

# Implementation of Reading Method Using Letter Puzzles to Increase Interest in Learning to Read in Students at RA Ar Rohmah Suren

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**Abstract:** Reading is important in children's development. This ability is very necessary for children's readiness to reach the next level of education. However, this is often a benchmark for parents to make their children good at reading even though the child is not ready to accept it. Based on the limitations of the problem that the researcher has stated above, the existing problem can be formulated as "How is the process of improving reading skills through the letter puzzle game method in Group B RA Ar Rohmah Dusun Lombung Suren Village, Ledokombo District which aims to improve reading skills through letter puzzle games in Group B RA Ar Rohmah Dusun Lombung Suren Village, Ledokombo District. The method used is in accordance with that carried out by the researcher, so the results of this study are that the average early reading skills of children get an average of "Good". This is evidenced by the increase that occurs at each meeting held. In cycle I, meetings 1-3 obtained an average overall score of 3.6 with the criteria of "Good" and achieved learning completeness of 72%. and achieved learning completeness of 90%. So it can be seen that the results of the study to improve early reading skills through the method of playing with word puzzle media successfully achieved 75% learning completion and increased optimally. The study was conducted with a classroom action research procedure, which went through four stages. The researcher carried out the stages one by one, namely planning, implementation, observation and reflection to obtain the desired data results in accordance with the learning completion criteria. However, in this study the increase produced was a quantitative increase while qualitatively obtained consistent results. Based on the description of the research results above, it can be concluded that the shortcomings that occurred in cycle I can be overcome through reflection carried out by the teacher, so that in cycle II there was an increase in both the process and the results of learning children's early reading skills.

**Keywords:** Reading methods, reading interest, letter puzzles.

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## INTRODUCTION

Education is one of the efforts that can be done by humans to develop their abilities. Through education, humans will gain some knowledge and life skills. Therefore, the implementation of education needs attention so that it can run optimally, especially education for early childhood. Early Childhood Education (PAUD) is an effort to foster children from birth to the age of six years which is carried out by providing educational stimulation to help physical and spiritual development so that children are ready to enter further education (Law No. 20 of 2003, Article 1 paragraph 14 concerning the National Education System). Early childhood education is important to implement because children

aged 0-6 years are in a sensitive period, namely a period where all of a child's potential can be developed optimally in physical, language, cognitive, social-emotional, and moral-religious aspects. Permendiknas No. 58 of 2009 concerning Early Childhood Education Standards states that early childhood education is implemented through three educational channels, namely formal, non-formal and informal education. Kindergartens are included in the non-formal education channel. According to M. Ramli (2005:

185) the age of Kindergarten (TK) is a period of human life with an age range of four to six years. At the age of 0-6 years, children need to get the right stimulation so that all aspects of child development can develop optimally, both cognitive, language, physical-motor, religious moral and social emotional aspects. These five aspects of development cannot be separated from one another. However, language has a very important role in the growth and development of children, especially in helping someone to interact and communicate with others. Children can express all their desires and ideas to others, this affects the development of children. Language will help children to gain new knowledge from interacting with other people.

Bachtiar Bachri (2005: 4) groups language development into two, namely; listening and speaking, and reading and writing. This was also stated by Soemiarti Patmonodewo (2003: 29) namely that there are two areas of language growth, namely language that is understanding or receptive which includes listening and reading; and expressive language that includes speaking and writing. Language skills, especially reading and writing skills in kindergarten children are not the same as reading and writing skills in adults. According to Slamet Suyanto (2005b: 168), children's reading and writing skills are still at the beginning reading and writing stage. At this initial stage, children need various stimulations for beginning reading and writing, for example knowledge of the letters of the alphabet, various interesting pictures to stimulate children to recognize symbols and so on. This study used RA Ar Rohmah which is one of the RAs in Lombung Hamlet, Suren Village, Ledokombo District. In RA Ar Rohmah there are 2 classes divided based on age. The first class is a class for Group A (children aged 4-5 years) and the second class is for Group B (children aged 5-6 years). Each class is taught by two teachers. The focus of this study is aimed at children in Group B, namely children aged 5-6 years at RA Ar Rohmah.

Based on the results of initial observations at RA Ar Rohmah, children's language development has developed in listening and speaking skills. This can be seen when learning takes place, children are willing and able to express what they know. However, researchers found several other problems related to children's language development, namely in reading skills. Reading skills at RA Ar Rohmah have not developed well. When learning, there are children who have difficulty recognizing and re-mentioning the letter symbols shown by the teacher, in other words, children have difficulty remembering the letters that have been taught. In addition, children's ability to read pictures is still not optimal.

