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UTILIZATION OF PICTURE CARD MEDIA IN EARLY CHILDHOOD LEARNING AT SEKAR LOLIPOP KINDERGARTEN ACADEMIC YEAR 2023/2024

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1 ABSTRACTS	ARTICLE INFO
<p>This study aims to explore the use of picture card media in early childhood learning at Sekar Lolipop Kindergarten, Praya, in the 2023/2024 academic year. The focus is on providing opportunities for students to learn from real objects, especially through the use of picture card media. The research method used is a descriptive qualitative approach, with the research location at Sekar Lolipop Kindergarten, Praya. Data were obtained through the principal, teachers/educators, and students, with data collection procedures in the form of observation, interviews, and documentation. Data analysis was carried out using data reduction techniques, data presentation, and drawing conclusions or verification. The results of the study showed that the introduction of the natural environment was carried out in accordance with the guidelines in the kindergarten, such as RPPH and RPPM. Learning is carried out in the open air by utilizing picture cards to get to know jobs and visits to other kindergartens. Teachers implement this activity through introduction, core, and closing, where they introduce the natural environment to children. The use of picture card media in learning provides variation and makes learning more interesting, because it uses real objects around children, such as cards and pictures. This makes learning more interactive and not monotonous.</p>	<p>Article History: <i>Received: May 14th 2025</i> <i>Revised: May 24th 2025</i> <i>Published: May 2025</i></p> <p>Keywords: <i>Card media,</i> <i>Illustrated</i></p>

INTRODUCTION

Children Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

Early childhood education (PAUD) is a level of education before elementary education which is an effort to foster children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education, which is held on formal, non-formal, and informal channels.

Early childhood needs a lot of information to fill their knowledge so that they are ready to become real humans. In this case, reading is a way to get information because when reading, all aspects of the human psyche are involved and move. As a result, the

brain which is the center of coordination also works hard to find new things that will fill the child's brain memory as well as become provisions for growth.

In early childhood, children experience a golden age (Golden years) which is a time when children begin to be sensitive / sensitive to receiving various stimuli. The sensitive period for each child is different, along with the rate of growth and development of the child individually. The sensitive period is a time when physical and psychological functions mature and are ready to respond to stimulation provided by the environment. This period is also a time to lay the foundation for developing cognitive, motoric, language, social emotional, religious and moral abilities.

Along with the development of science and technology, education can be done through any media, be it mass media, magazines, books, newspapers, or also through electronic media such as radio, television, internet, and others. From the various media available, the author feels interested in using image media as the most effective and efficient tool in developing early childhood language skills.

Image media is an important and easily obtained visual tool because it provides a concrete depiction of the problem it describes. Image media is a media in the form of images accompanied by words or sentences below it. With these images, students will be stimulated to find out the meaning of the image and try to read the words or sentences contained there.

Picture media has long been used as a medium for learning and teaching and can be used effectively and easily. Pictures used as teaching aids can be collected from magazines, newspapers, calendars, bulletins or other information media and can also be made by the teacher themselves before teaching and learning activities. Pictures taken from mass media (newspapers, magazines, bulletins) must be adjusted to the objectives and learning materials to be taught to children.

From the various opinions above about picture media, we can see that media can facilitate understanding and strengthen memory or in other words that with picture media in early childhood learning can develop children's language.

From the aspect of development in early childhood, the language aspect is one aspect of development that is very important to develop, because language is a means of communication used by humans. Based on the results of research by Mc. Lughlin and Ganese in Henry Guntur Tarigan, it is stated that children acquire language more quickly without difficulty than adults. This opinion is supported by Joen Boek who stated that children will use language well before the age of five, they also learn language more easily in these years than in later years because the physical condition of their brains is developing.

From the above opinion, it can be concluded that childhood is a very important period for forming a positive mentality for their lives. Children can be given basic morals in the form of increased language skills, at this time their memory is still very good. Teaching language to children if started early will be better and more optimal in results compared to teaching adults. This is because at that time the child's brain was still flexible so that accurate speech could be carved.

The development of children's language is marked by the ability, namely children are able to answer questions from teachers, children are able to tell events around them simply, children are able to answer questions from a story that has been told by the teacher, children are able to tell pictures. After they use picture card media, their language development increases and they are more active in learning in class.

