

Developing Montessori-Based Movable Alphabet Media to Enhance Early Reading Skills

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ABSTRACT

The Montessori-based movable alphabet media is a learning tool designed to improve students' early reading skills. This study was conducted in response to the low initial reading abilities of first-grade students and the limited use of instructional media in classroom learning. The research aimed to develop, determine the feasibility, and evaluate the effectiveness of Montessori-based movable alphabet media in improving the early reading skills of first-grade students at Elementary School Bandar Lampung. This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The participants were 34 first-grade students involved in small-group and large-group trials. Data were collected through observation, interviews, documentation, questionnaires, and tests. Quantitative and qualitative data analyses were applied, including a paired-sample t-test. The results showed that the developed movable alphabet media met the criteria of being highly valid, obtaining validation scores of 95.83% from media experts, 100% from material experts, and 95% from language experts. Students responded positively to the media, with attractiveness scores of 97.5% in small-group trials and 99.54% in large-group trials, while educators' responses reached 93.75%. The media also improved students' early reading skills, as indicated by an increase in average scores from 59.83 to 72 in small-group trials and from 60.68 to 73.22 in large-group trials. Statistical testing showed a significance value of 0.001 (< 0.05), indicating that the media had a significant effect on improving students' early reading skills.

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INTRODUCTION

Reading is a crucial key to any learning process. If children cannot read and understand what they read, it will be very difficult for them to follow the various lessons offered at school (Hidayat &

Muhamad, 2021). Elementary school-aged children who lack reading skills cannot continue their education to a higher level, as the higher the level of education, the greater the understanding required. Mastery of reading skills is seen as one of the keys to entering a wider world.

Elementary school-aged children who lack reading skills cannot continue their education to higher levels, as the higher the level of education, the greater the understanding required. Mastering reading skills is seen as one of the keys to entering a wider world.

Organisation for Economic Cooperation and Development held a program called Program for International Student Assessment (PISA). The 2022 PISA results indicate that Indonesia's reading literacy score decreased by 12 points compared to the 2018 PISA results. These results also indicate that Indonesian students lag 117 points behind the global average. Reading is crucial both in schools and in society; every aspect of life involves reading, as reading skills are a realistic guide to everyday life (Ariyanti et al., 2022).

According to Paramita, the primary reason children struggle to comprehend reading is a lack of educator attention to pre-reading activities such as conversation, singing, storytelling, reading aloud, and role-playing (Paramita, 2020). These activities expand vocabulary and train children to understand the storyline. The second reason is the desire of parents or even educators to enable children to read quickly.

Based on its principles, the Montessori method The Montessori method, based on the principle that a child's education should emerge and coincide with the child's own developmental stages, emphasizes Montessori activities that arise from the child themselves and emphasizes adapting the child's learning environment to their developmental stage (Lailaturrohmah & Wulandari, 2021). Social skills can be stimulated through various methods, one of which is through the Montessori method, where children are trained to work together and develop sympathy and empathy. In the Montessori method, a child who can read is a child who can correlate a series of letters and understand the meaning of what they read. If not, it means they have only reached the stage of "sounding out letters." Understanding reading is very important because understanding meaning is the essence of a reading activity.

According to Harahap, the fact that students who are still only at the stage of hiding letters while reading but do not understand their meaning is a matter of concern (Harahap, 2022). When children are learning in elementary school and are asked to read but do not understand what they are reading, it means there is a stage of learning activities that is still not taught properly, resulting in low reading ability.

Learning media is a learning resource that can help educators enrich students' knowledge. Various types of learning media can be used by educators to provide knowledge to students. The use of learning media can foster students' interest in learning new things from the learning material presented by educators, making it easier to understand (Imamah, 2022). The process of developing learning media requires connecting learning media with everyday life and incorporating several thematic contents into learning activities, so that goals and skills can be optimally achieved. If these problems are left untreated, they will impact the quality of education. Efforts to improve the quality and success of the learning and teaching process are also influenced by the ability of educators to select and use learning media. In a learning process, two very important elements are teaching methods and learning media. The application of appropriate learning media can make learning meaningful and enjoyable. Educators are required to have the ability to develop learning media that can stimulate students' interest in participating in the learning provided (Aminullah & Liansari, 2023).

One of the factors supporting the success of reading learning is the use of media that is appropriate to the needs and characteristics of students. The use of developing learning media is in the teaching method component as an effort to increase interaction between educators and students and interaction between students and their learning environment.

