

ISSN 2579-7255 (PRINT), 2528-004X (ONLINE)



# Jurnal Indria

Jurnal Ilmiah Pendidikan PraSekolah dan Sekolah Awal

*Scientific Journal of Preschool and Early School Education*



INDRIA

Vol. 8

No. 2

September 2023

pp.102 - 177



**Early Childhood Education Teacher Education  
Study Program**

Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Ponorogo.

<https://pgpaud.umpo.ac.id>

<https://journal.umpo.ac.id/index.php/indria/index>

# **JURNAL INDRIA (JURNAL ILMIAH PENDIDIKAN PRASEKOLAH DAN SEKOLAH AWAL)**

ISSN 2579-7255 (Print), ISSN 2528-004X (Online)

Volume 8, Nomor 2, September 2023, pp. 102 – 177

---

---

*Jurnal INDRIA (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is a double-blind peer-reviewed, open-access journal that provides publication of articles in all areas of early childhood education. It aims to promote excellence through the dissemination of high-quality research findings and provide a platform for scientists and academicians all over the world to promote, share, and discuss various new issues and developments in different areas of educational research. Jurnal Indria using Digital Object Identifier (DOI). DOI is a unique alphanumeric string assigned by a registration agency (the International DOI Foundation) to identify content and provide a persistent link to its location on the Internet. Jurnal Indria assigns a DOI when your article is published and made available electronically.*

*Published by the Undergraduate Program of Early Childhood Department Faculty of Teacher Training and Education, Muhammadiyah University of Ponorogo with the rising frequency of twice/year (March & September) in the field of Early childhood education.*

---

---

## **EDITOR IN CHIEF**

Betty Yulia Wulansari

## **REVIEWER**

Billy Brick, Coventry University, United Kingdom

Michail Kalogiannakis, University of Crete, Greece

Bambang Harmanto, Universitas Muhammadiyah Ponorogo, Indonesia

Hepy Adityarini, Universitas Muhammadiyah Surakarta, Indonesia

Lara Fridani, Universitas Negeri Jakarta, Indonesia

Muhibuddin Fadhli Universitas Negeri Malang, Indonesia

Murni Ramli, Universitas Sebelas Maret, Indonesia

Nenny Mahyuddin, Universitas Negeri Padang, Indonesia

Rita Eka Izzaty, Universitas Negeri Yogyakarta, Indonesia

Saida Ulfa, Universitas Negeri Malang, Indonesia

Sofia Hartati, Universitas Indonesia

## **EDITORIAL BOARD**

Muhammad 'Azam Muttaqin, Universitas Muhammadiyah Ponorogo, Indonesia

Ahmad Kholiqul Amin, IKIP PGRI Bojonegoro, Indonesia

Saeful Anam, Institut Keislaman Abdullah Faqih Gresik, Indonesia

Sidik Nuryanto, Universitas Muhammadiyah Ponorogo, Indonesia

## **ASSISTANT EDITOR**

Dian Kristiana, Universitas Muhamamdiyah Ponorogo, Indonesia

Nurtina Irsad Rusdiana, Universitas Muhammadiyah Ponorogo, Indonesia

## **LAYOUT EDITOR**

Betaria Nur Ari Eka Hastuti, Universitas Sebelas Maret, Indonesia

Saiful Anwar, Universitas Muhammadiyah Ponorogo, Indonesia

---

---

Editorial Address    Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Ponorogo  
Jalan Budi Utomo 10, Ponorogo Indonesia, telp : (0352) 481124, 487662  
Email : jurnalindria@gmail.com

**JURNAL INDRIA (JURNAL ILMIAH PENDIDIKAN PRASEKOLAH DAN  
SEKOLAH AWAL)**

ISSN 2579-7255 (Print), ISSN 2528-004X (Online)

Volume 8, Nomor 2, September 2023, pp. 102 – 177

---

**TABLE OF CONTENTS**

<b>Strategy Improves Ability To Know Hijaiyah Letters Through Picture Card Media In Children Aged 5-6 Years</b> <i>Lestiyana Wardani</i> .....	102 -
111	
<b>Development Of Child Beginning Reading Ability Through Snake And Ladder Game</b> <i>Kasmiati, Sinta Miftakhul Janah, Heru Kurniawan</i> .....	112-120
<b>The Influence Of The Application Of The Interactive Powerpoint On The Cognitive Development Of AUD</b> <i>Gusmaniarti, Nurul Afifah</i> .....	121-132
<b>Recognizing Hijaiyah Letters Through Letter Tree Media For Early Childhood Of 5 - 6 Years Old</b> <i>Iin Sriastuti, Zulkarnaen</i> .....	133-145
<b>Evaluation of the RPPH System at RA Arafat Reksoniten 2022</b> <i>Nurul Latifah, Darsinah</i> .....	146-155
<b>Teacher's Strategy in Developing Children's Language Through Role Playing Activities</b> <i>Putri Wijayanti, Rohinah M Noor, Ridwan Ridwan, Atika Wirdasari</i> .....	156-167
<b>Analysis of Teacher Behavior Errors in Learning</b> <i>Neni Handayani, Darsinah</i> .....	168-177



**Strategies Of Improving The Ability To Know Hijaiyah Letters Through Picture Card Media In Children Aged 5-6 Years**

Lestiyana Wardani

Universitas Muhammadiyah Surakarta, Central Java, Indonesia

**Article Information**

**Article History**

Received: Mar 29, 2023

Revised: Juni 20, 2023

Accepted: Sep 01, 2023

**Keywords:**

Media, Picture Cards, Hijaiyah Letters

**Abstrak**

Penelitian ini bertujuan untuk mengetahui upaya guru dalam meningkatkan mengenal huruf hijaiyah anak usia dini. Jenis penelitian yang digunakan deskriptif kualitatif. Tempat penelitian adalah di RA Bakti 16 Desa Gemah Ngargoyoso Karanganyar. Pengumpulan data melalui observasi, wawancara, dan dokumentasi. Strategi yang dilakukan oleh guru dalam meningkatkan mengenal huruf hijaiyah menggunakan media kartu bergambar yaitu dengan bercerita dan dengan permainan yang menarik. Strategi tersebut sudah dilakukan dengan baik sehingga dengan media tersebut mempermudah anak mengenal huruf hijaiyah sebagai kunci membaca Al Qur'an.

**Abstrack**

This research aimed to ascertain the efforts of teachers in increasing the recognition of hijaiyah letters in early childhood. The type of research used was descriptive qualitative. The place of study was at RA Bakti 16, Gemah Ngargoyoso Karanganyar Village. Collecting data was carried out through observation, interviews, and documentation. The strategy carried out by the teacher in increasing the knowledge of hijaiyah letters used picture card media, namely by telling stories and with exciting games. This strategy has been carried out well so that with this media, it is easier for children to recognize hijaiyah letters as the key to reading the Qur'an.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

✉ Corresponding author:

E-mail: [lestiyanawardani@gmail.com](mailto:lestiyanawardani@gmail.com)

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

## INTRODUCTION

Early childhood is the most important and fundamental initial phase in the entire range of growth and development of human life (Ramadanti & Arifin, 2021). Early childhood is a golden age for children aged 0-6 years. Children have unique qualities to develop their various potentials (Mutiah, 2015). Children's personalities are shaped by things they have seen and heard. Early childhood education is a fundamental teaching tool because it provides a fundamental framework for the education and development of children's basic knowledge, attitudes, and skills.