¹ Based on the description above, the researcher is interested in raising the title of the thesis "Utilization of Picture Card Media in Early Childhood Learning at Sekar Lolipop Praya Kindergarten in the 2023/2024 academic year"

RESEARCH METHODS

The research method is knowledge of systematic and logical steps in finding data that relates to the problem that the researcher is studying to be processed, analyzed, taken in order to obtain a result or conclusion from the research that the researcher conducted in seeing how children aged 5-6 years improve. The type and approach of research used by researchers is descriptive-qualitative. Qualitative research is field research that describes data regularly, coherently, logically, and does not overlap so that it makes it easier for researchers. Data presentation is described as it is in the form of qualitative statements. While descriptive is described using words based on the opinions of informants as they are. After that, it is analyzed again what is the background of the informant taking action to lay off and terminate employment ¹ with workers/employees. Primary data, namely data obtained from original sources or data in the form of words spoken ¹ verbally and behavioral activities. The primary data source in this study was obtained from the results of interviews conducted by researchers together with the parties, including Teachers and While other primary data researchers obtained from observations in the field. Secondary data, is data that researchers obtain from sources of documents, books, journals or other scientific papers related to this study in order to enrich primary data regarding the Utilization of Picture Card Media in Early Childhood Learning at Sekar Lolipop Praya Kindergarten. Data collection techniques are techniques used by researchers to obtain data. In this case, researchers use several research techniques in order to collect the necessary data such as; a) Interviews b) Observations, c) Documentation. Data analysis is the most important component in conducting a research. Because with data analysis, the data that has been obtained will be given meaning and significance that is useful in solving problems in this research. The data that has been obtained will then be grouped, sorted, and summarized the research data obtained through interviews, observations and documentation. The steps that researchers take in analyzing data are starting with data reduction, data presentation, then drawing conclusions/verification. The researcher did data reduction on interview data, observations and documentation related to the actions of laying off and terminating employment. The researcher classified ¹ it, then directed and discarded unnecessary data. After that, the researcher presented the data in such a way that conclusions could be drawn from the results of this research and finally an analysis was carried out regarding how the Utilization of Picture Card Media in Early Childhood Learning at Sekar Lolipop Praya Kindergarten.

RESEARCH FINDINGS AND DISCUSSION

¹ Teachers are a very important component in optimizing the results of the teaching and learning process. Teachers function as communicators who deliver learning materials to students. And in delivering material, teachers need channels (learning media) so that the material can be received well by students. In general, all children develop through the same sequence, although the types and levels of experience differ from one another. Children's mental development occurs gradually from one stage to a higher stage. all changes that occur at each stage are conditions that are needed to change or improve the next stage of moral development. The use of learning media provides a positive contribution that influences student learning outcomes if teachers use it correctly, in addition to using

printed books as learning resources, also displaying one of the three-dimensional media that can be seen directly by students such as object models and in providing explanations using loudspeakers and other media that are considered important. If all kindergarten teachers use learning media comprehensively as mentioned above, then it is certain that students will achieve high learning outcomes and not happen with the current situation. The influence of the use of learning media on learning outcomes is recognized by experts through research. Dale in Basuki states that a person's learning experience is obtained through the sense of the eye by 75%, the sense of hearing 13%, and the rest through other senses. Researchers have obtained results through observation, interviews, and documentation. Interview techniques are used to obtain information. The results of the interviews obtained in the interview are in the form of statements or answers to the researcher's questions to obtain information needed by researchers regarding adolescent development in preventing free association through the As-Syahidin mosque youth. Data that is not revealed from the interview is supplemented with observation results that are reinforced by documentation.

1. The role of picture card media in early childhood learning.

The provision of learning media is a component that includes messages, people, and equipment. Various types of learning media used in the teaching and learning process are quite varied and have various forms that are designed so that children are interested in using them. Learning media is also a tool in the teaching and learning process, everything that can be used to stimulate thoughts, feelings, attention and learning abilities/skills so that it can encourage the learning process. Types of media in learning activities according to Mukhtar are: Visual media/graphic media, Visual media is media that can only be seen and used to help convey the contents of the educational theme being studied. Audio media; Audio media is media related to the sense of hearing. Projection media (audio-visual) Has similarities with graphic media in the sense of presenting visual stimuli.

2. Steps for Using Image Card Media

In using picture card media for learning, there are preparatory steps. According to Musodah, the steps for using picture card media in kindergarten are as follows:

a. Determining the theme.

