



IMPROVING THE ABILITY TO RECOGNIZE LETTER SYMBOLS THROUGH LETTER CARDS AT PAUD PELITA BANGSA PALIMANAN, CIREBON REGENCY

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Abstract

The ability to recognize letter symbols is one of the important aspects in the development of early childhood literacy. Mastery of this ability is the basis for children to be able to read and write well in the next stage of education. However, in reality, there are still many children who have difficulty in recognizing and distinguishing letter symbols. This is caused by various factors, such as the lack of appropriate stimulation and the use of learning media that are less interesting for children. This study aims to determine the implementation and results of improving the ability to recognize letter symbols through letter cards in children aged 4-5 years at PAUD Pelita Bangsa. The research method used is Classroom Action Research (CAR). The research was carried out in two cycles, each cycle consisting of planning, implementation of actions, observation, and reflection. The subjects of this study were children in group A PAUD Pelita Bangsa, Cengkuang Village, Palimanan District, Cirebon Regency, totaling 8 students. The results obtained from this study include: The subjects increased because of the stimulation or stimulus with letter cards, children became happier in recognizing letter symbols. This shows that the subjects have achieved good results in recognizing letter symbols because from the initial condition they were not able to recognize letter symbols. Based on the results of the analysis, it is known to have increased after going through the two cycles process as evidenced by the table before the action with a percentage of 36.5% with the interpretation not yet developed. The average result of cycle I with a percentage of 60.9% with the interpretation starting to develop and increasing in the average result of cycle II to 85.9% with the interpretation developing according to expectations

Keywords: *Letter Recognition Skills, Letter Cards, Early Childhood Education.*

INTRODUCTION

Early Childhood Education (PAUD) is an effort to foster and educate children from birth to 6 years of age which is carried out through an educational design to help the development and growth of children spiritually and physically so that children are ready to enter further education. (Permendikbud No. 137 of 2014). Learning carried out in PAUD is a process of interaction between students, between students and educators by involving parents and learning resources in a learning and playing atmosphere so as to create an enjoyable atmosphere for students. Aspects of development that must be used as learning in PAUD such as aspects of religion and morals, physical-motor, cognitive, social emotional, language and art (Permendikbud No. 137 of 2014) One aspect that needs to be considered in the growth and development of children is language. Therefore, training children's ability to use language properly and correctly from an early age is an obligation for the environment around the child so that the child is able to express himself well (Febyarum. L, 2021) The purpose of language development in children is to make it easier for children to express communication, express thoughts with effective delivery. In children aged 4-5 years, the indicators of literacy development achievement that must be mastered are recognizing symbols, recognizing the sounds of animals/objects around them, making meaningful scribbles, imitating (writing and pronouncing) the letters A-Z (Permendikbud No. 137 of 2014) Children's abilities during early childhood education need to be accompanied by parents at home and at school. One of the abilities is early reading (Tri, 2019). This early reading for children requires a lot of stimulation from parents and teachers at school. Weak early reading skills in children will have a negative impact on the child himself, both in terms of mental and academic achievement. This weakness will make children discouraged, have no self-confidence, and cause low learning motivation in children (Suryana & Rizka, 2019). In this case, teachers and parents at home should provide a lot of stimulation to children so that early reading in children can be honed properly. Early reading is the initial ability that children go through in the process of mastering reading skills as a whole. Early reading is usually obtained by kindergarten children, which is around 4-6 years old. Children who receive stimulation in reading skills will find it easier to absorb information and knowledge at later times in the child's life itself. Early reading is more about activities that include several activities such as recognizing letters and words, connecting them with sounds or voicing letters, syllables, and sentences formed in writing into spoken form (Karimah & Dewi, 2021)

Based on pre-observations conducted at PAUD PELITA BANGSA, Palimanan District, Cirebon Regency, it shows that many children have difficulty in recognizing and remembering letter symbols effectively, besides that there is no letter card application specifically designed to help children recognize letter symbols in an interesting and effective way. Of the 8 children, only 1 child has the ability to recognize letter symbols with the criteria for developing according to expectations (BSH), 3 children with the criteria for starting to develop (MB), and 4 children have not developed (BB). Thus, the initial conditions of the researcher highlighted the need to develop solutions and innovations by using letter cards, to be able to improve children's ability to recognize and remember letter symbols in a fun and effective way. Thus, this study aims to provide a positive contribution in early childhood education. The process of introducing letters to children can be done by learning while playing through the concept of letters in the form of introducing letters which will later be arranged into words or even sentences through letter card

media. Therefore, the author is interested in conducting a study entitled "Improving the Ability to Recognize Letter Symbols Through Letter Cards" with the aim of improving the ability to recognize letters in children of PAUD Pelita Bangsa, Cengkuang Village, Palimanan District, Cirebon Regency. In this learning process, it is expected to be able to bridge the understanding of letters in children through letter card media to recognize letter symbols.

