
The Use of Digital Flashcard Media for Early Literacy Introduction

Novi Hidayati¹ ✉, Veena Prachagool²

¹Pendidikan Islam Anak Usia Dini, Universitas Islam Bunga Bangsa Cirebon, Indonesia

²Early Childhood Education Program At The Faculty Of Education,
Mahasarakham University, Mahasarakham province, Thailand

Correspondence Email ✉ : novihidayati7@gmail.com

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Abstract

This research is motivated by the low interest in reading and writing due to the diversity of media used in early literacy education in early childhood so that it is not uncommon for children to avoid doing literacy activities. This study was conducted to see the use of digital *flashcard* media to introduce early literacy in early childhood. By using a descriptive qualitative research design involving 8 children in group A and 2 classroom teachers. Data were obtained through observation, and interviews. The data will be analyzed using thematic analysis which consists of recognizing data, generating code, finding themes, reviewing themes, naming themes and then narrating data so as to produce a report. The results of this study show that the use of 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 sounds, images, and text. So this media is very helpful for children in introducing letters in an easier and more interesting way. However, in the use of digital *flashcard media*, it is necessary to pay attention to the size, color, and material that will be presented to children. The implication in this study is that *this digital flashcard media* can be an alternative for educators in introducing early literacy to children before using reading books.

Keywords: Early Childhood, Digital Flashcards, Early Literacy

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INTRODUCTION

The advancement of digital technology has developed very rapidly in the last 20 years. The rapid rise of digital technology has produced a new generation, namely generation Z. The generation that was born, and grew up in the advancement of digital technology so that it has become part of people's social life (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 the generation has been conditioned with this environment and considers that digital technology is an inseparable part of it (Dolot 2018; Putra 2016). It can be seen from the 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). Riordan et al (2021) added that 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 stated that in 2009, listening to radio was around 23.50% to 7.5% in 2015. Meanwhile, 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 period, this generation does not like to read in conventional ways. This was reported in a ikapi.org which stated that the population of people who like to read books has dropped drastically because it can be seen from a 58.2% decrease in book sales. For this generation, writing is considered dizzying and boring, so it can be said that they prefer to see pictures, or read through e-books. This can be seen from a UNESCO Survey in 2014 reported by Siedoo stating that 27 pages of books are read by Indonesian children every year, in contrast to Finland which reads 300 pages of books within 5 days (Kelana 20AD). This certainly causes sadness which means that one children's novel series, most of which is only 55-100 pages long, is not finished by Indonesian children within one year (Permatasari, Inten, and Mulyani 2017). It is strengthened by research conducted by the National Library in 2017 that Indonesians only read an average of 3-4 times per week with an average daily time of 30-59 minutes. Meanwhile, the number of books completed per year is only 5-9 books (Said 2021).

By looking at these facts, it is necessary to introduce literacy from an early age in order to increase literacy interest in children. Introduction to literacy from an early age is one of the aspects that need to be developed properly in children because it is the initial stage for children to learn further learning. In line with Akyol, Senol, and Yasar (2021), literacy refers more to children's reading and writing skills, but these two things can lead children to other abilities. NICHD added (in Amithya, 2014) explains that early literacy is children's interest in symbols or printed writing, writing, letters, sounds before children are really able to read and write. It is strengthened by Tarigan (2013) that one of the aspects 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 the child's lifelong learning process and academic skills in children

Especially now, kindergarten schools are required to teach reading and writing to children. No wonder this happens because parents are starting to realize the importance of reading and writing from an early age and in addition to a number of elementary schools that require their prospective students to be able to read and write. So parents flock to find schools

that can teach their children to read and write. This causes a pros and cons among parents, educators, and even the community, these differences of opinion are caused by differences in views from each other. However, Durkin (in Nurbiana, 2021) in his research explained that there are no negative effects when introducing reading from an early age to children because children who have been taught to read before entering elementary school are generally more advanced in school compared to children who have never been taught to read.

