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Flashcard Media for Early Literacy Introduction

Novi Hidayati¹

Pendidikan Islam Anak Usia Dini, Universitas Islam Bunga Bangsa Cirebon

Email : novihidayati7@gmail.com

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Abstract

This study was motivated by the condition of children's literacy in schools and the demands to introduce literacy and the use of digital technology in the learning process in early childhood. This study was conducted to see the use of digital flashcard media to introduce early literacy in early childhood. Using a descriptive qualitative research design involving children in group A and 2 class teachers. Data was obtained through observation and interviews. The data will be analyzed using thematic analysis consisting of recognizing data, generating codes, finding themes, reviewing themes, naming themes and then narrating the data to produce a report. The results of this study indicate that the use of this digital flashcard media can help teachers in introducing early literacy and children look enthusiastic and interested in reading and writing using digital flashcard media because they are presented with sound, images, and text. So this media is very helpful for children in introducing letters in an easier and more interesting way. However, in using this digital flashcard media, it is necessary to pay attention to the size, color, and material that will be presented to children.

Keywords: Early Childhood, Digital Flashcards, Early Literacy

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BACKGROUND OF THE PROBLEM

The ability to read and write, as part of literacy skills, is something that is important to teach from an early age because children of an early age are in the period of... golden age. During this period, young children will more quickly grasp what is given to them through the five senses. In accordance with Law Number 20 of 2003 concerning the National Education System, early childhood is in the age range of 0-6 years is experiencing rapid development and growth that will not occur in the next period. By introducing literacy skills, especially reading and writing skills at that time can lead children to know many things that are needed in further development and will affect how ready children are to benefit from reading lessons (Seefeldt and Wasik 2008). Added by Riordan et al. (2021) introducing early literacy means understanding, using, analyzing, and transforming a text or writing. This literacy includes

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children's letter recognition and phonological awareness skills, are activities that increase their capacity to read, write, listen, see, and understand symbols before they can actually read.

The advancement of digital technology has developed very rapidly in the last 20 years. The rapid development of digital technology has produced a new generation, namely generation Z. A generation that was born and grew up in the advancement of digital technology so that it has become part of the social life of society (Chicca and Shellenbarger 2018). Generation Z has different characteristics from previous generations. Generation Z spends more time using the internet, computers and other digital tools so that this generation has been conditioned to this environment and considers digital technology to be an inseparable part of itself (Dolot 2018; Putra 2016). This can be seen from the length of time spent by this generation in using digital technology that generation Z has spent 2.2 hours watching television, which is more than double the WHO recommendation (Shatto and Erwin 2016). Added by Riordan et al (2021) children spend less than 5,000 hours of their lives reading but more than 10,000 hours playing video games and more than 20,000 hours watching TV . This can also be seen from the results of a survey conducted by the Education and Culture Agency in 2019 which outlined that in 2009, listening to the radio was around 23.50% to 7.5% in 2015. While reading newspapers with a percentage of around 18.94% in 2009, to 13.11% in 2015 (Research and Development Agency of the Ministry of Education and Culture 2019). This shows that children's reading levels are low compared to digital activities.

Moreover, in the post-pandemic era, this generation is less fond of reading in a conventional way. This was reported in ikapi.org which stated that the population of people who like to read books has decreased drastically as seen from the decline in book sales by 58.2%. For this generation, writing is considered confusing and boring, so it can be said that they prefer to see pictures, or read via e- books . This can be seen from the UNESCO Survey in 2014 which was reported by Siedoo stating that 27 pages of books are read by Indonesian children each year, in contrast to Finland which reads 300 pages of books in 5 days (Kelana 20AD). This certainly causes sadness which means that one children's novel series, most of which are only 55-100 pages long, is not finished by Indonesian children in one year (Permatasari, Inten, and Mulyani 2017). Strengthened by research conducted by the National Library in 2017 that Indonesians only read an average of 3-4 times per week with a time per day average 30-59 minutes. Meanwhile, the number of books completed per year is only around 5-9 books (Said 2021).

By looking at these facts, it is necessary to introduce literacy from an early age in order to increase children's interest in literacy . Introducing literacy from an early age is one aspect that needs to be developed well in children because it is the initial stage for children to learn

further learning. In line with Akyol , Senol , and Yasar (2021) that literacy refers more to children's reading and writing skills, but these two things can lead children to other abilities. Added by NICHHD (in Amithya , 2014) explaining that early literacy is a child's interest in symbols or printed writing, writing, letters, sounds before the child is actually able to read and write. Strengthened by Tarigan (2013) that one aspect of language development that must be developed in kindergarten children is the ability to write and read. Because according to Bredekamp (in Akyol et al. 2021) this initial iteration supports children's lifelong learning processes and academic skills in children

