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Case Study of Improving Reading and Writing Literacy Skills of Grade 2 Students

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Abstract

The purpose of this study is to describe the teacher's strategies applied in improving the literacy skills of second-grade students of Muhammadiyah Birrul Walidain Elementary School, Kudus. Literacy is a comprehensive ability that aims for students to understand various fields and apply knowledge in everyday life. This study uses a qualitative method with a case study approach. The research subjects were second-grade teachers and second-grade students of Muhammadiyah Birrul Walidain Elementary School, Kudus. Research data were obtained using observation, interviews and documentation techniques. The validity of the data in this study used several triangulation tests including source triangulation, technical triangulation and theory triangulation. Data analysis used an integrative model with the stages of data reduction, data presentation, drawing conclusions. The results of the study are divided into three stages of strategy, namely from the habituation stage there are four strategies that aim to get used to reading and writing, the development stage there are three strategies that aim to develop students' literacy skills, the learning stage there are three strategies that aim to always be interactive in the learning process through several interesting activities.

Keywords: teacher strategy, literacy skills

INTRODUCTION

In the increasingly advanced era of the 21st century, Indonesia faces major challenges in improving the quality of education, particularly in developing a golden generation capable of competing in the global era. Literacy, which now encompasses not only the ability to read and write, but also knowledge, technology, finance, culture, and citizenship, is one of the main indicators of a nation's progress. However, various international surveys such as PISA and PIRLS show that the literacy rate of the Indonesian people is still relatively low, even placing Indonesia at the bottom of the ranking compared to other countries. This condition is exacerbated by low interest in reading and the lack of a culture of literacy in the family and school environment, especially at the elementary school level (Saidah et al., 2025).

Based on the results of the field study, it was found that Muhammadiyah Birrul Walidain Elementary School, Kudus, is one of the schools that has several strategies in improving students' reading and writing literacy skills, especially in lower grades, to equip them for higher grades. Related to the low reading and writing literacy skills of grade 2 due to the lack of motivation and support from parents, the majority of whom are careers, resulting in limited interaction in the student learning process being minimal. This study was used to analyze teacher strategies in improving the reading and writing literacy skills of grade 2 students at Muhammadiyah Birrul Walidain Elementary School, Kudus. The improvement strategies used by schools and teachers include several strategies, namely through habituation, development, and interesting learning for students in the school and family environment (Abidin et al., 2022). Accustoming students to enjoy reading and writing activities by developing a text-rich environment at school. A text-rich environment can encourage students to read actively and expand their knowledge and reading

experience. With motivation to read, students will become accustomed to literacy, making them ultimately feel comfortable in a literacy environment (Pangesti et al., 2022) .

The Indonesian education system is constantly undergoing changes that can lead to advances in knowledge and technology, one of which is the implementation of student literacy movements. According to Simatupang (2021) , literacy skills are crucial for students and cannot be separated from both formal and non-formal education. Literacy is a crucial tool in the process of recognizing, understanding, and applying knowledge gained in school. The definition of literacy, which was originally interpreted as the ability to read and write, has now evolved into the ability to master knowledge in a specific field. In this era, literacy has evolved into the term multiliteracy, meaning the ability to understand and convey ideas or information through various modalities, including innovative text forms, conventional texts, symbols, and multimedia (Fitrianingrum & Aryani, 2024) .

Over time, the dimensions of literacy have evolved into a broader and more complex concept with meanings and references. Literacy activities in this case have several dimensions, as stated by Sumarti et al., (2020) who stated that there are six basic literacy dimensions, namely (1) reading and writing, (2) numeracy, (3) science, (4) digital, (5) financial, (6) civic culture. However, this study uses the dimensions of reading and writing literacy. Indicators related to students' reading and writing literacy abilities include student involvement, student interest, literacy activities, the usefulness of literacy, and increased student literacy abilities (Kamila, 2022) .

According to Dafit et al., (2023) , the benefits of literacy include shaping intellectual individuals with a global perspective to face the challenges of modern life. Literacy can shape a superior, literate generation so that Indonesia can compete and live on an equal footing with other nations. Furthermore, the goal of literacy learning for students is to improve students' understanding of information and effectively summarize it. Furthermore, it can train students' critical thinking skills and develop important life skills. Therefore, literacy learning can create opportunities for students to hone and improve their skills to become individuals capable of communicating effectively. This is done by considering various contexts, such as multiliteracies, multiculturalism, and multimedia through the empowerment of their multi-intelligence (Aeni & Marzuki, 2023) .