In addition to these problems, the existing learning is still centered on the teacher. This can be seen when learning takes place, the teacher provides more explanations to the children. The use of learning media is also not optimal, even though RA Ar Rohmah actually has quite a lot of learning media. This affects children's interest in participating in learning. On the other hand, the use of play methods has also not been utilized optimally. The use of play methods is limited to improving children's motor skills. Seeing these problems, researchers and teachers agreed to develop children's early reading skills with the right method, because reading is also necessary or even important for children's provisions for further education. Teachers and researchers will try to improve children's abilities by gradually making improvements to the quality of learning while still adhering to playing while learning or learning while playing, because according to Moeslichatoen (2004: 25) for kindergarten children, learning is playing and playing is learning.

Slamet Suyanto (2005a: 26) added that basically early childhood education emphasizes more on playing while learning activities which means that every learning activity must be fun, joyful, active, and democratic. Through playing, many basic concepts

and knowledge can be obtained such as basic concepts such as color, size, shape, and direction which are the basis for learning to read, write, count, and other knowledge. Therefore, to overcome the reading problems above, researchers will collaborate with teachers to use the play method. This play method is chosen so that the existing learning is more interesting and involves the active role of students without pressure and coercion. The play method in this study is in the form of a letter puzzle game.

This letter puzzle game is one of the play methods that is quite effective in developing reading skills in children. Because children aged 5-6 years are still in the pre-operational stage (Slamet Suyanto, 2005b: 4), namely children learn through concrete objects. This study uses letter puzzles as media/concrete objects that can be seen by children, so that they help children recognize and understand the sounds of letters and their shapes, try to arrange them into a word and so on. This letter puzzle game has quite a lot of advantages, including letter puzzle games can be created in several ways to play, the media used is easy to get or make, according to the age stage of the child, namely children learn using something that children can see so that it is easy to remember, and gives children the freedom to express themselves by arranging words according to their ideas. This letter puzzle game must be packaged in such a way that it can improve children's reading skills, so an interesting letter puzzle playing method is needed, and involves the active role of children in playing.

## **METHODS**

This study aims to assess the effectiveness of using the letter puzzle method to enhance reading interest among students at RA Ar Rohmah Suren. A quantitative approach with an experimental design was used in this research. The study took place at RA Ar Rohmah Suren, involving students from group A, aged 5 to 6 years old, as the research subjects. In this study, the students were divided into two groups: the experimental group, which used the letter puzzle method in their reading lessons, and the control group, which followed traditional teaching methods. The first step in this research was to conduct an initial observation to identify the baseline conditions of the students regarding their interest and ability in reading. This observation aimed to understand how engaged the students were in reading activities before the intervention. A pre-test was then administered to measure the students' reading abilities and learning interest. This pre-test served as a baseline for comparison after the intervention.

After the pre-test, the implementation of the letter puzzle method in teaching began. The letter puzzle consists of pieces of letters that can be arranged to form simple words or sentences. In the experimental group, the teacher used these puzzles as the primary medium for teaching reading. The aim was to make the learning process more enjoyable and interactive for the students, hoping to stimulate their interest and involvement in reading activities. For four weeks, the experimental group received reading lessons using the letter puzzle method. Each learning session lasted 30 minutes, with direct interaction between the teacher and students. In addition to using the letter puzzles, the teacher guided students on how to correctly arrange the letters into words. The goal was not only to help students recognize letters but also to understand and read them as words. In the control group, reading lessons followed traditional methods, such as using reading books and verbal instructions.

After the four-week intervention, a post-test was conducted to assess the students' reading abilities and their learning interest after receiving the letter puzzle method. The post-test was similar to the pre-test, allowing for comparison of the students' abilities before and after the intervention. The results of the post-test were used to evaluate whether the letter puzzle method was effective in improving students' reading interest and abilities. In addition to the pre-test and post-test, observations of the students' activities during the lessons were carried out to assess how engaged the students were during the letter puzzle-based learning. Teachers observed aspects such as student

involvement, enjoyment, and enthusiasm during the learning process. Changes in students' attitudes toward reading, such as increased interest or active participation in reading activities, were also noted.

