



JOURNAL OF ISLAMIC EDUCATION
Vol. 10 No. 1 January – June 2025
P-ISSN 2503-5363; E-ISSN 2528-0465
<http://www.ejournal.stitmuhsbangil.ac.id/index.php/jie>

Realization of *Hubbul Ilmii* Book to Improve Basic Reading Skills in Lower Grade Students

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Article Information **Abstract**

Received:
27 March 2025

Revised:
29 April 2025

Accepted:
13 May 2025

Published:
25 May 2025

Keywords:
*Basic Reading,
Hubbul Ilmii
Book, Lower
Grade Student.*

The purpose of this study is to analyze more deeply about the effectiveness of the realization of the Hubbul Ilmii book in improving basic reading skills in lower grade students. These namely students are at the elementary school level from grade 1 to grade 3. This study was conducted at the Griya Qur'an Al Inayah Pulung Ponorogo Foundation. The method used is a qualitative approach to the case study type, data collection used with semi-structured interviews, non-participant observation, and documentation. The primary data sources in this study were the female teachers who accompanied the study, the students, and the head of the foundation. The data analysis technique used the Miles and Huberman model, namely data collection, reduction, data presentation and drawing conclusions. Data validity was carried out by triangulation, which includes technical triangulation, data source triangulation, and time triangulation. The results of this study were found to be obstacles to students' reading difficulties in elementary schools, namely difficulty in distinguishing the same letter shapes. The realization of learning media used from the Hubbul Ilmii book can facilitate students' early reading skills with the introduction of vowels and syllables in just 36 meetings divided into three levels, increasing children's reading skills at each meeting. The use of Hubbul Ilmii book media and the method of cutting, coloring and sticking letters can have a positive impact on students, especially in terms of learning basic reading. Students become more focused, do not feel bored and can be involved in direct learning. In addition, students also find it easy to accept learning, making it easier for teachers to transfer knowledge to students.

Tujuan penelitian ini menganalisis lebih dalam tentang bagaimana efektivitas realisasi buku *Hubbul Ilmii* dalam meningkatkan keterampilan membaca dasar pada siswa kelas rendah, yakni siswa yang berada di tingkat pendidikan dasar dari

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kelas 1 hingga kelas 3. Penelitian ini dilakukan di Yayasan Griya Qur'an Al Inayah Pulung Ponorogo. Metode yang digunakan adalah pendekatan kualitatif jenis studi kasus, pengumpulan data yang digunakan dengan wawancara semi-terstruktur, observasi non partisipan, dan dokumentasi. Adapun sumber data primer dalam penelitian ini, yakni ustadzah pendamping belajar, siswa, dan pimpinan yayasan. Teknik analisis data menggunakan model Miles dan Huberman yakni pengumpulan data, reduksi, penyajian data dan penarikan kesimpulan. Keabsahan data dilakukan dengan triangulasi, yang meliputi triangulasi teknik, triangulasi sumber data, dan triangulasi waktu. Hasil dari penelitian ini adalah ditemukan penghambat kesulitan membaca siswa di sekolah dasar yakni sulit membedakan bentuk huruf yang sama. Realisasi media pembelajaran yang digunakan dari buku *Hubbul Ilmii* dapat memudahkan siswa dalam keterampilan membaca permulaan dengan pengenalan huruf vokal dan pengenalan suku kata hanya dalam waktu 36 kali pertemuan dengan dibagi menjadi tiga level, peningkatan membaca anak menjadi meningkat pada setiap pertemuannya. Penggunaan media buku *Hubbul Ilmii* dan metode memotong, mewarnai serta menempel huruf dapat memberikan dampak yang positif bagi siswa terutama dalam hal belajar membaca dasar. Siswa menjadi lebih fokus, merasa tidak bosan dan dapat terlibat dalam pembelajaran secara langsung. Selain itu siswa juga mudah dalam menerima pembelajaran sehingga memudahkan guru dalam menstabilkan ilmu kepada siswa.