In Islamic teachings, the first lesson that must be given to children is reading Al-Qur'an, because Al-Qur'an is the source of all Islamic teachings, which cover all aspects of human life (Syahrizal and Sukarno, 2021). Learning to read Al-Qur'an is a top priority for a Muslim because Al-Qur'an is a guide for living the life of the world and a provision for life in the hereafter. Bearing in mind that Al-Qur'an is the basic foundation of Muslims in carrying out life. Basic Al-Qur'an education needs to be given from an early age. In addition, teaching Al-Qur'an from an early age is one of the stimulations for developing children's potential: the ability to read, write and memorize (Maharani, 2020).

Judging from the meaning of the word according to Hamid, Al-Qur'an comes from the Arabic word "qaraa" which means reading, while the words "quran" and "qira'ah" which mean collecting and translating many letters (hijaiyah) and words (Setiawan, 2018). Meanwhile, Al-Qur'an that every Muslim must learn is the word of God which is composed of letters and words that were revealed to the Prophet Muhammad SAW (Widiani, 2019). One of the conditions for reading Al-Qur'an is knowing the Hijaiyah letters in each sentence of the verses of Al-Qur'an. Hijaiyah is the basic key to reading Al-Qur'an. Hijaiyah is used as a spelling to write words or sentences in Al-Qur'an. A child who knows Hijaiyyah letters can easily read Al-Qur'an properly and fluently, and there are no obstacles in reading Al-Qur'an (Sholihat, 2020).

The introduction of hijaiyah letters in early childhood must be carried out with an interesting strategy or method so that the child is interested in reading it, and it is hoped that the child will quickly be able to read Al-Qur'an. Reading is complex and involves many things, including reciting texts, and also visual, mental, psychological, and metacognitive activities. As a visual process, reading is the

process of changing written symbols (letters) into spoken words. Reading as a thinking process includes word recognition, literal understanding, interpretation, critical reading, and creative understanding. As a visual process, reading is the process of changing written symbols (letters) into spoken words. Reading as a thinking process includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding (Ramadanti & Arifin, 2021). Internal factors influencing a child's success in learning to read include mental maturity, visual abilities, and listening skills. Based on this reading generally is an activity of reciting letters, words, and simple sentences by carrying out several actions through observing and remembering. In this case, what is meant by reading is reading hijaiyah letters as part of the letters in Al-Qur'an.

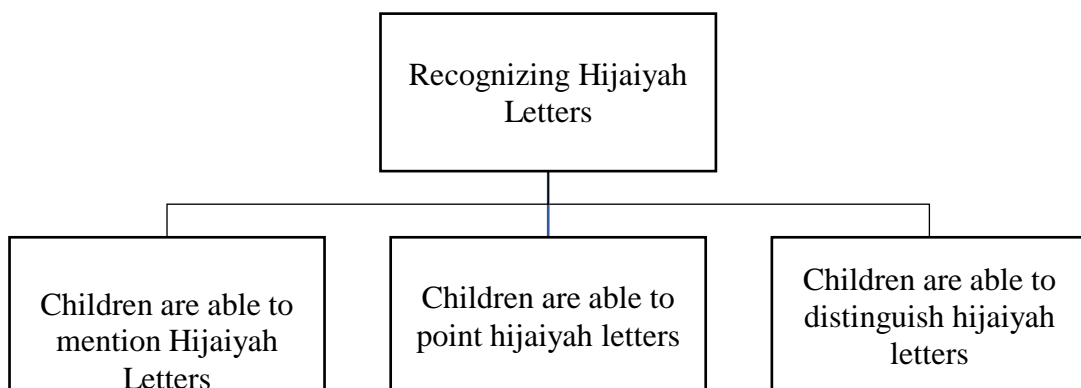
In early childhood, the right learning media in teaching reciting Al-Qur'an is very necessary. One of the learning media that can be used is picture card media. Picture card media is a tool used in the learning process, which is made of cardboard containing pictures that are interesting and familiar to children so that it is easy for children to remember the letters from these pictures. Picture card media can be used by teachers to stimulate children's creativity and memory. Media is a communication channel tool. In general, media are people, materials, or events that create conditions in which students can acquire knowledge, skills, or attitudes. Therefore, the media is an intermediary or introduction that allows teachers to communicate in a more comfortable atmosphere for students. In learning, learning media plays an important role as part of the learning system (Sholihat, 2020). The difficulty for children to recognize Hijaiyah letters is due to the need for more media to recognize Hijaiyah letters, making children quickly bored when learning (Raihana & Utami, 2020).

Based on observations and many considerations, finally, RA Bakti 16 Ngargoyoso replaced learning to recite Al-Qur'an from previously using the iqro method to the karimah method using picture card media. The selection of this media was based on the suitability of the learning process and also age suitability for group B children in improving their ability to recite Al-Qur'an. So far, teachers rarely use media to introduce hijaiyah letters so that children need help understanding hijaiyah letters. For this reason, media such as picture card media is necessary to improve children's ability to recognize hijaiyah letters. Picture card media can create a playing

atmosphere for children. With the right media and methods, the learning delivered can be well received by children (Rosyid, 2019). Based on these descriptions and observations, this research aimed to improve the ability to recognize hijaiyah letters through the media of picture cards for children aged 5-6 years”.

## RESEARCH METHODS

This research is descriptive qualitative type. Research with descriptive qualitative research studies phenomena, emphasizing the search for meaning, concepts, characteristics, causes and effects of these phenomena, which are comprehensive and natural in accordance with what happened in the field and presented in narrative form. Qualitative research is essentially observing people in their environment, interacting with them, and trying to understand their language and interpretation of the world around them. The purpose of qualitative descriptive is to explain aspects relevant to the phenomena observed in learning activities (Judge, 2020).



**Figure 1. Indicators of Ability to Recognize Hijaiyah Letters**

This research was conducted at RA Bakti 16 Ngargoyoso, while the informants studied consisted of 1 class teacher, a school principal, and 10 subjects in this study. Informants were the sources of research data. They were the main factors in this study that played an important role, and therefore, certain aspects were studied

(Fadli, 2021). The analysis technique in the research consisted of data collection, data reduction, data presentation, and drawing conclusions. Collecting data was carried out through observation, interviews, and documentation. In this study, indicators of the ability to recognize students' hijaiyah letters are shown in Figure 1.

## RESULTS AND DISCUSSION

### The steps taken by the teacher in using picture cards.

The research conducted at RA Bakti 16 observed the teacher's strategy in teaching reading skills, especially reciting Al-Qur'an. In reciting Al-Qur'an, the first thing that must be done is introducing hijaiyah letters. Jalongo described reading as a process of meaningful messages and problem-solving. The problem-solving referred to in this study is the child's ability to translate hijaiyah letters (Ramadanti & Arifin, 2021). In learning to recite Al-Quran in general, children will be taught to recognize hijaiyah letters. There are 28 hijaiyah letters that children learn. After knowing the 28 hijaiyah letters, the child was then taught how to pronounce the letters which are good and correct and in accordance with their makhraj (Maharani, 2020).