Students' literacy skills can be measured through several learning standards, including reading ability standards, writing ability standards, oral language ability standards, and linguistic ability standards (Safitri & Ramadan, 2022) . Some of these standards can be explained in more detail, such as reading ability standards including 1) being able to read carefully and being able to identify the content of a reading; 2) being able to analyze ideas or themes from the text; 3) being able to explain how reading ideas are developed; 4) being able to interpret phrases to clarify meaning; 5) being able to provide a point of view on a reading. Writing ability standards in detail include 1) being able to write an argument accompanied by analysis and logical reasons; 2) being able to convey informative texts clearly and accurately; 3) being able to communicate and express opinions (Rohmah et al., 2024) . Language ability standards are detailed to include 1) actively participating; 2) being able to integrate information; 3) being communicative in expressing opinions. Language ability standards have details such as 1) being able to use proper grammar; 2) being able to apply spelling well; 3) able to analyze multiple meaning reading; 4) able to master vocabulary precisely and accurately.

Literacy education must be designed to be able to build a comfortable and friendly learning atmosphere so that it is expected to motivate students to have high enthusiasm, foster a sense of empathy, curiosity, communication skills, love of knowledge, and encourage active participation in contributing to the social environment around them. According to Muntatsiroh & Asmendri, (2023) stated that the purpose of literacy learning specifically is to shape students to have characters such as 1) having learning independence; 2) having solid scientific knowledge; 3) being able to think critically; 4) being responsive; 5) being proficient in the use of technology. The role of teachers is very large and important in the success of a learning process. In this case, teachers have the task of preparing a learning plan and are fully responsible for the learning process for students.

Previous research according to Asykur et al., (2022) explains that 21st-century skills integrated into knowledge, skills, and attitudes, as well as ICT mastery, can be developed through critical thinking and problem-solving, communication skills, creativity and innovation skills, and collaboration skills. In line with the results of other studies, it is stated that in the current era, students' literacy skills play the most

important role in supporting students' potential at the next level of education. A teacher is required to be skilled in all fields so that in the learning process, they use effective and interesting strategies to improve students' reading and writing literacy skills to achieve optimal learning objectives.

Based on the results of observations and interviews conducted in grade 2 of Muhammadiyah Birrul Walidain Elementary School, Kudus, researchers found that there were several problems that occurred, including low reading and writing literacy skills of students, which were caused by a lack of motivation and encouragement from parents, the majority of whom were career-oriented, resulting in a lack of closeness with their children. However, with these problems, the school and teachers had several activity plans that were able to help improve students' reading and writing literacy. The purpose of this study was to describe teacher strategies in improving students' reading and writing literacy skills of grade 2 of Muhammadiyah Birrul Walidain Elementary School, Kudus.

METHOD

This research uses a qualitative research type with a case study approach. According to Abubakar (2021), a case study approach is a type of research that prioritizes understanding a concept regarding events, programs, or activities, whether occurring individually, in groups, institutions, or organizations, which are studied empirically through a series of detailed, in-depth, and intensive research processes with the aim of obtaining comprehensive and comprehensive knowledge of the phenomenon. This research was conducted by collecting descriptive data and documentation obtained through observation activities, such as interview transcripts, personal documents, drawings, photographs, and qualitative field data notes.

This research was conducted at Muhammadiyah Birrul Walidain Elementary School in Kudus. This research deepens the analysis of teacher strategies in improving the literacy skills of second-grade students. The subjects of this research were the principal (JK), the second-grade teacher (FR), and 3 students selected based on purposive techniques (TW, ADP, AAR). Data collection techniques from this research include interviews, observations, documentation. Interviews were conducted by preparing interview guidelines beforehand. Observations were conducted using participatory methods by directly participating in the learning process.

The validity of the data in this study uses several triangulation tests, including source triangulation, technical triangulation, and theoretical triangulation. Data validity is carried out to ensure that the data or findings obtained during the study can be accounted for their truth, are relevant to certain situations, the results are able to answer the problem formulation, and are easy to understand and apply by readers. Data analysis in this study refers to interactive model data analysis techniques with several stages, namely data reduction, data presentation, drawing conclusions (Antoro, 2017). Data collection is carried out by collecting data starting from the preliminary study stage, observation, and interviews. Data reduction is carried out by summarizing and selecting data and focusing on important things which are then presented in the form of narrative text, charts, or images until finally conclusions are drawn.

The data analysis used data analysis techniques from Milles and Huberman. According to Ahmad & Muslimah (2022), there are three flows in the data analysis process: data reduction, data presentation, and drawing conclusions. Reducing data means summarizing, selecting the main points, focusing on important things, and looking for themes and patterns related to teacher strategies in improving students' reading and writing literacy skills. Presenting data means collecting information systematically so that variables can be identified to improve students' reading and writing literacy skills. Then, the researcher drew conclusions related to the exploration problem, specifically regarding teacher strategies in improving the literacy skills of second-grade students at Muhammadiyah Birrul Walidain Elementary School, Kudus.

