



Analysis of factors that influence the initial reading and writing learning of grade 1 students at SDN Mlaten 1

Aqidatul Izza TPP^{1*}, Ena Yayuk¹, Innany Mukhlishina¹

¹ Universitas Muhammadiyah Malang, Malang, Indonesia

Article info	Abstract
Keywords: initial reading writing learning (map), internal factors, external factors	The initial reading and writing learning, early reading and writing (MMP) learning, is essential for primary students, including grade 1 students at SDN Mlaten 1. MMP's ability needs to be mastered so that students can absorb the material taught by the teacher and provide preparation for the next grade level. The low ability of grade 1 students at SDN Mlaten 1 to read and write at the beginning can be influenced by various factors, including internal and external factors. This research analyses the factors that influence initial reading and writing (MMP) learning for grade 1 students at SDN Mlaten 1. This research was conducted at SDN Mlaten 1 in the even semester of the 2022/2023 academic year, from February 21 - March 1, 2023. A 1st-grade teacher and 29 grade 1 students were the subjects of this research. This study collects data through observation, interviews, and documentation. Intellectual ability, enthusiasm, and willingness to study all impact pupils' early reading and writing skills. Aside from this, other elements such as the teacher's ability to teach, learning media, and parents' attentiveness to their children also influence kids' reading skills.

* Corresponding Author.

E-mail address: paramithaaqida6@gmail.com (Aqidatul Izza TPP)

DOI: <http://dx.doi.org/10.33578/jpfkip-v13i1.p21-30>

Received November 4, 2023; Received in revised form January 8, 2024; Accepted January 29, 2024.

Available online February 10, 2024

[e-ISSN 2598-5949 | p-ISSN 2303-1514] © The Authors.

1. Introduction

Primary school education is vital to advancing education (Mustika et al., 2022). Indonesian language learning is part of the subjects taught by teachers to students at the elementary school level (Fatayan, 2022). Mustika et al. (2022) write that early reading and writing are part of learning Indonesian in primary school. Given the importance of basic education for students, a teacher must have good teaching skills and soft skills that support the success of the learning process, including critical thinking, creativity, communication, and collaboration (Metha Lubis, 2019). Teachers must have good teaching skills in teaching students how to read and write at the beginning. A teacher's ability to teach early reading and writing learning impacts students' initial reading and writing abilities (Hijjayati et al., 2022).

According to Arini et al. (2022), Early Reading Writing (MMP) is a learning program for low-grade primary school students with good literacy skills. The MMP learning program for low grades aims to equip students with sufficient reading and writing skills to acquire and capture the knowledge gained. Learning MMP skills at the basic level in primary school is critical, a component of learning Indonesian language skills that affects students' language abilities (Fatayan, 2022). Early reading and writing learning does not only affect students' language ability. Early reading ability can increase the knowledge possessed by students. In addition, students' mastery of early writing techniques contributes to developing other abilities (Suastika, 2018). Early reading and writing learning needs to be mastered by students in low grades (Supriyadi, 2017). This is because the ability to read and write is essential for students to acquire other knowledge at a higher level of education. Students who do not master the early reading and writing ability will have difficulties and be unable to gain knowledge at a higher level of education.

Based on the results of an interview on August 23, 2022, which was conducted by the researchers with the class teacher, it was found that out of a total of 29 grade 1 students at SDN Mlaten 1, 12 students could only read and write letters, six students had mastered and could read and write sentences. The remaining 11 students have not mastered it and cannot read and write initially. The results of the implementation of the preliminary observation activities in the learning activities found that the early reading and writing ability students of grade 1 SDN Mlaten 1 were classified as not good. The teacher tried to deal with the problems by using the MMP module book that the teacher had made. Other facts related to using MMP module books applied to students were less influential and significantly impacted students' MMP abilities.

Similar problems were encountered by Arini et al. (2022) in their research, and students' results at SDN Harapan Jaya XVIII were low, which was caused by students not digesting the reading or letters they read. Putu and Sueca (2022) also wrote that, due to the COVID-19 pandemic, the early reading and writing ability of Grade 1 students at SD Negeri 3 Suluhan was very low. In their research, Reshi et al. (2022) stated that in learning activities, teachers often encountered problems encountered by students in MMP learning, including difficulties recognizing letters, words, and sentences and obstacles in understanding reading content.

