Improving Students' Reading Ability in Elementary Schools Through the Reading Clinic Program

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Abstract. This research provides a solution for the first graders of elementary school who cannot read yet; due to government regulations regarding the admission of new elementary school students, the ability to read is not a requirement to be accepted as a new student at school. This research uses a qualitative descriptive approach with the approach of Miles and Huberman. Methods of data collection by way of observations of schools that are the research target, interviews with informants in schools including the Principal, Teachers, Parents, and Students to obtain in-depth and accurate information. Also, use existing documents such as school policies and technical instructions for implementing reading clinic programs. The data collected is tested for validity by data triangulation and condensation, namely, arranging the diverse data into structured and intact information. Furthermore, the data that has been condensed is set to make a neat data design and can be proven scientifically. The results showed that the school's efforts to overcome the first graders of elementary school who could not read with the reading clinic program proved to be effective, efficient, and fun.

Keywords: Reading Clinic · effective · efficient · fun

1 Introduction

Literacy skills are a benchmark for the progress of a nation [1]. Indonesia has participated in a survey that measures students' literacy skills in three areas: reading comprehension skills, numeracy skills, and scientific literacy skills [2]. In Indonesia, literacy and numeracy are currently the main components in the Minimum Competency Assessment (AKM) as a substitute for the National Examination [3]. In AKM, student capacity is measured in the ability to reason using mathematics (numbering) and maintain language (literacy) and strengthen character education [4]. Literacy is an ability related to reading, thinking, and writing activities that aim to improve understanding of information critically, creatively, and reflectively. Literacy can be used as a basis for learning in schools [5]. With the issuance of the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character, the literacy movement is directed at learning activities [6].

The results of the 2012 Progress International Reading Literacy Study test on the reading ability of fourth-grade elementary school students in the age range of 9–10 years-put Indonesia in 44th place out of 45 participating countries, with the percentage of knowledge to answer questions at a perfect level (0.1%), high-level item items (4%), moderate-level items (28%), and weak-level items (66%). Data from the Program for International Student Assessment in 2012 placed Indonesia in 64th place out of 65 participating countries with 396 (the average score was 496) [5]. The study was conducted in 34 provinces and involved first-class students. This X indicates that most of the students tested (37.5%) showed reading competence at level 3, namely answering simple questions from discourses of moderate complexity, as well as making low-level conclusions such as discourse genres, knowing specific definitions in some parts of the speech, and use general knowledge related to understanding speech [4]. This data shows that the reading ability of Indonesian children is still low.

Adequate reading literacy skills are essential for receiving formal education and gaining full participation in society [7]. Early success or failure in reading is strongly related to later reading skills (adolescents) and motivation to engage in reading [8]. Reading's essential components include phonemic awareness, phonics, fluency, vocabulary, and comprehension [9]. Reading comprehension plays a central role in recognizing written words that makeup sentences, paragraphs, and texts to be understood [10].

The mechanism for accepting new students in each academic year as regulated in *Permendikbud* No. 1 of 2021 in Article 4 paragraph 1; requirements for prospective new students in grade 1 (one) elementary school or another equivalent form, aged: a. 7 (seven) years; or b. at least 6 (six) years old on July 1 of the current year. And in Article 30, paragraph 3, it is stated that the selection of prospective new students for grade 1 (one) elementary school may not be carried out based on reading, writing, and arithmetic tests [11]. This regulation on new student admissions in elementary schools emphasizes the age of new students and does not require grade 1 students to be able to read and write.

Learning in early grade elementary schools aims to provide essential reading, writing, arithmetic, knowledge, and basic skills that are useful for students according to their level of development [12]. Early graders in elementary school often have difficulty reading. Early reading difficulties are defined as a condition where individuals have difficulty or obstacles in solving orthographic symbols into speech sound codes so that they will have difficulty reading a word. The series of letters arranged in a comment will be challenging to sound in a language he understands [13]. Achieve and read children are different. The need to teach children with various achievements in the same class makes some form of grouping inevitable. Direct instruction is only likely to be effective when it is accurately targeted. Sometimes, this will only be possible when children work in small groups of similar ability levels [14].

