

TEACHERS' STRATEGIES IN OVERCOMING EARLY LITERACY DIFFICULTIES TO REALIZE MEANINGFUL LEARNING IN ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to describe early literacy difficulties among lower-grade students, the factors influencing these difficulties, and teachers' strategies in addressing them to create meaningful learning. The research employed a descriptive qualitative approach with a case study design conducted in grade 2 of SD Muhammadiyah Jatiyoso during the 2025/2026 academic year. The research subjects included five grade 2 students, a classroom teacher, and the school principal. Data were collected through in-depth interviews, classroom observations, and documentation, and analyzed using the interactive model of Miles, Huberman, and Saldaña with method and source triangulation. The findings indicate that students' early literacy difficulties involve interconnected aspects of beginning reading, early writing, and listening. Reading difficulties were evident in letter recognition, phoneme blending, reading fluency, and reading comprehension. Writing difficulties were related to fine motor skills, handwriting neatness, and writing endurance, while listening difficulties affected students' ability to understand instructions and oral information. These difficulties were influenced by cognitive factors, phonological awareness, motor development, teaching strategies and learning media, as well as family and classroom environments. Teachers addressed these difficulties through gradual instruction, individual assistance, the use of visual and concrete learning media, listening skill reinforcement, and collaboration with parents. These strategies positively impacted students' engagement, motivation, and self-confidence, thereby supporting the development of meaningful early literacy learning in elementary school.

Keywords: Early Literacy, Literacy Difficulties, Teacher Strategies, Meaningful Learning, Lower-Grade Students



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INTRODUCTION

Low-grade students need early literacy skills to be able to read, write, and listen effectively. This ability is the foundation for students to be able to participate in meaningful learning and understand other subject matter.^{1,2} Teachers have an important role in guiding students to master literacy skills from an early age. Schools that implement early literacy programs help prevent skill gaps between students. A conducive learning environment strengthens literacy development. Students who successfully master early literacy show confidence and the ability to express ideas clearly.

Early literacy difficulties arise in reading, writing, listening, and speaking. Students who are not skilled in listening to the teacher's instructions will experience obstacles in understanding the subject matter.³ Teachers are responsible for creating a learning environment that supports literacy skills. Parents play a role in accompanying and strengthening learning at home. Teacher-parent collaboration increases the effectiveness of students' early literacy. Attention to students' individual needs helps teachers design more targeted strategies and improve overall learning outcomes.

Teachers apply various strategies to overcome early literacy difficulties. Visual media, *big books*, and *storytelling* help students understand the concepts of reading and writing.^{4,5} Group reading activities encourage active student involvement and facilitate social interaction. Gradual writing exercises allow students to express ideas in writing with more confidence. Teachers adjust strategies to the characteristics and abilities of each student to make learning effective and engaging. Varied literacy activities increase students' motivation to learn consistently.

Lower grade students face the challenge of writing a beginning because they have to recognize letters, compose words, and write simple sentences.⁶ Teachers apply systematic strategies ranging from letter recognition to sentence composing exercises. Repeated guidance and positive reinforcement help students develop writing skills. Regular monitoring allows teachers to assess the progress of each student and adjust learning materials. Writing activities also train students'

¹ Muhammad Ibrahim Rais, Mar'atul Faida, and Meilan Tri Wuryani, "Identifikasi Strategi Guru Kelas 2 Dalam Mengatasi Kesulitan Membaca Permulaan Di Sdn Sidoharjo 02," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 04 (2025), <https://doi.org/10.23969/jp.v10i04.39850>.

² Jessyca Simbolon, "Transformasi Pembelajaran Bahasa Indonesia Melalui Penerapan Literasi Di Sekolah," *JBSI: Jurnal Bahasa Dan Sastra Indonesia* 3, no. 01 (2023), <https://doi.org/10.47709/jbsi.v3i01.2941>.

³ Aisyah Rahmawati et al., "Analisis Kemampuan Menyimak Anak Kelas V SDN 064037, Kecamatan Medan Tembung, Kota Medan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024), <https://doi.org/10.29303/jipp.v9i2.2216>.