I. INTRODUCTION

Education is a conscious effort to improve the quality of Human Resources. The progress of a country or nation is largely determined by the implementation of education (education process) in the country. In line with the objectives of national education contained in Law Number 20 of 2003 article 3 to achieve the objectives of national education function, namely Elementary School as a formal institution in providing educational services plays a role in encouraging the growth and development of students' potential, including improving language skills (Sampe et al., 2023). Therefore, education is an area that must be prioritized. One of the important factors that support the improvement of the quality of education is reading activities. Reading is a way to get information from something that is written, and it shows that reading ability is a strong predictor of positive and negative self-concept in the academic field (Kumullah et al., 2019).

Reading skills are one of the fundamental aspects of students' educational development. Reading is not just the ability to understand text, but also the key to opening the door to wider knowledge (Fitriyani et al., 2023). Basically, students'

reading skills must be trained from an early age to meet students' needs in obtaining information. These reading activities begin when students enter kindergarten or early elementary school. Reading activities given to students early on are called beginning reading activities. Students acquire reading skills, master reading techniques, and capture content well through this stage (Suastika, 2019).

In the context of education in Indonesia, improving early reading skills in early childhood students is very important because it will have an impact on their academic abilities in the future (Ilham & Desinatalia, 2022). Data shows that there is a significant percentage of students in Indonesia who are not yet able to read at the age they should be (Widyaningrum & Hasanudin, 2019). According to research around 30% of 1st grade elementary school students in several regions in Indonesia are not yet able to read well, which indicates challenges in the early reading learning process (Janawati et al., 2022). This phenomenon is a serious concern, considering that good reading skills at an early age greatly affect academic achievement at the next level. Therefore, more intensive efforts are needed to improve reading teaching methods in schools, especially in areas that still face difficulties in literacy.

In terms of reading, the main goal of learning is to help students become literate, namely students must recognize letters, recognize and group letters, and be able to arrange 1 letter so that it can become syllables, words, and sentences. The reading abilities of lower and upper grade students differ from one student to another because of the diverse characteristics of students. Lower-level students learn from the real to the abstract, meaning real things that can be felt and seen with the five senses to abstract, which means real things that can be felt and seen with the five senses (Saputra & Noviyanti, 2022). Lower grade students refer to children who are at the elementary level of education, specifically in grades 1 to 3 of Elementary School. At this stage, students are in the early stages of learning, where they begin to develop basic skills such as reading, writing, and arithmetic through interactive and fun methods, which make it easier for students to understand basic concepts better (Dewi, 2022).

According to Piaget (2003), students' cognitive development is divided into four stages. The sensory-motor stage is the first stage, which occurs between the

ages of 0-1.5 years. At this stage, infants learn about the world through sensory experiences and motor actions. They begin to realize that objects and events have cause-and-effect relationships. The concrete operational stage is the second stage, which occurs between the ages of 6 and 12 years old. At this stage, students begin to use symbols and language to represent objects and events but are not yet capable of logical thinking. In addition, students also tend to focus on one aspect of the situation and are often egocentric. After the age of twelve, students enter the third stage, the formal operational stage, where students begin to develop the ability to think logically about concrete objects and events. Children can also understand principles such as conservation, classification, and order of objects (Khiyarusoleh, 2016). In this developmental theory, Piaget asserts that students will be more successful if learning is tailored to their stage of cognitive development. Students aged six to twelve are mature enough to use logic or operations at the basic operational stage (Ritonga & Rambe, 2022).

Beginning reading is a process that involves letter recognition, spelling, and assembling letters into words and sentences. At this stage, students learn to translate written symbols into appropriate sounds to build the foundation for further reading skills. Basically, beginning reading is a basic skill that focuses on letter and word recognition, while regular reading includes more complex text comprehension and content analysis (Rahmah & Amaliya, 2022). In early reading, the main focus is on basic techniques such as spelling and voicing simple sentences. Meanwhile, regular reading involves understanding the context, inference, and deeper interpretation of the text (Suleman et al., 2021).