**Figure 2. Card Media with Hijaiyah Letters**

Within the process of learning to recite Al-Qur'an at RA Bakti 16, the teacher stimulated learning using learning media. Playing with words can encourage children to be creative and active to learn letters, syllables, words, and various kinds of image symbols (Hakim, 2020).



The following are the steps taken by the teacher in using picture cards: 1) First, the teacher first makes a lesson plan that is in accordance with the competencies to be achieved; 2) the teacher does apperception, one of which is by singing hijaiyah letter songs. The purpose of perception is to check the child's incipient skills; 3) the teacher distributes the picture cards one by one and teaches each hijaiyah letter on each card before asking for the pictures on each card; 4) students imitate the teacher's hijaiyah letters; and 5) students begin to pronounce the hijaiyah letters themselves that have been assigned by the teacher. An example of a picture card is shown in Figure 2.

**The teacher's strategy in using picture cards increases the ability to recognize hijaiyah letters.**

In addition to learning media, teachers also applied various learning strategies. The first was using an interesting storytelling strategy adapted to the order of the hijaiyah letters and the pictures on the picture card. Through this method, children are usually more enthusiastic about listening to what the teacher says. Speaking, writing, and listening skills can all be integrated with storytelling as a method to help children develop basic skills. In addition, telling stories gives children space to move when something important is learned and used. Storytelling has a positive psychological effect on children. Children can learn to analyze their environment which also helps them develop the ability to construct causal relationships of events. It fosters creativity and imagination, which is especially needed in early childhood, and creates a sense of longing for school when stories are present because children like someone to read stories for them (Nurjanah and Anggraini, 2013).

**Table 1. Learning Outcomes with Picture Card Media**

No	Notes	BB	MB	BSH	BSB
1.	Observation Results	2	4	2	2
2.	Learning Outcomes	0	2	2	6

Notes:

BB = *Belum Berkembang* (Not Developed)

MB = *Mulai Berkembang* (Starting to Develop)

BSH = *Berkebang Sesuai Harapan* (Growing As Expected)

BSB = *Berkembang Sangat Baik* (Very Well Developed)

Based on the table above, it can be obtained that the reading ability of RA Bakti 16 Nargoyoso during this 1 semester has increased. The results of observations on the development of reading skills during observation and learning outcomes during the study Developed Very Well, namely 60%, Very Well Developed.

In the second strategy, the teacher also applied an interesting game: a walking tissue box game. When applying this game strategy in the classroom, the teacher made the children sit in a circle and prepared learning media in the form of tissue boxes and picture cards. The teacher invited the children to memorize a short surah, and at the same time, the tissue box was run in a circle. When the memorization of a letter stopped, the child who had a tissue box in front of him must read the hijaiyah letters aloud on the picture card shown by a friend or teacher, and so on until the memorization was sufficient. Apart from increasing memorization, this game is very fun and challenging because this game requires participants to answer questions about hijaiyah letters or words on picture cards.

Reading is the activity of reciting letters, words, and simple sentences by carrying out several actions through observing and memorizing. The use of media images in introducing Hijaiyah letters is very important to help children more quickly understand and remember Hijaiyah letters conveyed by their teacher. Erlina et al. (2018) also explained that knowing Hijaiyah letters should be taught to children using picture card media because children use picture card media to recognize the shapes and differences of these letters (Hakim, 2020). Picture cards are cards that contain words and pictures. Image cards used are of good quality, relevant, interesting, simple, and complete. Picture card media is card media that contains pictures and writing that can be used as a card game to allow children to be interested in understanding the material conveyed by the teacher (Ramadanti & Arifin, 2021). According to Gerlach and Ely in Sundayana (2013: 4), media, when understood broadly, is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Media are various types of components in the

student's environment that can stimulate them to learn (Sadiman, 2003: 6) (Rosyid, 2019).

In general, the benefits of picture card media are that the delivery of learning material can be uniform; the learning process becomes more interesting; learning becomes more interactive; the amount of study time can be reduced, and the quality of student learning can be improved (Ramadanti & Arifin, 2021). The use of pictorial media is very important in the introduction of hijaiyah letters so that it is easier for children to remember and more quickly understand the letters conveyed by their teacher. Learning to use picture card media will make it easier for children to recognize the different shapes of hijaiyah letters. However, learning outcomes will vary due to comprehension and other factors that affect success in reciting Al-Qur'an.

According to Shofi, children's mental maturity greatly influences their learning success; a) If the child is ready, success will be easy to achieve. On the other hand, if the child is not ready, then it is necessary to motivate and condition the child so that the child is ready to learn; b) If the child's visual skills develop well, it will help their learning success. Because they will be able to clearly distinguish the different characters of each letter with this ability; c) Having good listening skills will also be very beneficial for learning success because the problem of sound is very closely related to the development of reading. Children need good hearing to distinguish between different letter sounds; d) Speech and language development is needed when a child wants to say a word or sentence. The introduction to reading will end at the letter recognition stage if the child cannot speak clearly. However, there is nothing wrong with introducing reading when a child is just learning to speak, e) A good ability to think and to listen in a child will greatly help the accuracy of understanding reading activities, so the development of sound sensitivity must be done early and can start from a child aged zero to three months; f) The development of children's motor skills, especially their fine motor skills, is closely related to reading success, so it is important to focus on these skills as early as possible. Therefore, it is very important to motivate children; and g) Before starting the process of introducing reading, children are shown how to be interested in reading activities. Try always to present reading to your child if he enjoys it (Ramadanti & Arifin, 2021).

After conducting research by carrying out learning through picture card media games, it can be seen that the ability to recite Al-Qur'an includes knowing hijaiyah letters, distinguishing hijaiyah letters, and reading hijaiyah letter arrangements.

## CONCLUSION

Based on the results of the research and discussion that have been described, the study showed that the use of appropriate media was necessary for improving learning outcomes. In addition, the learning process was strongly influenced by the strategy used. These picture cards could encourage the development of interesting and fun learning experiences. After conducting research by carrying out learning through picture card media games, the ability to recite Al-Qur'an includes knowing hijaiyah letters, distinguishing hijaiyah letters, and reading hijaiyah letter arrangements. The strategy used in this study was a picture guessing game and a walking tissue box game. Providing feedback and reinforcement is needed to stimulate children's enthusiasm. Allowing children to participate actively is also very important, namely with question and answer activities to read and guess the pictures. Picture card media and these strategies are used in the learning process for pre-school age children. Introduction and pronunciation of hijaiyah letters, vocabulary, and pictures can be encouraged in children, especially in the early years. This will increase their interest in learning concepts and help them improve their skills and memory.

