



Efforts to Improve the Ability to Recognize Letters Through Alphabet Mini Book Media in Pembina II Public Kindergarten in Surabaya

Laelatul Koniah^{a,1}, Muh Reza^{b,2}

^{a,b} Teacher Professional Education, State University of Surabaya, Indonesia
email coresponden author: muhammadreza@unesa.ac.id

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan anak dalam mengenal huruf melalui media alphabet mini book. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dengan 3 siklus. Subjek dalam penelitian ini adalah anak didik kelas A3 TK Negeri Pembina II Surabaya yang berjumlah 20 anak yang terdiri dari 11 anak laki-laki dan 9 anak perempuan. Metode pengumpulan data menggunakan observasi dan dokumentasi. Teknik analisis data menggunakan statistik deskriptif sederhana. Hasil penelitian menunjukkan bahwa kemampuan mengenal huruf anak meningkat yaitu pada indikator menyebutkan nama huruf di siklus 1 sebesar 50%, siklus 2 sebesar 70%, dan siklus 3 sebesar 85%, indikator menyebutkan huruf awal dari gambar pada siklus 1 sebesar 35%, siklus 2 sebesar 65%, dan siklus 3 sebesar 85%, serta indikator menulis huruf pada siklus 1 sebesar 30%, siklus 2 sebesar 50%, dan siklus 3 sebesar 80%. Berdasarkan hasil tersebut dapat disimpulkan bahwa media alphabet mini book dapat meningkatkan kemampuan mengenal huruf pada anak usia 4-5 tahun.

ABSTRACT

This study aims to improve children's ability to recognize letters through the alphabet mini book media. This research is a classroom action research conducted in 3 cycles. The subjects in this study were students in class A3 of TK Negeri Pembina II Surabaya, totaling 20 children consisting of 11 boys and 9 girls. Methods of data collection using observation and documentation. Data analysis technique uses simple descriptive statistics. The results showed that the ability to recognize children's letters increased, namely on the indicator mentioning the name of the letter in cycle 1 by 50%, cycle 2 by 70%, and cycle 3 by 85%, the indicator mentioned the initial letter of the picture in cycle 1 by 35%, cycle 2 by 65%, and cycle 3 by 85%, as well as indicators of writing letters in cycle 1 by 30%, cycle 2 by 50%, and cycle 3 by 80%. Based on these results it can be concluded that the alphabet mini book media can improve the ability to recognize letters in children aged 4-5 years.

Sejarah Artikel

Diterima : 30 Mei 2023

Disetujui : 5 Juni 2023

Kata kunci:

Kemampuan mengenal huruf,
Media alphabet mini book,
Anak usia dini

Keywords:

*Ability to recognize letters,
Alphabet mini book media,
Early childhood*

Introduction

Early childhood is an individual in the most important early period of the range of growth and development of human life. Early childhood is referred to as the golden age, where all the potential that exists in early childhood can develop very quickly (Suryana, 2021: 28). Early childhood is a unique individual because each child has a pattern of growth and development that has different characteristics, especially in education.

Early childhood education is the provision of efforts aimed at children from birth to the age of six by stimulating, guiding, nurturing, and providing activities to help their growth and development, so that children are prepared to face further education (Syifauzakia et al, 2021: 21). Education for early childhood focuses on six aspects of development, namely religious and moral values, social emotional, cognitive, language, physical motor, and art. Giving stimulation to aspects of early childhood development must be in accordance with the developmental stages of each child, so that their growth and development can develop optimally. One aspect of development that really needs to be stimulated is language development.

Language development in early childhood is related to children's abilities in terms of listening, speaking, reading, and writing. Language is a tool used by individuals to communicate with others, whether in the form of spoken, written, or gestures. Language development in early childhood is a development in terms of children's conversation which refers to STTPA, namely understanding language, speaking language, and literacy (Dhiu et al, 2021: 57). Regulation of the Minister of Education and Culture Number 137 of 2014 explains that the scope of language development, namely literacy at the level of achievement of the development of children aged 4-5 years includes recognizing symbols, recognizing the sounds of animals/objects around them, making meaningful doodles, imitating (write and pronounce the letters a-z). Knowledge of literacy for early childhood is a learning effort that starts with the introduction of letters, numbers, and how to write them so that children can read, write, and count (Haryanti and Dhiarti, 2020:10).

The ability to recognize letters in early childhood cannot be mastered by the child alone. However, the ability to recognize letters can be stimulated through the implementation of learning activities (Sumitra et al, 2020). Letter recognition is an activity carried out by introducing various types of letters and forms of letters which are part of language

acquisition, namely speaking, reading and writing (Wardhono and Yuyun, 2018: 51). Knowing letters is one of the most important things to prepare early childhood to the next level of education through learning activities.