Early reading skills are important things that students really have to master. However, there are still many elementary school students whose reading skills are lacking; the lack of students' reading skills can affect their understanding of what they read. Mastery of beginning reading skills in elementary school students has strategic value for understanding the material delivered by their teachers (Sampe et al., 2023). This can be seen from the results of initial observations made by researchers; there are still a lot of grade 1 to grade 3 elementary school students who still cannot read correctly. When mentioning letters, these students only

memorize the pronunciation without understanding the shape of the letters that are pronounced or pronounced, so when told to read, students tend to be confused and do not understand how to read. This phenomenon shows that there are still many students who cannot read properly and correctly. Students who should be able to read properly and correctly but still feel confused about recognizing letters, pronouncing, and even reading a word (Ilham & Desinatalia, 2022).

The age of students enters the Golden Age or golden age. The role of teachers and parents is very important in helping the student learning process. Good nutritional intake is needed in order to accelerate brain stimulation and student cognitive development, especially student language, one of which is by utilizing learning media (Ramadanti & Arifin, 2021). One of the activities that can be done to encourage cognitive development in students is through games using interesting learning media (Rahmah & Amaliya, 2022). This media can encourage students to recognize letters and vocabulary. The use of various colours and shapes can help make it easier for students to remember the alphabet (Purwanti & Apriliani, 2019). With the media, students are more happy to participate in learning as done by the *ustadzah* at the Cahaya Qur'an Al Inayah Pulung Foundation, which uses the *Hubbul Ilmii* book media. As one of the educational institutions that focus on Qur'anic education, the Cahaya Qur'an Al Inayah Pulung Foundation strives to improve students' beginning reading skills through various effective and innovative methods using books.

The novelty of this study lies in the application of the *Hubbul Ilmii* book as a tool to improve the early reading skills of lower-grade students at the Cahaya Qur'an Al Inayah Pulung Foundation. This study not only focuses on the technical aspects of reading but also integrates creative methods such as colouring, cutting, and pasting, which aim to increase students' interest and love of reading. This is in accordance with what was conveyed by the head of the Cahaya Qur'an Al Inayah Pulung Foundation, who said that the *Hubbul Ilmii* book is specifically designed to help students understand and master the skills of beginning reading. With this interactive approach, this study offers a new way of the learning process that is more fun and effective and contributes to the development of innovative reading

teaching methods in Al-Qur'an educational institutions. The implementation of *the Hubbul Ilmii* book in Cahaya Qur'an Al Inayah Pulung Foundation aims to provide a more structured and systematic learning method for improving beginning reading skills. Thus, the results of this study are expected to be a reference for other educational institutions that want to apply similar methods to improve students' early reading skills.

II. METHOD

Based on the topic to be discussed in this study uses qualitative research of the field study type through observation, interviews, and documentation based on the phenomena found in the field (Ikhwan, 2021). This research was conducted from February to March 2025 at Cahaya Qur'an Al Inayah Pulung Foundation located at Jl. Raya Pulung, Krajan Village, Pulung District, Ponorogo Regency, East Java 63481, as many as 10 low-grade students. The reason the researchers took this location is because the Cahaya Qur'an Al Inayah Pulung Foundation has a new media innovation in the form of a book that can make it easier for students to improve beginning reading where the book is compiled and printed by the foundation itself.

Data collection uses observation, interview, and documentation techniques where researchers conduct observations; this type of observation uses non-participant observation, where researchers are not involved in the activities carried out by the object of research. Observations were made from February to March in low-grade students regarding the student learning process, especially in their reading learning. Observing how *ustadzah* provides reading learning materials to see the initial picture of students' ability to understand learning materials. The researcher then conducted semi-structured interviews. The researcher prepares a series of questions or predetermined topics to guide the conversation but still leaves room for the researcher to explore more deeply based on the participants' responses. This interview was conducted with the learning assistant *ustadzah*, students, and the head of the foundation regarding the learning media used in teaching students' beginning reading.