⁴ Aldinna Shoffiya Rahmaddanti and Dedy Irawan, "Analisis Kesulitan Membaca Permulaan Siswa Kelas II Sekolah Dasar," *Populer: Jurnal Penelitian Mahasiswa* 2, no. 3 (2023), <https://doi.org/10.58192/populer.v2i3.1180>.

⁵ Rahmawati et al., "Analisis Kemampuan Menyimak Anak Kelas V SDN 064037, Kecamatan Medan Tembung, Kota Medan."

⁶ Rahmawati et al.

precision, concentration, and critical thinking. The results of the evaluation are used by teachers to design remedial strategies for students who are experiencing difficulties.

Contextual learning strengthens students' early literacy. Teachers use story-based models, *big book media*, and group reading activities to encourage active and collaborative learning.^{7,8} Students relate the material to everyday experiences so that learning becomes relevant. The teacher identifies individual barriers and adjusts strategies to support each student. A fun learning atmosphere increases student motivation and engagement. Contextual learning strategies help students understand the concept of literacy more deeply. Overall learning outcomes improve through the application of these strategies.

SD Muhammadiyah Jatiyoso has students with a variety of early literacy skills. Some students in grade 2 still have difficulty reading simple words, writing short letters or sentences, and listening to the teacher's instructions thoroughly. Teachers have implemented various literacy strategies, but some students need more intensive guidance. The classroom environment has limited literacy media, so teachers adjust learning methods to keep students motivated. Initial observations show that around 40–50% of students have not been able to participate in literacy activities fluently. This condition encourages the need for a more in-depth study of literacy difficulties, causative factors, and effective strategies.

Several relevant studies provide a theoretical and practical basis. Aisyah and Musa examined teachers' strategies in early childhood literacy development and found that activity-based varied-based methods improve reading and writing skills.⁹ Dasra highlighted the importance of appropriate media and learning approaches in overcoming reading difficulties for early grade students.¹⁰ Abdi et al. found that individual tutoring and repeated exercises were effective in improving students' literacy skills.¹¹ Septiana et al. emphasize the role of strengthening literacy through fun learning.¹² Khasanah et al. show that the integration of reading, writing, and listening through the Independent

⁷ Arahmana Balista, Mudzanatun, and Duwi Nuvitalia, "Penerapan Pendekatan Whole Language Dalam Pembelajaran Bahasa Indonesia Komponen Silent Reading Menggunakan Media Cerita Rakyat," *Janacitta* 6, no. 2 (2023), <https://doi.org/10.35473/jnctt.v6i2.2615>.

⁸ Rezki Septiana et al., "Peran Guru Dalam Mengembangkan Literasi Disekolah Dasar Kuin Cerucuk 1," *MARAS: Jurnal Penelitian Multidisiplin* 3, no. 1 (2025), <https://doi.org/10.60126/maras.v3i1.647>.

⁹ Siti Aisyah and Musa Musa, "Strategi Guru Dalam Pengembangan Literasi Awal Anak Usia Dini," *Journal of Educational Research* 2, no. 1 (2023), <https://doi.org/10.56436/jer.v2i1.218>.

¹⁰ Nadya Aqilla Dasra, "Strategi Guru Dalam Mengatasi Kesulitan Belajar Membaca Pada Siswa Kelas Awal Sekolah Dasar," *Jurnal Ilmu Pendidikan Guru Sekolah Dasar Dan Usia Dini* 1, no. 1 (December 2024), <https://doi.org/10.70134/pedasud.v1i1.197>.

¹¹ Geby Chrilda Putri Abdi et al., "Pengembangan Model Pembelajaran Terpadu Pada Topik Literasi Bahasa Siswa," *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)* 5, no. 1 (2025).

¹² Septiana et al., "Peran Guru Dalam Mengembangkan Literasi Disekolah Dasar Kuin Cerucuk 1."

Curriculum results in meaningful learning.¹³ These studies are a reference for understanding teachers' strategies in grade 2 of SD Muhammadiyah Jatiyoso.

