



Application of Picture Alphabet Calendar Media (KALFABER) to Literacy Skills of 4-5 Years Old Children at Bina Harapanku Kindergarten

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Receive: 11/01/2024

Accepted: 21/01/2024

Published: 01/03/2024

Abstrak

Penelitian ini bertujuan untuk mengetahui gambaran Penerapan Media Kalender Alfabet Bergambar (KALFABER) Terhadap Kemampuan Literasi Anak Usia 4-5 Tahun Di TK Bina Harapanku. Jenis penelitian yang digunakan adalah penelitian kualitatif deskriptif. Responden penelitian sebanyak 1 Guru dan 15 Peserta didik. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Analisis data menggunakan analisis reduksi data, penyajian data dan verifikasi. Berdasarkan hasil penelitian bahwa setelah diterapkan media kalender alfabet bergambar (Kalfaber), kemampuan literasi anak sudah berkembang sangat baik. Hal ini membuktikan bahwa media kalender alfabet bergambar (Kalfaber) dapat mengasah kemampuan literasi anak seperti kemampuan mengenal dan menyebut huruf, mengetahui bunyi huruf awal dan dapat membedakan antar huruf, membedakan suara hewan dengan benda sekitarnya, membaca suku kata serta mencocokkan kata dengan gambar dan membaca kata serta mencocokkan kata dengan gambar..

Kata Kunci: Literasi, Media Kalender Alfabet bergambar, Anak Usia Dini.

Abstract (English-Indonesia)

This study aims to determine the description of the Application of Picture Alphabet Calendar Media (KALFABER) to the Literacy Skills of 4-5 Year Old Children at Bina Harapanku Kindergarten. The type of research used is descriptive qualitative research. Research respondents were 1 teacher and 15 students. Data collection techniques using observation, interviews and documentation. Data analysis uses data reduction analysis, data presentation and verification. Based on the results of the study that after applying the pictorial alphabet calendar media (Kalfaber), children's literacy skills have developed very well. This proves that the pictorial alphabet calendar media (Kalfaber) can hone children's literacy skills such as the ability to recognize and mention letters, know the sound of the initial letter and can distinguish between letters, distinguish animal sounds from surrounding objects, read syllables and match words with pictures and read words and match words with pictures.

Keywords: Literacy, Picture Alphabet Calendar Media, Early Childhood.

Introduction

Early childhood education in the learning process must pay attention to the characteristics of each stage of the child's developmental aspects. Early childhood education can shape children's character from a number of potentials that need to be developed such as the implementation of early childhood education emphasizes laying the foundation towards physical growth and development (fine and gross motor aspects), Intelligence (thinking power, creative power, emotional intelligence and spiritual intelligence), Socio-emotional (attitudes and behavior and religion) Language and Communication, in accordance with the uniqueness and stages of development that early childhood goes through (Pohan, 2020).

Literacy development in children is closely related to the ability to read and write in children which is included in language development. This research is motivated by the fact that there are still many literacy learning practices or learning to read and write in conventional Early Childhood Education Institutions. Early childhood education institutions are conventional. The development of children's reading is closely related to speaking or communication. According to Harlock (Basyiroh, 2017), there are two important elements of AUD communication. One, children must use meaningful language when interacting with others. Two, when children communicate it is necessary to understand the language of others in order to influence the social adaptation and personality of the child.

Similar research was also presented by Putri (2022) through a trial of the effectiveness of word calendar media on early childhood reading skills in group A with a sample of 22 children at Tk Aisyiyah Bustanul Afhtal Tulung. The result of this study is that it can improve children's beginning reading ability from the results of

an increase in the number of pre-test scores of 85, while the post-test score is 156, this proves that the learning process using word calendars is effective on the ability to read early childhood beginnings.

In fact, literacy skills begin with a child's ability to communicate, meaning exchanging information through interaction with the surrounding environment. This ability can be fostered through conversational activities, listening to songs and storytelling, playing and socializing. These learning activities can be carried out along with the introduction of characters, words, writing and reading.

Literacy skills play an important role in children's success in learning, most of their activities in learning are always related to this issue because literacy skills are not always shown by reading skills alone, but also other abilities such as vocabulary mastery, comprehension and communication skills which are activities that need to be developed.

According to Ganarsih et al., (2022), there are several indicators of early reading skills for children aged 4-5 years, namely 1) Naming known letter symbols, 2) Recognize letters, 3) Know the initial letter sounds, 4) Can distinguish between letters, 5) Distinguish the sounds of animals and objects around them, 6) Read syllables and string syllables, 7) Reading words and matching words with pictures.

