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Improving the ability to recognize alphabet letters through flannel board media at the RA Kartini Segara Katon State Kindergarten, Indonesia

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Abstract

This research aimed to improve the ability to recognize alphabet letters through flannel board media at TKN RA Kartini Segara Katon during the 2024/2025 academic year. The study was conducted in Group B with a total of 17 children, consisting of 8 boys and 9 girls. The research employed the classroom action research method, utilizing data collection techniques such as observation, interviews, and documentation. Data analysis was carried out using both qualitative and quantitative techniques. The research was considered successful if it achieved a score of 80%. The findings showed that the use of flannel board media significantly improved the ability to recognize alphabet letters. In the pre-action or pre-cycle stage, the ability reached only 41%. This increased to 58% in cycle I and further improved to 88% in cycle II. The research concluded that choosing appropriate learning media was essential for improving the ability to recognize alphabet letters. Engaging media, like flannel boards, helped children focus better and drew their attention to the learning material presented by the teacher. The study was stopped after cycle II, as it had successfully met the success criteria. Schools should incorporate interactive and visually appealing media, such as flannel boards, into early literacy programs. Teachers are encouraged to use diverse, creative tools to maintain student engagement and improve learning outcomes. Additionally, teacher training on effective use of learning media should be prioritized to maximize the impact of classroom activities.

Keywords:

Creativity;
Natural Material Media;
Group B Children

1. Introduction

The ability to recognize the alphabet has a very important position in the life of every human being, this must be developed from an early age (Mazidah, 2023), because the ability to recognize letters is a basic ability of a child that must be improved from other language skills (Castles et al., 2009). In the language aspect, the ability to recognize letters is very necessary (Patterso & Kay, 1982) because with this children can easily follow the learning process, especially in reading activities (Lipka & Siegel, 2012). Good child skills are very necessary in the language aspect, especially in the ability to read and carry out learning activities (Masfufah & Darmawan, 2023). Someone with the ability to recognize the alphabet well will be easier in their language skills such as listening, speaking, reading, and writing (Adams, 2011). In order for children to be interested in learning letters, it is necessary for students to make learning more interesting so that children receive learning well without feeling bored, bored in children when participating in learning.

One of the media that can be used is flannel board media. The use of flannel board media in early childhood education is one way to create learning that is more interesting for children (Dheasari & Fauziah, 2018), because children can also do activities of sticking alphabet letters directly on flannel board media, and can also mention the alphabet letters that have been stuck on the flannel board. Using

flannel board media can improve the quality of education, where education is something that is very important in life, especially for early childhood education.

According to Siti (2021) Early childhood education is one of the development efforts shown to children from birth to 6 years of age which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter higher education. In early childhood education institutions, educators are required to develop children's potential, so that children will later be able to face creative problems. Teachers also do not only provide educational knowledge to their students, they must also pay attention to special things in students (Freeman & Johnson, 2013).. There are many potentials in children that need to be developed, one of which is the potential for children's language development, such as the ability to recognize the alphabet, because with the ability to recognize the alphabet, children's language development is getting better. According to Ratna (2017) the ability to recognize letters is an important part of reading and writing, before the reading and writing stages, children must first be able to recognize letters well so that they will be able to read and write correctly. Children who are able to recognize letters will be more proficient in reading faster than children who are unable to recognize letters. The ability to recognize letters is a stage of development of children's knowledge in recognizing the relationship between letter sounds and letter shapes. To stimulate, maximize and develop these abilities in the teaching and learning process basically requires a learning medium. Learning media can be used to create real learning conditions and situations, so that the material or message in the learning process delivered by educators will be more quickly accepted by students. One of the media that can be used is the flannel board media.

Menurut Alifah (2022) media papan flanel merupakan media boards yang memakai kain flanel as the board. Flannel boards are often referred to as visual boards. Flannel boards are an efficient graphic media for presenting certain messages to their targets. Flannel boards are one of the two-dimensional learning media, made of flannel that is attached to a board. The flannel board is covered with flannel so that the image to be presented can be installed, viewed and removed easily and can be used repeatedly. As a learning medium, flannel boards are certainly a good support in the learning process. In letter recognition activities, this media can attract interest and make it easier for children to recognize letters. Thanks to its ability to attract enthusiasm and provide ease of understanding, flannel board media is considered to be able to effectively improve the ability to recognize letters in early childhood.