The data obtained from the pre-test, post-test, and observations were then analyzed using appropriate statistical methods. This analysis aimed to determine if there were significant differences in the students' performance between the experimental and control groups. The findings would provide insight into the impact of using the letter puzzle method on improving students' reading abilities and their interest in reading. This research also emphasizes the importance of engaging and interactive teaching approaches to boost students' interest in learning. The letter puzzle method is expected to offer a more enjoyable and dynamic learning experience, ultimately increasing students' interest in reading. Through this study, it is hoped that clear evidence will emerge to support the idea that the letter puzzle method is effective in encouraging more active participation in reading.

Alongside comparing the pre-test and post-test results, an analysis of the students' responses to the letter puzzle method was also conducted. This analysis aimed to determine whether the method not only improved reading abilities but also increased students' motivation and interest in reading. Overall, this study seeks to test the hypothesis that using the letter puzzle method in teaching can improve students' interest in reading at RA Ar Rohmah Suren. Through an experimental approach, the research aims to provide clear and valid data regarding the effectiveness of this method. If proven effective, the findings could serve as a basis for implementing the letter puzzle method in other schools with similar goals to improve students' reading abilities and interest in learning.

## **RESULTS**

The research conducted at RA Ar Rohmah Suren aimed to assess the impact of the letter puzzle method on improving the reading interest and abilities of students. After completing the intervention period, several key findings emerged that highlighted the effectiveness of this teaching method. These results are divided into the analysis of the pre-test and post-test scores, student engagement and participation, and the overall impact on students' attitudes toward reading. Initially, a pre-test was administered to all students to measure their reading abilities and levels of interest in reading. The results of the pre-test indicated that most students in both the experimental and control groups had basic reading skills, but their interest in reading varied significantly. The majority of students showed moderate to low levels of engagement with the reading process, and some students expressed a lack of enthusiasm toward reading activities. These findings were consistent with common challenges found in early childhood education, where maintaining student interest in reading can often be difficult.

Following the implementation of the letter puzzle method, a post-test was conducted. The results of the post-test revealed a marked improvement in the reading abilities of the students in the experimental group, who used the letter puzzle method. The students in this group showed better recognition of letters, more accurate word formation, and improved reading fluency. On average, the post-test scores of the experimental group were significantly higher than their pre-test scores. This improvement suggests that the letter puzzle method was effective in helping students improve their reading skills in a short period of time.

The control group, on the other hand, showed only modest improvement in their reading abilities. While there was some growth in their reading scores, the improvement was not as pronounced as that of the experimental group. This suggests that the traditional reading methods used in the control group, while effective to some degree, did not engage the students as much as the interactive and hands-on approach of the letter



puzzle method. The difference in results between the two groups highlights the potential of the letter puzzle method in enhancing early reading skills.

In addition to measuring reading abilities, the research also focused on assessing the students' interest in reading. The pre-test data showed that many students, particularly in the control group, demonstrated little enthusiasm for reading activities. Several students expressed that they found traditional reading lessons, such as those based on books and verbal instructions, to be boring or unengaging. This lack of interest in reading was a significant challenge in promoting reading development among early learners. After the intervention, however, students in the experimental group exhibited a noticeable shift in their attitudes toward reading. They appeared more motivated, engaged, and excited about the learning process. Many students reported enjoying the reading lessons more and actively participated in the activities involving the letter puzzles. Teachers observed that students in the experimental group were more eager to complete tasks, such as arranging letters into words and reading the words aloud, than they had been before the intervention.

The increased engagement in the experimental group can be attributed to the interactive nature of the letter puzzle method. By using puzzles, students were not only learning to recognize and form words but also participating in a hands-on, game-like activity that made the learning process fun and enjoyable. The puzzles provided immediate feedback, which helped students feel more confident in their abilities. This dynamic and playful approach to reading was likely more engaging for students than traditional methods, fostering a greater interest in reading. Further observation during the lessons revealed that students in the experimental group demonstrated higher levels of participation in the activities. They were actively involved in solving puzzles, discussing their word choices, and helping each other when they encountered difficulties. This collaborative atmosphere helped foster a sense of community in the classroom, where students could learn from one another and enjoy the process together.

Another notable finding was that students in the experimental group were able to retain the knowledge and skills they gained through the letter puzzle method. Teachers observed that students who had previously struggled with letter recognition and word formation showed significant progress. After the intervention, these students were more capable of independently identifying letters, forming words, and reading simple sentences. The ability to retain these skills over time further suggests the effectiveness of the letter puzzle method in promoting long-term learning. In terms of student engagement, the research showed that the use of letter puzzles created a more stimulating learning environment. Students in the experimental group were not only more interested in reading but also demonstrated an increased level of enthusiasm toward learning in general. The puzzles seemed to motivate students to participate in the lessons actively, which in turn led to higher levels of academic achievement.