An exciting result of research on reading clinics is a positive impact, namely a significant increase in reading ability in elementary school students grouped in a reading environment [15]. The learning environment by forming small groups with reading clinics has a positive impact on students to have a reading culture and have the ability to read and understand reading well. Meanwhile, an exciting model improves how to improve reading skills from a reading clinic to a reading community. This is intended to enhance students' skills and understanding of reading [16]. This shows that reading is a

significant problem in this world, so it is necessary to find solutions to improve abilities, skills, and good understanding by reading.

There are several interesting proposals in terms of several research results that can increase the capacity of students' abilities with reading clinic programs and reading communities. Both have a positive contribution to improving the effectiveness of the reading movement. For this reason, it is necessary to involve the social environment to create a conducive learning environment. The school climate of collaboration and innovation plays an influential role in the professional competence of teachers and has a positive value for working models that collaborate with stakeholders [17]. This shows that the learning climate in schools has a strategic contribution to the reading movement.

Conclusion: there is a strengthening strategy of thinking about school effectiveness, creating an effective and conducive learning environment. Charlotte AJ said school climate change is vital for future needs [18]. The various data and information above strengthen researchers to investigate the formation of a school learning climate by creating a reading clinic and forming a reading community in the community. Furthermore, researchers will analyze school policies for the reading clinic program and school technical instructions and work patterns.

2 Method

2.1 Research Design

The design of this research is descriptive research with a qualitative approach. According to Nawawi [19], The illustrative method describes the state of the research object at present based on the facts that appear or as they are. The system in this study uses a qualitative approach. According to Lexy [20], qualitative research intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., holistically and using descriptions in words and phrases. Language, in a unique context that is natural and by utilizing various scientific methods. The researcher chose the descriptive qualitative research design because the researcher wanted to describe the situation that would be observed in the field more precisely, transparently, and in-depth. This research tries to explain the problem/event so that the data collected is descriptive to identify the internal and external environment in Muhammadiyah 1 Elementary School Ngawi. Thus, researchers can find out things related to school policies regarding students' reading conditions both at school and at home, and in public places.

2.2 Place and Time of Research

This research was conducted in Ngawi Regency from March 14 to April 8, 2022. This research was conducted at Muhammadiyah 1 Elementary School Ngawi to determine the students' reading ability.

2.3   Research Subject

Researchers choose informants from parties involved in the implementation of job training programs, so they are considered to know the problem in-depth and can be trusted. The parties include (1) Principal of Muhammadiyah 1 Elementary School Ngawi, (2) Deputy Principal for Curriculum Affairs for Muhammadiyah 1 Elementary School Ngawi, (3) Deputy Principal for Student Affairs at Muhammadiyah 1 Elementary School Ngawi, (4) The Reading Clinic Team of Muhammadiyah 1 Elementary School Ngawi, (5) Literacy Team of Muhammadiyah 1 Elementary School Ngawi. The reason for choosing the five elements of the reading clinic is because it is a core element of the reading clinic program at Muhammadiyah 1 Elementary School Ngawi. (6) Students participate in the reading clinic program at Muhammadiyah 1 Elementary School Ngawi. The reasons for selecting the three participants as informants were intended to obtain valid information and data.

2.4   Research Instruments

In a study, several instruments are needed to obtain valid data. The main instrument in this research is the researcher as an active instrument in collecting data in the field. According to Lexy [20], researchers are planners, implementers of data collection and analysis, data interpreters, and in the end, researchers become reporters of research results. Researchers go directly to the field to see and observe the reading clinic program at Muhammadiyah 1 Elementary School Ngawi. Other data collection instruments besides humans are various forms of aids and other documents that can be used to support the validity of research results but function as supporting instruments.

2.5   Data and Source

Data According to Lexy [20], the primary data sources in qualitative research is words and actions, while the rest are in the form of documents and so on. In this study, researchers used two types of data, namely:

2.5.1   Primary Data

Primary data is data taken from data sources directly by researchers. This study took information directly from Muhammadiyah 1 Elementary School Ngawi, Ngawi Regency. The data results were accepted by interviewing informants (the parties who control the problems studied) regarding the reading clinic program at Muhammadiyah 1 Elementary School Ngawi.

