

1st Grade Children's Beginning Reading Learning Using AISM Media

Wawan Irianto

Corresponding author. Email: wawanirianto1980@gmail.com

UIN Prof. KH. Saifudin Zuhri, Purwokerto, Jl. Ahmad Yani, Karanganjing, Purwanegara,
Kecamatan Purwokerto Utara, Kabupaten Banyumas, Jawa Tengah 53126 Indonesia

Abstract

This research is qualitative descriptive research. The aim of the research is to find out the process of learning to read beginning in class 1 at MI An-Nuur Karangtawang, Nusawungu District, Cilacap Regency for the 2022/2023 academic year. This research is based on the importance of reading learning media for grade 1 elementary students. Data collection techniques were obtained by observations, interviews, and documentation. The subjects of this study were 1st grade students, a total of 44 children who were divided into 2 study groups. From the results of observations, interviews, and documentation, the researcher obtained that MI An-Nuur Karangtawang had used AISM as a reading learning media. This media is a syllable reading method. AISM stands for *Anak Islam Suka Membaca* (Islamic Students Like to Read). This media is being used as a mandatory learning book for grade 1 students at MI An-Nuur Karangtawang since 2013. In the 2022/2023 school year the number of students in grade 1 was 44. Beginning reading learning with AISM media begins a week after the orientation period for new students. During the first 6 months, researcher obtained data that 9 children were able to read simple paragraphs, 25 children were able to read simple sentences, 10 children read haltingly. In the 10th month there are 20 children who are able to read paragraphs, 20 children are able to read simple sentences, 4 children read haltingly. The results of this study indicates that the AISM media is effective enough and very efficient for teaching and learning to read at the beginning of grade 1 at MI An-Nuur Karangtawang Nusawungu Cilacap.

Keywords: beginning reading, AISM Media, grade 1

1. Introduction

Indonesia Law Number 20 of 2003 concerning the National Education System, Article 1 point 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, the people of the nation and the state*.

In the current era of national education, grade 1 elementary school children are already faced with quite a long reading material. They are also required to be able to write cursive (smooth writing). They must be able to read the subject matter in grade 1 demanding mastery of reading. On the other hand, grade 1 children still have to be guided when doing tests, in this case the teacher reads the questions aloud. Then the answer is written by the child after hearing the teacher's order. This is one proof that children have not mastered reading and writing. These conditions require teachers to be able to present appropriate learning methods so that children can read fluently.

*Ministry of Education and Culture, Law Number 20 of 2003 Concerning the National Education System, (Jakarta: Depdikbud, 2003)

Indonesian language as a compulsory subject has an important role in communicating. Because of this important role, learning Indonesian from elementary school needs to get serious attention[†].

Learning to read in elementary schools shows the difficulties experienced by students in reading. This is because of several factors; First, early reading learning uses a difficult method that makes students faces difficulty to be able to arrange letters or assemble syllables. Second, the teacher does not develop reading skills that are born from students' interest and desire to read, students only know that reading and writing are subjects at school that they must master without being accompanied by reasons and goals why they must be skilled at reading (and writing). Third, learning to read at the beginning is not packaged into interesting and fun learning, ignoring the characteristics of students[‡].

Beginning reading and writing skills require a lot of practice. Through reading and writing exercises beginning, students can read and write letters, syllables, words and simple sentences correctly. The purpose of reading and writing beginning for grade 1 elementary school students is to develop students' ability to understand and practice how to read and write properly and correctly[§].

One of the problems that arose in learning to read in grade 1 SD is the lack of students' attention to the teacher's explanation. There are some students who do not focus on studying. They play and do chat with their friends. Beside, beginning reading learning is only focused on books and does not make use of media images or objects in the classroom causing learning to seem monotonous and boring. The learning method used in learning to read at the beginning is also less varied. In learning to read at the beginning the teacher only gives examples of how to read and students are asked to imitate it, so that students who cannot read fluently just remember what the teacher said without paying attention to the series of letters being read^{**}.

Research conducted by Ririn Daryanti at MI Muhammadiyah Mendungsari shows that learning media using AISM books (*AISM stands for Anak Islam Suka Membaca* means Islamic children like to read) are proven to be very helpful for students and teachers in learning to read in the beginning.^{††} The way to teach it is the teacher listens to the children's reading one by one.