As suggested by Hijjayati et al. (2022), students' low initial literacy skills are caused by internal and external factors. Internal factors: 1) intelligence ability, 2) interest in learning, and 3) student motivation. External factors include: 1) lack of attention from parents, 2) influence of TV and mobile phones, 3) teacher's ability to teach, and 4) playmates. Agree with Hijjayati, Ramadhan, and Tarmini (2022) in their research, they wrote that internal and external factors cause students' low beginning reading and writing skills. In addition, Fauziah (2018) also stated in his research that the trigger for students' low MMP skills was also influenced by the lack of attention, supervision, and parental guidance towards student learning activities at home.

According to Suastika (2018), students with Early Reading Writing (MMP) skills who are not competent at the basic level will have difficulties in the next grade. This hurts the development and learning process of students in the future. Students will have difficulty to follow learning activities in all subjects. Students become slow and fall behind compared with others in understanding the subject matter because they are not proficient and skilled at early reading and writing. The number of cases found was related to the low early reading and writing skills of primary school students. Early Reading Writing Learning (MMP) needs more attention. So it is necessary to research to analyze internal and external factors that affect Early Reading and Writing (MMP) Learning of Grade 1 Students SDN Mlaten

1

2. Method

This qualitative research was conducted to understand and describe the social phenomena studied. This research was conducted to analyze and explain the factors that affect early reading and writing learning of grade 1 student SDN Mlaten 1. In this research, the researcher acted as a full observer by making direct observations at SDN Mlaten 1. This research was conducted at SDN Mlaten 1, located in Mlaten Village, Nguling District, Pasuruan Regency, East Java. This research was conducted in the even semester of the 2022/2023 school year from February 21 – March 01, 2023.

Data collection methods used in this study consisted of observation, interviews, and documentation. The subjects of this study were grade 1 teachers and 29 grade 1 students at SDN Mlaten 1. To obtain data related to factors that influence beginning reading and writing learning (MMP) for grade 1 students at SDN Mlaten 1, the following is a guideline of research instruments:

Table 1. Research instrument table

No.	Aspect	Indicator	Method	Subject
1.	Internal Factors	Intelligence	Interview, observation, and documentation	Teacher and Grade 1 Students
		Interest to Learn		
		Motivation to Learn		
2.	External Factors	Teacher's Teaching Ability		
		Learning Media		
		ParentsAttention		

3. Results

3.1 Internal factors

3.1.1 Intelligence

Intelligence is a factor that affects students' early reading and writing abilities. After conducting research, the intelligence level of grade 1 students at SDN Mlaten 1 is classified as standard (average). This can be proven in interviews with grade 1 teachers:

"Regarding students' intelligence, I cannot say exactly how much. However, if asked, I think the average ability of students in MMP learning is above 50%".

The data obtained in interviews about student intelligence is minimal because no official intelligence test results measure students' IQ (Intelligence Quotient). Therefore, to strengthen the data from the interview activities, the following is the documentation of the early diagnosis grouping data on the intelligence of grade 1 students at SDN Mlaten 1:

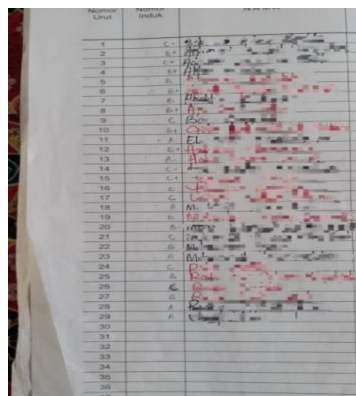


Figure 1. Early diagnosis of students' intelligence

3.1.2 Interest and motivation to learn

The learning interests and motivations of grade 1 students at SDN Mlaten 1 are very diverse. During the learning activities, students are active and highly enthusiastic about learning. When the teacher conducts question-and-answer learning activities, students are very excited and scramble to answer the questions posed by the teacher. This can be seen in the image below:



Figure 2. Enthusiastic students during learning activities

Students also ask when they are having difficulties in early reading and writing, such as when doing assignments that the teacher gives. This can be seen through the researcher's documentation in the observation of the implementation of learning, as shown in the image below:

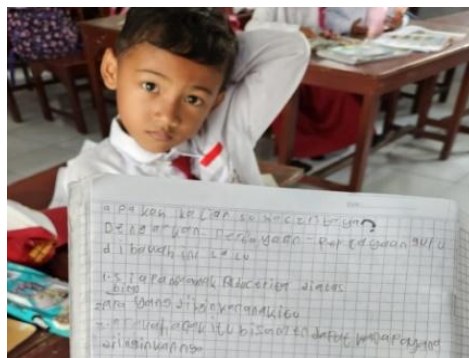


Figure 3. Active students ask when having difficulties.