2.5.2   Secondary Data

Secondary data is data obtained from reading sources and various other official documents from multiple government agencies. Researchers use this secondary data to strengthen the findings and complete the information that has been collected, in the form of reading clinic program administration books, school policies, reading clinic member data, activity documents, archives, member databases, and so on.

2.6 Collection Technique

Data the techniques used to collect this study were interviews, observation, and documentation.

2.6.1 Interview

Interviews were conducted using face-to-face communication and asked some questions from suitable sources. In this study, the researcher used a structured interview technique. The structured interview is when the interviewer sets his problems and questions to be asked [20]. In the interview, the researcher uses a data collection tool in the form of an interview guide that contains the points to be invited as a controller so that there are no deviations from the problem to be studied. Information obtained using interviews includes the role and form of communication of the reading clinic implementing team, the flow of school policy formulation, the ability to read companions, school reasons for creating a reading clinic program, participant participation, barriers to program implementation, and so on. Researchers often find new facts during interviews, so the questions asked are developed.

2.6.2 Observation

Observation is a research activity in collecting data on the research problem through observation. Sugiyono [21] said that "objects of observation in qualitative research consist of three components, namely, place (place), actor (actors), and activities (activity)". In this study, the researcher used direct observation to observe the activities carried out by the school literacy team. The school formed the literacy team as the technical implementer of the school's reading clinic program. A school literacy team is a unit of the school's reading clinic team, consisting of the homeroom teacher for grade 1 and the school literacy team. The working mechanism is as follows; Homeroom class 1 records students who cannot read yet. The data is submitted to the vice-principal for curriculum and student affairs. The data from the homeroom teacher for grade 1 was followed up by the head of the curriculum and student affairs to make a schedule for the implementation of the reading clinic and determine the number of teacher personnel to be involved. This method makes it easier to map first graders who have weak and moderate reading skills to make reading groups.

2.6.3 Documentation

The use of documents here means collecting related documents that can support researchers in answering the problem formulation. How to collect data through recordings or notes and other secondary data such as letters, photos, journals, research results, and activity agendas. According to, documents are "records of events that have passed". According to Sugiyono [21] Document studies complement the use of observation and interview methods in qualitative research. In this study, the documents are official and personal related to the school program about reading clinics at SMuhammadiyah 1 Elementary School Ngawi. The documents referred to include (1) the principal's policy on reading clinics, (2) the principal's decree on the reading clinic, (3) the organizational
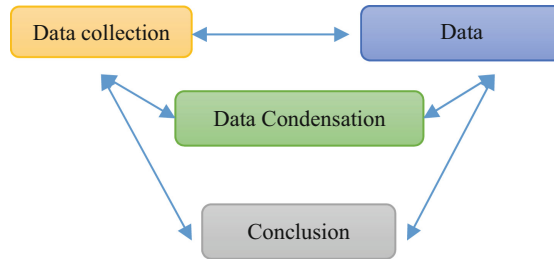
Fig. 1. Miles & Huberman

structure of the reading clinic, and (4) the working mechanism of the reading clinic determined by the principal.

2.7 Analysis Techniques

Data analysis organizes and sorts data into patterns, categories, and fundamental units of description to find themes and formulate working hypotheses [20]. The data analysis model used is Miles and Hubberman's interactive analysis model. According to Huberman and Miles [22], activities in qualitative data analysis are carried out interactively and continue until they are completed so that the data is saturated. The data analysis techniques are shown in Fig. 1.

2.7.1 Data Condensation

The data obtained from the field is quite a lot, for it is necessary to record it carefully and in detail. After data collection, the next step is to reduce the data. According to Huberman and Miles [22], Data reduction is selecting, focusing, simplifying, abstracting, and transforming data obtained from field notes. The researcher selects, makes a summary or brief description, and classifies the data to form a research transcript in data reduction. This step also carried out the disposal of data not relevant to the author's research to obtain the data to be studied.