## REFERENCES

- Hasan Syahrizal, 2 Sukarno, 3 Abdul Muntholib. (2021). Media Kartu Bergambar Untuk Pengenalan Huruf Hijaiyah. *Mitra Ash-Shibyan: Jurnal Pendidikan dan Konseling*, 04(01), 12.
- D. Mutiah. (2015). *Psikologi Bermain Anak Usia Dini*.
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
- Hakim, P. R. (2020). *UPAYA MENINGKATKAN KETERAMPILAN MEMBACA PERMULAAN PADA ANAK USIA DINI MELALUI MEDIA KARTU KATA BERGAMBAR*. 1(1), 51–61.
- Abd. Rosyid Iain Madura, A. R. (2019). *UPAYA MENINGKATKAN KEMAMPUAN MEMBACA AL- QUR'AN DENGAN MENGGUNAKAN MEDIA KARTU HURUF PADA ANAK USIA DINI DI RA NURIS SUFYAN LIRIDLALLAH*.

01(02), 20–26.

- Nurjanah, Ayu Putri., Anggraini, G. (2013). Metode Bercerita Untuk Meningkatkan Kemampuan Berbicara Pada Anak Usia 5-6 Tahun. *J. Leukoc. Biol*, 96(1), 365–375. [www.jleukbio.org](http://www.jleukbio.org)
- Raihana & Utami D.T, A. (2020). Peningkatan Kemampuan Membaca Huruf Hijaiyah di PAUD. *Al-Hikmah: Jurnal Agama dan Ilmu Pengetahuan*, 1412–5382(1), 17.
- Ramadanti, E., & Arifin, Z. (2021). Strategi Peningkatan Kemampuan Membaca Permulaan melalui Media Kartu Bergambar bagi Anak Usia Dini dalam Bingkai Islam dan Perspektif Pakar Pendidikan. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 4(2), 173–187.
- Setiawan, E. (2018). Meningkatkan Kemampuan Membaca Awal Al-Qur'an Melalui Metode Albana Pada Anak Usia 5-6 Tahun. *Journal AL-MUDARRIS*, 1(2), 68. <https://doi.org/10.32478/al-mudarris.v1i2.170>
- Sholihat, S. S. (2020). Peningkatan Kemampuan Membaca Huruf Hijaiyah dengan Media Papan Flanel pada Anak Usia 5-6 Tahun. (*JAPRA*) *Jurnal Pendidikan Raudhatul Athfal (JAPRA)*, 2(2), 1–13. <https://doi.org/10.15575/japra.v2i2.9724>
- Sri Maharani, I. (2020). *Pembelajaran Baca Tulis Al- Qur ' an Anak Usia Dini*. 4(2), 1288–1298.
- Widiani, D. W. (2019). Implementasi Metode Karimah Dalam Pembelajaran Membaca Al-Qur'an Di Pusat Pendidikan Al-Qur'an (Ppq) Al Mahir, Colomadu, Karanganyar. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 24(1), 100–119. <https://doi.org/10.24090/insania.v24i1.2571>



## Development Of Child Beginning Reading Ability Through Snake And Ladder Game

Kasmiati<sup>1</sup>, Sinta Miftakhul Janah<sup>2</sup>, Heru Kurniawan<sup>3</sup>

<sup>1</sup>UIN Datokarama Palu, Palu Barat, Palu, Sulawesi Tengah.

<sup>2,3</sup>UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Purwokerto Utara, Banyumas, Jawa Tengah.

### Article Information

#### Article History

Received: Mar 16, 2023

Revised: Jun 29, 2023

Accepted: Sept 15, 2023

#### Keywords:

Initial Reading Ability

Early Childhood

Snakes and Ladders

### Abstrak

Di Indonesia, kegiatan membaca masih menjadi perdebatan, karena anak usia dini belajar sambil bermain atau bermain sambil belajar atau dengan sesuatu yang menyenangkan sehingga apabila anak usia dini sudah diajarkan untuk membaca maka akan menjadi tertekan dikarenakan ketidak siapan anak dalam menerima. Oleh karena itu, agar pembelajaran dapat dilakukan dengan cara yang menyenangkan maka perlu adanya alat permainan untuk mendukung kegiatan belajar anak agar menjadi lebih kreatif menggunakan permainan ular tangga yang dimodifikasi. Penelitian ini menggunakan jenis penelitian deskriptif yang mana digunakan untuk memperoleh data berupa teks baik tertulis maupun lisan. Pengumpulan data pada penelitian ini menggunakan teknik observasi, wawancara dan dokumentasi. Teknik analisis yang digunakan yaitu analisis model Miles dan Huberman yang terdiri dari tiga kegiatan yaitu reduksi, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan dengan menggunakan permainan ular tangga dapat mengembangkan kemampuan membaca permulaan pada anak usia dini khususnya anak berusia empat sampai lima tahun, dan menunjukkan rasa semangat dalam belajar serta antusias mengikuti hingga selesai.

### Abstract

In Indonesia, reading activities are still being debated, because early childhood learn while playing or playing while learning or with something fun so that if young children are taught to read, they will become depressed because the child is not ready to accept. Therefore, so that learning can be done in a fun way, it is necessary to have game tools to support children's learning activities so that they become more creative using a modified snakes and ladders game. This research uses a descriptive research type which is used to obtain data in the form of both written and spoken text. Collecting data in this study using observation techniques, interviews and documentation. The analysis technique used is the analysis of the Miles and Huberman models which consist of three activities, namely reduction, data presentation and drawing conclusions. The results showed that using snakes and ladders games can develop early reading skills in early childhood, especially children aged four to five years, and show a sense of enthusiasm in learning and enthusiastic about following it to completion.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

✉ Corresponding author:

E-mail: [kasmiatiridha78@gmail.com](mailto:kasmiatiridha78@gmail.com)

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

## **INTRODUCTION**

Early childhood is children aged 0 to 8 years as stated according to National Association Education for Young Children (NAEYC) that early childhood is an individual who is in the age range 0-8 years. In the age range of children is a very appropriate period in the aspect of child development through early education. There are many aspects that early childhood can develop, one very important aspect is language, because language is one of the tools or means for someone to interact or communicate with other people.

Language development is grouped into two groups, namely listening and speaking, and reading and writing. Listening and speaking activities are very often done before children can read and write. This is in accordance with Permendikbud number 137 of 2014 on the scope of language development which states that children aged five to six years have the level of achievement of development, namely communicating orally, having vocabulary, and knowing symbols in preparation for reading, writing and arithmetic.

In Indonesia, reading activities are still being debated, because early childhood learn while playing or playing while learning or with something fun so that if young children are taught to read, they will become depressed because the child is not ready to accept. In contrast to the opinion of some experts, such as Montessori in Feez, it is stated that children aged four and a half to six years are in a sensitive period for learning to read, because they already have reading readiness or an emerging interest in reading. (Herlina, 2019)

Everyone's ability to read is different, this is influenced by a person's ability to grasp implied meaning from what is written, and also directs symbols with the right pronunciation and tone. Differences in one's ability depend on one's ability to capture, understand and express. So that it is necessary to have stages of activities that must be given to children so that in each stage children can master them properly so as to reduce the occurrence of obstacles and difficulties in children. The ability to read can be obtained with three conditions, namely the ability to sound written symbols, mastery of vocabulary and incorporate meaning into language skills. (Rachmawaty, 2017)

Therefore, in order for learning to be carried out in a fun way, it is necessary to have game tools to support children's learning activities so that they become more creative. As research conducted by Ana Nur Hidayah, et al with the title "Strategy for Developing

Reading Ability in Children Aged 4-5 Years through the Snakes and Ladders Game" shows that the modified snakes and ladders game to develop children's reading skills has been validated by experts and stated that it meets the criteria and is feasible. used to develop language skills of children aged 4-5 years.

