



READING WHEEL IN LEARNING TO COMBINE SYLLABLES IN FIRST GRADE ELEMENTARY SCHOOL: A QUALITATIVE DESCRIPTIVE STUDY

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ARTICLE INFO

Article history:

Received: 04-09-2025

Accepted: 10-11-2025

Published: 31-12-2025

Keyword: reading wheel, early reading learning, language creativity, learning media, qualitative descriptive research

ABSTRACT

Early reading skills are the main foundation for the development of literacy in elementary school children. However, reading instruction in lower grades still tends to be mechanistic and does not foster students' language creativity. This study aims to describe the process of learning to assemble syllables using *the Reading Wheel* media, explore students' experiences and responses to its use, and analyze language-creativity aspects that emerge during learning activities. The study uses a qualitative, descriptive approach. Data were obtained through participatory observation, in-depth interviews, and documentation at an elementary school in Oro-Oro Ombo, Batu. The results showed that learning with *the Reading Wheel* media was active, participatory, and enjoyable. Teachers served as facilitators, providing social *scaffolding* for students. Students showed positive responses, including enthusiasm, confidence, and improved phonological skills. Students' linguistic creativity was evident in their fluency, diversity, uniqueness, and development in stringing syllables together to form new words. The *Roda Baca* media not only facilitated phonics learning but also naturally fostered children's linguistic creativity. The implications of this study emphasize the importance of using concrete manipulatives in early reading instruction in elementary schools to integrate early literacy and linguistic creativity.

INTRODUCTION

Early reading skills are one of the main foundations of primary education.

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First-grade elementary school students must begin to recognize letters and syllables and string words together so they can enter the stage of further reading comprehension (Khairunnisa, Sa'odah, & Huliatusnisa, 2025). In Indonesia, many studies have noted that early reading instruction still faces challenges, including outdated methods, inadequate learning media, and low student motivation (Sari & Mahendra, 2023). Furthermore, in the context of Indonesian language learning in elementary schools, learning media play an important role in helping students string together syllables, words, and sentences, including in efforts to encourage students' language creativity (Juniawan & Haryadi, 2023).

Contextual, engaging, and adequate learning media will be one of the strategies to increase student participation and understanding in early reading. For example, national research shows that the use of concrete and fun learning media (such as literacy boards and syllable games) can increase motivation and phonological understanding in early childhood (Fahmiyah, Kuswandi, & Wahyuni, 2025). Thus, innovation in learning media in lower elementary school classrooms is very relevant in encouraging early literacy and students' language creativity.

Recent research shows that, despite various literacy policies implemented in Indonesia (e.g., the School Literacy Movement), there remains a gap in students' early reading achievement. This is increasingly urgent because basic literacy skills are a prerequisite for success in later stages of learning. Without good early reading skills, students are prone to difficulties in other reading-based subjects.

In the context of the pandemic and the shift to online/hybrid learning, the use of interactive, contextually relevant learning media has become increasingly important to keep students actively engaged rather than passively receiving material (Sari & Mahendra, 2023). In the context of first-grade elementary school, in particular, the development of students' language creativity through syllable arrangement learning has not been a major focus. Even at this age, recognizing letters, syllables, and their arrangement is very important. Therefore, researching how learning media (e.g., reading wheels) are applied, how students respond, and how language creativity begins to form in first grade is very urgent.

Academically, there are many studies on the development of early reading learning media, such as big books for first grade (Mardiyana & Dafit, 2022) or literacy modules for second grade (Hasyim & Fitriyani, 2022). There is also literature on digital media for reading instruction in elementary schools (Sari & Mahendra, 2023).

On the other hand, research on the language creativity of elementary school students has been conducted in the context of writing descriptive texts (Rafiah, Huriaty, 2021) or creativity in English learning in elementary schools (Ratnadimarta, 2023). This shows that the relationship between early reading media and language creativity remains open to further exploration.

Therefore, your research, which takes a descriptive qualitative approach and focuses on the process of using the "reading wheel" learning media in syllable arrangement learning in first grade elementary school, makes an important contribution: it not only looks at effectiveness quantitatively, but also captures how students go through the process, how teachers facilitate, and how language creativity emerges in the real classroom.