However, the idealistic things mentioned above may not be achieved if the methods and media used in the delivery of learning are not appropriate. Even though the subject matter is interesting or the environmental situation is very supportive, everything can fail if the way the subject matter is delivered is not interesting.

Based on observations on July 20 to August 21, 2023 conducted at Bina Harapanku Kindergarten in Group A with a total of 15 students located in Lagaruda

Village, Takalar Regency, during the implementation of learning activities, the teacher utilizes picture cards as a learning medium for children called the illustrated alphabet calendar (Kalfaber). In following the learning process, children at Bina Harapanku Kindergarten seem happy and not bored in following the learning process. Teachers at Bina Harapanku Kindergarten are quite creative in using learning media, especially in using Kalfaber media which is easy to use and can help improve children's literacy skills. The teacher explains about Kalfaber media then learners build receptive language skills, when communicating thoughts and feelings through speech in the form of words, learning the introduction of alphabets, syllables separated for example for the image of a cow animal "sa-pi". Variations in the use of learning media used by teachers make children are interested in following the process of ongoing learning activities.

By using illustrated alphabet calendar media (Kalfaber) can stimulate early childhood literacy skills, Kalfaber media referred to in this study the development of word card media and image media is discussed in such a way that the nature of the media is complemented by words such as inscriptions that introduce the concept of images with letter symbols and are even able to convey what exists, can be communicated, is of good quality, has a relevant purpose, clearly contains the truth (Madyawati, 2017).

Based on the description of the research context. So the researcher is interested in conducting research with the title "Application of Illustrated Alphabet Calendar Media (KALFABER) to the Literacy Skills of 4-5 Year Old Children at Bina Harapanku Kindergarten".

Methods

The approach method used by researchers is a skinative approach, with

data collection used, namely observation techniques, interview techniques and documentation techniques. The data analysis technique used in this research is descriptive data analysis technique which aims to see the application of pictorial alphabet calendar learning media (Kalfaber) to the literacy skills of children aged 4-5 years at Bina Harapanku Kindergarten obtained from observation and documentation. Researchers get data sources from class A with a total of 15 people at Bina Harapanku Kindergarten located in Takalar Regency, Laguruda Village. The collaborators who assisted researchers in applying the learning media of the illustrated alphabet calendar (Kalfaber) were teachers in class A. In qualitative research, the data obtained need to be able to answer the questions "why" and "how" an event raised in the research (Mohajan, H., 2018).

Results and Discussion

The research was conducted at Bina Harapanku Kindergarten which is located in Laguruda Village, Sanrobone District, Takalar Regency. The subject of the research is the group A teacher. In research on the Application of Pictorial Alphabet Calendar Media (KALFABER) to the Literacy Skills of 4-5 Year Old Children in Kindergarten Bina Harapanku which was carried out for 2 months. The activities carried out were preceded by the planning stage by conducting initial discussions with teachers at, Bina Harapanku Kindergarten to discuss the illustrated alphabet calendar media (Kalfaber) used in the Group A learning process, besides that the researcher prepared an observation sheet to see how the application of illustrated alphabet calendar media (Kalfaber) on children's literacy skills during the learning process.

1. Overview of the Application of Picture Alphabet Calendar Media (KALFABER)

on Literacy Skills of 4-5 Years Old Children at Bina Harapanku Kindergarten

Choosing the theme to be achieved is the first step in the activity of applying the illustrated alphabet calendar media (Kalfaber). The teacher chooses a theme, then prepares a daily lesson plan so that learning objectives can be achieved optimally. The results of observations made by researchers at Bina Harapanku Kindergarten that before carrying out learning activities the teacher first determines the theme and makes the RPH in order to achieve learning objectives. This is in line with the results of interviews conducted by researchers, as stated by Mrs. Wati as group A teacher that: before carrying out activities, first determine the theme and prepare a daily lesson plan that will be carried out. Based on the results of the analysis that the authors conducted, it is true that before the learning activities of the illustrated alphabet calendar media (Kalfaber) are carried out the teacher chooses the theme that will be achieved in the activity.

The results of data analysis processed and analyzed in this chapter are qualitative data obtained through observations, interviews and documentation on group A teachers regarding the application of pictorial alphabet calendar media (Kalfaber) to children's literacy skills aged 4-5 years at Bina Harapanku Kindergarten.

Kalfaber is a learning media that aims to help and facilitate the learning process of children. Kalfaber is one of the modified picture card media. Picture cards or better known as flash cards are small cards that contain images, text, or symbols that remind or lead students to something related to the image. Kalfaber is used as a learning media to train children's literacy skills or learn to read at an early stage.