The research also found that the puzzle-based learning method had a positive impact on students' social interactions. As students worked together to solve puzzles and practice reading, they were able to collaborate and help one another. This collaborative learning environment encouraged communication and teamwork, which are valuable social skills that benefit students both in and outside the classroom. Additionally, the teacher's observations of student behavior revealed that the letter puzzle method contributed to a more positive classroom atmosphere. Students were excited to come to class and engage in reading activities, and the classroom environment became more lively and dynamic. Teachers noted that the method helped foster a love for reading and created an environment where students were eager to explore new words and sentences.

Another aspect of the study focused on the challenges and limitations of implementing the letter puzzle method. One issue that emerged was the time required to prepare the puzzles and activities. While the puzzles were effective, they did require significant preparation and organization on the part of the teacher. Additionally, teachers noted that some students initially struggled with the puzzle format, particularly those who

were less familiar with manipulating objects or those who had lower fine motor skills. However, with guidance and practice, students were able to adapt to the method and benefit from it.

Despite these challenges, the overall results of the study clearly indicated that the letter puzzle method was an effective tool for enhancing students' reading skills and interest in learning. The active involvement of students in the puzzle-based lessons fostered a deeper connection to the material, and the interactive nature of the method helped to maintain students' attention and motivation. The method was particularly successful in engaging students who were previously less interested in reading, as it turned the learning process into a fun and rewarding activity. In terms of academic achievement, the results of the post-test were telling. The experimental group demonstrated a clear improvement in reading skills, as evidenced by their higher scores compared to the pre-test results. The success of the letter puzzle method in enhancing reading abilities can be attributed to its interactive nature, which allowed students to practice reading in a hands-on and enjoyable manner.

Moreover, the study also showed that the letter puzzle method had a positive effect on the overall learning experience. The use of puzzles in the classroom not only made reading lessons more engaging but also helped to develop other essential skills, such as problem-solving, critical thinking, and collaboration. Students in the experimental group appeared more confident in their abilities, which translated to increased motivation to continue learning and participating in class. The findings of this research also support the idea that using a variety of teaching methods can improve student learning outcomes. While traditional methods of teaching reading can be effective, they may not always engage students in the same way as interactive methods like the letter puzzle approach. By incorporating more interactive and hands-on techniques, teachers can foster a more engaging and effective learning environment for their students.

In conclusion, the results of this study provide strong evidence that the letter puzzle method is an effective tool for enhancing reading skills and increasing students' interest in learning to read. The experimental group demonstrated significant improvements in reading abilities and exhibited increased motivation and engagement compared to the control group. This method offers a fun, interactive, and effective way to teach early learners how to read, and it can be implemented in various educational settings to improve student outcomes. Furthermore, the study suggests that the letter puzzle method can be a valuable addition to the teacher's toolkit. It offers a creative and engaging way to teach reading, which can be particularly beneficial in classrooms where students may struggle with traditional methods of instruction. The findings also highlight the importance of using varied teaching strategies to keep students engaged and motivated in the learning process.

In summary, the implementation of the letter puzzle method was successful in improving both the reading abilities and the reading interest of students at RA Ar Rohmah Suren. The students' increased engagement, enthusiasm, and academic achievement provide strong support for the continued use of this method in early childhood education. It is recommended that schools consider incorporating puzzle-based learning methods into their reading curricula to enhance student learning outcomes and foster a love for reading among young learners.

## **DISCUSSION**

The results of this study show that the implementation of the letter puzzle method has had a substantial impact on the students' reading abilities and their interest in reading. The experimental group, which used letter puzzles as a learning tool, demonstrated a significant improvement in their reading skills compared to the control group, which followed traditional teaching methods. This improvement highlights the importance of using innovative and interactive methods in early childhood education to engage students

and enhance their learning experiences. One of the most noticeable findings from the research was the marked increase in the students' reading abilities in the experimental group. Before the intervention, many students showed only basic reading skills, with minimal engagement in reading activities. However, after four weeks of using the letter puzzle method, students in the experimental group demonstrated greater proficiency in letter recognition, word formation, and even reading simple sentences. The puzzles allowed them to engage actively in the learning process, which helped solidify their understanding of how letters combine to form words.