Learning using media using the Montessori method is highly effective when educators use media to further explain learning concepts to students (Wardani, 2020). Learning using media using the Montessori method is highly effective when educators use media to further explain learning concepts to students (Wardani, 2020). Introducing children to reading should not only involve memorizing the alphabet, but also understanding the individual concepts and symbols of each letter, with enjoyable learning supported by media that children can explore directly. One such medium is the movable alphabet, namely a box consisting of large and small consonants and vowels that can be moved (Susanawati & Setiawati, 2022).

Based on the results of interviews conducted by researchers with the homeroom teacher of grade 1 of Elementary School Bandar Lampung, the problems that often occur are that students do not yet know consonants and vowels, students have difficulty spelling words and reading simple sentences and have not been able to string letters into words. In the interview, information was also obtained that educators have made efforts so that grade 1 students of Elementary School Bandar Lampung have good reading skills by providing a reading corner in the classroom that students can use during recess. Based on the results of observations, it can be seen that activities during learning, especially for beginning reading in grade 1, educators have used the Montessori method as a reading method and it can be seen that activities during reading learning, educators associate learning with using songs, for example, introducing the alphabet with songs and using books as learning media, however, educators have not used learning media that are in accordance with the Montessori apparatus to make students active during learning activities. In addition, it can be seen that the use of the reading corner in grade 1 is only used by students as a place to play because there are no media or teaching aids that can be used to improve students' reading skills. However, when learning, communication and interaction with educators and other students are smooth and understandable, therefore students need to be given reading practice using learning methods and media that are appropriate to the level of student development.

The development of interesting media in learning can make learning activities more lively and create a new learning atmosphere for students, so that it is necessary to develop learning media that can increase students' motivation, enthusiasm and focus. Movable alphabet has the advantage that students can directly feel the shape of the letters when they understand the letters of the alphabet and arrange them into words. One of the learning media that can be used in conjunction with movable alphabet are picture object cards. Using object cards will make it easier for students to practice reading by identifying the objects on the cards. The advantage of graphic or picture media is that they are concrete and more realistic. Movable alphabet can be applied to align letters on a line to teach children how to align written letters in a line correctly. So that the process of learning to read early can attract the attention and interest of students, and will make students enthusiastic about reading and make reading a fun habit.

Through media development movable alphabet based on the Montessori method, this study will identify whether the use of movable alphabet can improve the initial reading skills of grade 1 students and how appropriate the learning media is movable alphabet based on the Montessori method and the responses of educators and students to learning media movable alphabet based on the Montessori method (Montessori, 2016). This is intended so that by using media movable alphabet, Participants will be more motivated and enthusiastic in learning, making it easier for them to read and understand the content.

METHOD

This research uses the method Research and Development (R&D). Research methods Research and Development is a research method that aims to develop a product or improve an existing product by going through a series of processes and steps of initial product design, product trials, product revisions until producing a product that is considered ideal (Gettman, 2016). This research uses the ADDIE development model developed by Reiser and Molenda. The ADDIE model is designed to build

basic learning performance through the development of a learning product. The ADDIE model consists of five stages: Analyze (Analysis) to identify the causes of problems in learning. Design (Design) to plan the media and learning strategies to be developed. Development (Development) is the step of developing media and determining the learning strategies needed. Implementation (Implementation) is the application of learning by involving students. Evaluation (Evaluation) At this stage, an assessment of the quality of the media and the learning process is carried out.

In this study, the target of the study was 34 students of grade 1 of Elementary School Bandar Lampung consisting of 12 students in small-scale group trials and 22 students in large-scale group trials. This study used quantitative, qualitative and T-test techniques, consisting of observation, interviews, documentation, questionnaires and tests.

The data analysis technique in this research will use a Likert scale. The Likert scale is commonly used in research questionnaires (Junaidi, 2019). The Likert scale is used to measure the attitudes, opinions, and perceptions of individuals or groups. The Likert scale consists of numbers consisting of four answer choices assessed by expert validation and educators. The answers are then entered into a table showing the media's feasibility. This data will be used as a guideline for revising the developed media, which will then be analyzed to determine its feasibility. The percentage calculation is carried out using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Keterangan:

P = Percentages

F = Score obtained

N = Maximum score

The data analysis technique was carried out with the aim of obtaining information regarding the feasibility of the Montessori-based movable alphabet media product developed by the researcher. This data analysis is a validation response from media experts, material experts, and educators in the form of suggestions and criticisms of the product. The data analysis in this study used descriptive analysis. Descriptive analysis is an analysis carried out to determine the characteristics of a data. The data obtained consisted of qualitative and quantitative data. The questionnaire containing the suitability of the material and design of the developed product consisted of 4 answer choices according to the question. The suitability data was used to determine the level of suitability of the resulting product. The research score table is as follows:

Table 1. Assessment Scores for Answer Choices

Skor	Pilihan Jawaban
4	Very good
3	good
2	Not Good
1	Very Poor

The total assessment scores obtained are then calculated as a percentage to determine the attractiveness of the developed learning media. The following table shows the attractiveness criteria.

Table 2. Attractiveness Criteria

No	Presentase	Kelayakan
1.	$x \geq 80\%$	Very good
2.	$60\% \leq x < 80\%$	good
3.	$40\% \leq x < 60\%$	Not Good

4.	$20\% \leq x < 40\%$	Poor
5.	$x < 20\%$	Very Poor

Data on the improvement of students' reading skills were obtained from the results of the pre-test and post-test which contained indicators of early reading. The indicators of early reading ability are the ability to recognize vowel and consonant symbols, distinguish words that have the same initial letter, distinguish words that have the same initial syllable, and arrange syllables into a word. The pre-test and post-test scores were then analyzed using a T-test to determine the improvement of students' reading skills before and after the use of movable alphabet media. In this study, a paired samples t-test was used in the SPSS 30 application and a significance level of 0.05 with the following hypothesis:

- Ho = There is no difference in students' reading skills before and after using the media.movable alphabetat the beginning reading.
- Ha = There is a difference in students' reading skills before and after using the media.movable alphabetat the beginning of reading.

RESULTS AND DISCUSSION

The results of research and development carried out by researchers are to produce learning media.movable alphabetbased on the Montessori method to improve early reading skills in grade 1. This research and development was carried out using the ADDIE development model procedure, which consists of 5 steps, namely, Analyze (Analysis), Design (Design), Development (Development), Implementation (Implementation) and Evaluation (Evaluation). Data from each stage of the research and development procedures carried out are as follows:

1. Analyze

The first stage is the analysis stage. Data collection was conducted in grade 1 of SDN 1 Kupang Raya to obtain information. This stage aimed to identify problems in the classroom during teaching and learning activities, particularly in beginning reading. The researchers conducted two stages of analysis: needs analysis and student characteristics analysis, as follows:

Needs analysis

Based on observations conducted by researchers at Elemetary School Bandar Lampung and interviews with grade 1 educators, it was found that grade 1 students really need learning methods and media that can be an effort to increase student interaction with their learning environment. Learning methods and media can also support successful learning. Based on the results of observations that researchers found, it was seen that activities during learning, especially beginning reading in grade 1 educators had used the Montessori method as a reading method, but educators had not used learning media that were in accordance with the Montessori apparatus to make students active during learning activities. So from the needs analysis, it can be concluded that learning activities beginning reading require learning media to support successful learning.

Analysis of student characteristics

From the results of observations and interviews conducted in class 1 of Elemetary School Bandar Lampung, it appears that students prefer to learn in groups and when learning communication and interaction with educators and other students are already smooth and understandable, problems that often occur are students do not yet know consonants and vowels, students have difficulty in spelling words and reading simple sentences and have not been able to arrange letters into words. From the description above it can be concluded that students need to be given reading practice using learning media that are appropriate to the characteristics of students.

2. Design(Design)

After completing the analysis phase, the next step is to design several elements that will be needed for research and development of learning media. These elements are as follows:

Making Learning Media Movable Alphabet

Packaging media manufacturing design movable alphabet made of a wooden box measuring 40x45 cm, the use of wood was chosen because wood is one of the strong materials and is not easily damaged. Inside there are 27 compartments, 27 as a place for 26 large and small magnetic alphabet letters and 1 compartment as a place for picture object cards and puzzle cards made of cardboard and designed using the application canva.

Preparing the Validation Sheet

The questionnaire that was prepared consisted of:

- Media Expert Validation Questionnaire
- Subject Matter Expert Validation Questionnaire
- Linguist Validation Questionnaire
- Educator Response Assessment Questionnaire
- Student Response Questionnaire

c. Compile Pretest And Posttest

Pretest And Posttest This is used to evaluate students' abilities before and after the research is conducted. Pretest And Posttest This is arranged according to the material used in the learning media, namely initial reading skills with indicators of recognizing vowel and consonant symbols, being able to differentiate words that have the same initial letter, being able to differentiate words that have the same initial syllable, being able to arrange syllables into a word.