2.7.2 Data Presentation

After the data reduction process, the data presentation process will then be carried out. According to Huberman and Miles [22] data presentation is a set of structured information to provide the possibility of drawing conclusions and taking action. The presentation of this data will be carried out by what is being studied so that it is easy to interpret the data regarding the policy to be learned.

2.7.3 Conclusion Drawing and Verification

The next activity is concluding. According to Hardiansah [23] conclusions in qualitative research lead to answers to research questions that were previously asked and reveal "what" and "how" from the research findings. The responses to the findings and results of the research can explain the conclusions of the research questions posed.

2.8   Data Validity Check Technique

Check the validity and credibility of the data using the triangulation technique. Triangulation is a technique of checking the validity of data that utilizes something other than the data for matching purposes or comparison against the data. Researchers use this technique because triangulation is the best way to eliminate differences in the different constructions of reality that exist in the context of a study when collecting data about events and relationships from various perspectives. In this study, researchers used source triangulation. This is intended to check the truth and clarify the data and information obtained from the research subjects who are the primary data sources so that researchers can obtain valid data and information to assist in analyzing and drawing conclusions related to policies regarding reading clinics at Muhammadiyah 1 Elementary School Ngawi.

3   Findings and Discussion

3.1   Description of Research Site

This research was conducted at the Muhammadiyah Ngawi Elementary School, East Java. The school's location is quite strategic because it is located on the outskirts of the Ngawi district on the edge of the 2-district crossing road (Ngawi – Caruban) precisely on Jalan Basuki Rahmad 77, Margomulyo Village, Ngawi District, Ngawi Regency, East Java Province.

Muhammadiyah 1 Elementary School Ngawi is a private school that organizes six school days of learning. Muhammadiyah 1 Elementary School Ngawi has 615 students with 38 teachers. The study group consists of 24 classes, the number of classrooms is 25, with one computer laboratory and one library building. In 2021 Muhammadiyah 1 Elementary School Ngawi received a school accreditation score of 92 with the predicate A. The implementation and management of schools are based on a school-based management model. Schools are given the authority to be managed independently or given autonomy to make decisions about managing schools alone with school elements.

This school has advantages in alleviating and completing reading programs for grade 1 students, especially those who cannot read. This program is also supported by the school (Principal) in terms of alleviation and completion of reading programs in schools and has received recognition from the Ministry of Education and Culture of the Republic of Indonesia with the award for the best library management at the National level. In carrying out the reading alleviation and completion program at the Muhammadiyah Ngawi Elementary School, a Reading Clinic Team consisted of grade 1 teachers, subject teachers, and school library officers.

3.2   Description of Research Subject

The subjects of this research are:

3.2.1 Principal

As a creative and robust manager and entrepreneur, the principal with the initials SH can influence his subordinates (Employees of Muhammadiyah 1 Elementary School Ngawi). The principal has comprehensive responsibilities regarding the elements of the school so that the school he leads can progress.

3.2.2 Deputy Principal for Curriculum Affairs (Wakaur Curriculum)

Waka curriculum with the initials SP is an energetic and intelligent teacher who can design school curricula to assist the Principal's duties.

3.2.3 Reading Clinic Team

The reading clinic team with the leader initials WP is a unit that is part of the library as a driving force for school literacy, one of which is to deal with students who cannot read.

3.2.4 Student

The students in question are first graders of Muhammadiyah 1 Elementary School Ngawi who are the targets of the school's reading clinic program and can read well (meeting the school's reading clinic standards), which are then used as informants in the research, including; WW, KK, and LF (with initials).

3.2.5 Parents of Students

The parents of students in question are parents of students who are the target of the school's reading clinic program. The school's reading clinic targeted three parents of students, including; BW, BK, and BT (with initials).

3.3 Description of Research Results

This research was conducted from March to April 20–22 at Muhammadiyah 1 Elementary School Ngawi. The research was conducted through observation, interviews, and documentation studies with research subjects and several informants both inside and outside the classroom. The study results were analyzed by researchers using qualitative descriptive techniques. Researchers will describe, describe, and interpret all the data collected to obtain a general and comprehensive picture. The following data was brought based on the research results conducted on school principals, deputy heads of curriculum affairs, head of the reading clinic team, students, and parents.