Previous research by Nanik Hayati on students with disabilities at SLB Negeri 1 Bantul showed that the use of AISM media can improve their reading comprehension. The use of AISM media is called the right media because it is arranged systematically by starting from simple reading, continuing to a higher level. Through these media students learn literacy from a simple level^{‡‡}.

This research wants to strengthen Ririn Daryanti's and Nanik Hayati's research above. That the AISM book learning media is indeed designed precisely for children, made from volume 1 to volume 5. The vowel syllable a is in volume 1. Vowels i and u are introduced in volume 2. Vowels e and o are in volume 3. The change from the bottom volume to the top volume means that there is a change in the printing of letters, that is, the letters are printed smaller and smaller.

This research is based on the importance of reading learning media for grade 1 elementary students. AISM books as a media for learning to read for beginners have been printed many times, even in 2013 alone it reached its 167th printing. That's because AISM media is proven effectively and efficiently to help children learn to read at the beginning, this research is presented.

2. Research Methods

This research is a type of qualitative research that is descriptive in nature. In this case the researcher describes an object, phenomenon, or social setting as outlined in a narrative paragraph. Data and facts collected are in the form of pictures and words, not in the form of numbers. Quotations taken in the field are presented as supporting data for the presentation of the report^{§§}.

[†]Faizatul Khoridah, Analysis of the Application of the SAS (Synthetic Structural Analytical) Method in Beginning Writing Ability, Journal for Lesson and Learning Studies, 2 no 3, (October 2019), 396, accessed May 20, 2023

[‡] Rina Yuliana, *Pembelajaran Membaca Permulaan dalam Tinjauan Teori Artikulasi Penyerta*, Proceedings of the National Seminar on Education FKIP UNTIRTA, 2017

[§] Kurnia Asti Madasari, *Keefektifan Metode Eja dan Metode SAS Berdasarkan Minat Belajar dalam Pembelajaran Keterampilan Membaca dan Menulis Permulaan pada Siswa Kelas 1 SD*, Jurnal Seloka Unnes, 5 no 2 (2016), 178, diakses 20 Mei 2023

^{**} Nisa Eliya Dini, The Enhancement of The Beginning Reading Skills by Using Global Method in The First Grade Students of SD Negeri Kapukanda, Jurnal Pendidikan Guru SD, 5 No.4 (April 2015) accessed June 5, 2023

^{††}Ririn Daryanti, Analisis Media AISM untuk Melatih Siswa Membaca Permulaan pada Mata Pelajaran Bahasa Indonesia di Kelas 1 MI Muhammadiyah Mendungsari Tahun pelajaran 2021/2022, Journal of Modeling, 9 no.2 (June 2022), 260, accessed April 11, 2023

^{‡‡}Nanik Hayati, Peningkatan Kemampuan Membaca Permulaan Melalui Media AISM pada Siswa tuna Daksa Kelas IV SLB N 1 Bantul, Exponential Journal, 1 no 1 (March 2020), accessed 12 April 2023

^{§§}Anggito, Albi & Setiawan, Johan, *Metode penelitian Kualitatif*, (Sukabumi: CV Jejak), 2018, page 11

This research was conducted in natural conditions, namely the conditions as it is, researchers did not carry out activities that affected the scientific object of research. This research is a descriptive qualitative research. The data presented is in the form of words or pictures, not emphasizing numbers. Furthermore, the data that has been collected is analyzed and described so that it can be understood^{***}. Data collection techniques are carried out by means of observation, interviews, and documentation.

a. Observation Method

Observation is an activity of systematically observing and recording the symptoms seen on objects. Research conducted on the object where the event takes place. Marshall in Sugiyono (2022: 106) states that through observation, researchers learn about behavior, and the meaning of that behavior. In a psychological sense, observation includes activities that pay attention to an object by using all the senses. This method is used by researchers to find out things related to objective conditions such as environmental conditions, learning activities, and the infrastructure of MI An-Nuur Karangtawang in learning activities. Here, the researcher come closer to institution to get the data and information. The researcher observe the school, teachers, students, and learning reading activity in the class. Then record the results of the observation.

b. Interview Method

Esterberg in Sugiyono (2022: 140) defines interviews as a meeting of two people to exchange information and ideas through questions and answers, so that they can be constructed on a particular topic. Interviews are a data collection technique by conducting preliminary studies to determine the problems to be studied and find out the things that the terms of the respondents are more in-depth. It is said that all social research is based on interviews (interviews). There are three types of interview methods, namely structured interviews, semi-structured interviews, and unstructured interviews^{†††}.

