global method facilitates beginning reading through contextual and meaningful learning activities. In addition, this study contributes to the development of beginning reading instruction by emphasizing the importance of visual and interactive learning media for elementary school students. Practically, the global method can serve as an alternative teaching strategy for teachers to improve literacy learning in lower elementary grades.

Despite the positive findings, this study has several limitations, including the small number of participants and the relatively short duration of the research. Therefore, future studies are recommended to involve larger samples, longer implementation periods, and broader literacy aspects to provide more comprehensive findings regarding the effectiveness of the global method in beginning reading instruction.

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