However, 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 connection with this, the introduction of literacy in children does not always use book media but can use *flashcards*. This can be seen from research conducted by Safa'ah and Rimadhani M (2021) that *flashcard* media can improve reading and writing skills in children. In connection with the importance of using digital technology in learning, where there is innovation from existing *flashcards* to digital *flashcards* can increase children's interest in knowing literacy. Thus, the researcher aims to see the use of digital *flashcard media* in the introduction of early literacy in children.

Several relevant previous studies have researched the use of digital *flashcard media* . It can be seen from research conducted by Kesumawati et al. (2022) on the development of digital-based flashcard media in thematic learning at MI that media can increase interest and motivation to learn in children not only results but also the learning process. Then Maronta et al. (2023) explained that the use of digital-based *flashcards* has a significant influence on the early reading ability of children aged 5-6 years because the presentation of the material is more varied, especially in its images and colors, so that it attracts children's attention. Then the research of Sidiasih et al. (2024) explained that the effectiveness of the use of digital *flashcard media* in elementary schools is very high with a percentage gain of 56.92% to 91.42%. This shows that this media can improve children's writing skills because there are color images. However, of the three studies, none of them have discussed children's early literacy skills, especially reading and writing skills in children aged 4-5 years, so this study is important to look at introducing early literacy in children aged 4-5 years using digital *flashcard media* . Because according to Leonhardt (in Nurbiana, 2021), the introduction of literacy from an early age can affect the development of literacy in the future because by introducing children's literacy from an early age, children can develop creative thinking patterns, understand an idea and can also expand their horizons.

RESEARCH METHOD

This study uses a qualitative descriptive design with the aim that the researcher can get an in-depth description related to the use of digital *flashcards* to introduce early literacy with speech, writing and/or observable behavior. This research was carried out for 6 months with the number of children in group A consisting of 18 people, but there were 8 people who were included as participants in this study for the reason of full attendance and 2 teachers in group A. The research place used as a place for this research was at one of the kindergartens in Purwakarta Regency which is located in Nagri Kidul village, Purwakarta District. The choice of this research place is because the school is located in the center of Purwakarta Regency so that the facilities and infrastructure are very adequate for the learning process. In each classroom there are boards, tables, shelves, cabinets, learning support pictures, and educational

game tools. In addition, the kindergarten used as the location of this research has a projector, TV, DVD, laptop, speaker, printer, and microphone. Not only that, another reason is because the children come from families with an upper-middle-class economy where each of their children has known digital technology and some have even used digital technology in their daily lives.

The data collection used to support this research was observation sheets, and interview sheets. This observation sheet is used as an observation sheet that was developed to determine the condition of early literacy and digital technology skills in children. The children's early literacy observation sheet 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 digital technology skills observation sheet adapts from research conducted by Abdul (2013), that children aged 4-5 years have the ability to press, drag and drop, shift. Then, in the data collection technique with interviews, the researcher asks an open-ended question so that the researcher does not limit the answers will be given by the informant to get more information so that there is no intervention from the researcher.

In this study, the data analysis technique used thematic analysis techniques. According to Braun and Clarke (2006), in thematic analysis techniques there are six stages, namely recognizing data, generating initial code, finding themes, reviewing themes, defining and accompanying themes, and producing reports. Recognizing this data, the researcher collected data from observations, and interview results using *mobile phones* to record interviews and observations. After that, the verbal data is turned into text form to develop a much deeper understanding of the data and to find patterns, and codes. Generating the initial code, the researcher has become familiar with the data and has come up with an initial list of ideas about what is in the data and what is interesting. When all the initial data has been coded and compiled, the researcher begins to select and compile the different codes into the themes that are considered potential. Reviewing the theme, the researcher will review the themes that are created to form a coherent pattern by rereading the codes that have been collected for each theme. Furthermore, define and further improve the theme that will be used for the analysis in order to form a detailed analysis story and identify the story. Finally, the researcher provides a concise, logical, and interesting story of the story told by the data in it and the overall theme.