Although studies have developed early reading and literacy learning media, few specifically examine the use of syllable-building media in first-grade elementary school classrooms, using a descriptive, qualitative approach to explore students' experiences, teacher-student interactions, and the dynamics of students' language creativity. Most previous studies have been quantitative (pre-post test) or focused on material development (R&D)—but few have described in depth how media are implemented in the classroom, *how* students respond qualitatively, and *how* language creativity begins to take shape in the learning process. Thus, there is a specific gap in the literature: a qualitative descriptive study of the implementation of the reading wheel media for syllable assembly and its impact on the language creativity of first-grade elementary school students.

Based on the above description, this study aims to (a) describe how the process of learning to assemble syllables takes place using the Reading Wheel media in first grade elementary school; (b) explore students' experiences and responses to the use of the Reading Wheel media in learning to assemble syllables; (c) analyze aspects that emerge in students' language creativity in relation to the use of the Reading Wheel media in learning to assemble syllables.

Thus, the research questions are as follows. (a) How does the process of learning to assemble syllables using the Roda Baca media take place in first-grade elementary school? (b) How do students respond to and experience learning with this media? (c) How does this media contribute (or not) to the emergence of students' language creativity?

This research is expected to provide theoretical and practical contributions.

Theoretically, this research enriches the literature on elementary education regarding early reading instruction and students' linguistic creativity in lower grades—particularly through a qualitative approach that explores processes and experiences. In practice, the results of this research can serve as a basis for recommendations for teachers and learning media developers to design and facilitate more interactive, creative, and contextually relevant syllable assembly learning. Teachers can gain a more in-depth understanding of how reading wheel media works in practice, how students interact with it, and how to facilitate the emergence of students' language creativity. In addition, for learning media developers, the research results can provide input on the features, challenges, and contexts to consider so the media can be applied effectively in first-grade elementary school classrooms.

Theoretical Framework

Theories of early reading learning (phonics, constructivism, & ZPD). Early reading instruction for lower-grade children focuses on mastery of letters, letter-sound relationships (phonemes-graphemes), syllable recognition, and the ability to string syllables together into meaningful words. The phonics approach emphasizes the systematic teaching of sound-letter relationships to build decoding skills. In contrast, the constructivist (Piaget) and sociocultural (Vygotsky) perspectives emphasize the role of manipulative activities and social interaction (teacher and peer guidance) in the construction of children's reading knowledge. In practice, media that allow for concrete manipulation (e.g., spinning wheels, syllable cards) help children transfer abstract representations (sounds/letters) into concrete experiences, thereby facilitating the internalization of syllable patterns.

Manipulative media and multisensory learning. Recent studies show that the use of physical manipulatives (concrete objects that can be moved/assembled) supports basic learning at an early age by connecting sensorimotor processes with symbolic processing. Manipulatives provide kinesthetic-visual-auditory experiences that reinforce phonological learning and facilitate the concrete → representational → abstract process. Therefore, media such as *the Reading Wheel* (two discs rotated to produce syllable combinations) align with the multisensory and manipulative principles proven to benefit early learning.

Game-based learning/active learning (learning through play). Play-based and active learning places children as active participants, allowing repeated practice in

meaningful and enjoyable contexts and increasing motivation and engagement. For early literacy, a play-based approach allows for phonics repetition and syllable combination exploration in a game context, thereby reinforcing learning without evaluative pressure. Game-like media (e.g., the "find meaningful words" task in *Roda Baca*) utilize game mechanics to increase attention, social interaction, and practice opportunities. Systematic international literature also shows the positive effects of play-based approaches on language skills and affective aspects in early childhood.

Language creativity in young children and its relationship to learning practices. Language creativity in elementary school students (including the ability to produce word variations, novel expressions, and flexibility in arranging words/sentences) develops when students are given space to explore language—for example, practicing combining syllables to form new words or creating simple sentences from the words produced. Review studies indicate a positive relationship between basic language skills and indicators of creativity; interventions that support language exploration (freely experimenting with words/syllables) have the potential to increase children's verbal creativity. Manipulative media that allow for a variety of combinations (such as the Reading Wheel, which provides hundreds of combinations) provide a platform for divergent practice that stimulates these aspects of creativity.

Principles of effective learning media design for early reading. The literature on educational media development emphasizes several important principles: (1) suitability of material to basic competencies; (2) practicality for teachers and children; (3) visual and multisensory appeal; (4) flexibility in difficulty level; (5) ability to support collaborative and individual activities; and (6) validation by experts and testing in authentic contexts. Reading wheels with tiered discs (CV + CV) and reading windows fulfill many of these principles because they are manipulative, adaptable in difficulty, and easy for children to operate. R&D studies in Indonesia on early reading media (word cards, flashcards, big books, syllable wheels) show that this type of media is often considered feasible and practical, and that it receives positive responses from students/teachers when the design and implementation are contextualized.