Moreover, nowadays, kindergartens are required to teach children to read and write. It is not surprising that this happens because parents are starting to realize the importance of reading and writing from an early age and in addition, a number of elementary schools require prospective students to be able to read and write. So that parents flock to schools that can teach their children to read and write. This raises pros and cons among parents, educators, and even the community. The difference of opinion is caused by differences in views from one another. However, Durkin (in Nurbiana , 2021) in his research explained that there are no negative effects when introducing reading to children from an early age because children who have been taught to read before entering elementary school are generally more advanced in school than children who have never been taught to read. In line with this, Doman (in Suryanti, 2013) stated that the best time to learn to read occurs in the age range of 3-5 years. So teaching literacy from an early age is not a negative thing, but the problem is not teaching early literacy but what needs to be considered is how educators' strategies are in introducing literacy to children. This literacy introduction process needs to be packaged in a fun and interesting way for children, in this case it does not make them bored or even make children not want to know literacy (Herlina 2012). So it is important for educators to plan and implement an effective and interesting learning process to obtain early literacy skills (Akyol et al. 2021). He added that educators must be able to include activities and games that improve early literacy . One of them is by integrating digital technology into a fun learning process. Although digital technology in early childhood education is less used to help the learning process due to limited training for educators which results in a lack of pedagogical knowledge in operating digital tools effectively (Agudo 2015).

But now early childhood is in the era of digital technology so like it or not digital technology needs to be part of the world of education including early childhood education. Through digital technology learning materials will be more interesting and interactive because they can be in the form of audio or visual (Umam 2013). In relation to this, the introduction of literacy to children does not always use book media but can use *flashcards* . This can be seen

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from research conducted by Safa'ah and Rimadhani M (2021) *flashcard* media can improve children's reading and writing skills. In relation to the importance of utilizing digital technology in learning, where innovation from existing *flashcards* to *digital flashcards* can increase children's interest in learning literacy. Thus, researchers aim to see the use of *digital flashcard media* in introducing early literacy to children.

RESEARCH METHODOLOGY

This study uses a qualitative descriptive design with the aim that researchers obtain an in-depth description related to the use of *digital flashcards* to introduce early literacy with speech, writing and/or observable behavior. The number of children in group A consisting of 18 people, but 8 were included as participants in this study for reasons of full attendance and 2 teachers of group A. The research location used as the location of this research was at one of the kindergartens in Purwakarta Regency located in Nagri Kidul Village, Purwakarta District. The selection of this research location was because the school was located in the center of Purwakarta Regency so that the facilities and infrastructure were very adequate for the learning process. In each class there is a whiteboard, desk, shelf, cupboard, supporting pictures for learning, and educational game tools. In addition, the kindergarten used as the location of this research has an infocus, TV, DVD, laptop, speakers, printer, and microphone. Not only that, another reason is because the children come from middle to upper class families where each child has known digital technology and some have even used digital technology in their daily lives.

The data collection used to support this research is an observation sheet and an interview sheet. This observation sheet is used as an observation sheet developed to determine the condition of early literacy and digital technology skills in children. The observation sheet for early literacy in children adapts and takes from Nurbiana (2021) that literacy skills involve several activities, such as recognizing vowels and consonants, making patterns or writing words, letters or symbols. Meanwhile, the observation sheet for digital technology skills adapts from research conducted by Abdul (2013), that children aged 4-5 years have the ability to press, drag and drop, shifting. Then, in the data collection technique with interviews, the researcher asks an open question so that the researcher does not limit the answers that will be given by the informant in order to get more information so that there is no intervention from the researcher.

In this study, the data analysis technique used thematic analysis technique. According to Braun and Clarke (2006) in the thematic analysis technique there are six stages, namely recognizing data, producing initial codes, searching for themes, reviewing themes, defining and naming themes, and producing reports. Recognizing this data, researchers collect data from

observation results, and interview results using a cellphone to record interviews and observations. After that, oral data into text form to develop a much deeper understanding of the data and to find patterns, and codes. Producing initial codes, researchers have recognized the data and have produced an initial list of ideas about what is in the data and what is interesting. When all the initial data has been coded and arranged, researchers begin to select and organize different codes into themes that are considered potential. Reviewing themes, researchers will review the themes created to form a coherent pattern by re-reading the codes that have been collected for each theme. Furthermore, defining and further refining the themes that will be used for analysis to form a detailed analysis story and identify the story. Finally, researchers provide a concise, logical, and interesting story from the story told by the data in it and the overall theme.

RESULTS AND DISCUSSION

Based on research conducted to see the use of digital *flashcard media for the introduction of early literacy*, several themes were found.