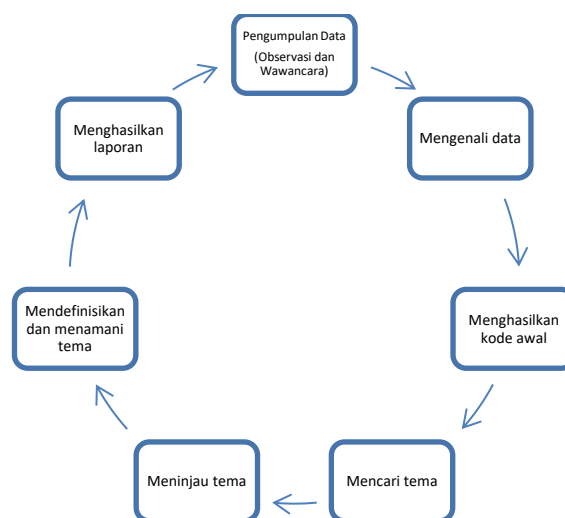


Figure 1. Research Design

RESEARCH RESULTS

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

Child Characteristics

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, judging from the background, children at home enjoy playing *games* and *gadgets* compared to reading books. Moreover, now it has entered an era where technology is developing rapidly and quickly so that everyone, especially early childhood, has used what is called digital technology, *gadget*. So when children are introduced to reading using read books, children feel bored and avoid these activities.

Digital Flashcard Media as a Solution

The era of rapid digital technological advancement makes it possible to use digital technology in daily life. Digital technology can also be a solution for the introduction of early childhood literacy. Judging from the characteristics of children who like to play using *gadgets*, it can be a solution to foster interest and help in getting to know early literacy. So one way to introduce it is using *digital flashcard media* because *this digital flashcard media* is presented with sounds, images and words so that it can be used for the learning process in early childhood education. In addition, technology through *digital flashcard* games is very helpful where memory is more durable and memory is faster because children are able to recognize consonants and vowels more attractively and fun, making it easier for children to recognize letters. In addition, it can also help optimize children's language skills and vocabulary.

Through *this digital flashcard media*, it also teaches children to be patient and obey the rules that have been given by the teacher because before starting to play, the teacher gives a rule to the child where if the child sits righteously, the child plays 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 play, but through digital technology that is a child's favorite in playing, technology can be used as a children's medium to play while learning.

Children's 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 in a chair and then opening reading books and holding pencils so that children are not interested and bored when doing it. This can be seen from the observation results that there are some children who give a shouting or avoidance response when the educator asks them to read reading books. In addition, in writing activities there are some children who throw pencils or play with their pencils when working on imitating the letters in the notebook. However, the response given by children is different when they are introduced to literacy using conventional media with digital technology media, especially *digital flashcard media*. The child's interest and response to the use of *digital flashcard media* was very enthusiastic, did not feel bored, and felt excited because the child had sat near the *digital flashcard* playing place and waited for his turn to be able to play *digital flashcards*. After finishing playing, some of the children stayed at the place to play *digital flashcards* to watch their friends play and some wanted to play again and sometimes even scrambled with their friends to play *digital flashcards* again. In addition, after all children

play digital *flashcards*, there are those who choose to play *digital flashcards* during breaks. The positive response given by children when playing *digital flashcards* is because the media is varied in terms of colorfulness and uniqueness.

Early Childhood Literacy on the Use of Digital Flashcard Media

The use of digital *flashcard* media for early literacy introduction has changed, although it is not too significant because this media can help children introduce letters in a more interesting way. In this digital *flashcard* media in introducing early literacy, educators will make *flashcards* from a simple one, namely introducing vowels and consonants with variations, such as writing with sound or writing with pictures. Furthermore, the child educator introduces letters or words such as "ba", "bi", "bu", "be" gradually and then the child educator gives two words that have meaning or meaning to the child such as balls, books, eyes. The results obtained in reading ability using *digital flashcard* media, there are children who have developed very well, developed according to expectations, began to develop and have not yet developed. Children who have developed very well, 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 develop as expected, the child already knows and pronounces the vowels a, i, e correctly but for consonant letters the child still needs stimulus from the teacher to guess it. Then for children who are starting to develop, the child knows and pronounces the vowels i and a correctly, the others are still assisted by the provision of stimulus by the teacher. For children who have not yet developed, children still need help from teachers to pronounce vowels and consonants.