Learning activities especially in introducing letters to early childhood need to be carried out according to the stage of child development, where for ages 4-5 years in introducing letters begins with the stage of introducing letters accompanied by pictures to make it easier for children to learn (Nurhidayah and Lilis, 2015: 5). However, not all children are able to recognize letters well, many children have difficulty learning to recognize letters. This is because teachers often use notebooks and blackboards so that children are less interested in participating in learning activities. Therefore, teachers need to find ways that can make it easier for children to recognize letters, namely by using media.

Media is a communication tool used by teachers in implementing learning activities, so that children are interested in participating in these learning activities (Kustiawan, 2016: 6). Learning media are various kinds of communication tools used to convey messages or information from teachers to children that can encourage children's thoughts, feelings, and attention to carry out learning activities (Rahaman, 2020: 2). Media can be used by the teacher as a tool that can make it easier to convey material and the use of media is also able to attract children's enthusiasm for learning so that learning objectives can be achieved properly and optimally.

According to Hamalik in Arsyad (2008: 15) the use of learning media can generate new desires and interests in children, provide motivation in learning activities, and have an impact on child psychology. Learning media has many benefits in the learning process for early childhood. The benefits of learning media include: (1) the learning process becomes more interesting, (2) the learning process becomes more interactive, (3) overcomes the limitations of space and time, (4) increases the activeness of children in participating in learning, and (5) allows children to learn on their own according to their wishes or interests (Gandana, 2019: 40). Besides having benefits, learning media also consists of several types, one of which is visual-based media.

Visual-based media is media that has an important role in the learning process and can facilitate and strengthen remembering the material being conveyed. The visual form of learning media is to contain pictures, photos, sketches, and paintings (Ngura, 2022: 8). The

mini book media that the author applied in this study contained pictures with animal themes, where each page contained different animal pictures according to the order of the initial letters of each animal. Apart from animal pictures, in the mini book media that is applied, there is also a main circle which will be used as a place for children to write letters. According to Ngura (2022: 12) each letter of the alphabet associated with an illustration of a picture that begins with a letter will make it easier, help children, and stimulate early childhood language development. This statement is the same as the alphabet mini book media, where in this media the child will see illustrations in the form of animal pictures and the researcher will invite the child to name the initial letter of the animal image, then the child writes the initial letters a-z of the animal image on each page. circle that has been provided. So that it can make it easier for children to recognize letters as well as remember the letters being studied through illustrations or pictures of animals in the alphabet mini book media.

Based on the results of observations made by researchers at the Pembina II State Kindergarten in Surabaya, there are many activities to stimulate language development carried out at the Pembina II State Kindergarten Surabaya, such as copying words, rewriting according to examples, and making guesses about letters. Children are able to do all the activities that stimulate the development of the language. However, the researchers saw that when making guesses about letters, 17 out of 20 children in class A3 still had difficulty guessing or writing from the letters of the alphabet that had to be guessed, so that children's ability to recognize letters still needed to be stimulated again. This is because the implementation of learning activities at the Pembina II State Kindergarten school in Surabaya, teachers have not used learning media and still often use blackboards and notebooks, so they are less attractive to children. Implementation of learning activities for class A3 children in recognizing letters, the teacher often provides activities through copying letters according to the examples on the blackboard or writing according to the examples in the notebook for each child. From this, the child becomes less interested and less enthusiastic in participating in learning, so that the child has difficulty understanding the learning activities to recognize the letters being taught, which in the end the ability of class A3 children to recognize letters still needs to be improved. Based on the description above, the researcher conducted a class action research with the title "Efforts to Improve Letter Recognition Through Alphabet Mini Book Media in Pembina II Public Kindergarten in Surabaya".

Method

Based on the results of observations made by researchers at the Pembina II State Kindergarten in Surabaya, there are many activities to stimulate language development carried out at the Pembina II State Kindergarten Surabaya, such as copying words, rewriting according to examples, and making guesses about letters. Children are able to do all the activities that stimulate the development of the language. However, the researchers saw that when making guesses about letters, 17 out of 20 children in class A3 still had difficulty guessing or writing from the letters of the alphabet that had to be guessed, so that children's ability to recognize letters still needed to be stimulated again. This is because the implementation of learning activities at the Pembina II State Kindergarten school in Surabaya, teachers have not used learning media and still often use blackboards and notebooks, so they are less attractive to children. Implementation of learning activities for class A3 children in recognizing letters, the teacher often provides activities through copying letters according to the examples on the blackboard or writing according to the examples in the notebook for each child. From this, the child becomes less interested and less enthusiastic in participating in learning, so that the child has difficulty understanding the learning activities to recognize the letters being taught, which in the end the ability of class A3 children to recognize letters still needs to be improved. Based on the description above, the researcher conducted a class action research with the title "Efforts to Improve Letter Recognition Through Alphabet Mini Book Media in Pembina II Public Kindergarten in Surabaya".