Characteristics of Children

Based on the results of interviews that have been conducted with teachers who have views related to the characteristics of children seen from their background at home. One of the characteristics of early childhood is active. In addition, seen from the background of children at home, they like to play games and gadgets compared to reading books. Moreover, now we have entered an era where technology is developing rapidly and quickly so that everyone, especially early childhood, has used what is called digital technology, gadgets. So when children are introduced to reading using a book, read, children feel bored and avoid the activity. In line with Mukhlis (2015), the ease of accessing information makes this generation quickly bored in understanding lessons at school because the delivery is done in a conventional way.

Flashcard Media Digital is the Solution

The era of rapid digital technology advancement allows many things to use digital technology in everyday life. Digital technology can also be a solution for introducing early literacy to early childhood. Seeing the characteristics of children who like to play using *gadgets*, this can be a solution to foster interest and help in recognizing early literacy. So one way to introduce it is to use digital *flashcard media* because this digital *flashcard media* is presented with sound, images and words so that it can be used for the learning process in early childhood education. This is also in line with Agudo's opinion (2015) that digital technology can also be part of the world of education including early childhood education. In addition, technology through digital *flashcard games* is very helpful where the memory is more durable and the

memory is faster because children are able to recognize consonants and vowels more interestingly and enjoyably so that it makes it easier for children to recognize letters. In addition, it can also help optimize children's language skills and vocabulary . This is in line with the research of Ifitah and Lailiyatul (2017) through *flashcard media* children will better understand the material presented because the appearance is attractive and supported by images. In addition, children will be motivated in learning literacy . Bencsik & Machova (in Putra 2016) generation Z has the characteristics of being brave, initiator, having a quick reaction to everything, and being able to access digital technology quickly.

Through this digital *flashcard media* , children are also taught to be patient in waiting for their turn and obey the rules given by the teacher because before starting to play, the teacher gives a rule to the child where if the child sits pious , then the child will play first so that the other children wait for their turn to play. Seeing this, digital technology does not always have a negative impact and can only be used for playing, but through digital technology that children like to play, technology can be used as a medium for children to play while learning. This is reinforced by Beary (2013, p. 363) Computers as a learning tool because computers are active and fun where they involve children in learning. So computers should be used in games with children, rather than formal learning. In addition, Beary added that computer alphabet programs are a good introduction for children that can help children learn the alphabet.

Interest and Response to the Use of Digital Flashcard Media

In general, the way to introduce early literacy , especially reading and writing skills, uses conventional learning methods such as asking children to sit on a chair, then open a reading book and hold a pencil, making children uninterested and bored when doing it. When introducing and teaching early literacy in a way that is less burdensome, it can burden children and make them feel bored at an age when children should need to read a lot (Sinaga 2015). Therefore, adults need to pay attention to strategies in teaching early literacy to children by packaging literacy in a fun way and attracting children's attention, in this case not making children bored or even making children not want to know literacy (Fauziah 2016). Not only that, educators need to have an attitude of patience, sincerity, and belief that children can learn to read well (Ifitah and Lailiyatul 2017).

responses given by children when introduced to literacy using conventional media with digital technology media, especially digital *flashcard media* . Children's interest and response to the use of this digital *flashcard media* are very enthusiastic, do not feel bored, and feel excited because children have sat near the digital *flashcard playground* and waited for their turn to be able to play digital *flashcards* . In line with research conducted by Munthe and Sitinjak (2018)

implementing *flashcards* in early literacy can provide benefits such as attracting children's attention, increasing children's enthusiasm in literacy, and helping children's memory. After finishing playing, some of the children remained in the digital *flashcard playground* to watch their friends play and some wanted to play again and sometimes even fought with their friends to play digital *flashcards* again. In addition, after all the children played digital *flashcards*, some chose to play digital *flashcards* during break time. The positive response given by children when playing digital *flashcards* is because the media is varied and in terms of attractiveness, colorful and unique. This is in line with Rusman (2013) who stated that the advantages of this digital *flashcard media* are that it is easy to remember because the images containing letters or numbers are presented in a variety of colors, so that it can make it easier for children to remember the message conveyed in the image. In addition, children become enthusiastic about learning and happy because according to children, they are playing even though they are playing while learning. Ifitah and Lailiyatul (2017) that *flashcard media* can be used through games so that children will be happier in using the media because this media is in the form of picture cards that have striking colors, practical in making and using them.