Based on the results of observations conducted by researcher TKN RA Kartini Segara Katon, it was found that most children in group B did not recognize letters as a whole. It can be seen that out of 17 students, 7 children can recognize letters while other children do not recognize letters well. The lack of ability to recognize letters can be seen from the difficulty of children in distinguishing the pronunciation and shape of letters that are almost the same in shape and pronunciation, children still make mistakes when showing letters A-Z, there is still limited and less variety in the use of learning media when teaching and learning activities take place.

Based on the results of an interview with class B teacher, Mrs. Huswatun Hasanah on January 3 stated that "children's ability to recognize letters of the alphabet is still low because during the learning process carried out in class B they still use the same class as other classes so that we as teachers are not effective in the learning process carried out, children are also less focused and are still busy with their friends so they don't pay attention to the teacher when teaching". Based on the background of the problems above, the researcher is interested in conducting a study entitled "Improving the Ability to Recognize Letters of the Alphabet Through Flannel Board Media at the RA Kartini Segara Katon State Kindergarten (TKN)".

2. Method

This study uses the Classroom Action Research (CAR) method. According to Arikunto (2019:45) this research is a type of research that is able to offer new methods and procedures to improve and enhance the professionalism of educators in the teaching and learning process in the classroom by looking at the real conditions of students. The reason researchers use the classroom action research method is to determine children's ability to recognize the alphabet using flannel board media at the RA Kartini Segara Katon State Kindergarten after taking action in activities in each cycle.

The data collection techniques used in this study are observation, interviews and documentation. To obtain the data needed to achieve the research objectives, data collection techniques are used. Data

analysis in this study uses a qualitative and quantitative descriptive approach, namely data. Data analysis is the process of searching for research data by reducing it into predetermined categories so that it is easy to understand. The analysis process ends by organizing data from interviews, field notes, and documents into categories, explaining them as and arranging them into a pattern by studying and selecting the important ones (Sugiyono, 2015:335). In conducting the research, the data was analyzed using two data analysis models Sukardi (2013:227). Quantitative data is a type of data that can be calculated, measured and can be described using numbers. Qualitative data is data that cannot be measured or calculated directly as a variable number or number. In this case, the researcher uses descriptive statistical data which is used to process data characteristics related to adding, averaging, finding the midpoint, finding percentages and presenting data that is interesting, easy to read and follow the style of thinking (graphs, tables and charts). To obtain data on the results of children's alphabet recognition abilities, the following steps are used. Giving a value or score to each indicator with the following provisions:

Table 3.1

Percentage of Child Development

Criteria	Percentage
Very Well Developed	90% – 100%
Developing According to Expectations	70% - 89%
Starting to Develop	41% - 69%
Not Yet Developed	0% - 40%

Tabulating (entering data from field research into a table) the observation value of the ability to recognize letters of the alphabet through flannel board media. Calculating the percentage of achievement of the ability to recognize letters of the alphabet in children through flannel board media. According to Ratnawulan (2013:273) to analyze individual completeness, the following formula is used:

$$NA = \frac{SA}{SMI} \times 100\%$$

Assessment Description:

NA: Final Value

SA: Score achieved

SMI: Ideal Maximum Score

The percentage of average achievement of children's abilities classically or comprehensively in one class is as follows:

$$KB = \frac{NS}{N} \times 100\%$$

Assessment description:

KB: Classical Learning Completeness

NS: Number of Students Who Complete

N: Total Number of Students

Comparing the results of the average percentage of abilities with the research indicators for each cycle that have been found by the researcher. The performance indicators in this study were determined by TKN RA Kartini Segara Katon, which consisted of classical completion indicators for students. The individual completion indicator is when the child's ability to recognize letters has reached a value of 70% with the criteria of developing according to expectations (BSH). As for the classical indicator, the action is said to be successful if 80% of children in the class experience an increase in their ability to recognize letters according to the indicators and the process of implementing the action is in accordance with learning. If the results obtained in cycle I are still considered unsatisfactory, then the next cycle will be carried out with cycle II or even cycle III until the maximum results are achieved as expected. The stages of the action research procedure in this study According to Hidayatullah (2018:2) there are

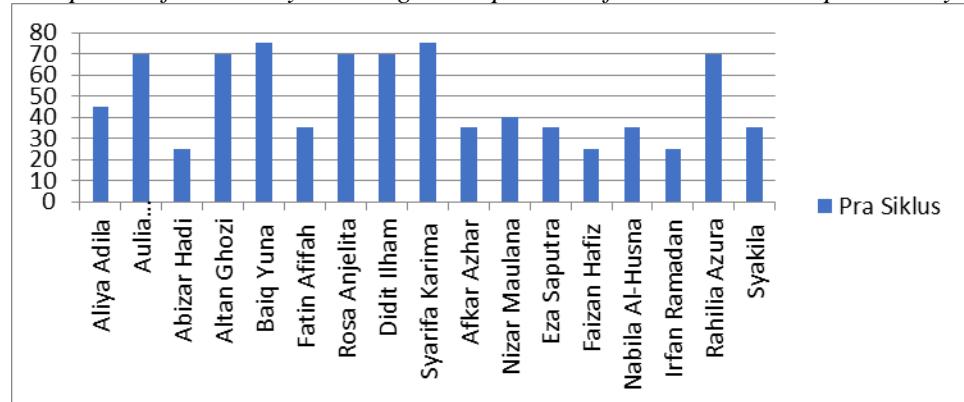
four stages, namely planning, acting, observing, reflecting. The steps are as follows: action planning, implementation, observation (observation), and reflection.

3. Results and Discussion

This research was conducted in two cycles, each cycle was conducted in four meetings, namely the first, second, third and fourth meetings through the planning, implementation, observation and reflection stages. The results of observations in each cycle showed a gradual increase in the ability to recognize the alphabet of children in group B TKN RA Kartini Segara Katon from low results in cycle I to achieving completeness in accordance with the research performance indicators.

Figure 1.

Development of the Ability to Recognize Alphabets of Children in Group B Pre-Cycle

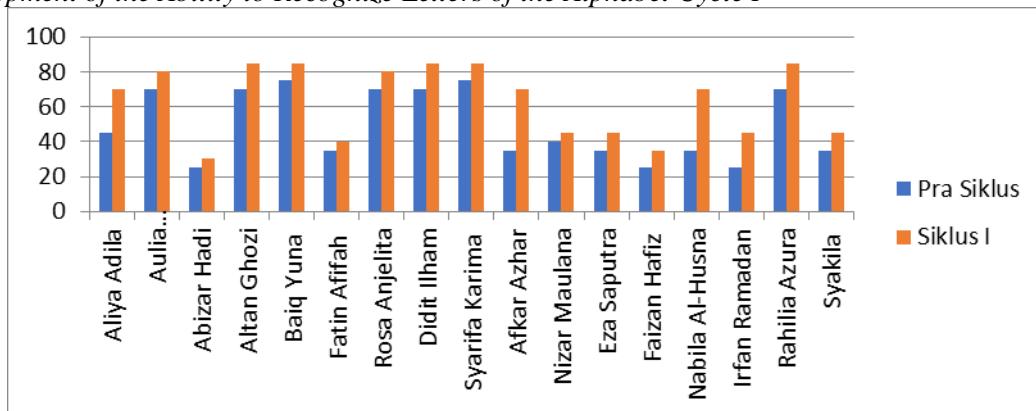


Based on the results of the recapitulation of children's value data in Figure 1, it can be seen that the ability to recognize letters of the alphabet in children in group B is still very low, this can be seen from the values obtained in this pre-cycle, only 7 children obtained a score of 70, which has not reached the performance indicators expected by the researcher, from the graph above that most of the children obtained scores in the Not Yet Developing (BB) category, even some children are in the Starting to Develop (MB) category.