This research was conducted at Pembina II Public Kindergarten in Surabaya for the 2022/2023 academic year in semester 2. The subjects of this classroom action research were students in group A class A3, totaling 20 children consisting of 11 male students and 9 female students. The data collection techniques used are:

1. Observation

Observation is a record that contains the entire research process in observing situations and conditions. Observations made by the researcher used an observation sheet which contained a checklist assessment sheet with indicators of the ability to recognize letters as follows:

- a. Children are able to name letters

- b. Children are able to name the first letter of the picture
- c. Children are able to write letters.

2. Documentation

Documentation contains videos, photographs, books, and notes related to research. The documentation used by researchers was in the form of photographs in class A3 when carrying out research activities at Pembina II Public Kindergarten in Surabaya.

This classroom action research consisted of three cycles to see an increase in the ability to recognize letters through the media of the alphabet mini book. The framework for class action research cycles is as follows:

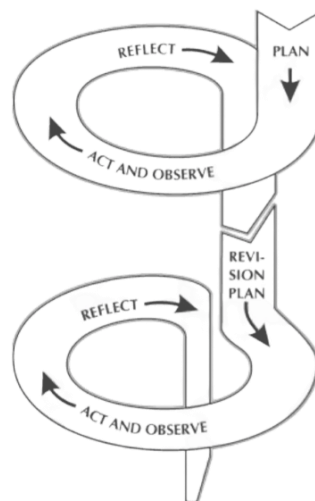


Figure 1. Kemmis & Mc Taggart Classroom Action Research Steps (Susilo, 2011: 14)

This action research consists of four stages, namely as follows:

a. Planning

Planning is an explanation of what, why, when, where, who, and how the action was carried out (Arikunto, 2015: 138). The following are the planned actions:

1. Make observations and identify with the class teacher what problems exist in class A3 during learning activities.
2. Designing solutions or actions as problem solving based on problems in increasing the ability to recognize letters through the alphabet mini book media in group A children aged 4-5 years.
3. Researchers and teachers determine the implementation time and make daily learning program plans (RPPH) by including alphabet mini book media in learning activities.

- b. Implementation in this study was carried out by carrying out the planning that had been made, namely by researchers and teachers observing the course of learning activities using observation sheets that had been made previously. In carrying out learning activities, researchers introduce letters using alphabet mini book media with three indicators, namely children are able to say letters, children are able to say the initial letters of the picture, and children are able to write letters.
- c. The observation or observation stage is carried out to collect information about the results of observations of learning activities that have been carried out by the teacher using observation sheets according to the actions of the plans that have been prepared (Fitri, 2019). The results of the observation or observation phase will be used as input for researchers when reflecting on the next cycle.
- d. Reflection is an activity of conveying back what has happened (Fitri, 2019). Reflection is used as material for evaluating the learning activities that have been carried out and can be used as input for corrective actions in the next cycle.

The data obtained from the implementation of learning activities according to the plan will be processed using quantitative techniques with simple descriptive statistics. Where the results of observations are assessed every time the researcher takes action in learning activities with the percentage formula (Sugiyono in Maisarah, 2020: 78):

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

Information:

- P = Percentage
 f = Number of children who can recognize and write letters
 N = Total number of children
 100% = Constant

Data about children's learning activities observed using the formula:

$$\text{Percentage} = \frac{\text{Number of children how can recognize and write letters}}{\text{Total number of children}} \times 100\%$$

Meanwhile, to determine that the child's results are increasing, the percentage of completeness of the child's learning activities is as follows (Jakni in Akhiyati, 2020):

Table 1

Research Completeness Criteria

Percentage	Criteria
75,01 % s/d 100 %	Very good development
50,01 % s/d 75,00 %	Growing as Expected
25,01 % s/d 50,00 %	Starting to Grow
0 % s/d 25, 00 %	Not Yet Developed

The research is said to be successful if the percentage achievement reaches 75%. The child's activity increases if the results of the percentage of activity increase from the results of previous observations.

