



The use of letter card game media to develop the ability to recognize letters in children aged 4-5 years at Darul Falah Kindergarten 10 Samarinda

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ABSTRACT

Learning media is one of the learning tools used and the importance of its presence in the classroom. Moreover, in early childhood education institutions, where children need media that can help children understand the material provided by the teacher. One of the media that can be used to help children recognize letters is the letter card game. Learning letters is an essential component of literacy development. The formulation of the problem in this research is how to use letter card game media to develop the ability to recognize letters in children aged 4-5 years? This research aims to provide an overview of the use of letter card media for children's letter recognition abilities in kindergarten. This research uses a qualitative approach, namely describing and explaining the use of letter card game media in developing the ability to recognize letters in AUD. The subjects in this research were the children of Darul Falah 10 Samarinda Kindergarten. It is hoped that the results of this research can develop children's ability to recognize letters. The benefit of this writing is to increase readers' insight into the importance of learning media in the world of education.

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INTRODUCTION

Early childhood is an individual who is in the process of developing rapidly throughout his life (Ezkanandyta et al., 2019). Early childhood education can be done through formal or non-formal and informal education. According to (Syaadah et al., 2022) revealed that children aged 4-6 years are at the concrete preoperational stage which is shown to organize and express movements and actions as well as inferring existence that is beyond sight. (Sulaeman, 2022).

The aim of early childhood education is to help develop physical, intellectual, emotional, moral and religious potential and abilities optimally in a conducive, democratic and competitive environment. (Sulaeman, 2022). (Law No. 20 of 2003 concerning the National Education System). Meanwhile, Solehudin (2008) stated that the function of early childhood education is: (1) Development of potential, (2) instilling the basics of aqeedah and faith, (3) formation and habituation

of expected behavior, (4) development of basic knowledge and skills, (5) Development of motivation and positive attitudes towards learning (Mursalim & Tech, 2019).

Children's education at an early age needs to be provided so that children can develop their developmental aspects, one of which is language development (Mardhotillah & Rakimahwati, 2021). According to (Mansyur, 2020) stated that "Growth is a change in body size and shape, and development is a mental change that takes place gradually and over a certain period of time." The child's development achieved is an integration of aspects of understanding, namely religious and moral values, physical motor, cognitive, language and social emotional. These aspects of the child need to receive good stimulation and attention (Hartin et al., 2021).

The ability to recognize letters here is about the development of children who initially do not know their shape or sound so that they know and understand and interpret them. (Darsih & Hermawan, 2022). According to (Julia et al., 2022) that the intended introduction of letters is so that children recognize, understand and can use symbols in writing as a means of communication. Meanwhile, according to Seefeld and Wasik, learning letters is a milestone in the Kindergarten curriculum through repeated and meaningful preparation of events that make children know and understand letters until they become words.

Therefore, kindergarten education is early childhood education, which includes formal education for children aged 4-6 years (Risnawati & Priyantoro, 2021). (Qualification & Early, 2019) revealed that character education must be implemented from an early age because this education is very influential in adulthood. Children begin to be sensitive to receiving various developments to their full potential. So it will be mentioned as a period of development which includes aspects of religious and moral values, physical-motor aspects, cognitive aspects, social-emotional aspects, artistic and language aspects, one of which is language development, especially in recognizing letters that have similar shapes and are difficult for children to understand. At first glance the shape is the same (We & Fauziah, 2020).

For this reason, learning media for early childhood is very necessary so that letter recognition is more optimal. In language, media comes from the word "medius" which means middle or introduction (Febriyani & Khan, 2021). According to the term medium, it is an intermediary that delivers information between the source and the recipient. For this reason, the medium of letter card games is very useful in recognizing initial letters in recognizing letters that have their own (Puspita, 2021).

RESEARCH METHODOLOGY

In this research, the researcher used a type of qualitative research, namely a method based on philosophy, used to research the condition of natural objects, where the researcher is the key instrument, sampling data sources, data collection techniques using triangulation (combination), data analysis is inductive/ qualitative (Wahyuningsih et al., 2022). The researcher chose to use qualitative research methods because the research was carried out in natural conditions and viewed social reality as something holistic or complete, complex, dynamic, full of meaning. This method is also used to obtain in-depth data, data that contains meaning (Sugiarto et al., 2019). In this research, the researcher and his group took the theme of using letter card game media to develop the ability to recognize letters in children aged 4-5 years at Kindergarten Darul Falah 10 Samarinda. The direct observation technique is by observing directly and taking pictures of the letter recognition learning process using letter cards and documenting the observation process in the form of photos of children's activities. Field notes contain everything the researcher obtained while conducting observations in the field.