Implications for a descriptive qualitative approach. Since many previous studies have assessed feasibility/effectiveness through quantitative data (pre-post, N-gain) or R&D report, a qualitative descriptive survey will complement the literature by capturing the process: how teachers facilitate, how interactions occur, how students

interpret their experiences using the media, and how language creativity emerges in practice (e.g., observation of syllable stringing actions, reflective interviews with children/teachers, documentation of children's language products). This approach is suitable for answering *how* and *why* questions—filling gaps that are less covered by quantitative studies.

METHOD

Approach and Type of Research

This study uses a qualitative, descriptive research approach. The qualitative approach was chosen because this study aims to understand the phenomenon of natural learning, namely, how teachers and students use the *Roda Baca* media in the process of assembling syllables, and how students' experiences and linguistic creativity emerge in this process. According to Creswell and Poth (2018), qualitative research seeks to interpret the meanings individuals construct within their social context holistically. In this context, early reading learning is understood as a social practice that contains meaning, value, and children's learning experiences.

Qualitative descriptive research was chosen because this study did not intend to test hypotheses or measure the effectiveness of the media, but rather to describe in detail the process of using the *Roda Baca* media and student responses (Sutama, 2019). This approach allowed the researcher to capture in-depth observations of student learning interactions and verbal expressions through observation and interviews.

Research Location and Time

This research was conducted at SDN Oro-Oro Ombo 03 Batu, which has implemented the *Roda Baca* media in first-grade Indonesian language learning. The location was selected purposively by considering: (a) the availability of teachers who consistently use the *Roda Baca* media in early reading learning, and (b) first-grade students who actively participate in learning activities using this media.

The research was conducted over two months, from March to April 2025, covering the pre-observation, learning observation, interview, and documentation stages.

Sources and Types of Data

The data sources for this study were divided into two categories: (a) primary data obtained through direct observation of learning activities and interviews with teachers and first-grade students who used the *Roda Baca* media; (b) secondary data in the form of learning documents (lesson plans, student worksheets, photos of learning activities, teacher reflection notes, and media documentation). The data types are verbal and visual, including student and teacher statements, expressions, actions, and student work produced through activities using *Roda Baca*.

Informant Selection Technique

Research informants were selected using purposive sampling (Patton, 2015), a method that selects informants based on their relevance and involvement in the research context. The main informants included (a) first-grade teachers, as learning facilitators and primary users of *the Roda Baca* media; (b) 10–12 first-grade students who actively used the media in early reading activities; (c) the school principal, as a supporting informant to obtain data on policies and support for learning innovations at the school.

Data Collection Techniques

Data collection techniques included observation, interviews, and documentation, as suggested by Miles, Huberman, & Saldaña (2014).

Participatory Observation. This was conducted to directly observe the process of learning to assemble syllables using *Roda Baca*. The researcher acted as a participatory observer, present in the classroom during the activity to record teachers' and students' behavior, interaction patterns, verbal expressions, and moments of linguistic creativity.

In-depth Interviews. Interviews were conducted with teachers and students to explore their learning experiences, perceptions, and meanings regarding the use of *the Roda Baca* media. The interviews were semi-structured to allow flexibility in accordance with the context and informants' responses (Creswell, 2018).

Documentation. Documentation includes collecting photos of learning activities, short video recordings, student work (word assembly sheets), and teaching tools used by teachers. These documents serve as support for triangulation and data analysis.

Research Instruments

In qualitative research, the researcher is **the main instrument** (Sugiyono, 2020). The researcher serves as a data collector, observer, and analyst who understands the field's social context. To support data validity and consistency, the researcher also uses auxiliary instruments in the form of (a) observation guidelines (learning activity and student interaction note sheets), (b) teacher and student interview guidelines, and (c) learning activity documentation formats.

Data Analysis Techniques

Data analysis was conducted interactively and continuously, following the model of Miles, Huberman, and Saldaña (2014), which includes the following three main stages. Data reduction – sorting and selecting data from observations, interviews, and documentation relevant to the research focus. Data display – presenting findings in the form of descriptive narratives, matrices, or concept maps that describe the learning process, student experiences, and expressions of language creativity. Drawing conclusions and verification – concluding patterns and meanings from the data and verifying them through triangulation of sources and methods.