Based on the observations that have been made, the researcher saw that children's cognitive abilities in recognizing number symbols are still low. The researcher also conducted interviews with class teachers to strengthen the initial conclusions. The results of the interviews obtained were that the teacher explained that there were limitations in the existing media and ideas in creating learning materials that were interesting to children. developing a product in the form of learning media, namely picture number cards. This media aims to introduce number symbols 1-10 to children aged 4-5 years. This game is adapted from a number card game that has 10 number cards 1-10 and 10 picture cards 1-10. From the results of the interviews and observations that were carried out, determining the theme is the beginning of the learning planning process that introduces concepts to children and enriches vocabulary for children and provides meaningful learning for children by determining the theme. As the result of an interview with one of the teachers of Sekar Lolipop Kindergarten, Niswaton Azizaah: "The first step taken by the teacher is to determine the theme that they want to achieve, it is very important that a teacher must master it because with the theme, the learning objectives will be achieved and it will make it easier for teachers when making learning plans."

b. The teacher prepares picture card media for children.

At this stage, the researcher develops a picture card media product. This media is developed in a larger form measuring 10cm x 15cm. This picture card has 10 number cards 1-10 and 10 picture cards 1-10. The researcher also determines the learning materials to be used, including counting the number of objects, mentioning number symbols 1-10, sorting number symbols 1-10, pairing number concepts with the same number symbols. From the results of interviews, observations that in utilizing picture card media, teachers prepare tools and teaching materials that can support the success of teachers in implementing picture card media, namely **visual media in the form of picture card media**. The next step is explained directly by Mrs. Rini Mahlia: "by preparing using visual media images that are easy to understand and comprehend by students. Therefore, the use of picture card media will improve students and their abilities in the lessons given by the teacher"

c. The teacher explains and practices the implementation of activities

In developing the ability to recognize number symbols, children can be given various stimulations, one of which is by providing media. In the teaching and learning process, the presence of media has a fairly important meaning. Because in these activities, the unclear material presented can be helped by presenting media as an intermediary. Student learning activities with the help of media will produce a better learning process and results than without the help of media. By using picture card media according to the theme used. From the results of interviews and observations that in utilizing picture card media, teachers provide activities for children, the activities are in the form of imitating the writing of animal names according to the picture card, matching words according to the picture and arranging the letters of the alphabet into a word. The following are the results of an interview with Mrs. Rosiana Febrianti, S.Pd "Maybe that is one of the playing methods that is quite effective in developing the ability to recognize letters because children aged 5 to 6 years are still in the pre-operational stage".

d. Teachers Evaluate Children's Language Development.

Based on the results of children's ability to recognize number symbols 1-10 using picture card media, there was an increase from the initial field trial to the main field trial and operational field trial and stated that picture card media is feasible and effective for introducing number symbols 1-10 at the age of 4-5 years because this picture card media contains pictures of numbers 1-10 and the concept of numbers 1-10. From the results of interviews and observations that in utilizing this picture card media, teachers always evaluate the activities carried out by students. The same is true of the results of the interview with Novi Adrianti: "By using picture cards, children's reading skills that were initially still stiff with improved and children's abilities become effective. Because picture card games can be used as a method of communication. If children's language skills are good, children's vocabulary acquisition skills will definitely be abundant" In addition to the weaknesses of this learning media, there are also obstacles experienced during the learning process. From the results of observations made, during the process of activities carried out, so far there have been no obstacles that are truly obstacles in providing activities for children in the form of picture card media. As explained by the teacher who is also the secretary of Liliana Kurniati, S.Pd TK Sekar Lolipop: "In terms of game facilities, it is very adequate in learning picture card media, there are no obstacles at this time" Picture card media has advantages and disadvantages as explained above, namely that the advantages of picture card media have concrete properties, images have time and space limits, and are cheap. The disadvantages of picture cards only emphasize sensory

perception, images of objects are too complex, less active and have a very limited size. This can be overcome by using larger image sizes and also variations in using them to make them more interesting for children.

CONCLUSION

Based on the results of field research that have been described regarding language skills in children with picture word card media as a manifestation of improving the implementation of learning activities at Sekar Lollipop Praya Kindergarten. From the results of the analysis of learning with picture word card media in order to improve language skills in children at Sekar Lollipop Praya Kindergarten are as follows: Data on the average percentage of completeness of the achievement of language skill development in children implemented through playing activities using picture word card media as a whole, the average increase in the achievement of language skill development in Sekar Lollipop Kindergarten children has increased, namely: The use of picture word cards can increase teacher and child activity in language skills at Sekar Lollipop Praya Kindergarten. With the use of picture word cards, language skills in Sekar Lollipop Praya Kindergarten children can be improved.

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