Development in improving the ability to recognize letters of the alphabet in the pre-cycle only reached a percentage of 41%. The results of the learning reflection above will be used by researchers as a reference in compiling and designing actions in learning activities in cycle I. In accordance with the results obtained in learning activities in the pre-cycle, it was agreed that the actions to be taken to improve the ability to recognize letters of the alphabet in children in group B at TKN RA Kartini Segara Katon.

Figure 2.

Development of the Ability to Recognize Letters of the Alphabet Cycle I

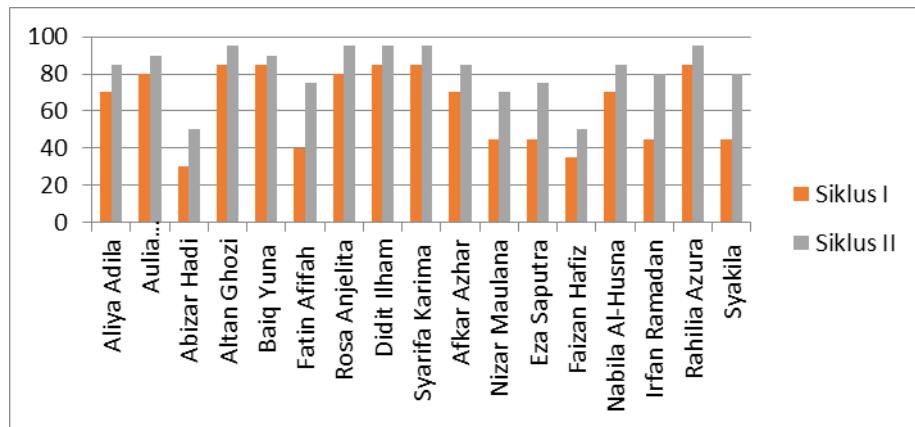


In Figure 2 above, it can be seen that the increase in the ability to recognize the letters of the alphabet in children in group B has increased. In this case, the increase in the ability to recognize the letters of the alphabet in children can increase because the learning carried out using the Flannel Board

media is carried out repeatedly so that it can improve the ability to recognize the letters of the alphabet in children in group B well. In accordance with the graph above, in the pre-cycle it reached 41% then increased by 17% to 58%. However, this is still said to have not reached the Performance Indicator that has been previously set by the researcher, namely 80%, thus improvements must be made in the next stage, namely in cycle II.

Figure 3

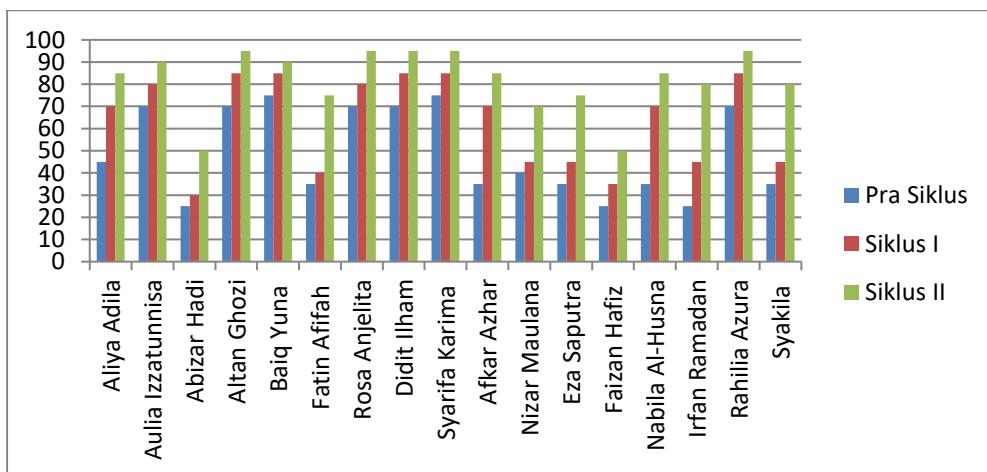
Development of the Ability to Recognize Letters of the Alphabet in Group B Cycle II