Some research gaps still need to be considered. Previous research has mostly focused on reading or writing skills separately, so integrated literacy skills are rarely analyzed. Cognitive-phonological, motor, pedagogical, and learning environment factors are also rarely studied simultaneously. This condition shows the need for more holistic research to understand the interaction of various factors that cause early literacy difficulties. An in-depth study in the lower grade will provide an understanding of how students overcome the challenges of reading, writing, and listening simultaneously. Comprehensive research can be a reference for improving literacy learning strategies in elementary school lower grades.

Research in grade 2 of SD Muhammadiyah Jatiyoso offers novelty because it explores teachers' strategies that are able to overcome literacy difficulties in an integrative manner and build meaningful learning. The results of the research are expected to provide a model of strategies that can be applied by teachers in improving reading, writing, and listening skills in an integrated manner. This research also emphasizes the role of teachers in accompanying students with the right approach, the use of relevant learning media, and strengthening learning motivation. The emphasis on comprehensive literacy learning helps students follow other subject matter more easily. Based on this background, this study aims to describe the initial literacy difficulties experienced by low-grade students, the influencing factors, and teachers' strategies in building meaningful literacy learning in elementary schools.

RESEARCH METHODS

This study uses a descriptive qualitative approach with a case study design, which aims to describe in depth the teacher's strategies in overcoming the difficulties of early literacy of 2nd grade students of SD Muhammadiyah Jatiyoso. The focus of the research includes the form of students' initial literacy difficulties in reading, writing, and listening, the factors that affect it, and the learning strategies applied by teachers to realize meaningful literacy learning. The research was carried out in grade 2 of SD Muhammadiyah Jatiyoso in the odd to even semesters of the 2025/2026 school year, with the research subjects including five grade 2 students, grade 2 teachers, and principals. The selection of locations and research subjects was based on the variation in students' literacy abilities and the active involvement of teachers in the implementation of early literacy strategies.

¹³ Uswatun Khasanah et al., *Deep Learning Dalam Pendidikan: Pendekatan Pembelajaran Bermakna, Sadar, Dan Menyenangkan* (Tahta Media, 2025), <https://tahtamedia.co.id/issj/article/view/1444>.

The research data was collected through in-depth interviews, observations, and documentation to obtain a comprehensive picture of literacy learning practices in the lower grades. The validity of the data was maintained through triangulation of methods and triangulation of sources, by comparing data from various techniques and informants. Data analysis was carried out using the interactive analysis model of Miles, Huberman, and Saldaña, which included data collection, data reduction, data presentation, and conclusion drawing or verification. Through these stages of analysis, this research is expected to be able to produce a complete understanding of students' early literacy difficulties and effective teacher strategies in building meaningful literacy learning in elementary schools

RESULTS AND DISCUSSION

1. Forms and Characteristics of Early Literacy Difficulties for Students

The results of the study based on interviews, observations, and documentation show that the initial literacy ability of 2nd grade students of SD Muhammadiyah Jatiyoso is at various levels. These variations in abilities can be seen in the aspects of reading, writing, and listening which are interrelated in the learning process. Interviews with school principals and class teachers revealed that there is a difference in students' literacy readiness influenced by previous learning experiences and the support of the family environment. This condition causes some students to be able to follow literacy learning well, while others still need intensive assistance.

Based on the results of student interviews, early literacy difficulties are most experienced in the aspects of reading and listening, especially when students have to process information at the same time. This finding is in line with the results of observations in the classroom which show that some students seem hesitant, read stammerically, and often stop when faced with long words or new words. In the reading aloud activity, students A, G, and Q seem to take longer than other students, while students S are able to read fluently without the help of the teacher.

Initial reading difficulties appear to be related to the ability to recognize letters and associate sounds with letter symbols. The observation results show that some students still experience confusion in distinguishing letters that have similarities in shape and sound, such as b and d, p and q, and m and n. Q students were seen flipping letters several times while reading and writing, while G students had difficulty reading syllables with double consonants. This finding was reinforced by the documentation of students' writing results which showed the presence of inverted letters, missing letters, and inconsistencies in letter shapes.