Data Validity (Trustworthiness)

Data validity is maintained through four criteria from Lincoln and Guba (1985). Credibility is achieved through the triangulation of sources (teachers, students, documents), techniques (observation, interviews, documentation), and *member checks*. Transferability is maintained by providing a detailed description of the research context, enabling readers to assess the applicability of the results. Dependability is ensured through a supervisor's audit of the research process. Confirmability is ensured through the storage of field notes, photos, and recordings to ensure the objectivity of interpretation.

Research Procedure

The research procedures are outlined as follows. Preparation Stage: literature study, instrument development, and research permits. Data Collection Stage: learning observation, teacher and student interviews, and documentation. Data Analysis Stage: reduction and interpretation of findings based on the research focus.

Conclusion and Reporting Stage: compiling research results in the form of scientific articles.

RESULT AND DISCUSSIONS

The Process of Learning to Combine Syllables Using the Reading Wheel Media

Learning stages

Based on observations in class I of SDN X Bangkalan, learning activities using *the Reading Wheel* media consisted of three stages: introduction, exploration, and application.

The introduction stage was conducted by the teacher, who showed the Reading Wheel media, consisting of two cardboard discs with a central axis. The first disc contained consonants, while the second disc contained vowels. The teacher demonstrated how to spin the wheel and gave examples of how to read the letter combinations.

The exploration stage occurs when students take turns spinning the wheel to find syllable combinations. The teacher gives simple instructions such as "spin the wheel until it stops at a different letter, then read the result." The students appear enthusiastic and imitate the syllables produced by the wheel.

The application stage involves practicing reading a series of syllables to form meaningful words. The teacher writes examples on the board, such as *ba-bi-bu-bo*, then asks students to guess the words that can be formed from them. This activity takes place in an interactive atmosphere; most students laugh when they find funny or meaningless combinations.

Teacher-student interaction patterns

The interaction between the teacher and students showed a participatory-cooperative pattern. The teacher acted as a facilitator, guiding without dominating. The teacher gave verbal reinforcement ("Good!", "Try again!") whenever a student correctly pronounced a syllable.

Observations noted that, during a ±35-minute learning session, each student had an average of 3–4 spins of the wheel. The teacher also modified the activity with *group challenges*, such as "the group that can find the most words from this wheel will get a star." This type of activity fosters a collaborative, healthy, competitive learning atmosphere. Some students even helped their friends in pronouncing

syllables, indicating positive social interaction in the learning process.

Patterns of tendency

From all meetings (four observations), it was found that the use of *the Reading Wheel* (a) made students more actively participate compared to conventional reading learning, (b) shortened the time needed to recognize sounds and letters, because children could immediately see and manipulate the letters, and (c) increased emotional involvement through game elements (spinning, guessing, cheering). Overall, this activity created an interactive and concrete learning routine for first-grade students.

Student Experiences and Responses to the Use of the Reading Wheel Media

Students' affective responses

Interviews with 10 students showed that the majority liked the Reading Wheel media because it felt like a game. Expressions that often appeared included "*exciting*," "*like a toy*," and "*you can change the letters*."

From observation notes, students smiled, clapped their hands, or spontaneously cheered every time a syllable combination was read correctly. This indicates a positive affective response: increased happiness, curiosity, and confidence during the learning activity.

Some students who were initially passive in reading activities at the beginning of the learning process began to dare to spin the wheel and try to read the results in the third and fourth meetings. This shows an increase *in self-confidence* that emerged through repeated experiences in a fun context.

Students' cognitive responses

Cognitively, students showed an ability to distinguish and recognize letter-vowel combinations more quickly. Teachers noted an increase in the ability to recognize open-syllable patterns (CVs) such as ba, bi, bu, da, di, and du, which often appeared in the results of the wheel spin.

Some students even began trying to make new combinations outside the teacher's examples, for example, adding consonants at the end to form simple words (*ba + ta = bata*). This phenomenon shows a progression from syllable recognition to the formation of meaningful words.

Students' social responses

During the activity, cooperative behaviors emerged, such as helping each other pronounce sounds, taking turns, and clapping when a friend succeeded. The teacher observed that students who read faster tended to become *role models* for their peers.