Similar research was conducted by Rita Kurnia with the title "Development of Early Childhood Reading Ability". Research conducted by Rita Kurnia uses puzzle media by matching pictures with writing. From this research, it shows that using puzzle media using this method can improve children's reading skills and cognitive abilities. Not only that, with the existing puzzles you can also develop other aspects. However, in the research conducted, it only reached the manufacturing stage.

Likewise with the research conducted by Dhita Paranita Ningtyas entitled "Improving Beginning Reading Ability Through the Snakes and Ladders Game" shows that using the snakes and ladders game can make beginning reading learning activities easier and the reading ability in group B increases from 38.88 % to 79.67%, and stated that the game was used as an alternative to developing early reading skills in early childhood.

Based on the above background, reading activities for early childhood have pros and cons so the aim of this research is to try to develop early childhood reading skills by using a modified snakes and ladders game so that children do not only focus on beginning reading but children playing snakes and ladders with a sense of enthusiasm and joy as a medium for developing early reading skills in children.

## **METHOD**

This research uses a descriptive qualitative research type. According to Bogdan and Taylor, research using qualitative methods is a research procedure that will produce data in the form of words, both written and spoken, from the people studied. (Mardawani, 2020)

In collecting the necessary data, this study used data collection in the form of observation, interviews and documentation. Observation consists of participatory observation, overt or covert observation and also unstructured observation. The observation used is participatory observation, namely observations made by involving researchers with activities carried out by the people being observed as research data.



(Mardawani, 2020) In this case the researcher observed children who were playing modified snakes and ladders, and participated in providing obstacles to reading syllables for children to complete. Success in observing is determined by the observer himself, because it is the observer who sees, hears, and so on directly. (Yusuf, 2014)

The data collection was done by interviews with children while playing where these children were the subject of this study to obtain the required data. The interview is a face-to-face conversation between the interviewer and the interviewee by asking directly about an object under study. (Muri: 2014) The interview was conducted using a semi-structured interview technique, namely by conducting free questions and answers without using a structured interview guide. (Mardawani, 2020) The subjects who were interviewed consisted of 2 children (E and I) who were 4-5 years old.

Then to be more accurate, this data collection is complemented by using documentation techniques, namely data collection techniques that are carried out by obtaining information in the form of documents such as written information, pictures, and so on that exist on the subject where the observed activities occur. (Mardawani, 2020) Documents are records or work of someone regarding something that has happened. Documents about an individual or group, events or incidents are a very useful source of information in qualitative research. (Yusuf, 2014)

After the data was collected, the data obtained was analyzed using the Miles and Huberman model analysis techniques which argued that qualitative data analysis activities were carried out interactively and continued continuously until the data reached a saturation point. The series of activities in analyzing the data is by reducing the data then displaying the data and finally verifying the data or drawing conclusions. (Umarti & Wijaya, 2020)

## **RESULTS AND DISCUSSION**

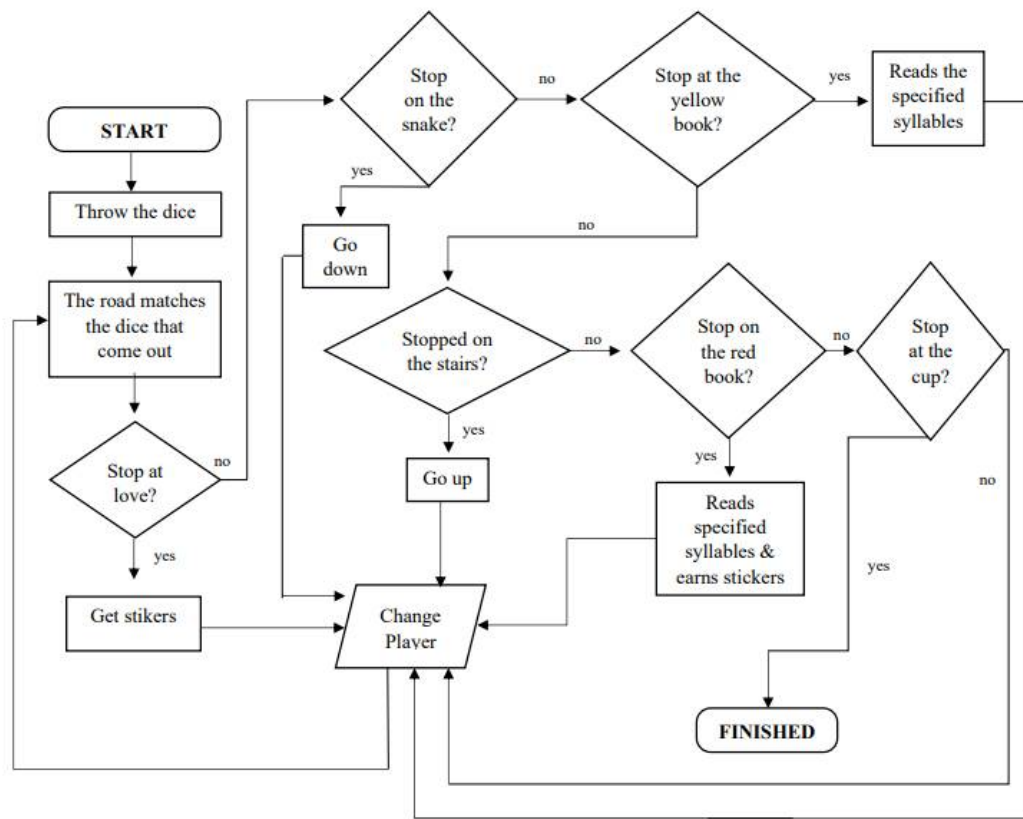
Activities to develop early reading skills in early childhood are packaged using fun games. Games allow children to develop their abilities, such as Rani Yuliaty's opinion, which states that games are very important interactions for children, games increase affiliation with peers, reduce pressure/stress, increase cognitive development, improve children's ability to speak and interact with one another. each other, increase cruising range, and provide knowledge about life. (Putri, 2012)

The game used is a game of snakes and ladders which has been specially modified to develop early reading skills. Through this game of snakes and ladders, children not only learn to count but also learn to read syllables. This modified snakes and ladders game can be played by 2 or more people, made using 20x20 cm paper consisting of 100 squares with a size of 2x2 cm. In this snake and ladder game there are 5 pictures, namely snakes, ladders, red hearts, yellow books and red books.

According to Melsi, snakes and ladders is a children's game in the form of a board which is played with two or more players. The game board is in the form of small boxes in which some of the boxes have pictures of ladders or snakes that connect them to other boxes. According to Ratnaningsih, snakes and ladders is a game that uses dice to determine how many steps you can take to move your pieces. Meanwhile, according to Haryono, snakes and ladders are a common game and are very much liked by all groups, from children to adults. In this game, players are required to be careful with every step taken in order to get to the finish box. (Matondang et al., 2021).