Reading difficulties are increasingly visible when students are asked to combine letters into syllables and words. Some students still read by spelling letters one by one, especially in closed syllables and words with more complex sound structures. Interviews with class teachers

showed that this condition is related to students' phonological awareness that has not developed optimally. This situation causes the reading process to not take place smoothly and automatically, thus having an impact on reading comprehension.

The ability to read simple words and sentences shows varying results between students. Documentation of learning outcomes and direct observations in class shows that some students have been able to read fairly fluently and correct intonation. However, a number of other students still read at a slow tempo, often stop in the middle of sentences, and re-spell syllables. This condition has an impact on limited reading comprehension because students' attention is more focused on the reading process than on understanding the content of the text. Interview data shows that students are generally able to answer simple questions, but have difficulty when asked to retell the content of the reading in sequence.

In the aspect of initial writing, the difficulties of early literacy also seem quite clear. The student interview data that mentions fatigue when writing long sentences is in line with the results of observations that show that students V and A often stop writing and shake their hands when writing activities last for a long time. The documentation of students' writing results shows untidy writing, non-uniform letter sizes, inconsistent spacing between letters, and the presence of deletion scribbles that indicate doubts in writing. Interviews with teachers revealed that this condition is related to students' fine motor development that is not optimal.

Students' listening ability showed significant variations. The results of observations showed that some students were not able to concentrate fully when the teacher gave an explanation or read the story. Students A and G admitted that they often forgot the instructions or the content of the story conveyed, especially when the classroom atmosphere was not conducive. On the other hand, students S were able to focus during the listening activity and were able to reconvey the content of the story sequentially. Documentation of teachers' notes shows that students with good listening skills tend to complete assignments faster and make fewer mistakes.

The results of the study showed that the difficulties of early literacy of grade 2 students did not stand alone, but were interrelated between reading, writing, and listening. Listening difficulties had an impact on the ability to rewrite the information heard, while reading difficulties affected reading comprehension. Reinforcement from the observation and documentation results confirmed that the differences in students' literacy abilities were evident in daily learning activities. Based on the results of the study, an integrated, comprehensive, and tailored literacy learning approach is needed to the characteristics and needs of each student. The following table is presented containing the forms and characteristics of early literacy difficulties of 2nd grade students of SD Muhammadiyah Jatiyoso.

Table 1. Forms and Characteristics of Early Literacy Difficulties in Grade 2 Students

No	Literacy Aspect	Key Findings
1	Reading the Beginning	Students have difficulty recognizing letters and distinguishing similar letters (b–d, p–q, m–n)
2	Reading Syllables and Words	Students read stammeringly and still spell letters one by one, especially on closed syllables and double consonants
3	Reading Fluency	Some students read at a slow tempo and often stop in the middle of sentences
4	Reading Comprehension	Students are able to answer simple questions, but have difficulty retelling the content of the reading
5	Writing Beginnings	Students' writing is not neat, the font size is not uniform, the spacing between letters is irregular, and there are upside-down letters
6	Fine Motor Skills	Students get tired easily when writing for long periods of time
7	Listening	Students are easily distracted and lack focus when listening to the teacher's explanations
8	Literacy Integration	Difficulties in reading, writing, and listening are interrelated in the learning process

Based on Table 1, it can be concluded that the initial literacy difficulties of grade 2 students include interrelated aspects of reading, writing, and listening in the learning process. These findings show that literacy difficulties do not stand alone, but rather form an integrated pattern and affect students' ability to understand learning as a whole. These results confirm the need for a comprehensive and continuous literacy learning strategy to accommodate differences in students' literacy abilities in low grades.

2. Factors Affecting Students' Early Literacy Difficulties

The results of the study show that the difficulties of early literacy of low-grade students at SD Muhammadiyah Jatiyoso are influenced by various interrelated factors. Interview, observation, and documentation data reveal that these factors not only come from students' academic abilities, but are also influenced by cognitive, phonological, motor, learning methods, media use, and support for the family and classroom environment. This condition shows that early literacy difficulties are complex and require a thorough understanding.

Cognitive factors are one of the main causes of students' early literacy difficulties. Interviews with principals and teachers show that there is a difference in the level of maturity of students' thinking in processing language information. Students with low memory, concentration, and comprehension skills tend to be slower in recognizing letters, combining sounds, and understanding reading. This finding is strengthened by student interview data who stated that they often forget teachers' instructions or are confused when they have to read and write at the same time.