RESULTS AND DISCUSSION

Based on the results of research related to teacher strategies applied to improve the literacy skills of grade 2 students of Muhammadiyah Birrul Walidain Elementary School, Kudus, there are various strategies that have been analyzed that can be done as an effort to improve students' literacy skills. From the results of interviews and observations of class teachers (FR) and class students, the strategies used to improve students' literacy skills have been analyzed based on three stages, namely the stage of habituating

literacy activities, the stage of developing literacy activities, and the stage of learning in literacy activities, which are explained in detail as follows:

Stages of Literacy Activity Habituation

In this habituation stage, teachers play a crucial role as role models for students. Teachers must demonstrate good literacy attitudes and habits to provide effective instruction and motivate students to consistently adopt reading habits. By being literate, teachers can guide and inspire students to develop their interest and reading skills, thereby creating a positive literacy culture in their environment (Madu & Jediut, 2023).

First, formulating literacy objectives, creating assessment references and categorizing students regarding reading and writing literacy skills. From the findings of the interview with the resource person FR explained that "For the formulation of literacy objectives, I made adjustments to the needs of students and my assessment references looked at the results of the students' breakfast books so that I could categorize them into three categories, namely the high category of reading and writing literacy skills, the medium category of student literacy skills, and the low category of reading and writing literacy skills" (Interview Source, July 17, 2025). Formulating objectives and assessment references is the main and most important task of being a teacher at the beginning of the learning process because it is so that learning objectives can be achieved so that they can know the characteristics of each student. According to Sudarto et al., (2023) that an educator needs to understand the characteristics and needs of each student so that the learning process applied can be adjusted appropriately to student needs and know the objectives of literacy activities.

Second, preparing facilities and infrastructure and creating literacy-friendly classrooms. Based on interviews with sources, FR explained that "The school and teachers have provided facilities and infrastructure to support student literacy activities such as providing reading corners in each class, smart TVs, libraries, and student works posted on every classroom wall" (Interview source, July 19, 2025). The strategy of providing adequate facilities and infrastructure is one strategy that can attract students' interest in a literacy-rich environment. This agrees with Fitri et al., (2023) who said that the factor of providing facilities and infrastructure and designing a literacy-friendly learning space, comfortable, and providing a lot of positive energy for students through the availability of various types of student reading books.

Third, the habit of breakfast activities before starting the learning process. At this stage of the strategy, the students were very enthusiastic and gave a very good response as shown by the three research subjects namely TW, ADP, and AAR, from the activities of analyzing the three subjects the researcher got the result that "Students who were the research subjects were able to engage well in breakfast activities" (Source: analysis of student informants). Based on observations that have been made by researchers, it was found that every morning the teacher left early and preparations for breakfast activities were followed by students who left early with the aim of anticipating students from quarreling or unwanted activities such as falling. This is in line with research according to Kurniawan & Parnawi, (2023) which states that the habit of reading or writing regularly for students is an effective strategy in improving reading and writing literacy skills, because with this habit students will get used to understanding various types of texts, enriching vocabulary, and improving writing skills gradually.

Fourth, the habit of one day one story, muroja'ah, memorization of short surahs and hadiths along with their meanings together. The results of interviews with FR sources explained that "In addition to breakfast activities, students are required to actively take turns telling stories about experiences or the contents of their favorite reading books every day, and joint muroja'ah activities and memorization of short surahs and hadiths along with their meanings to grow and improve students' personal intellectual abilities" (Source: Teacher Interview, July 17, 2025). So based on observations in the classroom, it was found that this habituation strategy was packaged in morning activity activities carried out before starting learning. In agreement with Daryanes et al., (2024) who emphasized that the one day one story activity is one of the student literacy movement (GLS) programs where students are invited to read or listen to one story every day consistently, with the aim of growing interest in reading as well as increasing comprehension and language skills gradually.

Based on some information obtained by the researcher, it can be seen that the habituation strategy carried out by the resource person FR as a class 2 teacher includes four habits carried out with students

every day.

Stages of Literacy Activity Development

In the development stage of literacy activities, especially reading and writing literacy, educators must always be consistent in providing support and encouragement so that students always have a high level of curiosity and enthusiasm for reading and writing activities anytime and anywhere (Nugroha & Mulyani, 2022).

First, is the provision of treatment or learning activities according to student abilities. After the teacher knows from the habituation strategy which will be seen how the students' abilities are in class, so the teacher must understand how to provide treatment to students according to their literacy abilities. The results of the researcher's observations on July 21, 2025, that the FR resource person regarding the provision of student activities is adjusted to the ability group of his students, namely 3 categories by providing more interesting and diverse reading materials rich in complex vocabulary, trying to get used to reading and writing regularly, as well as special assistance or additional hours for low category students. According to Sundari et al., (2023) emphasized that each student has different abilities and weaknesses, so as educators or teachers must be able to adapt to the circumstances and needs of students in order to help them develop themselves.