The data sources obtained in this research are based on primary sources and secondary sources. Primary sources are obtained from direct interviews with sources, while secondary sources are obtained from documentation and previous research. Data collection techniques are obtained from research in the form of documentation to support and explain data with information that has been (Ikhwan, 2021). The data analysis technique in this study uses the Miles and Huberman model with four steps, namely data collection carried out by observation, interviews and documentation. Data reduction is done by summarizing and grouping the data obtained to make it clearer and more systematic. Data presentation is presented with charts and bar graphs to determine the improvement of early reading skills, and the conclusion is made by collecting all data in the field to conclude credible data (Rahmat, 2020).

Data validity techniques in this study were carried out by testing credibility through triangulation techniques, which include triangulation techniques by using various kinds of data collection techniques, namely the results of observations of students' reading skills confirmed by teacher interviews and value documentation. Triangulation of data sources by collecting data from various sources, namely the head of the foundation and *ustadzah*, to get a more complete and valid picture, and time triangulation is carried out at different times and situations (Sugiyono, 2015). This research focuses on the use of the *Hubbul Ilmi* Book as a learning medium to improve students' beginning reading skills, including implementation, effectiveness, and student reading outcomes. In addition, the research also examines the obstacles faced and the role of the teacher in guiding students during the learning process.

III. FINDINGS AND DISCUSSION

Realization of *Hubbul Ilmi* Book to Improve Students' Beginning Reading

Based on the results of observations, interviews and documentation conducted at the Cahaya Qur'an Al Inayah Pulung Foundation, the results obtained from researchers are the background or the beginning of using the *Hubbul Ilmi* book media to help make it easier for students to receive and understand learning in order to improve the basis. They can attract students' attention and can provide

visualization and understanding of the material to make it easier for the teacher to teach the students. *Hubbul Ilmii's* book Media has its meaning; the definition of media is a learning tool for teachers in the teaching process, while *Hubbul Ilmii* is a "love of knowledge". It aims to instil a love of science among students in the process of learning to read from the beginning so that they are motivated to continue learning and developing themselves (Khoir & Ikhwan, 2022). The results of the interview with the learning companion *ustadzah* also conveyed that the use of media in learning to read at the beginning provides significant convenience for students. She emphasized that:

"Children tend to be more active and excited when they learn by using media. They not only learn to read but can also understand the context of what they read" (Ustadzah 1, 2025).

Likewise, the head of the foundation explained that the *Hubbul Ilmii* book method has proven effective in improving students' reading skills. As conveyed by the chairman of the foundation:

"With the media, children can learn in a more fun and interactive way, so they understand the material more easily" (Ketua Yayasan, 2025).

These results and findings are in line with previous research that has examined the *Hubbul Ilmii* book by Hayyu et al. (2024), which explains that it is very effective in improving children's reading. Educational media improves reading and increases confidence and motivation to learn by creating interesting and effective learning. Other researchers also stated that the use of media can improve students' beginning reading; the use of media allows variations in learning methods, which can be adapted to the needs and learning styles of students. Different media can be used to achieve the same learning objectives so that students do not feel bored and are more motivated (Masitoh et al., 2023). Media is one of the components of communication, namely as a messenger from the communicator to the communicant (Salawati & Suoth, 2020).

Another study that succeeded in improving students' beginning reading by using SDN Puncaksuji also showed an increase in the average value of beginning reading from 7.46 (pre-cycle) to 10.25 (cycle I) and 13.79 (cycle II). Indicators of improvement include clear pronunciation of words, reading speed, ability to

distinguish the length-shortness of sounds, and expressions that are in accordance with the meaning of the text (Ailah et al., 2023). Research in various other elementary schools shows a similar trend: Initially, low pretest scores improved significantly after the use of big books, both in terms of fluency, intonation, and reading clarity. For example, the pretest score of 62.38 increased to 78.66 in cycle II, and the learning completeness rate rose from 17.24% (pretest) to 79.31% (cycle II) (Rahmadona et al., 2022).