The phonological aspect also plays a significant role in the emergence of early literacy difficulties. The results of interviews and observations show that some students do not have good awareness of language sounds, especially in distinguishing similar letter sounds and combining sounds into syllables or words. This difficulty appears when students read closed syllables and double consonants, such as "ng", "ny", and other consonant combinations. Low phonological awareness causes students to read stammeringly and are not able to combine sounds automatically.

Fine motor factors are another cause that affects the difficulty of early literacy, especially in the aspect of initial writing. Interviews with principals and teachers show that students with suboptimal fine motor development have difficulty holding stationery correctly, controlling hand movements, and forming letters proportionally. Observation findings and documentation of students' writing show that writing is not neat, the font size is inconsistent, and students get tired easily when writing in a relatively short duration.

The learning method used by teachers also affects students' initial literacy skills. Interview data shows that learning that is too mechanical and less varied tends to make students bored quickly and less actively involved. This condition has an impact on students' low interest in learning and understanding of reading and writing activities. On the other hand, gradual, interactive, and contextual learning is better able to help students understand the relationship between sounds, letters, and meanings.

The use of learning media is a supporting factor as well as an obstacle in the development of students' early literacy. The results of interviews and observations show that visual and concrete media, such as letter cards, pictures, and picture storybooks, help students more easily understand the concept of literacy. Students tend to be more focused and enthusiastic when learning is accompanied by interesting media. The limited variety of learning media has the potential to reduce students' attention and motivation in participating in literacy activities.

The family environment has a considerable influence on the development of students' early literacy. Interviews with principals and teachers show that students who receive parental assistance at home, such as reading stories and being facilitated with reading materials, generally have better literacy skills. Student interview data shows a difference in literacy experience at home. Students who do not receive assistance tend to experience delays in recognizing letters, reading, and reading comprehension.

The condition of the classroom environment and the ability to listen to students also affect the difficulty of early literacy. The observation results show that the less conducive classroom atmosphere, such as noise and limited students' concentration, hinders the teacher's ability to listen to explanations. The low ability to listen has an impact on the understanding of

instruction and the integration of reading and writing activities. These findings confirm that the factors that cause early literacy difficulties are interrelated and require integrated handling through comprehensive and meaningful learning strategies. Table 2 presents a summary of the main factors that cause early literacy difficulties for grade 2 students of SD Muhammadiyah Jatiyoso.

Table 2. Factors Causing Early Literacy Difficulties in Grade 2 Students

No	Main Causal Factors	Findings Indicators	Impact on Literacy
1	Cognitive and Concentration Factors	Limited memory and low focus on learning	Slow letter recognition and reading comprehension
2	Phonological Awareness	Difficulty distinguishing letter sounds and combining syllables	Stuttering and not fluent reading
3	Fine Motor Skills	Difficulty forming letters and getting tired quickly when writing	Poorly written and inconsistent writing
4	Learning Strategies and Media	Difficulty distinguishing letter sounds and combining syllables	Low interest in learning and student engagement
5	Learning Environment and Family	Assistance at home is minimal and classes are not conducive	Literacy skills develop slowly

Based on Table 2, students' initial literacy difficulties are influenced by a combination of interrelated internal and external factors. Cognitive, phonological awareness, and fine motor factors interact with learning strategies and learning environment support at school and at home. These findings show that efforts to handle early literacy difficulties need to be carried out in an integrated manner through strengthening learning strategies, appropriate media utilization, and collaboration between schools and families.

3. Teachers' Strategies in Overcoming Early Literacy Difficulties and Their Impact on Meaningful Learning

The results of the study showed that the 2nd grade teachers of SD Muhammadiyah Jatiyoso applied various learning strategies to overcome students' initial literacy difficulties. The strategy was designed based on the results of observations of students' diverse learning abilities and needs. Interviews with teachers and principals showed that the learning approach was carried out gradually and flexibly in order to adjust to the level of literacy development of each student.