Most students focused on listening to the teacher's explanation during the learning activity. However, many students lost focus and interest in learning during the explanation. The crowded class conditions evidence this due to chatting with friends, playing alone, sleeping, running around class, talking, writing, or drawing anything in their notebooks. These conditions can be seen in the researcher's documentation, as shown in the image below:



Figure 4. Class conditions during learning activities

In addition, even though students are active and enthusiastic during learning activities, their curiosity is still relatively low. This is evidenced in observation activities where students only answer feedback questions posed by the teacher. Students do not ask questions when the teacher does not ask them questions. When the teacher asked students if there was anything they wanted to ask, none of the students raised their hands. However, when given assignments, some students still did not understand and asked their classmates. It can be concluded that the interest and learning motivation of grade 1 students at SDN Mlaten 1 is high. Students' enthusiasm and activeness show this during the MMP learning activities.

3.2 External factors

3.2.1 Teacher's teaching abilities

The teaching ability of grade 1 teachers at SDN Mlaten 1 is quite good. The teacher uses the game method, questions, and answers to teach students during the MMP learning activities. The game method that the teacher applies in learning can create a more active, interactive classroom atmosphere and a pleasant classroom atmosphere. The teacher invites students to find items sold in the market using word card media. This applied method can make students more enthusiastic and not quickly bored during the learning process. The use of game methods in learning can be seen in the figure below:



Figure 5. Games during learning activities

In addition, the teacher also uses another learning method, which is the question-and-answer method. The question-and-answer method is quite effective. The teacher always gives feedback questions to students; thus, learning activities take place interactively and are engaging and fun. An interactive, enjoyable, and pleasant learning atmosphere makes students more enthusiastic and less easily bored while learning. However, in MMP learning, especially in grade 1 at SDN Mlaten 1, the teacher does not use the discussion method in teaching students. The use of the question-and-answer method in MMP learning in class 1 at SDN Mlaten 1 can be seen in the figure below:



Figure 6. Question and answer method application

The teacher also always gives appreciative gestures, such as applause and thumbs up, when there are students who successfully answer the teacher's questions. Gesture appreciation that the teacher provides students makes students more enthusiastic and motivated in the learning process. Documentation of giving teacher appreciation gestures to students in learning can be seen in the image below:



Figure 7. The teacher gives appreciation gestures to students.

In addition, the teacher always provides direction/guidance when students have difficulties learning MMP. Directions/guidance that the teacher offers can add to students' understanding of what they know. This data was obtained through observation during the MMP learning process. The following is the researcher's documentation regarding the teacher providing direction/guidance to students, as shown in the figure below:



Figure 8. The teacher gives directions when students are having difficulties.

Based on the research data above, it can be concluded that the teacher's teaching ability plays a vital role in the success of a lesson, including MMP learning. Learning methods affect students' understanding of what the teacher conveys. Using the question-and-answer method and the teacher's games makes the class atmosphere more interactive and fun, making students more active and enthusiastic in learning activities. Appreciation gestures made by the teacher can make students more passionate about learning. The teacher must provide direction and guidance when students struggle during teaching and learning. Such actions can help improve and ensure students understand their learning.

3.2.2 Learning media

Early reading and writing learning of grade 1 students at SDN Mlaten 1 In its implementation, the teacher uses learning media, namely the MMP module book and word cards. This was discovered through joint interviews with the following grade 1 teachers:

"In teaching early reading and writing to students, I use MMP module books and word card media. Bearing in mind that learning requires learning media because this learning media helps me in teaching students (grade 1 students), and of course, it makes them easier learn to read and write at the beginning".