3. Development (Development)

The media that has been designed in this research and development was then validated by 5 experts, including 2 media experts, 2 material experts and 1 language expert to test the feasibility of the learning media. movable alphabet based on the Montessori method.

Media Member

Based on the media validation results, it was found that the interesting aspect obtained an average score of 87.5%, categorized as "very good." The graded aspect obtained an average score of 100%, categorized as "very good." Auto Correction obtained an average score of 100% with the category "very good". The Contextual Aspect obtained an average score of 95.83% with the category "very good". The results of the media expert validation stage 1 overall obtained an average score of 95.83% so that the developed learning media is suitable for use. The data from the results of the media validation stage 1 are shown in the following table:

Table 3. Media Expert Validation Results

No	Aspek	Analisis	Validator	
			1	2
1	Menarik	S skor	12	9
		Skor maksimal	12	12
		P	100%	75%
			87,5%	
		Kriteria	Sangat Baik	
2	Bergradasi	S skor	8	8
		Skor maksimal	8	8
		P	100%	100%
			100%	
		Kriteria	Sangat Baik	
3	Auto Correction	S skor	8	8
		Skor maksimal	8	8
		P	100%	100%

4	Kontekstual		100%	
		Kriteria	Sangat Baik	
		S skor	12	11
		Skor maksimal	12	12
		<i>P</i>	100%	91,67%
			95,83%	
			Sangat Baik	

b. Material Expert

Based on the results of the material validation, it is known that the content quality aspect obtained an average value of 100% with the category of "very good. The content presentation aspect obtained an average value of 100% with the category of "very good". The results of the overall material expert validation obtained an average value of 100% so that the developed learning media is suitable for use. The data from the material validation results are displayed as follows:

Table 4. Results of Material Expert Validation

No	Aspect	Analysis	Validator	
			1	2
1.	Content Quality	S shoes	32	32
		Maximum Score	32	32
		<i>P</i>	100%	100% %
		Criteria	Very good	Very good
2.	Presentation Aspects	S shoes	8	8
		Maximum Score	8	8
		<i>P</i>	100%	100%
		Criteria	Very good	Very good

c. Linguist

Based on the language validation results, it was found that the aspect of suitability with the level of student development obtained a score of 95%, categorized as "very good." The communicative aspect obtained a score of 95%, categorized as "very good." The results of the linguist validation stage 1 obtained an overall average score of 95%, indicating that the developed learning media is suitable for use. The data from the linguist validation results are displayed in the following table:

Table 5. Results of Validation by Linguists

No	Aspect	Analysis	Validator
1.	Suitability to the level of student development	S shoes	19
		Maximum Score	20
		<i>P</i>	95%
		Criteria	Very good
2.	Communicative	S shoes	19
		Maximum Score	20
		<i>P</i>	95%

		Criteria	Very good
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Results of media development movable alphabet method-based to improve early reading skills produces products in the form of movable alphabet which is made of a wooden box measuring 40x45 cm which contains 27 compartments, 26 of which are used to place 26 large and small magnetic alphabet letters and 1 compartment as a place for object picture cards and puzzle cards. On the front of the outer packaging there is a poster of how to play on the front cover. movable alphabet which serves to make it easier for educators to use the media that has been developed. The procedure for playing the movable alphabet media consists of 8 game steps, in a wooden box movable alphabet There are 208 magnetic alphabet letters, each consisting of 2 uppercase letters and 6 lowercase letters. In accordance with Montessori principles, the colors of the letters are also differentiated, red for vowels and blue for consonants, and it is equipped with a magnetic board. The magnetic material was chosen to make it easier for students to arrange the letters. The cards made consist of puzzle cards and answer cards containing 26 cards on each card from A-Z.



Figure 1. Outer Packaging Envelope



Figure 2. Interior Movable Alphabet

4. Implementation

The implementation stage is carried out after the media is declared valid and suitable by media expert validators, material experts, and language experts. Learning media movable alphabet was tested in class 1 of Elementary School Bandar Lampung. Media movable alphabet functions to train students in reading simple words and arranging letters into words so that students' reading skills improve from before.