According to Rahman, snakes and ladders game is a board game that is popular and is light, simple, educational, fun, and very interactive. Snakes and ladders game is a type of board game with a total of 100 squares consisting of 10 rows and 10 columns with simple rules that make it easier for players to play. (Setiawati et al., 2019)

From the above understanding it can be concluded that snakes and ladders game is a game played by two or more people consisting of boxes in which some of the boxes have ladders or snakes as a link to other boxes and by using dice as a determinant of the steps on the pieces so that can quickly arrive at the finish box carefully.



**Figure. 1 Flow chart of snakes and ladders game**

In this study, the game was carried out by 2 children, namely E and I. Before starting the game, what was done was preparing the necessary tools in the form of a board of snakes and ladders, dice, pieces, reading books, and rewards hidden in paper. Then, after the children and the tools used were ready, the researcher conveyed the rules that had been determined, namely the player who started first was determined through the Japanese suit (rock, paper, scissors), the winner was the one who started. After that, it was explained the use of the available tools and also the pictures on the board. The board of snakes and ladders as the playing medium, the dice to determine the steps of the pieces and the pieces to mark the position they occupy. There are three pictures of snakes on the snake ladder board. If the player is in a box that has a snake's tail, they have to go down to the snake's head. The picture of a ladder consisting of three ladders shows that if the player occupies the box with the picture of the ladder, it means going up to the end of the ladder. There are seven pictures of red hearts as a symbol. If the player arrives at a box with a red heart, the player is entitled to get a reward provided by the researcher.

Furthermore, there are eleven pictures of yellow books and one red book, indicating that if the player occupies the box with pictures of colored books then the child reads the syllables specified in the book, but if he occupies the box with pictures of red books then the child reads the specified syllables and has the right to receive a reward provided by the researcher. The game continues until it reaches 100 boxes with a trophy symbol indicating whoever reaches the box first, that is the winner in the snakes and ladders game. And if the player gets a total of 6 dice, then he gets the opportunity to shake the dice again.

After the rules are understood by the child, the game begins with the Japanese suit (rock, paper, scissors). From the research conducted, the researchers observed two children, namely E and I. After doing this several times, it was found that the first player started with I. In the first shuffle, I got 2 dice. Followed by the same E getting 2 dice as well. Then in the next shuffle made by I, getting 1 die means I occupies the box with number 3 which has a red heart on it and chooses a reward wrapped in paper with the vowel letters that must be mentioned. Next, E gets 6 dice occupying box number 8, and has the right to make a second shuffle. 2 dice get 2 dice occupying box number 10 with a picture of a yellow book, which means that the child needs to complete the challenge in the form of reading the syllable "a ba ca". The challenge was completed with enthusiasm and passion.

Then the first player gets 1 die to occupy box number 4. Then in the next shuffle, the second player gets 1 die to occupy box number 11. Then the next player gets the shuffle which is one die and is in box number 5. Followed by E get a total of 6 dice occupying box number 17 with a picture of a yellow book. The challenge this time is to read the syllable "a ba ca da". Then the next shuffling is done to get 1 die and the second player occupies box number 18. To catch up with the second player, the first player shuffles enthusiastically and shows 1 die that comes out so that it occupies box number six. the second player (E) continues by getting a total of 5 dice and occupies box number twenty three.

Then the first player follows with the 2 dice that come out occupying box number eight. In this position, I was not discouraged and continued to pursue the second player. Followed by the second player getting 4 dice, occupying the twenty-seventh box. And so on until the end of the game, one of the players reaches box number one hundred with a

picture of a trophy. However, in this game those who don't win will still be rewarded as a reward for children for accepting and still happy.

This game ends by giving rewards in the form of prizes. Children are given the option to choose the desired gift by solving the obstacle by mentioning the syllables available on the gift wrap. The prizes given are in the form of character stickers that are liked by the children.

## CONCLUSION

Based on the results of research conducted by researchers, it was found that the ability to read early childhood is growing evidenced by the ability of children who can read two to three syllables then read randomly into a word. A 4 year old child can read two syllables and a 5 year old can read three syllables accompanied by a sense of pleasure because it is carried out using games and enthusiasm in completing existing obstacles to reach the last box of the board and become a winner. The development of reading ability begins with preparing the necessary tools in the form of a board of snakes and ladders, pieces, dice, rewards, explaining the rules of the game of snakes and ladders, which have been determined, that is, the player who starts first is determined through the Japanese suit (rock, paper, scissors), who wins. that's what started it. After that, it was explained the use of the available tools and also the pictures on the board.

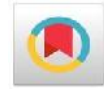
This game ends by giving rewards in the form of prizes. Children are given the option to choose the desired gift by solving the obstacle by mentioning the syllables available on the gift wrap. The prizes given are in the form of character stickers that are liked by the children.

## REFERENCES

- Herlina, E. S. (2019). Membaca Permulaan Untuk Anak Usia Dini dalam Era Pendidikan 4.0. *Jurnal Pionir LPPM Universitas Asahan*, 5(4), 332–342.
- Mardawani. (2020). *Praktis Penelitian Kualitatif Teori Dasar dan Analisis Data dalam Perspektif Kualitatif*. Deepublish.
- Matondang, R., Nasution, L. A. A., Sahri, D., & Harahap, A. (2021). *Ragam Media Pembelajaran di SD/MI untuk Pembelajaran PPKn* (N. M. A. L. N. A. Azizan (ed.)). Literasi Nusantara.
- Putri, I. S. S. (2012). *Melatih dan Meningkatkan Kepekaan Intelegensi Keterampilan Motorik Halus dan Kasar Anak Usia 6 Tahun melalui Permainan Engklek*.

UMM Press.

- Rachmawaty, M. (2017). Peningkatan Kemampuan Membaca Permulaan melalui Dinding Kata (Word Wall). *Jurnal INDRIA*, 2(1), 28–44.
- Setiawati, E., Dersi, & Solihatulmilah, E. (2019). Permainan Ular Tangga dalam Meningkatkan Kemampuan Moral Anak. *Jurnal PETIK*, 5(1), 85–91.
- Umarti & Wijaya, H. (2020). *Analisis Data Kualitatif Teori Konsep dalam Penelitian Pendidikan*. Sekolah Tinggi Theologia Jaffray.
- Yusuf, M. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Kencana.