Based on the facts in the field, in accordance with interviews, it shows that some students in grade 3 elementary school have reading skills that are not fluent. Students who cannot read will have difficulty understanding lessons, especially in Indonesian language subjects. One type of inhibiting factor in early reading that many students experience is difficulty in distinguishing letters that are almost the same shape. Students who are confused can show this difficulty (Oktaviyanti et al., 2022). Students are still confused with left-right or up-down positions. Students also have difficulty distinguishing letters that are almost the same shape because they believe that the letters are the same. Short-term memory is useful for spelling words and remembering the series of letters and their sounds. In addition, difficulty distinguishing letters that are similar in shape can cause students to slow down when reading because they doubt their abilities (Yampap & Hasyda, 2021).

In addition, from the results of observations conducted by researchers, students have difficulty reading combinations of consonants and vowels. Consonants are sounds or linguistic expressions that arise because of obstacles to the release of air from the lungs. In Indonesian, the consonant letters are b, c, d, till z. Vowels are linguistic sounds or pronunciations made by the mouth as an unobstructed stream of air exits the lungs; the vowels in Indonesian are a, i, u, e, and o. The researcher found that the difficulty of reading consonant and vowel letters depends on students' knowledge of consonant and vowel letters. Students' ability to read vowels and consonants depends on their knowledge of vowels and consonants. Students who do not have enough knowledge about letters that have different types of consonants will choose consonant letters that they know or like. In contrast, students who do not know enough about vowels and consonants will

experience difficulties when asked to read or pronounce letters (Trisani et al., 2023). And suppose students have a lot of knowledge about vowels and consonants, with the knowledge of letters they already have. In that case, they will definitely find it easier to read or spell syllables consisting of one vowel and one consonant letter.

Based on the observation results, the realization of the use of the *Hubbul Ilmii* book was introduced by the female teacher to students in an interesting way by using simple games and colouring books. This aims to arouse students' curiosity about the book, carried out in groups so that students can help each other and learn with their deskmates. This method also encourages social interaction between students so that a conducive class is created that can motivate students to explore learning achievements. The teacher gives reading assignments from the *Hubbul Ilmii* book to be done at home with parents so that parents can also be directly involved in the student learning process, and this shows the collaboration between the foundation and the parents of students so that a good relationship can be established to support each other to achieve common goals (Ikhwan, 2019).

Teachers conduct periodic evaluations to measure the development of students' reading skills after using this book. The evaluation is done through simple reading tests or direct observation when students are reading. Overall, the realization of *Hubbul Ilmii's* book on learning not only improves students' reading skills but also strengthens the collaboration between students and parents and provides constructive feedback for teachers.

Effectiveness of *Hubbul Ilmii* Book to Improve Students' Beginning Reading

The results of an interview with one of the *ustadzah* of Griya Qur'an Al Inayah said that every day, students' beginning reading skills improved by using the *Hubbul Ilmii* book. *Hubbul Ilmii* book is designed to facilitate beginning reading at the kindergarten to low-grade elementary school level in 36 meetings. The method used in this book is interesting, namely learning while playing. Not only unique in its implementation but also encourages a love of knowledge, this book aims to instil a love of knowledge among students in the process of beginning reading so that they are motivated to continue learning and developing themselves and can form positive

characters, through the process of letter recognition, namely patience in learning from one letter to another and in colouring. This method uses three levels, namely level 1, level 2, and level 3 and at every six face-to-face meetings, enrichment will be held, which can measure students' reading skills. The three levels are explained in the chart below:

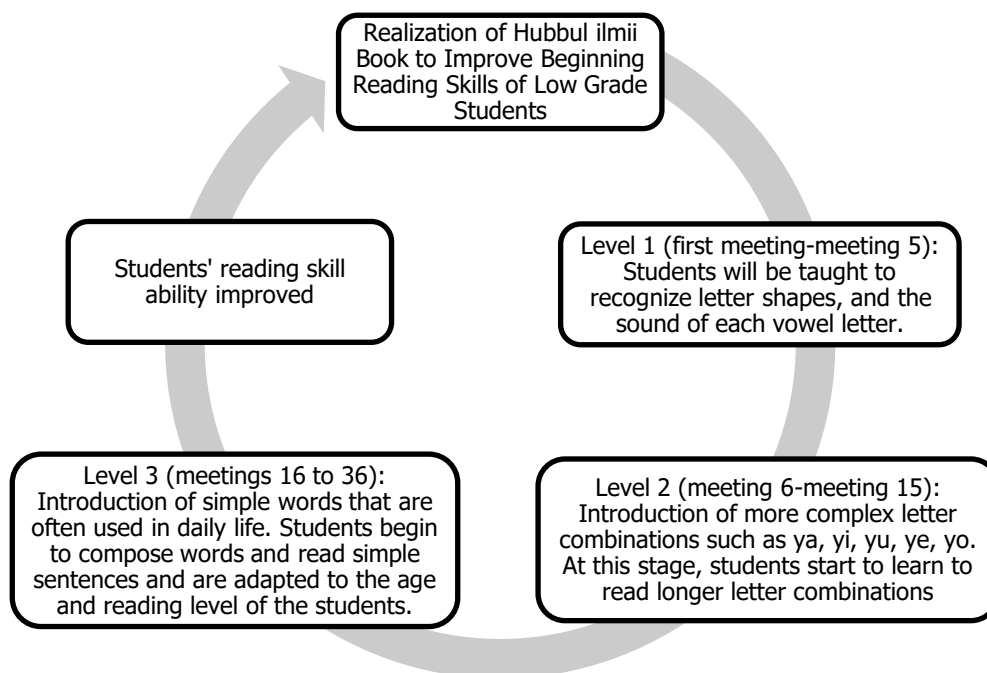


Figure 1. *Hubbul Ilmii Book Realization Chart*

From the picture, it is known that at Level 1, students will be taught to recognize letter shapes and the sounds of each vowel through colouring, cutting, and pasting activities so that students will find it easier to identify vowels (Arianto et al., 2024). At level 2, students arrange letters into syllables, and students begin to learn to read longer letter combinations while continuing to practice with level 3. At level 3, students train students with longer words and practice reading and writing short words based on pictures or simple commands. In addition, at this level, students begin to compose words and read simple sentences and are adjusted to the age and reading ability of the students. Here, students begin to get used to reading longer and more complex texts, although they are still in the early stages of learning. Apart from passing through these three levels, students will also be trained with three interesting methods to improve their ability to master reading skills. The three methods are as follows: *First*, colouring is an activity that not only

provides fun for students but also helps them visually recognize letters and numbers. By colouring pictures related to certain letters or words, students can easily remember and recognize the shape of the letters they are learning. It also helps in the development of their eye and hand coordination. *Second*, Cutting is a cutting activity that helps students improve their fine motor skills. At this stage, students are asked to cut out letters or pictures related to their lesson. This activity provides an opportunity to engage students in a more active activity and strengthen their understanding of letter shapes and structures. *Third* is pasting, which is the final part of the process that gives students the opportunity to arrange letters or words in the correct order. This activity also encourages them to think logically and recognize patterns in word and sentence formation.



Figure 2. *The Process of Coloring, Cutting and trimming*



Figure 3. *Reading process*

Furthermore, the results of the application of the *Hubbul Ilmii* book for students' beginning reading skills at the Cahaya Qur'an Inayah Pulung Foundation show a positive impact in improving the ability to read the beginning. The application of the *Hubbul Ilmii* book for beginning reading systematically can improve students'

reading skills. The average score of 10 students increased from the first cycle at level 1 to the third cycle at level 3, showing significant progress in their reading skills based on the indicators of beginning reading, namely recognizing letters, recognizing words, and reading words and sentences. This shows that a structured and repetitive teaching method can help students who initially have difficulty in reading. Overall, the realization of *Hubbul Ilmii* books with varied methods and visual aids such as letter cards and pictures proved to be effective in improving primary school students' beginning reading skills. The results of this study emphasize the importance of a creative and interactive approach in teaching reading to create a fun and effective learning experience for students. The researchers collected data from observations, interviews, and documentation in the form of student learning outcome recap journals showing that the presence of Hubbul Ilmi media is effective in improving students' reading skills, as in the diagram below.

