



Exploring The Pabelca Media As A Learning Tool To Improve Beginner Reading Skills: A Qualitative Study On First-Grade Students At Muhammadiyah Limboto Elementary School

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Abstract. This study aims to explore the experiences of first-grade students at Muhammadiyah 1 Limboto Elementary School in learning to read using the Pabelca media (Learning Reading Board). Beginner reading skills are an important foundation in the early stages of elementary education and play a role in determining success in subsequent levels of learning. This study used a qualitative approach with a case study method. Data were collected through observation, in-depth interviews, and documentation. Data collection techniques included participant observation, in-depth interviews with teachers and students, and documentation of learning activities. The results showed that the use of Pabelca media increased student enthusiasm and participation, facilitated their recognition of letters and words, and created more meaningful and enjoyable learning. This study also identified challenges faced by educators in implementing the media, including differences in student abilities, limited learning time allocation, differences in students' initial ability levels, and limitations in developing variations in material used in the media. However, teachers were able to implement adaptive strategies, such as learning differentiation, utilizing extracurricular time, and enriching materials for students with higher abilities. These findings indicate that Pabelca media is a potential learning tool to support the holistic development of early reading skills, supported by appropriate pedagogical strategies. This study recommends the development of similar contextual and innovative learning media to support basic literacy in early childhood education.

Keywords: Early Reading, Pabelca Media, Qualitative Study, Elementary Learning