Second, the strategy implemented by schools and teachers is to involve students in language month activities and motivate students. This strategy is used with the aim of developing the potential of students that is adjusted to their abilities, this is proven by sending students to participate in competitions in language month such as storytelling, poetry reading, speeches and short story writing competitions that are adjusted to the level of students. In addition, providing motivation to several students who are categorized as medium and low in literacy skills so that they can achieve the same success as students in the high literacy category. Cahyani et al., (2024) emphasized that there is an influence on the strategy of developing student potential by always actively participating in various competition activities and motivating students so that it can provide encouragement for students to remain enthusiastic in carrying out activities and have a sense of discipline.

Third, the strategy implemented in the development stage is providing literacy-based questions to students. This statement is shown by the statement of the FR resource person that "The strategy to improve students' reading and writing literacy skills is by getting used to a literate environment through several activities that require students to be active in all activities at school" (Interview source, July 17, 2025). This strategy aims to develop students' knowledge and experiences related to everyday life, this is evidenced by the results of the researcher's observations that the school environment upholds students' literacy activities such as in mathematics subjects the teacher adds story problems, in science subjects students are invited to interact directly with the surrounding environment and the teacher gives students assignments to tell what they see and then write. According to Fakhriyah et al., (2024) emphasized that as educators or prospective teachers must have literacy skills in order to achieve relationships with a literacy-rich environment so that they can integrate the learning process with the student's surrounding environment.

Based on the results of observations and interviews, it can be concluded that in the development process, teachers have three strategies that can increase students' interest and literacy skills in reading and writing, especially in lower grades.

Learning Stages in Literacy Activities

In the literacy learning phase, particularly in reading and writing, a variety of learning methods, such as group discussions, educational games, and technology integration, are used to make the learning process more interactive and contextual. This can help students apply their reading and writing skills in their daily lives (Dafit et al., 2023).

First, the strategy implemented by the FR resource person in the learning process is to utilize the reading corner in each class. This statement is reinforced by the results of interviews with FR resource persons who stated that "In each class there are already reading corner facilities so we use them to support the learning process and integrate existing reading materials into learning activities, for example showing videos about natural disasters on LED TVs after that assigning students to find appropriate reading books

in the reading corner and then concluding with simple sentences written by students in their respective books" (Interview results, July 19, 2025). In utilizing the reading corner as a means to expand students' vocabulary. According to Rahmi et al., (2023) the use of the reading corner has a specific goal of increasing students' interest and ability in increasing new vocabulary insights.

Second, utilize digital media, namely LED TVs, in every classroom. The use of digital media to introduce the digital world from an early age and utilize it according to needs will facilitate access to information and support the learning process interactively and efficiently (Auliakhasanah et al., 2023) . This statement is supported by the results of an interview with the source FR on July 19, 2025, who explained that "Digital media that is already available in every classroom, namely LED TVs, which can be used by ustadz or ustadzah to support the learning process that can be displayed directly through interactive videos" (Interview Source, July 19, 2025).

Third, introducing the surrounding environment directly in the learning process. The FR resource person said that "in the learning process, we invite students to directly approach the surrounding environment, for example, during the process of learning science about plant parts, students are taken to the school yard and given the task of analyzing surrounding plants and then writing down the parts of the plant." According to Pangesti et al., (2022) , linking to the surrounding environment in the learning process will make it more interesting and relevant, thus facilitating understanding and application of knowledge in everyday life.

Based on the results of the information above, it can be concluded that the strategy in the final stage, namely the learning stage, the resource person FR explained that there were three strategies implemented at Muhammadiyah Birrrul Walidain Elementary School, Kudus, in improving the reading and writing literacy skills of grade 2 students.

CONCLUSION

Based on the data and findings obtained from the research, it can be concluded that the strategy implemented by the FR resource person in improving reading and writing literacy skills in grade 2 is that there are three stages of strategy from the habituation stage consisting of 1) formulation of objectives, making assessment references and categorizing students; 2) preparation of facilities and infrastructure and a literacy-friendly classroom atmosphere; 3) habituation of breakfast activities or reading activities before starting learning; 4) habituation of one day one story, muroja'ah, memorization of short surahs and hadiths along with their meanings together. The development stages consist of 1) providing treatment; 2) involving students in language month activities/several competitions; 3) providing literacy-based questions. The learning stages consist of 1) utilization of reading corners; 2) utilization of digital technology media; 3) environmental approaches.

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