It can be seen from Figure 3 above that each child experienced a significant increase in recognizing the alphabet after using the flannel board media in cycle 1, the number of children who completed reached 58%, equivalent to 10 children, and in cycle II it became 88%, equivalent to 15 children, meaning an increase of 30% or equivalent to 5 children. So when viewed from these achievements, if the value obtained reaches the predetermined performance indicator, namely 80%, it is a sign that the implementation of learning activities in increasing children's interest in reading using flannel board media can be sufficient until cycle II. .

Figure 4

Increasing the Ability to Recognize Alphabet Letters of Group B Children Pre-Cycle, Cycle I, Cycle II



Based on the results of research and observations conducted from cycle I to cycle II, it shows a change or increase in the ability to recognize letters of the alphabet in children using flannel board media. This is a form of result and evidence that there is a positive impact resulting from learning using flannel board media because at the pre-cycle meeting, the ability to recognize letters of the alphabet in children only had 7 children who got a score of 70-75 which is equivalent to 41% with the criteria of developing according to expectations (BSH), 1 person or 5% is in the criteria of starting to develop (MB), and 9 people or 52% are in the criteria of not yet developing (BB). Then in cycle I there was an increase in the ability to recognize letters of the alphabet in children, namely 10 children or 58% are in the criteria of developing according to expectations (BSH) and 4 children or 23% are in the criteria of

Starting to Develop (MB) and 3 or 17% are in the criteria of not yet developing (BB). Meanwhile, in cycle II, there was another increase of 5 children or 30% to 15 children or 88% in the development of the ability to recognize letters of the alphabet in children, 7 children or 41% were in the criteria of developing Very Well (BSB) and 8 children or 47% were in the criteria of developing according to expectations (BSH) and 2 children or 11% were still in the criteria of starting to develop (MB).

4. Conclusion

The learning process to improve the ability to recognize the alphabet through flannel board media at TKN RA Kartini Segara Katon was carried out using the Classroom Action Research (CAR) method. The learning activities used 2 cycles, namely cycle I and cycle II, carried out 4 meetings. At each meeting in each cycle, the teacher chooses a theme and adjusts the learning activities using flannel board media. The activities carried out in each cycle consist of four stages, namely: planning, implementing actions, observation, and reflection. At the planning stage, the researcher prepared RPPH, flannel board media, and prepared assessment instruments.

Furthermore, at the action implementation stage, the researcher carried out 2 cycles to achieve performance indicators until it was said to be successful. At the observation stage, the researcher gave an assessment observation sheet to the class B teacher. Then at the reflection stage, the researcher together with the class B teacher, Mrs. Uswatun Hasanah, S.Pd. conducted a reflection at the end of the learning process to see what had and had not been implemented in each cycle to improve the next learning process. Based on the results of the research that has been carried out, it can be concluded that the ability to recognize the alphabet in group B children at TKN RA Kartini can be increased through the use of flannel board media. In the pre-cycle, Classical Completion (KK) achieved only 41% or around 7 children who completed out of 17 children, which is a sign that the ability to recognize the alphabet in children in group B is still low. Furthermore, action was taken in cycle 1 and increased by 3 children or 17% to 10 children or 58%. However, this achievement still has not reached the success indicator expected by the researcher. So in the end, Cycle II was carried out and it turned out that there was an increase in the ability to recognize the children's alphabet, namely around 5 children or 30% to 15 children or 88%. So the research was only carried out until Cycle II because it had reached the success indicator expected by the researcher.

Limitations

Write down the limitations of the research you conducted. Explain what was done for further research.

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Author Contribution

Author 1: Conceptualization, Writing - Original Draft, Editing and Visualization;
Author 2: Writing - Review & Editing, Formal analysis, and Methodology;
Author 3: Validation and Supervision (<https://www.elsevier.com/authors/policies-and-guidelines/credit-author-statement>).

Conflict of Interest

The authors declare no conflict of interest.

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