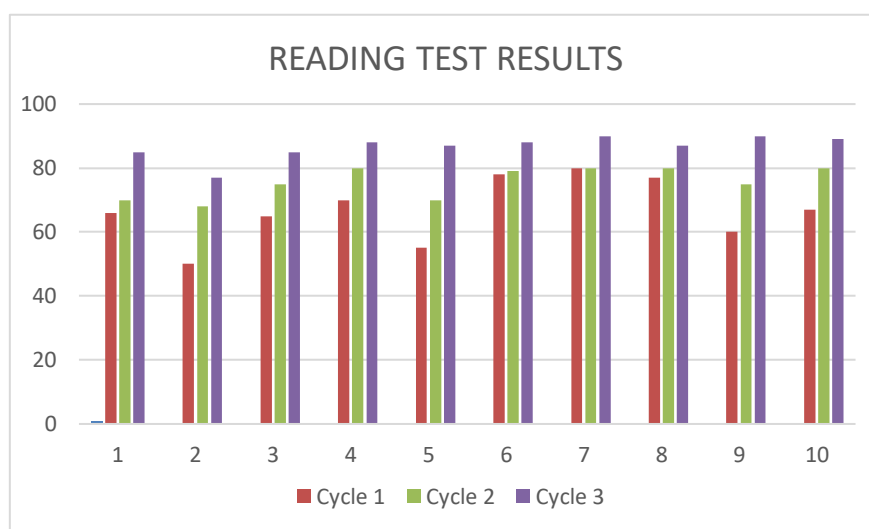


Figure 4. Diagram of Student Reading Test Results

From the bar graph above, it can be seen that student scores from cycle 1 to cycle three have increased. In general, the realization of the *Hubbul Ilmii* book in learning beginning reading contributed significantly to improving the reading skills of low-grade students. Learning becomes more interesting, effective, and directed, and makes it easier for students to follow the learning process gradually. Previous research also supports this finding by showing that students who receive structured and systematic reading learning tend to have better reading skills (Ginting et al., 2024). Thus, the results at the Griya Qur'an Al Inayah Pulung Foundation emphasize

the importance of implementing appropriate methods in early education, which other educational institutions can adopt to improve students' reading skills.

Advantages and Disadvantages of Using *Hubbul Ilmii* Book as a Media for Improving Student Reading

The advantages and disadvantages of this learning method are not related to the way it is used because every method has advantages and disadvantages when applied in lessons. Some of the advantages of using this method are: 1) Meet the deep needs of interested students (must understand) about everything that is outside themselves; 2) Provides teaching materials that are relevant to their environment by using the language of students' development and experiences; 3) Uses techniques to teach students to see knowledge and understanding from their perspective, teaching them to think analytically; 4) Improved reading skills in students and students' interest in learning is increasing. In addition, the realization of the *Hubbul Ilmii* book also has disadvantages, namely: 1) Students in low grades often have low concentration levels during activities that involve a lot of movement, such as cutting and cutting; 2) Time management where each activity requires a certain time, if not managed properly, it can interfere with the smooth learning process. The results of this study are in line with constructivism theory, which emphasizes the importance of direct experience and social interaction in the learning process. The *Hubbul Ilmii* book is able to create an active learning atmosphere where students are directly involved in reading, colouring, sticking, and discussing with friends (Harefa et al., 2023). According to Piaget, children build new knowledge based on experience and interaction with the environment. The use of learning media such as *the Hubbul Ilmii* book is very relevant to this theory because the book is designed to involve students directly through colouring, cutting, and pasting activities, three methods. These activities not only help students understand the concept of letters and words but also develop fine motor skills and strengthen memory (Ilham & Desinatalia, 2022).