The initial reading learning strategy is focused on strengthening letter and sound recognition. Learning observations show that teachers use simple syllable reading exercises, repetition of letter sounds, and group reading activities. This approach helps students recognize

the relationship between letters and sounds more consistently. Documentation of learning activities shows an increase in student involvement in initial reading activities.

The writing learning strategy is carried out through gradual exercises starting from bolstering letters, copying words, to composing simple sentences. Classroom observations show that teachers provide examples of correct letter writing and guide students directly when writing. Individual assistance is provided to students who experience fine motor difficulties. This approach helps students improve writing neatness and confidence in writing activities.

The listening learning strategy is applied through listening to stories, short instructions, and simple questions and answers. The teacher reads the story with clear intonation and accompanied by pictures to help students' understanding. Observations show that the use of simple stories and questions is able to increase students' focus and participation in listening activities. Interviews with teachers show that listening activities are carried out regularly to train students' attention and verbal comprehension.

The use of learning media is an important part of the strategy to overcome difficulties in early literacy. Teachers use visual and concrete media such as letter cards, pictures, interactive whiteboards, and picture storybooks. Learning observations show that the use of media helps students understand the material more easily and reduces boredom. Interviews with students show that interesting learning media makes students more enthusiastic about participating in literacy activities.

The mentoring and strengthening strategy is carried out through providing motivation, positive feedback, and cooperation with parents. Teachers appreciate every student's progress, even if it is in a simple form. Interviews with principals and teachers show that there is communication with parents regarding the development of student literacy and the need for learning assistance at home. This strategy contributes to the creation of a learning atmosphere that supports the development of students' early literacy in a sustainable manner.

Table 3 presents a summary of the strategies implemented by grade 2 teachers of SD Muhammadiyah Jatiyoso in overcoming students' early literacy difficulties. These strategies are identified based on the results of interviews, observations, and documentation during the learning process. The presentation of the table aims to provide a systematic overview of the form of learning interventions carried out by teachers in supporting the development of students' reading, writing, and listening skills.

Table 3. Teachers' Strategies in Overcoming Students' Early Literacy Difficulties

No	Strategy	Description
1	Gradual Reading Learning	Teachers practice letter and sound recognition through simple syllable reading, repetition, and reading together in groups
2	Beginner Writing Exercises	The teacher guides students to write gradually starting from bolding letters, copying words, to composing simple sentences
3	Individual Mentoring	Teachers provide special guidance to students who have difficulty reading and writing to adjust to their abilities
4	Learning to Listen	Teachers practice listening skills through story-listening activities, brief instructions, and simple questions and answers
5	Utilization of Learning Media	Teachers use visual and concrete media such as letter cards, pictures, and picture storybooks to increase focus and interest in learning
6	Strengthening and Collaborating Parents	Teachers provide motivation, positive feedback, and communicate with parents to support literacy assistance at home

Based on Table 3, teachers' strategies in overcoming difficulties in early literacy are carried out through diverse and complementary approaches. The implementation of gradual learning, individual mentoring, the use of learning media, and strengthening and collaboration with parents show teachers' efforts in adapting learning to the needs of students. These findings confirm that adaptive and sustainable learning strategies play an important role in supporting the improvement of students' early literacy.

Discussion

The results of the study show that the difficulties of early literacy of grade 2 students include the interrelated aspects of beginning reading, beginning writing, and listening. These findings are in line with the research of Rais et al. which affirmed that basic literacy difficulties in lower grade students often stem from weak phoneme-grapheme relationships and limited comprehension of language symbols.¹⁴ When students are not able to recognize the relationship between sounds and letters properly, the reading and writing process becomes hampered. This condition strengthens Solihin's view of the literacy emergency in early grades that requires serious attention through structured and continuous learning.¹⁵

The initial reading difficulties found in this study were characterized by low reading fluency, pronunciation errors, and students' dependence on teacher assistance. These findings are relevant to the results of the research of Abdi et al. and Puspita et al. which revealed that low-grade students often experience obstacles in letter recognition, syllable combination, and

¹⁴ Rais, Faida, and Wuryani, "Identifikasi Strategi Guru Kelas 2 Dalam Mengatasi Kesulitan Membaca Permulaan Di Sdn Sidoharjo 02."