## The Influence Of The Application Of The Interactive Powerpoint On The Cognitive Development Of AUD

Gusmaniarti<sup>1</sup>, Nurul Afifah<sup>2</sup>

<sup>1,2</sup>Universitas Muhammadiyah Surabaya, Indonesia

### Article Information

#### Article History

Received: Feb 24, 2023

Revised: Jun 13, 2023

Accepted: Sep 13, 2023

#### Keywords:

Early childhood

Cognitive

Interactive PowerPoint

### Abstrak

Pembelajaran pada anak usia dini dapat dilakukan dengan memanfaatkan berbagai media pembelajaran, salah satunya dengan memanfaatkan teknologi. Teknologi dalam pembelajaran anak usia dini dapat meningkatkan enam aspek perkembangan yang dimiliki anak, salah satunya kemampuan kognitif. Teknologi pembelajaran power point interaktif yang diterapkan dalam penelitian ini memberikan stimulus perkembangan kognitif sehingga anak dapat memperoleh dan membangun pengetahuan dengan cara menemukan sendiri pengetahuannya. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pembelajaran dengan media power point interaktif terhadap perkembangan kognitif anak usia dini di TK Aisyiyah 52. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kuantitatif. Dengan populasi penelitian anak usia 5-6 tahun. Jenis sampel yang digunakan adalah Non-Probabilitas pemilihan sample menggunakan teknik sampling jenuh dengan jumlah populasi sama dengan sampel penelitian berjumlah 20 anak. Data didapatkan melalui hasil nilai pre-test dan post-test. Dari hasil analisis data yang diperoleh bahwa nilai rata-rata untuk pre-test adalah 6 dan nilai rata-rata untuk post-test adalah 12,25, hal ini menandakan bahwa nilai rata-rata *post-test* lebih tinggi dari rata-rata nilai *pre-test*. Sedangkan untuk nilai t hitung dan nilai t-tabel dengan taraf signifikan 5% dan  $N = 20$ . Maka  $H_a$  diterima dan  $H_o$  ditolak, hal ini berarti terdapat pengaruh metode belajar menggunakan media *power point interaktif* terhadap perkembangan kognitif anak usia dini.

### Abstract

Learning in early childhood can be done by utilizing various learning media, one of which is technology. Technology in early childhood learning can improve six aspects of child development, one of which is cognitive abilities. The interactive PowerPoint learning technology applied in this study provides a stimulus for cognitive development so children can acquire and build knowledge by discovering their knowledge. This study aimed to determine the effect of learning with interactive PowerPoint media on the cognitive development of early childhood in TK Aisyiyah 52. The research method used in this study was quantitative research with the study population of children aged 5-6 years. The type of sample used was Non-Probability sample selection using a saturated sampling technique with the same population as the research sample of 20 children. Data were obtained through the results of the pre-test and post-test scores. From the results of data

---

analysis, it was found that the average score for the pre-test was 6, and the average score for the post-test was 12.25. This indicated that the average post-test score was higher than the average pre-test score for the t-count and t-table values, with a significant level of 5% and N = 20. Then, H<sub>a</sub> was accepted, and H<sub>o</sub> was rejected meaning that method using interactive PowerPoint media had an influence on the cognitive development of early childhood.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

---

✉ Corresponding author:  
E-mail: nurulspt11@gmail.com

ISSN 2579-7255 (Print)  
ISSN 2524-004X (Online)

---

## INTRODUCTION

Early age is not only recognized as a "golden age", but also a key phase and window of opportunity in child development (Ilham & Aidin, 2021). Early childhood goes through various stages during its growth and development. At each stage of growth and development, children get a stimulus from their environment. If the right stimulus is given according to the stages of development, then this development can run smoothly. The development of each child's abilities is different. Physical growth, cognitive, emotional, social, language, moral, and religious development are some of the dimensions of this development (Wiyarni, 2015). Law No. 20 of 2003 on the National Education System for Early Childhood Education (*Pendidikan Anak Usia Dini*) hereinafter abbreviated as PAUD is defined as a coaching effort aimed at children from birth to the age of six, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children are ready to take further education. The period between 0 and 8 years is known as the "golden age". At that time, all children's lives begin, are formed, and are guided wisely and correctly (Pramita, 2010). Cognitive development is one aspect of development that is very important in the stages of child development. Many factors influence children's cognitive development, both internal and external factors.

Based on the initial observations of the researchers at Aisyiyah 52 Kindergarten Surabaya in group B, the researchers saw that cognitive development in some children in group B experienced delays. This could be due to various internal and external things, one of which was the use of learning media that needed to be more diverse and innovative.



Based on the results of these observations, the researchers conducted a study on the effect of using interactive PowerPoint on the cognitive development of group B children at TK Aisyiyah 2 Surabaya.

Along with the times, the tendency for change and innovation in education will continue to grow. These changes include: it is easier to find learning resources, more choices for using and utilizing ICT, and the increasing roles of media and multi-media in learning activities (Budiman, 2017). The development of learning media in kindergarten institutions can be carried out by utilizing technology. This is one of the efforts to direct students to the learning process and interact with other learning resources. Among the many uses of technology-based teaching materials, the researchers used interactive PowerPoint media by utilizing text, audio, video, and multimedia for material enrichment, practicing, and strengthening students in learning a theme. According to Mardi et al. (2007), Microsoft PowerPoint is an application program from Microsoft that can be used to make presentations, both for conducting meetings and planning other activities, including being used as learning media in schools. Therefore, the utilization of learning media in the form of interactive PowerPoint in early childhood can be used as a tool for the teaching and learning process to stimulate children's motivation to learn.

In learning using interactive PowerPoint media in early childhood, the process was done digitally and accessed using a laptop with the help of a projector to display it on a projector screen. The material in the interactive PowerPoint was loaded in a format attractive to children. The research conducted by Aini was related to the use of technology, namely, Digital Pop-Up media which is designed to foster children's motivation to read at TK ABA Sidokelar, through dialogue storybooks and there is audio for children to be able to listen and read because they are designed with dancing. This media has proven to be effective for children. This can be seen from the research results, which state that digital learning media can motivate children to read (Aini, 2021).

## **METHODS**

This research used a quantitative method. Arikunto (2006) stated that quantitative research is a research approach that uses many numbers, starting from collecting data, interpreting data, and presenting the results. This research was conducted to determine the effect between variables so that statistical analysis can be carried out. The research

design used a quasi-experimental one-group pre-test post-test design, namely research that tries to test hypotheses, predict events in the experimental context, and make generalizations from variable correlations. The population and sample in this study were 20 children in group B at TK Aisyiyah 52 Sukolilo. The type of sample used was Non-Probability sample selection using a saturated sampling technique with the same population size as the research sample. The data analysis technique used was statistical analysis using the t-test and looking for comparisons between the pre-test and post-test to determine the effect of interactive PowerPoint applications on the cognitive development of children aged 5-6 years at TK Aisyiyah 52.

In this study, there were several data collection techniques used by the researchers, namely techniques of 1) interviews, data collection processes, using informants (classroom teachers) who answered questions posed for research purposes, and in quantitative research of interview structured interview was used. 2) Observation, observing students during the learning process to find facts in the field; techniques must be carried out with precision and accuracy to obtain research data, observation practices involve mobilizing several of the researcher's senses, especially sight and hearing to capture phenomena around which can be used as data, and recording scales from the results of the pre-test and post-test. This measurement was carried out using an instrument in the form of a checklist instrument that the researcher had prepared before starting the teaching and learning activities.

## **RESULT AND DISCUSSION**

In the process of developing the cognitive abilities of group B children at TK Aisyiyah 52, this study was carried out in stages by raising several Animal themes by displaying media images, animations, audio, video, and tests. The learning process began with preparing the RPPH, opening the lesson, and implementing the application of learning using interactive PowerPoint where at the time of application the children look enthusiastic and interactive. In this process, the pre-test lasted for 2 x 30 minutes, the treatment lasted for 2 x 30 minutes, the repetition of material lasted for 2 x 30 minutes, and the post-test lasted for 2 x 30 minutes. The target of this research was that interactive PowerPoint could affect children's cognitive abilities. The activity chosen to develop

children's cognitive abilities was a technology-based learning method with PowerPoint media.