RESULTS AND DISCUSSIONS

This research discusses the results of research on how to use letter card game media to develop the ability to recognize letters in children aged 4-5 years. Basically, the use of media in learning really

helps children in providing children with learning experiences and can make it easier for children to understand things concretely and children can also be motivated in learning. So indirectly, the use of media can improve children's understanding of letters. Letter card media are letters written on pieces of media such as cardboard, paper or used cardboard. The pieces of the letter card can be moved as desired. This letter card media is a visual media that is often used by kindergarten teachers to introduce letters or teach reading to children. In this case, introducing letters to children using letter cards is in accordance with the development of AVM (Auditory, Visual and Memory) which was pioneered by Johan Heirich Pestalozi (Rahmalya, 2019) which states that "in the first years of a child's birth, the main potential that must be a priority for development is AVM (Auditory, Visual and Memory)".

Learning using letter card media to develop the ability to recognize letters in children aged 4-5 years, children are trained to use their sense of hearing, namely listening to the letters of the alphabet and pronouncing the sound of the letters correctly, sight, namely children directly seeing the shape of the letters of the alphabet, and memory (memory) namely children can remember the shape and sound of letters. The use of letter card media must also meet the requirements for learning, namely easy, interesting, simple and useful.

In the process of learning to recognize alphabet letters, the teacher also uses the question and answer method. This method is considered effective in conveying learning objectives, especially learning letter recognition. The question and answer method is a dialogue/communication activity to realize the ability to listen and understand other people's conversations and the ability to express opinions (Kotan, 2020). Learning to recognize letters is an ability that young children must have. Children need to know and understand the letters of the alphabet to eventually become independent and fluent readers and writers. Children who can recognize and name letters in the alphabet list in learning will have fewer difficulties than children who do not know letters (Huaida, 2020).

The ability to recognize letters is a stage in a child's development from not yet knowing to knowing the relationship between letter shapes and sounds, so that children can know the shape of letters and interpret them. (Dewi et al., 2021). Recognizing letters is important for young children who hear from their environment, including Latin letters, Arabic letters and others. The various letters that children know foster the ability to select and sort various types of letters. Regulation of the Minister of National Education of the Republic of Indonesia No. 58 of 2009 concerning Early Childhood Education Standards, the ability to recognize letters is part of a child's language development, including the ability to recognize letter symbols and recognize the first letter of an object. Training children to recognize letters and pronounce them must be repeated (WIJAYANTI, 2021).

Based on several expert opinions, it can be concluded that the ability to recognize letters is a developmental stage where children are able and know the symbols of a letter. Learning letters is a milestone in the Kindergarten curriculum through repeated and meaningful exposure to reading and writing events, so that children become familiar with letters and understand that letters form words. (Julia et al., 2022). Letter recognition strategies from an early age are very beneficial for children's language development, because they help prepare children to be able to read easily (Yeni & Hartati, 2020). Apart from that, children who can recognize letters well also tend to have better reading abilities (Sari et al., 2021). So based on these things, it can be concluded that the benefits that children get from learning to recognize letters from an early age can prepare children's ability to learn to read and write.

The function of learning media is as an attraction so that teaching and learning activities can run more interestingly, students are more enthusiastic and motivated in carrying out the learning process, and the material presented can be absorbed by students well. In this research, the media plays a very important role as an attraction in the teaching and learning process activities, and the media will make it easier to provide children with an understanding of something. With the media

used, optimal results will be obtained for developing children's ability to recognize letters and learning will be more effective and enjoyable. Letter cards are the use of several cards as a tool for learning to read by seeing and remembering the shapes of letters and pictures accompanied by writing of the meaning of the pictures on the cards (Astuti et al., 2021).

So based on this explanation, it can be concluded that the method of using letter cards is an activity using tools or media in the form of letter cards containing letter symbols and pictures accompanied by writing, with the aim of developing children's ability to recognize letters, know or recognize and understand the letters of the alphabet. The function of letter cards includes introducing letters to children aged 4-6 years more quickly because with the help of teaching aids teachers can explain more things in a short time and achieve results more quickly in a fun way. (Mu'alimah, 2020).

CONCLUSION

recognizing letters in children aged 4-5 years at Darul Falah 10 Samarinda Kindergarten. Children who participated in learning by using letter cards showed significant improvement in their ability to recognize and name letters. This method not only made the learning process more fun and interesting for the children, but also increased their active participation in teaching and learning activities. Children become more enthusiastic and motivated to learn, which has a positive impact on their learning outcomes. Thus, letter card game media can be considered an effective learning tool and can be applied in other early childhood education institutions to help develop children's letter recognition skills. This study recommends the use of letter card game media as one of the effective and fun learning methods in Darul Falah 10 Samarinda Kindergarten and in other early childhood education institutions. This method not only helps improve letter recognition skills, but also supports children's cognitive, social and emotional development, which is an important foundation for their future learning. Therefore, teachers and educators are advised to consider integrating letter card game media in their learning curriculum to create a more interactive and rewarding learning experience for children.

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