¹⁵ Abdi et al., "Pengembangan Model Pembelajaran Terpadu Pada Topik Literasi Bahasa Siswa."

understanding reading meanings.^{16,17} Widyaningrum and Hasanudin also explained that the characteristics of reading difficulties in low-grade students are closely related to children's cognitive development and learning readiness.¹⁸ The similarity of these findings shows that early reading difficulties are a common problem that requires adaptive learning strategies.

Difficulties in writing beginning in this study can be seen in the ability to form letters, write simple words, and compose short sentences. These findings are in line with Widyaningrum and Hasanudin who studied the difficulty of reading to write in the beginning of grade II students and found that fine motor weakness and lack of gradual exercise were the dominant factors.¹⁹ Rizal and Wijayanti et al.'s research also confirms that writing difficulties in low-grade students are often influenced by hand coordination, understanding of letter forms, and exemplary writing models from teachers.^{20,21} These similarities in results reinforce the finding that early writing learning requires intensive mentoring and systematic strategies.

The listening aspect is also part of the initial literacy difficulties found in this study, especially in understanding the teacher's instructions and the content of simple stories. These findings are in line with Nasution and Wiyanto's research which states that students' low listening ability is influenced by concentration, vocabulary limitations, and less varied methods of delivering material.^{22,23} Rahmawati et al. emphasized that listening skills are the main foundation in the development of other language skills. The listening difficulties experienced by students in this study show the importance of learning strategies that involve active and meaningful listening activities.²⁴

¹⁶ Abdi et al.

¹⁷ Dela Puspita, Jesi Alexander Alim, and Zakiah Ulya, "Gambaran Literasi Awal Siswa Kelas Rendah Sekolah Dasar Terhadap Penggunaan Media Ajar Menyusun Huruf," *Jurnal Kajian Penelitian Pendidikan Dan Kebudayaan* 3, no. 4 (2025), <https://doi.org/10.59031/jkppk.v3i4.747>.

¹⁸ Heny Kusuma Widyaningrum and Cahyo Hasanudin, "Kajian Kesulitan Belajar Membaca Menulis Permulaan (MMP) Di Sekolah Dasar," *Pedagogia: Jurnal Pendidikan* 8, no. 2 (2019), <https://doi.org/10.21070/pedagogia.v8i2.2219>.

¹⁹ Widyaningrum and Hasanudin.

²⁰ Ahmad Rizal, "Analisis Kesulitan Belajar Dalam Menulis Tegas Bersambung Pada Siswa Kelas 2 SDN Banyuajuh 2 Kamal," *Jurnal Pengembangan Dan Evaluasi Pendidikan* 1, no. 1 (April 2024), <https://doi.org/10.61692/jpep.v1i1.124>.

²¹ Hesti Mai Wijayanti, Mudzanatun Mudzanatun, and Muhammad Arief Budiman, "Analisis Kesulitan Belajar Siswa Dalam Menulis Permulaan Pada Pembelajaran Daring Kelas I SD Negeri 3 Tamanrejo," *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar* 5, no. 3 (2022), <https://doi.org/10.31100/dikdas.v5i3.2235>.

²² Mufidatul Husna Nasution, "Membaca Dan Menulis Permulaan Pada Siswa Sekolah Dasar Kelas Rendah," *Jurnal Pendidikan Dan Riset* 3, no. 1 (2025).

²³ Sukma Hadi Wiyanto, "Menumbuhkan Kemampuan Literasi Awal Anak Melalui Interaksi Bermakna Di Rumah Dan Sekolah," *Arunika Widya: Jurnal Pendidikan Dasar Dan Menengah* 1, no. 1 (2025), <https://doi.org/10.59966/arunikawidya.v1i1.17>.

²⁴ Rahmawati et al., "Analisis Kemampuan Menyimak Anak Kelas V SDN 064037, Kecamatan Medan Tembung, Kota Medan."