During observing learning activities, the MMP module book is used every day at the beginning of learning, where the teacher randomly asks students to come forward and read the syllables in the module book. As for the documentation of the use of the MMP module book in learning, it can be seen in the figure below:



Figure 9. MMP module book application

Besides that, there is also word card media; this media is made jointly by the teacher and students. In its application, the teacher involves students directly in playing activities. For example, in Chapter 7. *Aku Ingin*, Sub-Chapter. *Barang-barang yang di Jual di Pasar*. The teacher invites students to find items sold in the market and then forms words from the existing word card media. The use of Word Card Media in MMP learning can be proven in the documentation activities shown in the image below:



Figure 10. Word card media application

MMP learning activities in grade 1 SDN Mlaten 1, in its application, the teacher uses learning media, namely Module Books and Word Cards. The media used by the teacher, of course, helps students learn to read and write at the beginning, and it makes it easier for teachers to teach early reading and writing skills to students. Using word card media in learning makes the learning atmosphere more enjoyable and can increase student enthusiasm for learning.

3.2.3 Parents attention

At the time of the research, it was confirmed that parents' concern as an external factor that could influence the development of students' MMP learning was genuine. Parents' attention to monitoring the development of student learning at home is significant. There needs to be communication and the process of mutually tracking the development of student learning between teachers and parents of students. This was expressed by the grade 1 teacher in the interview activity as follows:

"Parents' attention is significant and influences children's learning development. So, of course, the parents and I always communicate in the WA group to convey student learning progress to each other. As a teacher, I feel this communication is constructive. For example, I learned that Person A and Person B have difficulty in which part because if I give them questions at school, they can still cheat on their friends. Then, as a teacher, I will know how the learning progresses at home, and of course, children's learning activities at home need monitoring and assistance from their parents. Sometimes, I also send study material to the group in PDF form. I also sent the MMP module to the group. So every day parents can accompany their children in learning to read, then report how their children's learning is progressing".

The following is a form of parental attention to students, which is attached to the WhatsApp group documentation below:



Figure 11. Class teacher and parents' WhatsApp group

The class teacher also said parents still paid little attention to their children's learning development at home. This was revealed by the class teacher in the following interview activity:

"However, some parents still do not care about their children's learning activities at home. Then, some parents are busy at work, so it is not easy to monitor student learning progress from home, such as being a fisherman, TKI, and TKW abroad. Usually, if there is a case like that, I always communicate with the student's brother or relative".

It can be concluded that parents' attention to student learning development is significant and influential. There needs to be communication between teachers and students' parents to monitor the development of children's learning—parents' attention in tracking the development of children's learning at home is significant. The knowledge students gain while at school when there is no

guidance and attention from parents when students are at home will be wasted. So, it is necessary to communicate between the teacher and parents to convey the development of student learning to each other.

4. Discussion

When the research was conducted at SDN Mlaten 1, many students with MMP abilities were still not qualified (poor). Similar problems were also found by Arini et al., (2022) in their research, that student learning results at SDN Harapan Jaya XVIII are low due to students not understanding the reading or the letters they are reading. Putu and Sueca (2022) also wrote that, due to the COVID-19 pandemic, the reading and writing ability of grade 1 students at SD Negeri 3 Suluhan was very low. Reshi et al. (2022), in their research, stated that in learning activities, teachers often encountered problems encountered by students in MMP learning, including difficulties recognizing letters, words, and sentences and obstacles in understanding reading content.

Early Reading Writing (MMP) Ability is vital for grade 1 students at SDN Mlaten 1. Supriyadi (2017) states that students should have good early reading-writing (MMP) abilities in low grades. Given the importance of students' early reading and writing skills and the many cases found related to students' low MMP abilities, MMP learning needs special attention. Therefore, some factors can affect MMP learning, both internal and external. After conducting research, the intellectual intelligence of grade 1 students at SDN Mlaten 1 is classified as standard (average). This data was obtained through interviews with class teachers and documentation of grouping the early diagnosis of student intelligence. The intelligence possessed by students does affect their MMP mastery and abilities. This is what was conveyed by Hijjayati et al. (2022), which is that intelligence abilities, which are part of internal factors, influence students' MMP abilities. Ramadhan and Tarmini (2022) also conveyed that physiological factors (intelligence) affect students' MMP abilities. Interest and motivation are internal factors that can influence MMP learning.