Likewise, according to Vygotsky and Bruner, the use of interactive and multisensory media also supports active learning theory, which states that direct involvement of students in learning activities improves learning outcomes and

increases student motivation and activeness in the reading process (Mutamimah, 2024). From various opinions that examine media to improve beginning reading, it is concluded that beginning reading is the first step in which elementary school students learn to recognize letters and vowels. Students who have good beginning reading skills will easily master the material. Conversely, if students have poor beginning reading skills, these students will not easily master the material (Fauziah & Hidayat, 2022). Nevertheless, there are some obstacles, such as students' difficulties in mentioning colours and limited concentration, which are normal at an early age and can be overcome by repetition and variations in learning methods. Overall, the *Hubbul Ilmii* book is proven to be effective as a learning media for beginning reading that can improve the basic reading skills of low-grade students. This can be seen from the results of the study, where researchers collected information about students' reading abilities when the *Hubbul Ilmii* book was applied, as shown in the following diagram.

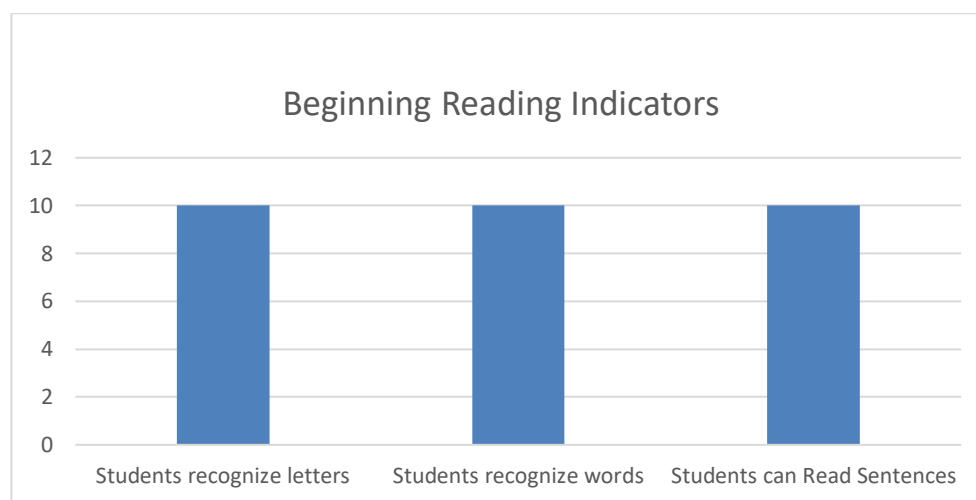


Figure 5. Diagram of Students' Ability Based on Indicators of Beginning Reading

Based on the diagram above, it can be seen that of the 10 students who studied at Griya Qur'an Al Inayah Pulung Foundation, all students were able to recognize letters, recognize words, and read sentences. This shows that the reading learning process at the foundation has been running effectively and has successfully achieved the basic learning objectives of reading. This is in line with previous research, which shows that the use of interesting learning media, such as picture books and creative activities, can increase student motivation and involvement in

the reading-learning process. Varied media helps students to better understand and remember the material being taught (Nugroho & Setiawan, 2025; Siregar et al., 2022). Thus, the approach applied in the *Hubbul Ilmii* book at the foundation integrates colouring and cutting activities to support letter and word recognition so that students can improve their reading skills.

IV. CONCLUSION

Based on the results of the study, it can be concluded that the realization of the *Hubbul Ilmii* book to improve the beginning reading of low-grade students at the Griya Qur'an Al Inayah Pulung Ponorogo Foundation has a significant positive impact on each student in the process of learning to read the beginning. The book helps students remember letters and letter shapes, which makes it easy for students to spell letters into syllables and words into sentences. From the application of the *Hubbul Ilmii* book for student reading, the improvement of student reading is greatly improved at each meeting; with fun teaching through the method of colouring, cutting, and pasting letters, students do not feel bored and will easily understand the learning of beginning reading and children play an active role in learning. This makes learning active and interactive at each meeting. Thus, it can be concluded that the use of *Hubbul Ilmii* books is very effective as a learning medium for beginning reading and can be used as an alternative in improving the reading skills of low-grade students, especially in the elementary school environment of low-grade students.

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