3.3.1 Description of the Attitude of Muhammadiyah 1 Elementary School Ngawi to the Problem of Reading Difficulties for First Graders

Based on the results of interviews documented using voice notes between the researcher and the principal (SH), it was stated that the background for acceptance of first-grade students was based on government regulations regarding the criteria for new student
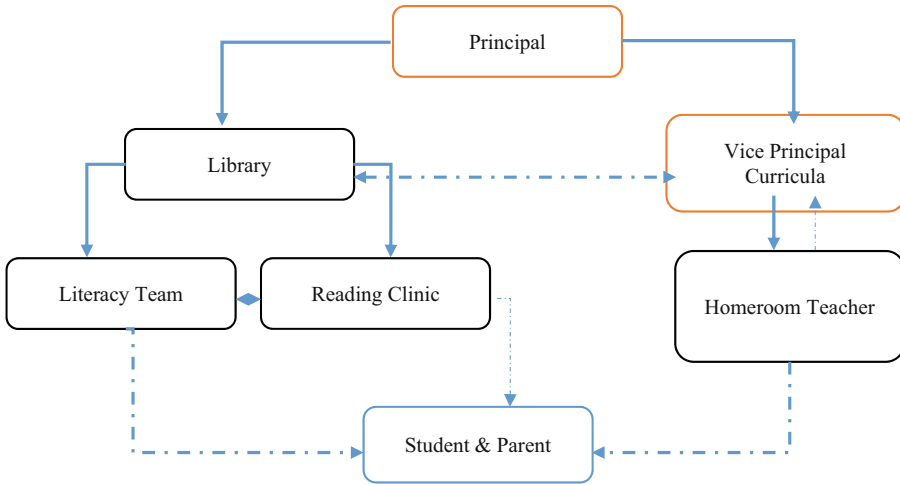
Fig. 2. Organizational Structure of Reading Clinic at Muhammadiyah 1 Elementary School Ngawi

admissions, namely age as the primary criterion for new student admissions (W. SH, 2022).

Based on this information, it can be understood that the variation between students who can read and students who cannot read is very high. This is a difficulty and a challenge for schools to find solutions to. The literacy movement echoed at Muhammadiyah 1 Elementary School Ngawi became a motivation to create a school reading clinic as part of the literacy program run by the school library (W. SH. 2022).

To implement the reading alleviation and completion program, the school prepares a room for the performance of the reading clinic program in the corner of the school library, from which the reading clinic activities are carried out (W. SH, 2022).

3.3.2 Description of the Steps for Handling Students Who Have Reading Difficulties

To implement the reading clinic program so that it runs systematically, professionally, controlled, and quality assurance can run effectively, efficiently, and pleasantly for students, the Principal makes the organizational structure of the Reading Clinic as follows (Fig. 2).

The picture describes the professionalism of work for alleviation and completion of literacy at Muhammadiyah 1 Elementary School Ngawi. The command and coordination movement depicted shows a serious and professional work organization system to achieve school literacy goals that are effective, efficient, and fun to achieve school literacy goals.
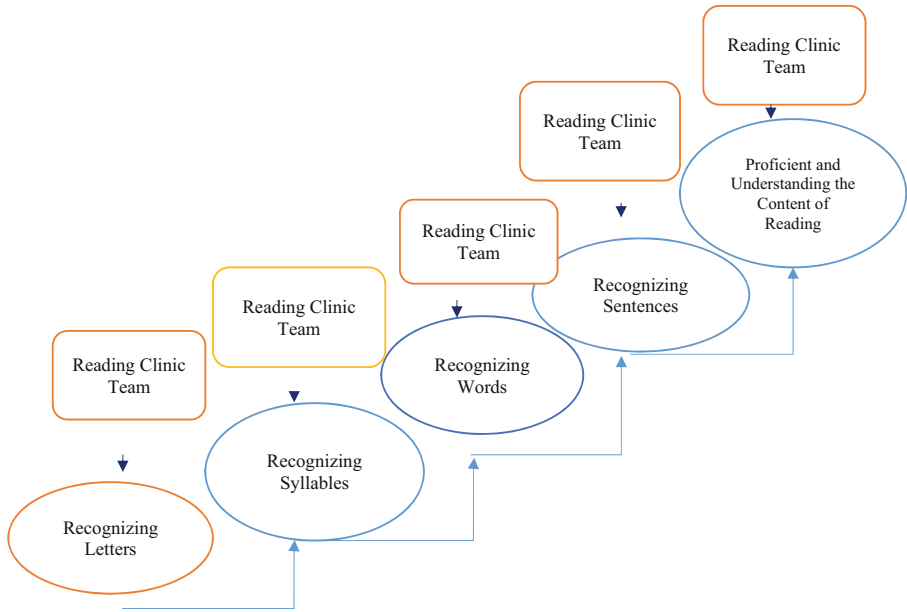
Fig. 3. Stages of implementing the school reading clinic program