In its application, that is:

- a. Pre-class activities: welcoming and lining up.
- b. Early activities. When the bell rings the children enter the classroom, the children are formed in a circle (children sit in a circle), the teacher says greetings and the children answer. At this stage the teacher first creates a good relationship so that children do not feel bored, namely the teacher opens learning activities and carries out management such as the initial activities of children praying, chatting such as asking what day it is today, the number of days and singing the names of the day. Then the teacher tells the children to count in order to know the number of students present.
- c. Core activities. Before the activity begins the teacher prepares the media to be used, namely the illustrated alphabet calendar (Kalfaber). In this stage the teacher first shows the Kalfaber that has been prepared, the goal is that children are interested in doing learning activities about the alphabet. The teacher conditions the children by singing and clapping so that the children are enthusiastic in participating in the learning process and pat "silence".
- d. After that the teacher shows Kalfaber and explains how to play Kalfaber, then the teacher shows and explains the steps of using Kalfaber media, after that the teacher takes the picture card and covers the picture part then tells the child to mention the letters one by one from the syllable arrangement of the picture, for example a picture of a cow. Then the child reads the picture word clearly and matches the picture on the part of the picture that the teacher covered before, then arranges or re-arranges the syllables "sa pi" in the alphabet calendar. If there is a child who cannot then the teacher tells the

characteristics of the name of the animal, then the teacher tells to spell the name of the animal listed. The teacher also motivates and guides children who cannot. Not only that activity, the teacher also intersperses activities by giving LKPD let's write, where children are asked to write according to the pictures listed such as pictures of eyes, cars, tables, tigers and cars.

- e. Resting activities: washing hands, praying before and after eating, free play.
- f. Final activity: ask the child how he/she feels, and discuss any activities The purpose of this lesson is to evaluate children's literacy skills and their ability to grasp the material.

2. Benefits of the Application of Picture Alphabet Calendar Media (KALFABER) on Literacy Skills of 4-5 Year Old Children at Bina Harapanku Kindergarten

There are several benefits from the application of the illustrated alphabet calendar (Kalfaber) media to the literacy skills of children aged 4-5 years (Group A) at Bina Harapanku Kindergarten as stated by Mrs. Wati, S.Pd as the homeroom teacher of class A according to the results of her interview: The benefits of Kalfaber media can help children's literacy skills such as the ability to recognize letters, mention letters, know the initial letter sounds, distinguish the sounds of animals and surrounding objects, read syllables, string syllables and match words with pictures. With Kalfaber media, it can make it easier for children to understand the meaning of writing.

3. Supporting Factors and Obstacles to the Application of Picture Alphabet Calendar Media (KALFABER) on Literacy Skills of 4-5 Year Old Children at Bina Harapanku Kindergarten

In learning activities there are several factors that support and inhibit the application of Kalfaber media. in improving literacy skills at Bina Harapanku Kindergarten, The results of the findings of researchers in the field regarding the supporting factors and inhibiting factors of the application of illustrated alphabet calendar media (Kalfaber) to the literacy skills of children aged 4-5 years at Bina Harapanku Kindergarten through interviews and observations, namely the supporting factors of kalfaber media such as the presence of images along with syllables that make it easier for children to read and alphabet calendars that make it easier for children to sort letters into words and write directly on media that can be erased. While the inhibiting factors are different children's interests and the size of the card, the media is less for large group learning.

4. Frequency duration of Application of learning media Illustrated alphabet calendar (Kalfaber) on Literacy Skills of 4-5 Year Old Children at Bina Harapanku Kindergarten

From the results of observations and interviews of group A teachers at Bina Harapanku Kindergarten said that the frequency of duration in using learning media pictorial alphabet calendar (Kalfaber) is about 30 minutes starting from the initial activities, core activities and final activities.

Pictorial alphabet calendar (Kalfaber) is one of the picture card media that can be used as a medium in learning in improving the literacy skills of children aged 4-5 years at Bina Harapanku Kindergarten. According to Prioletta and Pyle (2017) explaining children's literacy practices, the presence of reading and writing resources in the play environment can be combined with games through writing, drawing, and dramatic activities in ways that specifically support children's literacy. This is in accordance with Arsa's research (2019) that early childhood

literacy in tribal children can occur through drawing, storytelling, counting, and reading.

According to Devi (2021), Literacy Ability is the knowledge and skills to read, write, search, browse, process and understand information to analyze, respond to and use written text to achieve goals, develop understanding and language skills, and to participate in the social environment. At the Early Childhood Education (ECE) level, literacy is applied to children by directing children to read, write, speak, and listen to books (storybooks). If the child has literacy experience, the child will be able to easily learn to read and write, resulting in better academic achievement.