Figure 2. Digital Flashcard Display



Figure 3. Digital Flashcard Display after Card Answered Correctly

The recognition of consonants and vowels using digital *flashcards* can also help in children's writing skills. Children have begun to have an interest in writing activities and already have readiness to write. This can be seen from the child who is able to hold a pencil without the help of the teacher and can focus so that he can complete his task to completion even though there are some children who write it only in a few lines that have been determined by the teacher. It is the same with the activity of arranging letters that children who can arrange letters into words correctly and according to words. However, there are still those who arrange it according to the word but in pasting it upside down or there are those who arrange it inappropriately but only one or two children. However, there are also those who previously pasted the letter a upside down, but in compiling the next letter pasting it is in accordance with the word. In addition, children are faster to compose letters into words than before. Although the results of the use of *digital flashcard* media for early childhood literacy introduction are not too significant, this media is very helpful in the introduction of early literacy.

Evaluation of the Use of Digital Flashcard Media for Early Literacy Introduction

The evaluation of the use of *digital flashcard* media for early literacy introduction is related to content problems in *digital flashcard media* such as the size of the writing, the color of the writing and images are not clearly visible because there are some words that are too long so that the words are divided into two parts so that before they are used to play *flashcards* digital in children, teachers need to prepare the content to be used carefully. In addition, the suggestion of using *digital flashcard* media is that the stages to introduce vowels and consonants do not change the content on *digital flashcard* media which will be introduced every week if you want to change the theory, you must see the child's achievement first. So if the child has achieved recognition of vowels or consonants, they can change the content on *digital flashcard* media .

The use of *digital flashcard* media is individual where each child plays alone, but in this study educators only use two laptops so that in their use it takes a long time, so in the next implementation it is necessary to provide digital devices that are balanced with the number of children so that children do not wait for a long time. In addition, digital learning can be done classically with the help of a projector so that all children can take part in the learning. Therefore, it is important for educators to plan and carry out an effective and interesting learning process to acquire early literacy skills, especially in the provision of digital devices for children and the stages of using *digital flashcard* media .

DISCUSSION

Reading and writing activities carried out at school still use conventional methods, such as using reading books, whiteboards, notebooks, pencils, or letter cards. In fact, according to Mukhlis (2015), the ease of access to information makes this generation quickly bored in catching lessons at school because the delivery is done in a conventional way. Because when introducing and teaching early literacy in a less burdensome way, it can burden children and make children feel bored at a young age who should need to read a lot (Sinaga 2015). Therefore, adults need to pay attention to strategies in teaching early literacy for children by packaging literacy in a fun way and attracting children's attention, in this case it does not make children bored or even make children not want to know literacy (Fauziah 2016). Not only that, educators need to have an attitude of patience, seriousness, and belief that children can know to read well

(Iftitah and Lailiyatul 2017). So educators need to follow the characteristics of children, the characteristics of Generation Z children they grow up and are born in the advancement of digital technology, so educators need to provide learning that is in accordance with the characteristics of children, such as the use of digital technology. This is also in line with Agudo's (2015) opinion, digital technology can also be part of the world of education, including early childhood education.