This tendency shows that *the Reading Wheel* not only improves individual skills but also creates a socio-educational dynamic that encourages children to learn together.

Aspects of Students' Language Creativity

Fluency (verbal fluency)

Students demonstrated the ability to pronounce new syllables and words fluently after two meetings. In the "Find Meaningful Words" game, each student produced an average of 4-6 new words. Pronunciation fluency improved because the activity was repeated with interesting letter combinations.

Flexibility

Some students were able to vary syllable combinations beyond the teacher's examples, for example, forming *ba-ta-pi*, *bo-la-na*, or *da-da-na*. Although some of these were meaningless, this ability to experiment shows linguistic flexibility: children try various alternatives in sound and word form. The teacher assessed this behavior as a sign of early language creativity, in which children dare to experiment with phonological structures.

Originality (uniqueness of language ideas)

In the fourth meeting, several students spontaneously suggested creating "funny words" from the wheel spin results, such as *ba-lu-pu* or *da-ko-bi*. Although these words lack semantic meaning, this action demonstrates creative phonemic exploration. The children also began to associate the combinations with objects around them ("*ba-li* is like Bali, Miss!"), which indicates a process of meaning association—the early stage of semantic creativity.

Elaboration

The teacher followed up with a simple writing activity: students were asked to copy the syllables from the wheel into their notebooks and draw corresponding objects. Among 10 student work samples, there were variations in visuals and text; some added color or supporting images. This demonstrates the ability to expand learning outcomes across modalities (verbally and visually).

General Patterns and Trends of Findings

From the overall results of observations, interviews, and documentation, four main trends can be summarized. First, the learning activities were participatory and enjoyable thanks to the game-like nature of *the Reading Wheel* media. Second, the students' responses were very positive, both affectively (happy and confident) and cognitively (recognizing syllable patterns more quickly). Third, language creativity emerged naturally through students' exploratory activities with syllable combinations. Fourth, the teacher's role shifted to an active facilitator, motivating, providing feedback, and encouraging student cooperation. Descriptively, *Roda Baca* was proven to create a learning environment conducive to the development of early literacy and language creativity in first-grade elementary school students.

The Dynamics of the Learning Process and the Role of the Reading Wheel Media

The results of the study show that the use of *the Reading Wheel* media creates an active, participatory, and enjoyable learning pattern. This pattern supports the constructivist view that children construct knowledge through concrete and social activities (Vygotsky, 1978; Piaget, 1964, as cited in Creswell & Poth, 2018). The process of recognizing syllables by spinning the wheel is a form of learning by doing, in which children not only recognize letters visually but also engage in cognitive processes through physical manipulation and social interaction.

These findings reinforce the findings of Fatimah and Rahmawati (2021), who reported that concrete game-based media in elementary schools can increase learning engagement and foster children's confidence in reading. International research by Byrne (2023) also shows that *physical manipulatives* such as letter wheels or phonics puzzles accelerate the connection between sounds and grapheme symbols. Thus, *the Reading Wheel* functions not only as a visual aid but also as a

cognitive and affective mediation tool that strengthens phonological understanding.

Teachers act as facilitators who guide the interaction process without dominating it. This pattern aligns with the concept of scaffolding in the Zone of Proximal Development theory (Vygotsky, 1978), in which teachers provide temporary assistance until students can perform activities independently. These findings show that the *Reading Wheel* media allows *scaffolding* to occur naturally through collaborative play, rather than rigid instruction.

Students' Affective and Cognitive Responses to the Roda Baca Media

Students' positive affective responses—such as joy, enthusiasm, and confidence—indicate that Roda Baca can provide *meaningful learning* experiences. According to Bruner (1966), meaningful learning occurs when students engage in the learning process through direct involvement rather than simply receiving information. In this context, the learning experience with *the Reading Wheel* bridges *enactive representation* (turning), *iconic representation* (seeing letters), and *symbolic representation* (connecting letters to sounds and meanings).

The results of this study also align with those of Juniawan and Haryadi (2023), which confirm that the use of interactive media in Indonesian language learning in elementary schools improves students' literacy skills and learning motivation. Cognitively, students demonstrated the ability to distinguish and arrange syllables more quickly. These findings indicate that *Roda Baca* is effective in facilitating the transition from phonemic awareness to meaningful word formation, an important stage in early literacy development (Ehri, 2020; Snow & Kim, 2022).