This interview also uses a structured interview type, where the researcher prepares the main questions as a guide. The goal is that informants can answer the questions asked freely and not pressured. After the questions were asked according to the structured interview, then deepened one by one in seeking further information. This method is used by the author to get information such as what problems the teacher faces in teaching students, besides that to get the right information from the speakers.

Firstly, the researcher interviewed headmaster to get information about learning reading process in general. Then interviewed grade 1 teachers who teach learning to read. After that, interviewed grade 1 students and lastly interviewed parents' students.

c. Documentation

Documentation is the evidence provided for information and ideas borrowed from others. Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. Documentation data obtained from students reading activity that as recorded by video. Documentation also obtained by the score of reading showed by the grade 1 teachers.

Data analysis used by the researcher in this research is data reduction, the activities can be done by the researcher is to summarize, choose the basic things, focus on important things, look for themes and patterns.

3. Results and Discussion

3.1 The Importance of Beginning Reading Proficiency

Reading skills in the early grades have an important role as the foundation for students' academic success. If learning to read in the early years is not successful, students will have difficulty understanding reading material. To achieve success in learning to read in the early grades, it requires the cooperation of teachers and parents in teaching reading. So, teaching reading is not only the responsibility of the teacher, but also the responsibility of the parents^{†††}. Here are some methods of teaching bahasa Indonesia (Indonesian language) reading to children^{§§§}:

a. Spelling Technique

The spelling method is done by first introducing the letters of the alphabet one by one and memorizing the sound, for example a, b, c, d, etc. The next stage is memorizing a series of letters into syllables, for example be a ba, ce i ci. This spelling method is no longer used in elementary schools because the technique is less practical. The weakness of this method is that children experience confusion in assembling letters. For example be – a is pronounced ba, why is it not read bea, te-u is pronounced tu why not teu.

b. Image Reading Techniques

^{***}Sugiyono, Metode Penelitian Kualitatif, (Bandung: Alfabeta, 2022), 7

^{†††}Sugiyono, *ibid.*, p. 114

^{†††}Ririn Daryanti, *ibid*

^{§§§}Nurani Musta'in, Anak Islam Suka Membaca (Islamic Children Like to Read), (Solo: Pustaka Amanah), 2013, 11-16

One of the media that children like is images, especially color images. However, teaching using pictures has many drawbacks. Among other things, first, the teacher must prepare good pictures accompanied by stable (standard) writing. The next weakness is that children tend to focus on pictures so they pay less attention to their writing. Even so, media images accompanied by writing provide experience to children that writing has meaning.

c. Whole Reading Technique then Reading "Sections"

How to teach it, for example writing:

ini nana

ini nana

i ni na na

i - n - i - n - a - n - a

This method is proven effective for elementary school children. The technique is to introduce the complete sentence first, then separate it into words, then separate the words into syllables, and then separate the syllables into letters.

d. Word Card Reading Method

Word cards are made by pasting large letters on white paper. Then the card is repeatedly shown accompanied by the sound to students. For example, a word "qonita" is shown and sounded, then the child imitates the sound. The weakness of this technique is that it takes a lot of time and money and the teacher's patience in making cards.

e. Syllable reading method

The method of reading syllables is widely used by teachers in teaching beginners, because this method has a fairly high success rate.

3.2 Contents of the AISM Book

Every book has different contents and function. The first book is very simple. It can be studied by the children in kindergarten or by children 5-6 years old.



Figure 1.

Volume 1 contains consonant syllables and vowels a. The first page contains the syllables "a - ba" which are repeated in different places. The second page contains the syllable "ca", also contains the previous syllable "a - ba". Likewise with the next page, da. And so on until the last page of volume 1 is a syllable with a vowel and is a word that has meaning. These words form sentences:

sa ya ja ga a ga ma sa ya

pa ra ra ja ka ya ra ya

sa ya ja ga ma ta

sa ya ba ca ba ca

ka la a da ca ha ya

Volume 2 contains the vowel syllables i and u. The teacher is expected to give examples of readings, for example "ba bi" is not pronounced "baa bii". In volume two, students are able to read simple sentences with two vowels as capital. Example: a da su ka ci ta.