5. Evaluation

This is the final stage in the ADDIE model. Evaluation is conducted by analyzing questionnaire responses from educators and students. The goal is to determine the appropriateness and attractiveness of the media. movable alphabet Montessori method-based approach to improving early reading skills in grade 1.

a. Small-Scale Group Trial

In the small group test, there were 12 students in grade 1A of Elementary School Bandar Lampung. Before testing the product on participants, an initial reading test was necessary based on the indicators in initial reading. Based on the table below, it can be seen that the average pre-test score was 59.83 and the average post-test score was 72. This indicates that the mediamovable alphabet Montessori-based methods have an impact on improving early reading skills. The results of product trials before and after use in the Small Group Trial are as follows:

Table 6. Small Group Pre-test and Post-test Results

No	Respondent	Value	
		Pre-test	Post-test
1.	R1	65	70
2.	R2	52	60
3.	R3	60	70
4.	R4	52	70
5.	R5	49	65
6.	R6	81	88
7.	R7	69	78
8.	R8	50	79
9.	R9	52	65
10.	R10	61	73
11.	R11	71	76
12.	R12	56	70
Amount		718	864
mean		59,83	72

b. Large-Scale Group Trial

In the large group test, there were 22 students in grade 1B of Elementary School Bandar Lampung. Before testing the product on participants, an initial reading test was necessary based on the initial reading indicators. Based on the table below, it can be seen that the average pre-test score was 60.68 and the average post-test score was 73.22. This indicates that the mediamovable alphabet Montessori-based methods have an impact on improving early reading skills. The results of product trials before and after use in the Large Group Trial are as follows:

Table 7. Results of the Pre-test and Post-test Groups Big

No	Respondent	Value	
		Pre-test	Post-test
1.	R1	78	83
2.	R2	68	73
3.	R3	82	85
4.	R4	56	65
5.	R5	48	58
6.	R6	50	65
7.	R7	71	85
8.	R8	48	65
9.	R9	65	78
10.	R10	78	85
11.	R11	58	75

12.	R12	48	69
13.	R13	61	80
14.	R14	72	83
15.	R15	80	90
16.	R16	59	79
17.	R17	60	80
18.	R18	48	60
19.	R19	50	60
20.	R20	48	65
21.	R21	58	63
22.	R22	49	65
Amount		1335	1611
mean		60,68	73,22

The next stage is to test the accuracy of the data using T-Test analysis with the help of SPSS 30. The results of the analysis are as follows:

Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		Std. Deviation		Lower Bound		Upper Bound		One-Sided p-value		Two-Sided p-value	
P	Pre	Mean	Std. Error	Lower	Upper	Mean	Std. Error	Lower	Upper	Mean	Std. Error	One-Sided p-value	Two-Sided p-value	Mean	Std. Error
air 1	Posttest	-12.41176	231	366	14.45373	10.36980	12.3636	001	001						

Figure 3. Results of T-Test Analysis

The results of the T-Test analysis with Paired Samples Test shows that the trial of improving students' reading skills has a probability value (Sig.) of 0.001 which is smaller than the tolerable error rate of 0.05, so the basis for decision making is:

- H_0 is accepted if the probability value (Sig.) > 0.05 so that H_a is rejected.
- H_a is accepted if the probability value (Sig.) ≤ 0.05 so that H_0 is rejected

c. Educator Trial

The trial was also conducted by educators as respondents. The trial by educators aimed to determine the attractiveness and broader credibility of the product data. Respondents at this stage were first-grade educators from Elementary School Bandar Lampung. Respondents were given a questionnaire to determine the attractiveness of the product that had been developed. At this stage, a response rate of 93.75% was obtained, with the criteria "very good," thus indicating that the learning medium movable alphabet based on the Montessori method that has been developed by researchers is suitable for use as a learning medium for reading skills in grade 1. The calculation of the results of the educator trial can be seen in the following table:

Table 8. Results of Educator Responses

No	Aspect	Analysis	Educator
1.	Relevance	Shows	3

		Maximum Score	4
		<i>P</i>	75%
		Criteria	Good
2.	Quality	S shoes	12
		Maximum Score	12
		<i>P</i>	100%
		Criteria	Very good
3.	Effectiveness Aspect	S shoes	12
		Maximum Score	12
		<i>P</i>	100%
		Criteria	Very good
4.	Presentation Aspects	S shoes	12
		Maximum Score	12
		<i>P</i>	100%
		Criteria	Very good
Amount			93,75%
Criteria			Very good

d. Small Group Student Responses

The results of the student response test through the distribution of questionnaires to a small group of 12 first-grade students at Elementary School Bandar Lampung. The trial conducted obtained a response percentage of 97.5% with a "very good" category. This indicates that the learning media movable alphabet based on the Montessori method developed by researchers is suitable for use during classroom teaching and learning activities. The results of the questionnaire on the responses of the students' interest in the education obtained are as follows:

Table 9. Results of the Small Group Student Interest Response Questionnaire

No	Respondent	Skor	Skor max	Percentage (%)	Criteria
1.	R1	90	100	90%	Very interesting
2.	R2	100	100	100%	Very interesting
3.	R3	100	100	100%	Very interesting
4.	R4	80	100	80%	Very interesting
5.	R5	100	100	100%	Very interesting
6.	R6	100	100	100%	Very interesting
7.	R7	100	100	100%	Very interesting
8.	R8	100	100	100%	Very interesting
9.	R9	100	100	100%	Very interesting
10.	R10	100	100	100%	Very interesting
11.	R11	100	100	100%	Very interesting
12.	R12	100	100	100%	Very interesting

AMOUNT	97,5	100	97,5%	Very interesting
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e. Large-Scale Group Student Responses

The results of the student response test through the distribution of questionnaires to a large group of 22 first-grade students at Elementary School Bandar Lampung. The trial conducted obtained a response percentage of 99.54% with a "very good" category. This indicates that the learning media movable alphabet based on the Montessori method developed by researchers is suitable for use during teaching and learning activities in grade 1. The results of the questionnaire on the responses of the students' interest in the learning activities obtained are as follows:

Table 10. Results of the Large Group Student Interest Response Questionnaire

No	Respondent	Total Score	Max	Percentage (%)	Criteria
1.	R1	100	100	100%	Very interesting
2.	R2	100	100	100%	Very interesting
3.	R3	100	100	100%	Very interesting
4.	R4	100	100	100%	Very interesting
5.	R5	100	100	100%	Very interesting
6.	R6	100	100	100%	Very interesting
7.	R7	100	100	100%	Very interesting
8.	R8	100	100	100%	Very interesting
9.	R9	100	100	100%	Very interesting
10.	R10	100	100	100%	Very interesting
11.	R11	100	100	100%	Very interesting
12.	R12	100	100	100%	Very interesting
13.	R13	100	100	100%	Very interesting
14.	R14	100	100	100%	Very interesting
15.	R15	100	100	100%	Very interesting
16.	R16	100	100	100%	Very interesting
17.	R17	100	100	100%	Very interesting
18.	R18	100	100	100%	Very interesting
19.	R19	100	100	100%	Very interesting
20.	R20	100	100	100%	Very interesting
21.	R21	100	100	100%	Very interesting
22.	R22	90	100	90%	Very interesting
Jumlah Skor		99,54	100	99,54%	Very interesting

CONCLUSION

Based on the research results, it can be concluded that media development movable alphabet is said to be suitable because the media has been packaged with an attractive and innovative appearance, and meets valid criteria with a score of 95.83% from media experts, a score of 100% from material experts and a score of 95% from language experts.

Students' reading skills have increased due to the existence of new media in the form of media movable alphabet based on the Montessori method so that students are more enthusiastic and enthusiastic to practice reading through the media presented. Students' reading skills increased from the low category to the medium category based on the analysis of the results of observer observations during the field test, an average result of 72 was obtained from the previous 59.83 in small-scale group trials and an average result of 73.22 from the previous 60.68 in large-scale group trials. From the results of the T-Test analysis with paired samples t-test shows that the trial of student learning outcomes has a

probability value (Sig.) of 0.001 which is smaller than the tolerable error rate of 0.05, so H_a is accepted. Therefore, it can be concluded that the mediamovable alphabet can improve the reading skills of first-grade students at Elementary School Bandar Lampung in beginning reading. Student responses to learning mediamovable alphabet based on the Montessori method obtained a score of 97.5% in the small group test and a score of 99.54% in the large group trial with a very interesting category, then the educator's response obtained a score of 93.75% with a very interesting category.

Suggestion

After conducting research and based on the results, there are several suggestions that should be considered in learning using media.movable alphabet: Learning using mediamovable alphabet can be used as a medium to motivate students to learn. With the existence of movable alphabet Learning activities will be much more interesting and will foster a high interest in learning and curiosity.

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