



RESEARCH ARTICLE

Development Of Picture And Letter Poster Media To Improve The Ability To Recognize Pictures And Letters In Young Children

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Abstract

Produce flannel letter board media for early childhood, animal themes to improve the language skills of early childhood group B in TKK Salvatoris Satap SDI Soka, South Golewa District. Ngada Regency, (2) knows the quality of the results of the flannel letter board media product trials on animal themes for early childhood group A at TKK Salvatoris Satap SDI Soka. This letter flannel board media was developed with the ADDIE model. This model consists of five parts, namely: (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation. The results of research on the development of letter flannel board media based on the results of expert trials and early childhood as product users are as follows: (1) media expert trials are in the valid category, (2) material expert trials are categorized as very valid, (3) expert design trials with valid categories, (4) small group trials with valid categories, (5) individual trials with very valid categories. Thus, based on the results of the flannel board media trial results for AUD by experts that it is feasible to use in the learning.

Keyword: Development, Abilities, Early Childhood.

Introduction

Education is a process of acquiring knowledge, abilities, and skills, as seen from the customs of individuals, which are inherited from the past to the present. According to the National Education System Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and process that enables students to actively develop their potential, developing spiritual and religious strength, good character, self-control, noble character, intelligence, and the skills needed by themselves, society, the nation, and the state. From the above description, it can be concluded that education is a conscious and planned process carried out by educators and students actively within the learning

environment. Education continues to experience rapid development, one of which is Early Childhood Education. Early Childhood Education has now received significant attention from the government and society. Early Childhood Education differs from education in elementary schools, secondary schools, and universities. PAUD requires a specific approach, methods, and learning methods tailored to the learning characteristics of children. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning Early Childhood Education Standards covers religious and moral values, physical motor skills, cognitive skills, language skills, social and emotional skills, and the arts. These six developmental aspects are crucial for early childhood development, emphasizing growth and development. Based on this regulation, the National Early Childhood Education Standards serve as the basis for planning, implementation, supervision, and follow-up by educators to achieve quality Early Childhood Education. A

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second function is to serve as a reference for every Early Childhood Education unit and program to achieve national education goals and as a basis for ensuring Early Childhood Education quality. Legally, the term "early childhood" in Indonesia refers to children from birth to six years of age. Furthermore, Article 1, paragraph 14 of Law Number 20 of 2003 concerning the National Education System states that "early childhood education is a development effort aimed at children from birth to six years of age, carried out through the provision of educational stimulation to support physical and spiritual growth and development so that children are prepared to enter further education." In general, the goal of early childhood education is to provide stimulation for the development of children's potential so that they become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, critical, creative, innovative, independent, self-confident, and become democratic and responsible citizens (Puskur, Ministry of National Education: 2007). The implementation of early childhood education aims to develop various potentials in children from an early age as preparation for life and to enable them to adapt to their environment. In its implementation, it is necessary to pay attention to aspects of child development as stipulated in Minister of Education and Culture Regulation No. 137 of 2014, including religious and moral values, physical, motor, cognitive, language, social, emotional, and artistic. Of these six developmental aspects, One aspect that early childhood children must possess is language. The Child Development Achievement Level Standards (STPPA) in the Minister of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education relating to the language development aspects of children aged 5-6 years are 1) Learning and Problem Solving listed in point 8 in the age stages in STTPA, 2) Logical Thinking and 3) Symbolic Thinking. One of the scopes of language development that children must achieve is symbolic thinking, one of which is recognizing letter symbols with other letters. In order for cognitive abilities in recognizing number symbols

to develop well, it needs to be supported by appropriate and enjoyable media for children. There are many learning media that can be used in teaching children to recognize number symbols. Media is a tool used to facilitate students in understanding learning materials. The use of media must look at the needs of children so that it is effective and efficient for children to use.

Based on the results of observations conducted by researchers at Salvatoris SATAP SDI SOKA during the Implementation of School Field Introduction which was carried out for 3 months. The results of these observations can be described that the level of child development is still not optimal. It was found that in learning to recognize letters with the competency standard of recognizing letters A-Z symbolically was only limited to speech. Children still do not understand the concept of letters properly. With a total of 20 children, 12 girls and 8 boys. Of the 20 children, 5 children were able to recognize letters. Meanwhile, 15 children could not recognize letters well and were not able to name letters and the alphabet properly. This is due to the lack of interesting media that support children's language skills. In addition, the learning method used by teachers is to give children assignments to imitate writing letters written on the board and in books. In this activity, children seem bored when doing it, so that children do not understand what they are doing. In addition, educators also experience difficulties in providing media, especially media related to recognizing letters in the learning process that can attract students' interest so they can better recognize and understand the concept of letters conveyed by educators. The use of engaging media or strategies can contribute to the effectiveness of the learning process and message delivery. The objectives of this development are: (1) To determine the design of a letter-sticking board media to improve letter recognition skills in early childhood on October 1-25. (2) To determine the suitability of the letter-sticking board media in improving letter recognition skills in early childhood.

Method

This research uses a more generic learning design model, the ADDIE (Analysis-Design-Develop-Implementation-Evaluation) model. ADDIE emerged in the 1990s and was developed by Reiser and Mollenda. One of ADDIE's functions is to serve as a guideline for developing effective, dynamic training program tools and infrastructure that support the training's performance. According to Rohman and Amri (2013: 210-211), the ADDIE model procedure consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This development research focuses more on producing a specific product and then testing its effectiveness so that it is ready for actual use in the field. Development Procedures The research or development procedures in this section contain the stages of the development procedures that will be used.