Volume 3 contains complete variant of the vowel (a i u e o) which is packaged in two sessions. In chapter one only up to the vowel 'e'. And in the next chapter, the compiler starts to include the vowel 'o'. If we pay attention to the reading exercises in the middle of the page and at the end of the page, we will find the practice of pronouncing the five vowels above. For example: ma ri ki ta se la lu ha ti ha ti zo na ba ha ya di me ra pi.

Volume 4 contents began to explore the reading of dead letters. Example: to fo becomes tof, be fe becomes bef, and so on. In addition to reading vowels, the compiler includes how to read consonants at the beginning, in the middle and at the end (al-il-ul-el-ol), ra ib, na sib. There is also nga-ngi-nge-ngo. Nya-nyi-nyu-nyo, and many others.

Volume 5, the author begins to mention how to read the letters of the alphabet (abcde, and so on). As is the custom in Muslim families to read, especially religious chapters, the compiler includes the method of *hijaiyah* letters that have met the Indonesian alphabet. Reading *lafzhul jalalah Allah*, and closing with punctuation marks (quotes, colons, commas, and so on).

3.3 AISM Media teaching method

How to teach reading with AISM media to students can be done with the classical method together, in which the teacher gives examples of reading syllables then the students listen to and imitate. The teacher gives an example of reading without spelling. For example, the syllable "ba" is not spelled "be a", but is immediately read as "ba". Then individually each student reads and is listened to by the teacher. The teacher can ask for help from grade 1 children who are able to help listen to their friend's reading. In this case it means learning by using peer tutors. Volume 1 lessons usually take a maximum of 1 month, the learning period for each student varies depending on the cognitive abilities they have.

Volume 2 is taught after the child masters volume 1. Volume 2 contains the i and u vowel syllables. The teacher is expected to give examples of readings, for example "ba bi" is not pronounced "baa bii". If the child is not fluent on the previous page, the teacher may not raise it to the next page.

Volumes 3 – 6 are taught the same as the previous volumes. The teacher gives an example of reading in the box on the top line, then the students imitate and are asked to read the next text. Students come forward one by one to be listened to by the teacher, while the others carry out activities: read softly the pages to be listened to by the teacher, children who are able to read can be asked for help to listen to their friends' readings (while waiting for their turn to go to the front to be listened to by teacher), the other children are in charge of writing the page on the notebook. Thus, it means that the teacher also trains students to have writing skills.

3.4. Application of AISM Media in Class 1 for The 2022/2023 School Year

MI An-Nuur Karangtawang is a private Madrasah Ibtidaiyah founded in 1960, having its address in Karangtawang village, Nusawungu District, Cilacap Regency, Central Java province. The total number of students in 2022/2023 is 239 students. The number of students in grade 1 for the 2022/2023 academic year is 44 children, this number is divided into 2 study groups.

After the implementation of Curriculum 1013, media learning books "this is Budi", "this is Ibu Budi", "this is Bapak Budi" which were very popular in the 80-90's era seemed to have disappeared from the circulation of elementary school books. This is partly because the book has been printed again. In addition, elementary school textbooks underwent changes, namely the publication of textbooks featuring new fictional names. Budi and Ani are considered old figures, so new fictional names that represent Indonesian culture are needed. The 2013 curriculum introduces new fictional characters who represent diversity and nationalism, such as Edo from Papua, Siti as a Muslim woman wearing a headscarf, Dayu from Bali, Lani is a representative of Chinese descent, and Beni from Batak. With the diversity of fictional characters in these packs, ****.

The AISM book was first published in 1999. However, the use of the book only started in 2013 at MI An-Nuur Karangtawang. This is because AISM media was only recognized by grade 1 teachers in 2013 after going through a comparative study to the early childhood education institution KB Al Husna Patemon Bojongsari Purbalingga⁺⁺⁺. Using AISM media, the teacher must have the expertise to teach by presenting a comfortable atmosphere. The teacher must teach with a fun method, namely learning that is designed in such a way as to give an atmosphere full of joy, fun, and does not cause students to feel bored⁺⁺⁺.