Results and Discussion

The first step taken in research is observation or observation. Based on the results of observations made by researchers in class A3 of TK Negeri Pembina II Surabaya, it shows that the ability to recognize letters in class A3 of TK Negeri Pembina II still needs to be improved. Then the researcher carried out cycle 1 actions using the mini alphabet book media. In cycle 1, the researcher asked the children to name the letters and then explained how to use the alphabet mini book media. When carrying out activities in the language area using the alphabet mini book media, the children looked happy and enthusiastic about each child giving a name to the cover of the alphabet mini book media, then the researcher asked the children about the pictures in the alphabet mini book media, the children can answer the question, but when asked the initial letter of the picture the child still has difficulty answering it. Then in cycle 1 the child also still has difficulty writing the initial letters according to the pictures on the alphabet mini book media. The following is the result of cycle 1 action data:

Tabel 2

Cycle 1 Assessment Results

Assessment Indicator	Percentage	Completeness Criteria
Name the letters	50%	Not finished
Name the first letter of the picture	35%	Not finished
Write letters	30%	Not finished

From the table above it can be seen that the level of ability to recognize letters in class A3 of TK Negeri Pembina II Surabaya still has not reached the specified percentage of success criteria so that it is necessary to carry out cycle 2 actions.

The researcher referred to the results of the 1st cycle of actions in the child's ability to recognize letters, the researcher then carried out the 2nd cycle of actions by making improvements to the 1st cycle actions that had been carried out previously. In the Action Cycle 2, the researcher first asked the children to say the letters a-z both together and alternately according to the order in which the children sat. Then the researcher also asked the children to guess the animal pictures in the alphabet mini book media. After the children were allowed to carry out activities in the language area using the alphabet mini book media, the children seemed to understand more about how to use the alphabet mini book media, they were enthusiastic about seeing the pictures as well as guessing the initial letters, but it was still seen that the children had difficulty writing the initial letters according the name of the animal on each page in the media alphabet mini book. Following are the results of the assessment of cycle 2 actions:

Table 3
Cycle 2 Assessment Results

Assessment Indicator	Percentage	Completeness Criteria
Name the letters	70%	Not finished
Name the first letter of the picture	65%	Not finished
Write letters	50%	Not finished

Based on the data from the results of cycle 2 above, it can be seen that the child's ability to recognize letters has increased but has not yet reached the percentage of success criteria, so further action is needed, namely cycle 3.

Actions in cycle 3 the researcher did the same prefix as in cycle 2, but the researcher gave an addition, namely in the form of the researcher exemplifying how to write the shape of the letter according to the initial letter of the animal's name. Children are also invited to write letters together. Children seem to understand more about the pictures, initial letters, and letter shapes from the pictures they have seen. When carrying out activities in the language area using the alphabet mini book media, the children looked very enthusiastic and focused on writing letters on the alphabet mini book media. The following is a cycle 3 assessment table:

Table 4
Cycle 3 Assessment Results

Assessment Indicator	Percentage	Completeness Criteria
Name the letters	85%	Complete
Name the first letter of the picture	85%	Complete
Write letters	80%	Complete

Based on the data above, it can be seen that the child's ability to recognize letters in class A3 of TK Negeri Pembina II Surabaya has reached the percentage of success criteria so that the action is stopped.

According to Firdaus (2021) to attract children's interest in participating in learning requires learning media that are interesting and function to help children understand the material being taught quickly. Therefore, in this study the researchers used alphabet mini book media to introduce letters to children aged 4-5 years consisting of three indicators which include mentioning the name of the letter, mentioning the initial letter of the picture, and writing the letter. The following is the percentage data from the implementation of cycles 1, 2, and 3 for the three indicators on the ability to recognize letters:

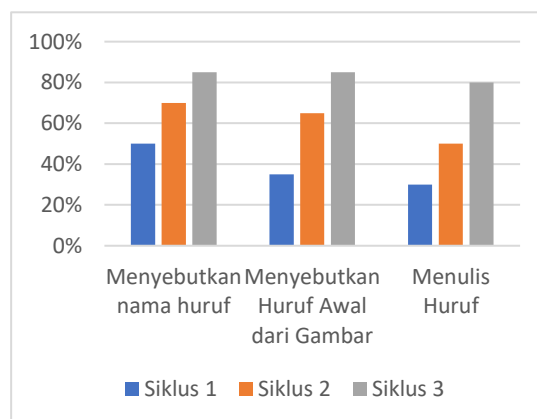


Figure 2. Graph of Percentage Comparison of Action Data Results for Cycle 1, Cycle 2, and Cycle 3.