METHODOLOGY

The researcher used a descriptive qualitative approach in this study and collected data in the form of words or pictures, not numbers (Yusanto, 2020). The descriptive qualitative approach used by the researcher describes or depicts existing phenomena, both natural phenomena and human engineering. Systematically, factually, and accurately, the purpose of descriptive research is to create a description of the facts and characteristics of a particular population or area. In this study, the activity of recognizing letter symbols using letter cards as a means of introducing letters to children aged 4-5 years in group A at PAUD PELITA BANGSA Cirebon Regency. The data collection was carried out to conduct this study from teachers and all children in group A PAUD Pelita Bangsa, totaling 8 children consisting of 5 boys and 3 girls.

RESULTS AND DISCUSSION

From the results of observations of the initial conditions of the pre-cycle researchers on children aged 4-5 years group A at Paud Pelita Bangsa in the 2023-2024 academic year as a comparison before taking action. Based on observations during the learning process in the Pre-cycle, it was found that children's ability to recognize letter symbols was still low, seen from when children worked on activities on school worksheets to recognize letter symbols, many children were still assisted by teachers, this can be seen from the learning implementation process which is still not optimal, children still depend on teacher assistance. This can be seen in the activity of recognizing letter symbols, three children still had to be reminded, and five children still needed teacher guidance

1. Initial condition of the ability to recognize letter symbols in early childhood at PAUD Pelita Bangsa Palimanan Cirebon Regency before using letter card media

Learning planning using letter card media to improve the ability to recognize letter symbols in group A of PAUD Pelita Bangsa Cengkuang Village, Palimanan District, Cirebon Regency, is designed based on the rules and technical instructions in making plans that have been made by the school as a reference for teachers in making learning plans.

In cycle II, learning planning in core activities was changed by using letter card media by playing to find letter symbols, connecting letter sounds with their symbols, grouping, matching letter symbols using letter card media made in attractive shapes and colors.

Preparing a camera to document learning activities.

After conducting initial observations, it was found that the ability to recognize letter symbols based on indicators, namely grouping with a total score of 13, an average score of 1.6 and a percentage of 40% with an interpretation of not yet developed, matching with a total score of 11, an average score of 1.3 and a percentage of 34.3% with an interpretation of Not Yet

Developed, connecting sounds and symbols with a total score of 11, an average score of 1.3, and a percentage of 34.3%

2. Application of letter card media in improving the ability to recognize letter symbols in early childhood at PAUD Pelita Bangsa Palimanan, Cirebon Regency

The implementation of learning applied in this study is learning to recognize letter symbols in children through letter card media. Based on observations, it is known that when the teaching and learning process in conditioning children when applying learning methods based on observation results involving colleagues in this study showed a good increase. 3. Improving the ability to recognize letter symbols in early childhood at PAUD Pelita Bangsa Palimanan Cirebon Regency after using letter card media

Each cycle carried out in this study showed results of an increase in children's ability to recognize letter symbols from cycle I to cycle II. This condition shows that children's ability to recognize letter symbols has increased significantly and is better. The percentage of children's ability to recognize letter symbols in group A Paud Pelita Bangsa before the action was 36.5%, increasing in the implementation of cycle I actions to 60.9% and a significant increase occurred in the implementation of cycle II actions to 85.9%.

From the results of the study in the cycle that had been carried out where the expected results had been met well as seen from the increase from cycle I to cycle II, the researcher decided to stop this study until cycle II, which means that after going through cycle II it had shown the expected results achieved so that this classroom action research was stopped. Thus it can be concluded that the application of letter card media can improve the ability of early childhood children to recognize letter symbols in group A at Paud Pelita Bangsa Cengkuang Village, Palimanan District, Cirebon Regency

CONCLUSION

Learning planning using letter card media can improve the ability to recognize letter symbols of group A Paud Pelita Bangsa, Cengkuang Village, Palimanan District, Cirebon Regency, which is compiled based on the standard for early childhood development achievement levels (STPPA). In cycle I, learning planning in core activities uses letter card media that has not been modified with a shape that does not vary. In cycle II, learning planning in core activities is changed by using letter card media with more innovative play with letter cards made in various colors. The subjects are increasing because of the stimulation or stimulus with letter cards, children become happier in recognizing letter symbols. The results of children's ability to recognize letter symbols. This shows that the subjects have achieved good results in recognizing letter symbols because from the initial condition they have not been able to recognize letter symbols. Based on the results of the analysis, it is known to have increased after going through a two-cycle process as evidenced by the table before the action with a percentage of 36.5% with the interpretation of not developing. The average result of cycle I with a percentage of 60.9% with the interpretation starting to develop and increasing in the average result of cycle II to 85.9% with the interpretation developing according to expectations.

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