Dewi Ainurohmah as a class 1A teacher who taught 22 students using AISM media in their learning in the 2022/2023 academic year. During the first 6 months, 5 children managed to read simple paragraphs. 15 children are able to read simple sentences. While the other 2 children still read words haltingly and need special guidance.

Ika Pramiati as a class 1B teacher taught 22 children. In the first 6 months of learning to read with AISM media resulted in 4 children being able to read simple paragraphs, 10 children being able to read simple sentences, while 2 children were still reading haltingly.

3.5 Obstacles Encountered

The success of Dewi Ainurohmah and Ika Pramiati in teaching reading in grade 1 was not without obstacles. They often faced with various obstacles. These obstacles include:

- a. Internal constraints, namely obstacles that come from the students themselves. Namely students who

****M.Nuh, Tidak Ada Lagi Budi di Buku SD, https://www.republika.co.id/binadik/education/14/05/29/n6ca07-m-nuh-tak-ada-lagi-budi-in-book-sd?fb_comment_id=736010893129905_736021233128871

⁺⁺⁺Interview with Suhendra, MI An-Nuur Karangtawang Curriculum Section on March 31, 2023

⁺⁺⁺ Apri Damai Sagita Krissandi, Learning Indonesian for Elementary Schools, (Bekasi: Media Maxima Publisher 2018) 131,

do not have a previous educational background (did not have TK/RA/BIMBA education). Besides that, there is a lack of motivation to study and a feeling of being lazy to study at home, while the time is often used to play cellphones.

- b. External constraints in the form of a family environment and a place to live that does not support. Some children do not receive guidance/assistance from their parents when learning to read at home. This is because the child lives with his grandparents, left to wander by his parents.
- c. Intellectual factors, including the ability or intelligence of students in mastery of something being taught. Each student has a category of reading ability because each student has a different level of intelligence. Students who in the very good reading category basically has a level of intelligence which is good so that it is faster in mastering reading skills. However, students who have low intelligence are usually slower in mastering reading skills^{§§§§}.

As a way to overcome these obstacles, the teacher takes the following solutive steps:

- a. Motivating students about the importance of reading skills.
- b. Give rewards to students who are able to follow the learning well. Rewards can be given in the form of thumbs up, congratulations, can also stand in the front row when going home as appreciation.
- c. Give sanctions (punishment) to students who are not concentrating and lazy in learning. The sanctions are in the form of warnings and warnings. Mild sanctions, for example children standing in the back row when lining up to go home.
- d. Build communication with parents so that they can assist their children in learning to read at home.
- e. Holding reading competition activities for grade 1 students to explore students' abilities and foster learning motivation.

Using AISM media, the teacher must have the expertise to teach by presenting a comfortable atmosphere. The teacher must teach with a fun method, namely learning that is designed in such a way as to give an atmosphere full of joy, fun, and does not cause students to feel bored.

Such is the description of the application of teaching reading beginning in class 1 MI An-Nuur Karangtawang for the 2022/2023 academic year. The author hopes that this research can be used as a reference for further research.

4. Conclusion

One of the early reading learning media for the lower grades (grade 1 to grade 3) is the method of reading syllables without spelling. One such media is the book AISM (Anak Islam Suka Membaca) it means Islamic children like to read. Beginning reading learning with AISM media at MI An-Nuur Karangtawang has been going on since 2013. Reading learning using AISM media is very appropriate for students in grade 1 at MI An-Nuur Karangtawang, especially in the 2022/2023 school year. Beginning reading learning with AISM media begins a week after the orientation period for new students. During the first 6 months, data were obtained that 9 children were able to read simple paragraphs, 25 children were able to read simple sentences, 10 children read haltingly. In the 10th month there are 20 children who are able to read paragraphs, 20 children are able to read simple sentences, 4 children read haltingly. From these data it can be concluded that learning to read early using AISM media in class 1 MI An-Nuur Karangtawang for the 2022/2023 school year is effective, efficient, and shows satisfactory results. This is evidenced by the data that most grade 1 students were able to read simple sentences in the first 10 months.

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