Early Childhood Literacy in the Use of Digital Flashcard Media

flashcard media for early literacy introduction has changed although not too significant and this media can help children introduce letters. In digital *flashcard media* in introducing early literacy, educators will make *flashcards* from simple ones, namely introducing vowels and consonants with variations such as writing with sound or writing with pictures. Furthermore, child educators introduce vowels or words such as " bu " " bi " " bu " " be " gradually then child educators give two words that have meaning or significance to children such as ball, book, eye. The results obtained in reading ability using digital *flashcard media*, there are children who have developed very well, developed according to expectations, are starting to develop and have not developed. Children who have developed very well are children who already know and pronounce vowels and consonants correctly and can connect consonants and vowels by pronouncing them into a series of words. Then developing according to expectations, children already know and pronounce the vowels a, i, e correctly but for consonants children still need stimulus from the teacher to guess them. Then for children who are starting to develop, these children know and pronounce the vowels i and a correctly, the others are still helped by giving stimulus by the teacher. For children who have not developed, these children still need help from the teacher to pronounce the vowels and consonants.



Appearance Digital Flashcards



Appearance Digital Flashcard after Answered Card correctly

Introduction to consonants and vowels using digital flashcard media can also help children's writing skills. Children have begun to be interested in writing letters and are ready to write. This can be seen from children being able to hold a pencil without being assisted by a teacher and being able to focus so that they can complete their tasks completely, although there are some children who only write a few lines that have been determined by the teacher. The same is true for letter-arranging activities, children who can arrange letters into words correctly and according to the words. However, there are still those who arrange them according to the words but when they stick them upside down or there are those who arrange them less correctly, but only one or two children. However, there are also those who previously stuck the letter a upside down but when arranging the next letter, they stick it according to the word. In addition, children are also faster at arranging letters into words than before. Although the results of using digital flashcard media for early childhood literacy introduction are not very significant, this media is very helpful in introducing early literacy. In line with the research conducted by entitled Improving Early Reading Skills Using Flashcard Media in Children, he explained that there was an increase in early reading skills that could achieve the success criteria, namely by obtaining an average percentage of more than 80%. If the time was longer and the school entry was more effective, the use of this media would be more helpful for children in introducing

literacy and the results would be more optimal. In addition, the results would be more optimal again if this digital *flashcard media* was used at home (Miles and Ehri, 2017). Strengthened by Htihat and Lailiyatul (2017) the use of *flashcard media* can have an influence on children's early reading skills because *flashcards* contain images and writing that will attract children's interest in learning. Not only in reading skills, digital media used for the learning process can significantly improve children's performance, compared to learning using conventional media (Arvanitaki) and Zaranis 2020).

Flashcard Media for Early Literacy Introduction

Evaluation of the use of digital *flashcard media* for early literacy introduction, content issues on digital *flashcard media* such as font size, font color and images so that before being used to play digital *flashcards* for children, teachers need to carefully prepare the content to be used. This is in line with Rusman's opinion (2013) that educators need to prepare materials carefully and well in order to master them, and have the skills to use *flashcard media*. In addition to the appearance in digital *flashcard media*, the number of laptops used in playing this digital *flashcard*. The use of laptops to play digital *flashcards* only uses one laptop so it is better to adjust the number of children's needs. Then the problem of time so that the use of *flashcard media* in that semester was less focused because the time coincided with the preparation for the farewell so that it was less focused on one activity and then continued. The introduction of early literacy using this media takes a lot of time to find out its capabilities (Munthe and Sijinjak 2018).

The suggestion of using digital *flashcard media* is that the stages for introducing vowels and consonants do not change the content on the digital *flashcard media* that will be introduced every week if you want to change the theory then you must see the child's achievement first. So if the child has achieved in recognizing vowels or consonants then you can change the content on the digital *flashcard media*. The use of this digital *flashcard media* is individual where each child plays alone but if there is an opportunity to play digital *flashcards*, it can be done classically using an infocus. So it is important for educators to plan and implement an effective and interesting learning process to obtain early literacy skills (Akyol et al. 2021).

CONCLUSION

flashcard media is used to introduce early literacy by teachers at school because they see the habits of children at home who already use digital technology such as gadgets. Then, this media is also one of the solutions for teachers to make children interested and like early literacy activities, especially reading and writing because this digital *flashcard media* is presented not only in the form of writing but also sounds and images. In addition, the size and

color of the writing also vary so that it helps children to recognize vowels and consonants more easily and interestingly.

Through the use of digital *flashcard media*, children look enthusiastic and children begin to be interested in learning such as recognizing consonants and vowels, as seen from children patiently waiting for their turn to play. Not only that, the increase in children's vocabulary, but children's interest in playing digital *flashcards* at school is carried over to home. So the use of this media can help children in introducing early literacy such as children knowing and pronouncing vowels and consonants properly and correctly and can connect vowels and consonants into one series of words. Even so, in the use of this digital *flashcard media*, there are several evaluations, namely the content that will be used, such as the size of the writing, the color of the writing and the images that sometimes make children move their bodies forward to see the letters or images on the card. In addition, learning in this semester is less conducive because it coincides with preparation so that the use of digital *flashcard media* is slightly disturbed.

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