3.3.3 Description of the Reading Clinic on the Reading Alleviation and Completion Program

In carrying out the reading alleviation and completion program, which is the target or goal of school literacy, the school reading clinic team. The work was to record first-grade students who could not read, which the classroom teacher carried out. Then the data was sent to the vice-principal of curriculum as an analytical medium to make quality assurance of learning in schools with literacy programs and find solutions for students who could not read.

The next stage is to make a classification of students who cannot read, starting from; (1) groups of students who recognize letters, (2) groups of students who recognize syllables, (3) groups of students who recognize words, (4) groups of students recognize words. The implementation of the reading clinic is after school. Students study according to their respective groups for one hour and are accompanied by a reading clinic team. If there are students in the group who can already, for example, from the group recognizing letters pass, then move up to the group recognizing syllables. Likewise, suppose the syllable group is declared to have passed by the companion. In that case, the student goes up to the level of recognizing words and so on until the group gives the sentence recognition and then continues to be trained by the companion to be proficient in reading sentences to paragraphs and understanding the contents of the reading (Fig. 3).

3.3.4 Description of Student Progress in the Reading Clinic

Implementing mentoring and mentoring in reading clinics, from recognizing letters and recognizing syllables, words, and sentences to proficient reading is a struggle for the supervising teacher and the students themselves. The results of interviews conducted by researchers with the reading clinic team stated that the technical instructions for carrying out work steps included;

- accompanying students according to reading groups
- do an assessment
- recommend students who have passed to the next group
- developing media
- report student progress to parents

(W. Reading Clinic Team, 2022)

Based on these technical instructions, it can be understood that the technical implementation of the reading clinic is so complicated that it produces students who can read sentences to paragraphs. And the reading clinic program has proven to be effective in overcoming reading problems in Muhammadiyah 1 Elementary School Ngawi. Of the 22 students who can read after being assisted and guided at the school's reading clinic, 20 students can read sentences in a suitable category. This means that the success rate of reading clinics in alleviating grade 1 students at Muhammadiyah 1 Elementary School Ngawi is 90%.

3.3.5 Description of the Role of Parents in Supporting School Programs by Way of Mentoring

In assisting students in learning to read, schools involve parents to participate actively and play a role as mentors at home. This is important as a medium for accelerating the learning process. Students will feel that the learning process must be carried out anytime and anywhere so that forming a learning character students becomes the primary goal. For this reason, the activation of the role of school elements, namely parents, is significant to give mutual pride that teachers, parents, and students feel they have the same function and responsibility, namely being human learners.

In the interview process, the researcher obtained data from parents who had similar answers, namely:

Alhamdulillah, I feel immensely helped by the existence of a reading clinic at Muhammadiyah 1 Elementary School Ngawi; I participate in monitoring and directing it because I was allowed to be involved in guiding my child at home under the direction and monitoring of the teacher accompanying the school reading clinic so that my child is obedient in carrying out the process of learning to recognize letters to be able to read. (W. BW, 2022)

Meanwhile, given information related to the guiding process, it was found that their children felt happy to study at home. Even the children themselves asked me (mother)

to accompany them to check because they wanted to be able to read quickly. After all, the book had funny pictures, and they wanted to know the story of the book (W. BK and BL, 2022).