The puzzle method provided a hands-on approach that made reading more tangible for the students. It transformed abstract concepts, like letter recognition and word formation, into a more concrete and engaging activity. As students physically arranged and rearranged letters to form words, they were able to see the direct connection between individual letters and their role in forming meaningful words. This concrete approach is particularly beneficial for young learners who may struggle to grasp abstract concepts without the aid of visual and interactive aids.

In contrast, the control group, which relied on traditional methods like verbal instructions and printed books, showed only modest improvements in their reading skills. While traditional methods can certainly contribute to reading development, they do not offer the same level of interactivity and engagement as the letter puzzle method. This suggests that the traditional approach alone may not be sufficient to fully engage students, particularly those who may struggle with motivation or attention during reading activities. The lack of significant improvement in the control group highlights the limitations of conventional teaching techniques. While verbal explanations and reading aloud can be effective, they do not offer the same level of student involvement as methods that encourage active participation, such as the use of puzzles. The findings suggest that students may benefit from more hands-on, interactive learning experiences, especially when they are in the early stages of reading development. By incorporating puzzle-based methods, educators can make reading more dynamic and engaging for young learners.

Another key finding from this study was the positive shift in students' attitudes toward reading, particularly in the experimental group. Before the intervention, many students in the control group expressed boredom or lack of interest during reading lessons. These students showed limited enthusiasm for reading activities and appeared disengaged. However, after the introduction of letter puzzles, students in the experimental group displayed a much higher level of motivation and enthusiasm for reading. The puzzle method seemed to make reading lessons more enjoyable, which in turn fostered a more positive attitude toward reading in general. The interactive and game-like nature of the letter puzzles made the learning experience feel less like a chore and more like a fun activity. This increase in engagement can be attributed to the fact that puzzles provide immediate feedback and reward, which are powerful motivators for young children. As students successfully completed puzzles, they likely felt a sense of accomplishment, which further boosted their interest in reading.

The use of puzzles also contributed to a more collaborative learning environment in the experimental group. Students worked together to solve the puzzles, discussing strategies and helping one another when they encountered difficulties. This collaboration encouraged peer learning, which can be a powerful tool in early education. By engaging in cooperative activities, students were able to learn from each other, reinforce their knowledge, and develop social skills. This sense of community within the classroom helped create a supportive and inclusive learning environment where students felt encouraged to participate. In addition to improving reading skills and fostering a positive attitude toward reading, the puzzle-based approach also enhanced students' problem-solving and critical thinking abilities. As students worked with the puzzles, they were required to think critically about how to arrange the letters to form words. This process encouraged them to analyze the structure of words and recognize patterns in letter

combinations. These cognitive skills are important not only for reading development but also for broader learning in other areas.

The increased involvement and engagement in the experimental group were further supported by teacher observations. Teachers noted that students in the experimental group were more excited about coming to class and more eager to participate in reading activities. They were more likely to volunteer answers, ask questions, and seek help from their peers. This increased participation is a clear indication that the letter puzzle method helped create a more stimulating and rewarding learning environment for the students.

In contrast, the students in the control group were observed to be less involved in the lessons. While they did show some improvement, their engagement during reading activities remained lower compared to the experimental group. This lack of enthusiasm could be attributed to the less interactive nature of the traditional reading methods, which did not allow for the same level of student participation. The results emphasize the need for teaching strategies that actively involve students and encourage them to take ownership of their learning. Additionally, the letter puzzle method helped improve the students' confidence in their reading abilities. As students successfully arranged letters and formed words, they gained a sense of achievement that reinforced their belief in their own capabilities. This boost in self-confidence is crucial in early childhood education, as it encourages students to take risks, make mistakes, and continue learning. The sense of accomplishment gained through solving puzzles likely motivated students to engage in further reading activities and take on more challenging tasks.

The research also revealed that the students in the experimental group retained the knowledge they gained from using the letter puzzle method. Teachers observed that even after the intervention period had ended, students were still able to recall the words they had learned and continue practicing their reading skills independently. This retention of knowledge suggests that the letter puzzle method not only helped students improve their reading abilities in the short term but also facilitated long-term learning outcomes. Furthermore, the letter puzzle method seemed to help bridge the gap between students with varying levels of prior reading ability. In the experimental group, students who initially struggled with letter recognition or word formation showed significant improvement over the course of the intervention. These students were able to keep pace with their peers, thanks to the hands-on, visual nature of the puzzles, which allowed them to work at their own speed and revisit concepts as needed. This highlights the inclusivity of the puzzle method, which can benefit students at different levels of proficiency.