The teacher strategies applied in this study include gradual learning, the use of concrete media, individual mentoring, and literacy habituation through simple reading and writing activities. These findings are in line with the research of Aisyah and Musa (who emphasized that teachers' strategies in the development of early literacy must adapt to the characteristics of students and be carried out consistently).²⁵ Dasra, Abdi, and Savitri also stated that the success of teachers in overcoming reading difficulties for early grade students is greatly influenced by the teacher's ability to choose a varied and student-centered method.^{26,27,28} The similarity of these findings shows that teachers' strategies have a key role in the success of early literacy learning.

The use of learning media such as big books, letter cards, and picture stories in this study supports the findings of Rahmawati, Yanti and Utami who stated that early grade literacy media can increase students' interest, focus, and understanding.^{29,30} The whole language approach and story-based learning applied by teachers is also in line with the research of Balista et al. and Wijayanti which emphasizes the importance of integrating language skills in literacy learning.^{31,32} The support of the learning environment, including parental involvement, corroborates the results of Karima and Kurniawati's research which affirms that children's early literacy develops optimally through collaboration between schools and families.

The results of this study have a strong suitability with various relevant studies related to early literacy difficulties and teacher strategies in elementary school lower grades. The findings of the study reinforce previous studies that early literacy is an integrated ability that requires a systematic, contextual, and student-oriented learning strategy. This discussion emphasizes that the role of teachers, the use of appropriate media, and the support of the learning environment are important factors in building meaningful early literacy learning.

CONCLUSION

²⁵ Aisyah and Musa, "Strategi Guru Dalam Pengembangan Literasi Awal Anak Usia Dini."

²⁶ Dasra, "Strategi Guru Dalam Mengatasi Kesulitan Belajar Membaca Pada Siswa Kelas Awal Sekolah Dasar."

²⁷ Abdi et al., "Pengembangan Model Pembelajaran Terpadu Pada Topik Literasi Bahasa Siswa."

²⁸ Zahra Savitri et al., "Analisis Penerapan Pembelajaran Terpadu Tipe," *Jurnal Pendidikan* 16, no. 2 (2023).

²⁹ Rahmawati et al., "Analisis Kemampuan Menyimak Anak Kelas V SDN 064037, Kecamatan Medan Tembung, Kota Medan."

³⁰ Nadiya Putri Utami and Prima Gusti Yanti, "Pengaruh Program Literasi Terhadap Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 5 (2022), <https://doi.org/10.31004/basicedu.v6i5.3825>.

³¹ Balista, Mudzanatun, and Duwi Nuvitalia, "Penerapan Pendekatan Whole Language Dalam Pembelajaran Bahasa Indonesia Komponen Silent Reading Menggunakan Media Cerita Rakyat."

³² Lisma Meilia Wijayanti, *Strategi Guru Dalam Menumbuhkan Keterampilan Berbahasa Indonesia Di Mi Ma ' Arif Kadipaten*, 6, no. 1 (2025), <https://doi.org/10.37680/almikraj.v6i1.8462>.

The results of the study showed that the difficulties of early literacy of 2nd grade students of SD Muhammadiyah Jatiyoso include aspects of beginning reading, beginning writing, and listening which are interrelated in the learning process. Reading difficulties are seen in letter recognition, sound combination, reading fluency, and reading comprehension. Writing difficulties are related to fine motor skills, neatness of writing, and students' resilience in writing long sentences. The aspect of listening is an important obstacle in understanding the instructions and content of oral reading. The overall difficulty is influenced by cognitive, phonological, motor, learning strategies and media, as well as the support of the family and classroom environment. These findings confirm that early literacy difficulties need to be understood as a complex and integrated language learning process.

Teachers' strategies in overcoming early literacy difficulties are realized through gradual learning, individual mentoring, the use of visual and concrete media, strengthening listening skills, and collaboration with parents. The implementation of these strategies has a positive impact on increasing student involvement, motivation, and confidence in literacy activities. Contextual, adaptive, and continuous literacy learning allows students to relate reading, writing, and listening skills to daily learning experiences. The findings of the study affirm the importance of the role of teachers in designing an integrated literacy strategy that is responsive to the needs of low-grade students to support the realization of meaningful learning in elementary schools.

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