Based on the results of observations, interviews, and documentation of the application of pictorial alphabet calendar media (Kalfaber) to the literacy skills of children aged 4-5 years at Bina Harapanku Kindergarten, namely the teacher plans by providing Pictorial Alphabet Calendar Learning Media (Kalfaber), explaining the steps of using Kalfaber learning media, giving children the opportunity to play Kalfaber, repeating material from Kalfaber learning activities, conducting evaluations of literacy development activities through Kalfaber learning and frequency of duration in using Kalfaber learning media.

Teachers in this activity have developed children's literacy skills By doing several stages including opening learning activities and conducting classroom management such as checking the presence of children, praying, and focusing attention by creating a comfortable and pleasant classroom atmosphere, preparing interesting media or teaching materials to carry out learning activities in the classroom. The media used in the form of an illustrated Alphabet Calendar (Kalfaber) about the introduction of the alphabet by pronouncing it as in the picture listed, namely introducing children to the vocabulary of objects (brooms, tables,

clothes etc.), animals (cows, horses, deer etc.) and body parts (feet, eyes, teeth etc.).

The results of observations made by researchers are tabulated in the form of a table to make it more detailed and clear, as follows.

Tabel 1. *Observation Results of the Application of Alphabet Calendar Media (Kalfaber) to the literacy skills of children aged 4-5 years at Bina Harapanku Kindergarten.*

No	Name	Research				
		Ability to recognize and name letters	Know initial letter sounds and can distinguish between letters	Distinguish the sounds of animals and surrounding objects	Read syllables and string syllables together	Read words and match words with pictures
1.	ATQ	BSB	BSH	BSB	MB	MB
2.	AFA	BSB	BSH	BSH	MB	BSH
3.	ADA	BSB	BSH	BSH	MB	MB
4.	D	BSB	BSH	BSB	MB	BSH
5.	FR	BSB	BSH	BSB	BSH	BSH

6	H T R	BSB	BSH	BSB	BS H	B S H
7	M A	BS H	BSH	BSB	MB	M B
8	M F R R	BSB	BSH	BSB	BS H	B S H
9	M F	BSB	BSH	BSB	BS H	B S H
10	M A M	BSB	MB	BSB	BS H	B S H
11	M R P	BS H	MB	BSH	MB	M B
12	N A	BSB	BSH	BSB	BS H	B S H
13	N S A	BSB	BSH	BSB	BS H	B S B
14	N	BSB	BSH	BSB	BS H	B S H
15	S NI	BSB	BSH	BSB	BS H	B S H

Description:

BB: Undeveloped

MB: Starting to Develop

BSH: Developing as expected

BSB: Developing Very Well

In addition to observing children's literacy skills, researchers also conducted teacher observations regarding the Application of Illustrated Alphabet Calendar Media (KALFABER) to the Literacy Skills of 4-5 Year Old Children at Bina Harapanku Kindergarten. The results of observations made by researchers are tabulated in the form of a table to make it more detailed and clear, namely as follows:

Tabel 2. *Teacher Observation Results*

No.	Observation	Description	
		Yes	No
1.	Initial Activity		
	The teacher opens learning activities and conducts class management (Checking children's attendance, praying and focusing children's attention).	✓	
	Availability of Kalfaber learning media	✓	
2.	Core Activities		
	Explaining the steps of using Kalfaber learning media	✓	
	Using strategies in applying Kalfaber learning media	✓	
	Frequency of using kalfaber learning media	✓	

1.	Final Activity		
	The teacher gives an evaluation	✓	

Based on the results of research conducted by researchers that the application of Pictorial Alphabet Calendar (KALFABER) media to the literacy skills of children aged 4-5 years, it can be concluded that children's literacy skills through learning pictorial alphabet calendars (Kalfaber) have been carried out optimally. Stimulation given by the teacher to children in the form of media that is interesting and easily understood by children. Teachers in this activity have developed children's literacy skills by carrying out several stages including opening learning activities and conducting classroom management such as checking the presence of children, praying, and focusing attention by creating a comfortable and pleasant classroom atmosphere, preparing interesting media or teaching materials to carry out learning activities in the classroom.

Conclusion

Based on the results of research conducted by researchers that the application of Pictorial Alphabet Calendar (KALFABER) media to the literacy skills of children aged 4-5 years, it can be concluded that children's literacy skills through learning pictorial alphabet calendars (Kalfaber) have been carried out optimally. Stimulation given by the teacher to children in the form of media that is interesting and easily understood by children. Teachers in this activity have developed children's literacy skills by carrying out several stages including opening learning activities and conducting classroom management such as checking the presence of children, praying, and focusing attention by creating a comfortable and pleasant classroom atmosphere, preparing interesting media or

teaching materials to carry out learning activities in the classroom.

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