Based on the analysis of the data above, it is evident that the researchers succeeded in improving children's ability to recognize letters as seen from the increase in the percentage above. Where in the first indicator, the child is able to name the letters in cycle 1 reaching 50%, then in cycles it increases to 70% and cycle 3 reaches 85%. The second indicator is mentioning the initial letter of the picture in cycle 1 reaching 35%, then increasing in cycle 2

reaching 65%, and increasing again in cycle 3 reaching 85%. Furthermore, for the third indicator, writing letters in cycle 1 reached 30%, then it increased in cycle 2 to reach 50%, and in cycle 3 it increased to 80%.

Conclusion

The results of the discussion show that increasing the results of the action on the ability to recognize children's letters can be achieved in every action that has been carried out in each cycle with each indicator namely mentioning the names of letters that reach 85% of children complete and 15% of children who are not yet complete, mentioning the initial letter of the picture achieving 85% of children complete and 15% of children complete, as well as writing letters that reach 80% of children complete and 20% of children are incomplete. Based on the results of the study, it can be concluded that the ability to recognize letters in class A3 of TK Negeri Pembina II Surabaya can be increased by using the media alphabet mini book.

Suggestions from researchers are that in the implementation of learning teachers need to use media that is interesting, creative, innovative, according to the stages and characteristics of students.

Thank-you note

The author would like to thank for the guidance, advice, and motivation to all parties who have helped in writing and conducting research entitled "Efforts to Improve Letter Recognition through Alphabet Mini Book Media in Pembina II State Kindergarten Surabaya" so that it can be completed properly.

Reference

- Akhiyati, Siti. 2020. *Improving Fine Motoric Skills through Folding Games in Group A Children at Pembina Bantul Public Kindergarten*. Journal of Children's Education. Volume 9, Number 2.
- Arikunto, Suharsimi et al. 2015. *Class Action Research*. Jakarta: Earth Script.
- Arshad, Azhar. 2008. *Learning Media*. Jakarta: Raja Grafindo Persada.
- Ministry of Education and Culture. 2014. Permendikbud Number 137 of 2014 concerning National Standards for Early Childhood Education.
- Dhiu, Constantine Dua, et al. 2021. *Aspects of Early Childhood Development*. Central Java: PT Nasya Expanding Management.
- Firdaus, Mila Karmeliya, 2021. *Improving the Ability to Recognize Letters for Early Childhood through Busy Book 3D Media*. Undiksha Journal of Early Childhood Education, Volume 9, Number 1.



- Fitri and Indaria. 2019. *Improving Counting Ability Using the Fingermathic Method in Early Childhood*. Journal of PG-PAUD Trunojoyo: Journal of Early Childhood Education and Learning, Volume 6, Number 2.
- Gandana, Gilar. 2019. *ICT Literacy & Educational Media: in the Perspective of Early Childhood Education*. Tasikmalaya: Siliwangi Knights.
- Haryanti, Dwi and Dhiarti Tejaningrum. 2020. *Early Childhood Literacy: Theory and Practical Calistung made Fun*. Central Java: PT Nasya Expanding Management.
- Kustiawan, Usep. 2016. *Development of Early Childhood Learning Media*. Malang: Ocean Mountain.
- Maisarah. 2020. *PTK and its Benefits for Teachers*. West Java: Indonesian Science Media.
- Ngura, Elizabeth Tantiana. 2022. *Picture Storybook Media: Efforts to Improve Children's Storytelling and Social Skills*. Yogyakarta: Member of IKAPI.
- Nurhidayah, Ulfah and Lilis Suryani. 2015. *Abacaka I read*. Yogyakarta: Like Kidz.
- Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education.
- Rahman et al. 2020. *Digital Media for PAUD: Theory and Applications*. West Java: Adu Publisher.
- Sumitra, Agus et al. 2020. *Improving the Ability to Recognize Letters in Early Childhood through the Telling Method Using Finger Puppets*. Tunas Siliwangi Journal, Volume 6 Number 1.
- Suryana, Dadan. 2021. *Early Childhood Education: Learning Theory and Practice*. Jakarta: Kencana.
- Susilo, Herawati et al. 2011. *Classroom Action Research: as a Means of Developing the Professionalism of Teachers and Prospective Teachers*. Malang: Bayumedia Publishing.
- Wardhono, Agus and Yuyun Istiana. 2018. *Proceedings of the National Seminar: Maximizing the Role of Educators in Building Early Childhood Character as a Form of Nation's Investment* Volume 4. Tuban: Teaching and Education Faculty, PGRI Ronggolawe University