Flashcard *media* is one of the media that is often used by educators in introducing early literacy. This is in line with the research of Iftitah and Lailiyatul (2017) through *flashcard media*, children will better understand the material presented because their appearance is attractive and supported by pictures. In addition, children will be motivated to learn literacy. In line with research conducted by Munthe and Sitinjak (2018), applying *flashcards* in early literacy can provide benefits such as attracting children's attention, increasing children's enthusiasm in literacy, and helping children's memory. In line with the research conducted by the title Improving Initial Reading Ability Using *Flashcard Media* in Children, he explained that there is an increase in early reading ability that can achieve success criteria, namely by obtaining an average percentage of more than 80%. If the time is longer and the school entrance is more effective, the use of this media will help children more in introducing literacy and the results will be maximized.

In addition, the results will be maximized again if this digital *flashcard media* is used at home (Miles and Ehri, 2017). Strengthened by Iftitah and Lailiyatul (2017), the use of *flashcard media* can affect children's initial reading ability because *flashcards* contain pictures and writings that will attract children's interest in learning. Not only in reading skills, digital media used for the learning process can significantly increase children's preset, compared to learning using conventional media (Arvanitaki and Zaranis 2020). Moreover, according to Bencsik & Machova (in Putra 2016), generation Z has the characteristics of being brave, initiating, having a quick reaction to everything, and being able to access digital technology quickly. This is reinforced by Beaty (2013, p. 363) Computers as a means of learning 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, Beaty added that the computer alphabet program is a good introduction for children that can help children learn the letters of the alphabet. So that *flashcard media* can be modified with the characteristics of children and the advancement of digital technology, namely becoming *digital flashcard media*

According to Rusman (2013) who stated that the advantage of this digital *flashcard media* is that it is easy to remember because images containing letters or numbers are presented in a variety of ways, and colorful so that it can make it easier for children to remember the message conveyed in the picture. In addition, children are also enthusiastic about learning and happy because according to children, they are playing even though they are playing while learning. Iftitah 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.

However, in its implementation, educators need to prepare it well so that the images, sizes and colors of the writing are in harmony. Rusman (2013) that educators need to prepare the material carefully and well in order to master it, and have the skills to use digital *flashcard media*. In addition to the display in *digital flashcard media*, the number of laptops used in

playing this digital *flashcard*. The introduction of early literacy using this medium takes a lot of time to find out its abilities (Munthe and Sitinjak 2018).

Digital flashcard *media* is used to introduce early literacy by educators in schools because they see the habits of children at home who have used digital technology such as gadgets. Then, this media is also one of the solutions for teachers to make children interested and interested in early literacy activities, especially reading and writing because this digital *flashcard media* is presented not only in the form of writing but also in sounds, and pictures. In addition, the size and color of the writing also vary so that it helps children to find out vowels and consonants more easily and interestingly. The implication of this research is to overcome the diversity of learning media used by educators in the introduction of literacy so that it can have an impact on children's literacy in the future. This digital *flashcard media* can be one of the alternatives that can help children in getting to know literacy because this media can provide stimulus to aspects of children's language development, especially in literacy such as introducing vowels or consonants and introducing the sounds of letters included in pictures. Then imitate the letters and arrange the letters into words. This is in accordance with the Regulation of the Minister of Education and Culture Number 137 of 2014 concerning National Standards for Early Childhood Education. So what needs to be considered from this media in order to provide stimulus to children, namely digital devices, and the content presented.

CONCLUSION

The use of digital *flashcard media* by children looks 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 vocabulary in children, but children's interest in playing *digital flashcards* at school is carried 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 being able to connect vowels and consonants into a series of words. Even so, in the use of digital *flashcard media*, there are several evaluations, namely the content to be used, such as the size of the writing, the color of the writing and images which sometimes make the child advance his body to see the letters or images contained on the card. In addition, learning in this semester is not conducive because it coincides with preparation so that the use of digital *flashcard media* is slightly disrupted.

Advice for using digital *flashcard media*, namely the stages of recognizing vowels and consonants, do not change the content of the *digital flashcard media* which will be introduced every week, if you want to change the theory, you must look at the child's achievements first. So if the child has excelled in recognizing vowels or consonants, they can change the content on *the digital flashcard media*.

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