Analysis Stage (Analyze) Curriculum Analysis .

The curriculum analysis was conducted by reviewing the 2013 curriculum developed by the Ministry of National Education and published by the National Standardization Agency (BSNP). The researcher adjusted the content of the material to be included in the media used in the Sticky Board learning context, which directs students to be more active.

Student Needs Analysis.

This analysis was conducted to determine the students' conditions in detail. The results of the analysis will serve as a guideline for compiling and developing competency-based media. This analysis includes an analysis of the core competencies (KI) and basic competencies (KD) that will be included and which ones will be included in the complete supporting tools for letter recognition activities.

Competency Analysis

This analysis includes an analysis of the Core Competencies (KI) and Basic Competencies (KD) that will be included and which are complete with supporting tools for the introduction of

letter flannel board media as well as making a Weekly Learning Implementation Plan and Daily Learning Implementation Plan (RPPH).

Design Stage

This stage is also known as creating a blueprint. Like a building, a blueprint must be on paper before it can be constructed. What do we do in this design stage? First, formulate SMART (specific, measurable, applicable, and realistic) learning objectives. Next, develop tests, which must be based on the previously formulated learning objectives. Then, determine the appropriate learning strategy to achieve these objectives. There are many combinations of methods and media that we can choose from and determine the most relevant. Additionally, consider other supporting sources, such as relevant learning resources, the learning environment, and so on. All of this is outlined in a clear and detailed document called a blueprint. Development is the process of turning a blueprint, or design, into reality. This means that if the design requires software in the form of multimedia learning, then that multimedia must be developed, or if a printed module is required, then that module must be developed. Likewise, other learning environments that will support the learning process must all be prepared at this stage.

Data Collection Methods and Instruments

Data collection techniques include observation, interviews and questionnaires.

Qualitative Descriptive Analysis Techniques

Data obtained from subject matter experts and media experts were then analyzed. The development research used two data analysis techniques: qualitative descriptive analysis and quantitative descriptive statistical analysis. Qualitative Descriptive Analysis Technique: This technique is used to revise the learning media product being developed. The basis for this revision is input and suggestions from several content experts, media experts, learning design experts, students during the trial, and the lecturer teaching the course. Quantitative Descriptive Statistical Analysis Technique This technique is

used to process data originating from questionnaires in the form of descriptive percentages.

Results and Discussion

Based on the lifespan, the scope of management of the Hang Tuah Kindergarten (TK) institution (2014: 1.9) consists of: 1) 0.0 years - 2 years of family education, 2) 2.1 years - 6 years of childcare (TPA), 3) 3 years - 6 years of playgroup (KB), 4) 4 years - 6 years of kindergarten, 5) 6.1 years - 8 years of early elementary school. Morrison (in Widarmi et al., 2014: 1.6) states that early childhood education covers children from birth to eight years old, according to the NAEYC (National Association for Education for Young Children). Meanwhile, Sollehuddin (in Masitoh, 2009: 1.14-1.16) states that early childhood education encompasses various programs serving children from birth to six years old, designed to enhance their intellectual, social-emotional, language, and physical development. Early childhood development must be continuously monitored to quickly determine a child's maturity and readiness to enter the next level. Morrison (in Widarmi et al., 2014: 1.6) states that early childhood education covers children from birth to eight years old, according to NAEYC (National Association for Education for Young Children). Meanwhile, Sollehuddin (in Masitoh, 2009: 1.14-1.16) states that early childhood education encompasses various programs serving children from birth to six years old, designed to enhance their intellectual, social-emotional, language, and physical development. Early childhood development must be continuously monitored to quickly determine a child's maturity and readiness to enter the next level. Discussion: Draft I of the Development as the initial product of the development consisted of an assessment instrument for the flannel letter board media and a guide for using the letter board media. The research instrument for the letter board media was submitted to content experts. The content expert for the letter board

media (validator) who assessed the development of the letter board media product is a professional expert in the field of Early Childhood Education (PAUD). The development product and instruments submitted to the content expert are the content expert test and the letter board media. The analysis presented in the first draft of the development is an analysis of the results of the description of the material expert test data. 1) Material Expert on the Instrument: The material expert test questionnaire used in this research and development has been validated by Elisabeth Tantiana Ngura, M.Pd., a professional in the field of learning technology, as a material expert. The components, subcomponents, and criteria items proposed... The first draft of the development, as the initial product of the development, consists of the letter board media assessment instrument and a guide for using the letter board media. The letter board media research instrument was submitted to the content expert. The letter board media content expert (validator) who assessed the development of the letter board media product is a professional expert in the field of Early Childhood Education (PAUD). The development product and instruments submitted to the content expert are the content expert test and the letter board media. The analysis presented in the first draft of the development is an analysis of the results of the data description.

Conclusions and Recommendations

Based on the results of the research and discussion, it can be concluded that the trial results obtained by means of an assessment through a questionnaire sheet, the letter board media is very useful for the development of students in developing children's language aspects. In the suitability of the content based on the trial of content or material experts, it is in the "Very Valid" category with 100% criteria. Based on the trial of learning design experts, it is in the "Valid" category with 80% criteria, the results of the media expert trial are in the "Very Valid" category with 80.91% criteria, the product user trial for (children) individual trials are in the "Very Valid" criteria with 100% criteria, small group trials are in the "Very Valid" category with

85.71% criteria. Through trials that have been carried out by experts and children as product users, the developed letter board media is declared suitable for use in learning to develop language aspects of early childhood.

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