Based on the information from the parents, it can be understood that students feel happy and even motivated to be able to read and understand the contents of reading books quickly.

3.3.6   Description of the Obstacles and Challenges in Implementing the Reading Clinic Program

In implementing school programs in reading clinics, there are several obstacles and challenges faced by schools, parents, and the students themselves. From the teacher, there was information given to the researcher that the implementation obstacle was that when the implementation of the reading clinic was about to start, it was forced to be late because some students had not been picked up by their parents. Hence, the teacher was late in guiding and accompanying the reading clinic students and using the Montessori technique that parents did not understand—the method to be assisted at home (W. GKB. 2022).

Based on this, it is known that communication between teachers and parents to standardize mentoring needs to be done so that the mentoring process between schools (reading clinic teams) and parents can go hand in hand and succeed effectively and efficiently.

3.4   Discussion

Based on the research data that the researchers presented earlier, identifying how the obstacles in mastering the reading skills of first graders at Muhammadiyah 1 Elementary School Ngawi will be described in the following further discussion.

3.4.1   Attitude of Muhammadiyah 1 Elementary School Ngawi Towards Reading Clinic

Based on the results of research and government regulations regarding the new student admission system using the zoning model and the age of prospective students as the primary measuring instrument for the acceptance of prospective students to become students in schools is a challenge for schools. (W. SH. 2022) This means that the new student admission system does not provide sufficient space for schools to select prospective students who enter school. Students who can read and those who cannot read have the opportunity to be accepted as new students at school.

To overcome this problem, the school, in this case, the principal, took the attitude of making school policies regarding reading clinics. This reading clinic is designed to overcome the problems that students who enter Muhammadiyah 1 Elementary School Ngawi cannot read. Hence, schools need to facilitate student learning by using a reading clinic guidance model that actively involves parents of students. (W. SH. 2022)

The reading clinic is an activity development of the school library, which has a program to become literate and progressive Muhammadiyah learners. One of the flagship

programs of Muhammadiyah 1 Elementary School Ngawi is Literacy. To make the school literacy program a success, in the technical guidelines of school policy, it is to establish a reading clinic as a medium for students with reading difficulties. (W. SH. 2022)

Based on the information from the principal of Muhammadiyah 1 Elementary School Ngawi, it can be concluded that the reading clinic is a technical and strategic step to achieve the main goal of the school, namely to form literate Muhammadiyah learners. Involving strategic school elements, namely to achieve this by providing understanding and skills so that mentoring runs effectively.

3.4.2   The Technique of Implementing Reading Clinics Overcomes Students Who Have Reading Difficulties

Information and document data obtained by researchers while conducting research at Muhammadiyah 1 Elementary School Ngawi found facts about the technical implementation of reading clinics so that activities are measurable, effective, and efficient. This can be seen in the school reading clinic program by making student groupings, including; (1) the group recognizes letters, (2) the group recognizes syllables, (3) the group recognizes words, and (4) the group recognizes sentences. The reading clinic facilitators start activities based on the group's standards. The literacy team (the reading clinic team) was divided into assistants according to group category and then accompanied the children according to their groups. Children who have finished in their group (passed) will shift to a higher group, for example, the letter group to the syllable group, until they complete the program in the sentence group. (W. TKB. 2022)

In carrying out clinical activities, reading is guided by the school's provisions regarding class time. So in carrying out reading clinic assistance, use time outside of class hours. The implementation is carried out after school, so it does not interfere with learning activities in class (W. TKB. 2022).

Technically, the implementation of reading clinic assistance uses a teaching strategy that provides a learning space for reading clinic participants to learn to read effectively. In practice, the reading clinic uses the phonological method, namely the sound of letters, according to the basic concept of reading, namely ringing a series of letters; the reading clinic also uses a Montessori approach, which is an educational method that helps children to achieve their potential in life. Reading clinics use media adapted to students' character to complete the effectiveness of learning to read. It is always new, unique, and stimulating for students to carry out activities. (W. TKB. 2022)

Based on the data and information obtained by the researchers, it can be concluded that the implementation of the reading clinic is not included during school learning hours but is carried out outside school learning hours. So in its performance, it takes additional time. In technical assistance, following theories on reading techniques and collaborating with the method and media approaches adapted to the characteristics of students intended to achieve goals effectively, efficiently, and fun.