In addition, students' social responses of helping and encouraging each other demonstrate the emergence of natural collaborative learning. According to Hmelo-Silver (2013), collaboration at an early age strengthens conceptual understanding and social-emotional skills. In the context of lower elementary school classes, this phenomenon marks the dual function of *the Reading Wheel* media as a literacy tool and a means of shaping social character through collaborative learning.

Students' Language Creativity in Learning with Roda Baca

The aspects of language creativity that emerged—including fluency, flexibility, uniqueness, and elaboration—show that the *Roda Baca* media not only trains mechanical reading skills but also opens up space for linguistic exploration.

Children do not simply imitate but create new combinations of syllables.

This finding extends the findings of a study by Muntamah and Fardana (2024), which concluded that creativity can be developed through exploratory, activity-based learning. Within the framework of Torrance's theory (1966), student language creativity at this stage is a form of *divergent thinking*, which is the ability to generate various linguistic alternatives from limited stimuli.

International research by Potters (2023) shows that sound play strategies in early childhood are positively correlated with the development of verbal flexibility and fluency. This aligns with the results of this study: when students dare to experiment with making funny syllables or imaginary words, they are actually activating *creative linguistic awareness*, which is the foundation of language productivity.

In the context of Indonesian primary education, this finding is novel because it shows that early reading learning can also be an arena for developing linguistic creativity, not just mastering technical reading and writing skills. This means that early literacy and creativity do not need to be separated, but can be developed in an integrated manner through simple media such as *the Reading Wheel*.

Novelty and Academic Significance

As described in the introduction, previous studies have generally focused on the development of early reading media through R&D or on quantitative measures of effectiveness (Mardiyana & Dafit, 2022; Hasyim & Fitriyani, 2022). However, there has been little research that qualitatively captures how the media is used, how students experience it, and how language creativity emerges from the process.

This study addresses this gap by describing in depth the fundamental interactions between teachers, students, and the *Roda Baca* media in the context of first-grade elementary school learning. The findings show that concrete, simple media can serve as a bridge between early literacy and the development of linguistic creativity—a relationship that has rarely been described in previous Indonesia studies.

Theoretically, these results reinforce the concept of *socio-constructivist learning*, which emphasizes the importance of social context and meaningful activities in language learning. In practice, this study shows that innovative learning media does not always require high technology; the most important thing is that it is

appropriate for the cognitive development stage and the exploratory needs of lower-grade students.

Research Implications

Theoretical Implications. This study expands the discourse on early literacy by positioning linguistic creativity as a natural outcome of interactive phonics learning. It supports integrating phonics theory, play-based learning theory, and verbal creativity theory.

Practical Implications. For teachers, *the Reading Wheel* can be used as an effective, inexpensive manipulative media model that fosters phonological literacy and learning motivation. The activity of reading is no longer mechanistic, but becomes an exploratory process that brings out students' activity and creativity.

Implications for Further Research. These findings open the door to further research on the relationship between letter-play experiences and the development of students' creative writing skills at the next level.

CONCLUSIONS

This study aims to describe the process of learning to assemble syllables using *the Reading Wheel* media, explore students' experiences and responses to its use, and analyze language-creativity aspects that emerge during the process. Based on observations, interviews, and documentation, several main conclusions were drawn as follows.

First, the learning process with the Reading Wheel media was active, participatory, and enjoyable. Spinning the wheel became a way to explore sounds and letters, fostering curiosity, self-confidence, and collaboration among students. The teacher acted as a facilitator, guiding the children through social *scaffolding* and concrete activities appropriate to the cognitive development stage of early childhood.

Second, students' responses to the Reading Wheel media were very positive, both affectively and cognitively. Students showed high enthusiasm, demonstrated the ability to recognize and arrange syllables more quickly, and were able to associate the results of syllable combinations with simple meanings. Learning became a meaningful experience that integrated elements of play, language, and social interaction.

Third, students' linguistic creativity emerged naturally during learning activities. Children dared to experiment with various letter combinations and produced new syllable forms, demonstrating divergent linguistic thinking skills. Linguistic creativity was evident through verbal fluency, flexibility, originality, and elaboration in the form of words and visualizations.

Fourth, this study's findings confirm the close relationship between early literacy and linguistic creativity. The *Reading Wheel* serves not only as a reading aid but also as a medium for developing phonological awareness, strengthening learning motivation, and fostering students' verbal creativity. Thus, *the Reading Wheel* represents contextual, collaborative, and creative phonics learning.

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