Students at SDN Mlaten 1 are highly interested and motivated to learn. Interest and learning motivation possessed by grade 1 students at SDN Mlaten 1 affect their initial reading and writing ability. Hijjayati et al.(2022) that learning interest and motivation affect students' MMP abilities. In line with Hijjayati. et al. Ramadhan and Tarmini (2022), in their research, wrote that interest and lack of student learning motivation affected their low MMP ability.

5. Conclusion and Recommendations

Based on the research and discussion results, it can be concluded that internal factors include students' intellectual intelligence, interest in learning, learning motivation, and the early reading and writing (MMP) learning of grade 1 students at SDN Mlaten 1. In addition, the teacher's ability to teach reading and writing to students, the use of learning media, and parents' attention to the development of student learning also influence the implementation of learning to read and write at the beginning. Teachers should use more interesting, creative, and innovative learning media such as animated videos, interactive PPTs, flashcards, etc. The media applied in MMP learning should help students master initial reading and writing skills, not just focus on one aspect.

References

Arini, N. W., Fatayan, A., Pranata, K., and Bachrudin, A. (2022). Efektifitas Metode Critical Thinking dalam Kemampuan Membaca dan Menulis Permulaan (MMP). *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4705–4712. <https://doi.org/10.31004/obsesi.v6i5.2784>

- Arum Fatayan, V. D. C. (2022). Efektivitas Pembelajaran Jarak Jauh dalam Kemampuan Membaca dan Menulis Permulaan (MMP) Bahasa Indonesia Sekolah Dasar. *Jpdk : Jurnal Pendidikan Dan Konseling*, 4(1), 132–138. <https://doi.org/10.31004/jpdk.v4i1.3461>
- Desak Putu, J., and Sueca, N. (2022). Pendampingan Pembelajaran Membaca Dan Menulis. *SELAPARANG. Jurnal Pengabdian Masyarakat Berkemajuan*, 6(1), 514–518. <https://doi.org/10.31764/jpmb.v6i1.7714>
- Fauziah, H. (2018). Upaya Guru Dalam Mengembangkan Kemampuan Membaca Menulis Permulaan Siswa Kelas I Mi. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 4(2), 173. <https://doi.org/10.32332/elementary.v4i2.1241>
- Hijjayati, Z., Makki, M., and Oktaviyanti, I. (2022). Analisis Faktor Penyebab Rendahnya Kemampuan Literasi Baca-Tulis Siswa Kelas 3 di SDN Sapit. *Jurnal Ilmiah Profesi Pendidikan*, 7(3b), 1435–1443. <https://doi.org/10.29303/jipp.v7i3b.774>
- Metha Lubis. (2019). Peran Guru Pada Era Pendidikan 4.0. *EDUKA ; Jurnal Pendidikan, Hukum, Dan Bisnis*, 4(2), 68–73. <https://core.ac.uk/download/pdf/337609344.pdf>
- Mustika, D., Fitri, A. H., Ananda, A., Rusdinal, R., and Gistituati, N. (2022). Kajian Perbandingan Kebijakan Pendidikan Dasar di Indonesia dan Amerika Serika. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 4356–4362. <https://doi.org/10.31004/edukatif.v4i3.2799>
- Ramadhan, R. R., and Tarmini, W. (2022). Kesulitan Membaca Permulaan pada Siswa Kelas I di Madrasah Ibtidaiyah. *Jurnal Educatio FKIP UNMA*, 8(3), 960–965. <https://doi.org/10.31949/educatio.v8i3.2971>
- Reshi, A., Ernaz, N., and Noviyanti, S. (2022). Kajian Literatur Terhadap Keberhasilan Guru Dalam Meningkatkan Keterampilan Membaca Dan Menulis Permulaan. *Jurnal Pendidikan Dan Konseling*, 4(2), 163–168. <https://doi.org/10.31004/jpdk.v4i2.3985>
- Suastika, N. S. (2018). Problematika Pembelajaran Membaca Dan Menulis Permulaan Di Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 3(1), 57. <https://doi.org/10.25078/aw.v3i1.905>
- Supriyadi. (2017). *Buku Ajar Membaca dan Menulis Permulaan dengan Metode Iqro Untuk Siswa Kelas 1 Sekolah Dasar : Tematik IPA, IPS, dan Kesenian*. II(2), 219–239. <https://doi.org/10.23969/jp.v2i2.800>