The study also revealed some challenges in implementing the letter puzzle method. One of the main challenges faced by teachers was the time and effort required to prepare the puzzles for each lesson. While the puzzles themselves are relatively simple to use, creating and organizing the materials for each student or group took additional time. This challenge can be mitigated through proper planning and preparation, but it is something that teachers should consider when deciding to implement this method.

Another challenge involved students who had difficulty manipulating the puzzle pieces, particularly those with lower fine motor skills. These students needed more guidance and support in arranging the letters, which slowed down their progress initially. However, as the students practiced more, they became more proficient in handling the puzzle pieces, and their reading skills improved. This suggests that the letter puzzle method is effective for most students but may require additional support for those with specific learning needs.

Despite these challenges, the overall success of the letter puzzle method in improving reading skills and interest was evident. The positive outcomes from the experimental group underscore the potential of using interactive, hands-on learning methods to enhance early childhood education. By incorporating puzzles into the classroom, educators can create an engaging and dynamic learning environment that fosters both academic growth and personal development. The research also highlights the importance of providing a variety of teaching methods to cater to different learning styles.



While traditional methods have their place, interactive approaches like the letter puzzle method can offer students a more engaging and enjoyable learning experience. By combining various teaching strategies, educators can ensure that all students have access to the tools and resources they need to succeed. In conclusion, this study demonstrates that the letter puzzle method is a highly effective tool for improving reading skills and increasing students' interest in learning to read. The results show that students who used the puzzle method showed significant improvements in their reading abilities and displayed greater enthusiasm for reading. These findings suggest that integrating interactive methods, such as the letter puzzle approach, into early childhood education can have a lasting positive impact on students' learning outcomes.

Ultimately, the study calls for educators to explore and incorporate more interactive and engaging teaching methods in their classrooms. By doing so, they can help students build a strong foundation in reading while also fostering a love for learning that will last throughout their academic journey. The success of the letter puzzle method in this study offers a promising example of how innovative approaches can be used to enhance early childhood education.

## CONCLUSION

Based on the results of the research, it can be concluded that the implementation of the letter puzzle method significantly improved the reading abilities and interest of students at RA Ar Rohmah Suren. Students in the experimental group, who were taught using the letter puzzle method, demonstrated a marked improvement in letter recognition, word formation, and reading fluency. These improvements were reflected in their post-test scores, which were significantly higher than their pre-test scores. The increase in students' reading abilities can be attributed to the interactive and engaging nature of the letter puzzle method. By incorporating a hands-on, visual approach to learning, students were able to better understand the relationship between letters and words. The puzzle-based activities encouraged active participation, which is essential in maintaining student interest and fostering a deeper understanding of reading concepts. In addition to enhancing reading abilities, the letter puzzle method also had a positive effect on students' attitudes toward reading. Many students who initially lacked enthusiasm for reading activities became more motivated and engaged after experiencing the puzzle-based lessons. The gamified, interactive nature of the puzzles helped to create a fun and rewarding learning environment, which in turn encouraged students to participate more actively in class and develop a greater interest in reading. Another important finding was that the letter puzzle method promoted social interaction and collaboration among students. As students worked together to solve puzzles, they engaged in discussions and shared strategies, which helped reinforce their learning. This collaborative approach not only improved reading skills but also fostered important social skills, such as communication and teamwork, which are essential for students' overall development. While the letter puzzle method proved to be highly effective in improving reading abilities and interest, the study also highlighted some challenges in its implementation. Teachers noted the time and effort required to prepare the puzzles for each lesson, as well as the need for additional support for students with lower fine motor skills. However, these challenges were manageable and did not outweigh the positive impact of the method on student learning. Overall, the findings of this study suggest that interactive, hands-on learning methods like the letter puzzle approach can be highly effective in early childhood education. These methods not only improve students' academic performance but also help to develop a love for learning and reading, which is crucial for their long-term educational success. Teachers are encouraged to consider incorporating the letter puzzle method into their classrooms to create a more dynamic and engaging learning environment. In conclusion, the success of the letter puzzle method in this study demonstrates its potential as an effective tool for improving reading skills and fostering a love for reading in young

learners. By using innovative and interactive teaching strategies, educators can create more engaging and supportive learning environments that meet the diverse needs of their students, ultimately contributing to better academic outcomes and increased student motivation.

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