Table 1. Results of interviews with students participating in the reading clinic program

Reading Clinic Students

Informant	How do you feel when learning to read?	Is there anything complicated when reading?	Do you enjoy reading?	Do you also know to read at home?	Who helps you learn to read at home?	Information
WW	Friendly but slow to read	Distinguish between the letters you and Mother are not the same as the teacher.	Happy because there is a cute picture	yes	Mother	Getting started early recognizing letters
KK	Happy	I confused the sound of b and d	Not really	yes	Mama	
LF	Happy	Not available	Happy reading	no	There is no	Students only study at the reading clinic

3.4.3 Attitudes of Students Who are Members of the School's Reading Clinic Program

The researcher conducted interviews with three students with the *initials* (disguised) the researcher who participated in the reading clinic program of the Muhammadiyah 1 Ngawi Elementary School. And obtained data as shown in Table 1.

Based on the data above, students have high enthusiasm for learning to read. This high enthusiasm was caused by teaching methods that were by the characteristics of students so that students felt happy while learning to read. Students' difficulty in understanding and sounding almost the same letters can be overcome by using clinical reading learning methods that make them happy.

3.4.4 The Role of Parents in the Success of the School's Reading Clinic Program

Researchers obtained information from the strategic elements of the school, namely parents, who have an essential role in assisting students to be able to read correctly and adequately. Data and information in the form of direct interviews with direct parents and material documents for helping school reading clinics and the results of interviews documented by researchers are shown in Table 2.

Based on these interviews, the researchers concluded that parental assistance in reading at home significantly influences the efficiency and effectiveness of learning to read students. There are several problems in the form of obstacles and challenges for parents when faced with the problem of students' confusion in sounding different letters but almost the same shape as b and d, you and n. Meanwhile, parents do not have the

Table 2. Results of Interviews with Parents

Reading Clinic Parents

Informant	What do you think about the school program about the Reading Clinic?	What is ananda's difficulty?	How is your child's learning progress?	Do you also learn to read at home?	Who is accompanying your child's study?	Information
BW	Alhamdulillah, happy to feel helped by the school program	My son was initially confused by the similar letters	My child's development is fast in reading	yes	I accompany	Enthusiastic and caring parents
BK	I'm so glad it helped	Not fluent in reading	It's been so smooth	yes	Sometimes I'm also his sister	Supportive family
BT	Happy	Can't read	It's smooth now	I don't want to	Me	

skills to deal with these obstacles. So, schools need further strategic steps by gathering parents as learning companions to get socialization and at the same time short skills training on methods of approaching learning to read with phonology and Montessori methods.

3.4.5 Barriers and Challenges in Implementing School Reading Clinics

The diversity of status and role of parents in Muhammadiyah 1 Elementary School Ngawi is a challenge for the school reading clinic team. When students come home from school and then continue with the reading clinic program after learning, several obstacles arise, including; (1) difficulties in picking up from school, (2) additional study time, other food and drinks are needed for students, (3) the need to equalize perceptions and skills in mentoring by teachers and parents, so joint training is needed, in this case, it will there is a time constraint in the implementation of the training.

Meanwhile, teachers are enthusiastic to continuously improve and add knowledge and learning management skills because each student is unique and requires personal assistance.

4 Conclusions and Suggestions

4.1 Conclusion

Research on reading clinical programs aims to eradicate and complete school literacy programs with good and correct reading skills by providing additional learning for students who cannot read. The program is carried out by the school and continued by mentoring parents at home. There needs to be an equalization of perceptions, strategies, and skills to guide learning from the reading clinic program between teachers and parents to run effectively, efficiently, and fun. The reading clinic program has proven to be effective, efficient, and enjoyable in the context of implementing a program to improve the reading ability of elementary school students.

4.2 Suggestion

This study has limitations, namely that it has not been studied more deeply about how much effectiveness and efficient the reading clinic program is. It opens up opportunities for further researchers to do more in-depth research, and this research can be used as a reference.

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