The pre-test activity was carried out by conducting questions and answers related to the various characteristics of wild animals and the assignment in the form of LKA. Activities were carried out using the lecture method by showing animated pictures of animals on PowerPoint. The observations obtained by the researchers during field observation activities showed that the researchers assumed that all students were still unable to complete questions and LKA simply without assistance. However, some children have been able to answer the questions asked. In this study, the Usman conversion was used, and the percentage of data from the questionnaire was obtained based on the calculation of the Gutman scale by determining several assessment criteria.

In the implementation of the action, observations and evaluations were carried out on the children, namely giving a checklist on the symbols: BSB (Very Good Development/*Berkembang Sangat Baik*) = \*\*\*\* if the child shows cognitive development through questions and answers and LKA assignments exceeds the indicator, BSH (Develops According to Expectations/*Berkembang Sesuai Harapan*) = \*\*\* if the child shows cognitive development according to the indicators without guidance. MB (Beginning to Develop/*Mulai Berkembang*) = children able to show their creativity by being guided/directed, and BB (Not Yet Developing/*Belum Berkembang*) = \* if children show cognitive development through interactive PowerPoint media and LKA assignments must always be guided by the teacher from the beginning of learning to the end, so some of the forms of assessment mentioned above are based on several indicators as a reference for assessment.

The scores of the pre-test results obtained by the researchers when carrying out the observation process in the children in group B TK Aisyiyah 52 accompanied by teacher assistance are as follows:

**Table 1 Results of Cognitive Ability of Group B Children before using interactive PowerPoint media (Initial Observation/Pre-Test)**

No.	Name	The targeted skills								Total	
		Children could answer questions posed by the teacher regarding the characteristics of wild animals.				Children could understand simple mathematical concepts: addition and subtraction with objects					
		BB	MB	BSH	BSB	BB	MB	BSH	BSB		
		1	2	3	4	1	2	3	4		
Total				29					32		61
Mean				1.45					1.6		3.05

Notes:

$$\begin{aligned} \text{Item 1 Mean} &= \frac{\text{Item 1 Total Score}}{\text{The number of students}} \\ &= \frac{29}{20} \\ &= 1.45 \end{aligned}$$

$$\begin{aligned} \text{Item 2 Mean} &= \frac{\text{Item 2 Total Score}}{\text{The number of students}} \\ &= \frac{32}{20} \\ &= 1.6 \end{aligned}$$

After the researchers carried out observation activities related to the initial measurement of the cognitive abilities of group B children, the researchers obtained a score on aspect item 1 of 29 with a mean per subject of 1.45. As for aspects of item 2, the score obtained was 32, with a mean per sample of 1.6. Based on this analysis, the initial results of observing activities related to the cognitive abilities of group B children have a total score of 61, with 20 children as subjects. In this case, the media used as a medium for giving treatment to subjects was interactive PowerPoint. The researchers carried out this treatment activity to find out whether there was an effect of using the media on the cognitive abilities of group B children at TK Aisyiyah 52 Surabaya. Treatment was carried out in stages over 2 days with a duration of 30 minutes each. On this occasion, the children were very interested in the learning methods used with interactive PowerPoint media. This can be seen from the total number of 20 children who could enthusiastically

participate in learning, especially when there was audio, and sing and move songs together.

When the treatment was finished, the post-test was carried out. The post-test scores obtained by the researcher were assisted by the class teacher by observing the activities carried out by the children and adjusted to the observation instrument criteria. This is so to maintain the objectivity of measurement results. The final score obtained by the researchers is as follows:

**Table 2 Results of the Cognitive Ability of Group B Children after the use of interactive PowerPoint media (Initial Observation/Post Test)**

No.	Name	The targeted skills								Total		
		Children could answer questions posed by the teacher regarding the characteristics of wild animals.				Children could understand simple mathematical concepts: addition and subtraction with objects.						
		BB	MB	BSH	BSB	BB	MB	BSH	BSB			
		1	2	3	4	1	2	3	4			
	Total			72				7.3				145
	Mean			3.6				3.65				7.25

Notes:

$$\begin{aligned} \text{Item 1 Mean} &= \frac{\text{Item 1 Total Score}}{\text{The number of students}} \\ &= \frac{72}{20} \\ &= 3.6 \end{aligned}$$

$$\begin{aligned} \text{Item 2 Mean} &= \frac{\text{Item 2 Total Score}}{\text{The number of students}} \\ &= \frac{73}{20} \\ &= 3.65 \end{aligned}$$

The data collected by researchers came from initial observations and post-treatment observations of the development of cognitive abilities in group B children at TK Aisyiyah 52, namely:

**Tabel 3 Results of Pretest and Posttest Score Analysis**

No.	Pretest	Posttest	d (posttest-pretest)	Xd (d-MD)	X2d (xd^2)
1	2	7	6	-0.25	0.0625
2	2	7	6	-0.25	0.0625
3	2	8	5	-1.25	1.5625
4	2	7	6	-0.25	0.0625
5	4	7	6	-0.25	0.0625
6	3	7	6	-0.25	0.0625
7	4	7	6	-0.25	0.0625
8	4	7	6	-0.25	0.0625
9	3	8	7	0.75	0.5625
10	3	8	6	-0.25	0.0625
11	3	7	7	0.75	0.5625
12	4	7	7	0.75	0.5625
13	3	7	7	0.75	0.5625
14	3	7	7	0.75	0.5625
15	2	7	7	0.75	0.5625
16	2	7	6	-0.25	0.0625
17	3	8	7	0.75	0.5625
18	4	8	6	-0.25	0.0625
19	4	8	6	-0.25	0.0625
20	4	8	5	-1.25	1.5625
<b>Mean</b>	6	12.25	6.25		
<b>Total</b>				0	7.75
<b>t count</b>	<b>2.10239</b>				
<b>t table</b>	<b>2.18822</b>				

After that, to find out the results of the development of children's cognitive abilities at TK Aisyiyah 52, the researchers looked at the differences in scores before and after treatment (pretest and posttest). To determine the results of the trial using a one-group design with a pre-test and post-test the following formula is used: (Arikunto, 2002).

$$t = \frac{Md}{\sqrt{\frac{\sum x^2}{N(N-1)}}}$$

Based on the results of the calculations, the development of early childhood cognitive abilities can be seen before and after treatment: the average score for the pretest was 1.6 and the average post-test score was 3.65. This means the post-test average score was greater than the pre-test average score. Meanwhile, the calculated t value was 2.30339, and the t-table value was 2.18822 with a significant level of 5% and N = 20. This means that the calculated t value was greater than the t-table value indicating that learning by utilizing interactive PowerPoint media was effective because it could influence the development of children's cognitive abilities at Aisyiyah Kindergarten 52.

The results of this study indicated that the use of interactive PowerPoint media in the learning process affected the cognitive abilities of TK Aisyiyah 52 children. This aligns with Hendri's thinking (see Ilham & Aidin, 2021), in which the human brain is divided into two hemispheres: the right brain and left. The right brain is involved in the formation of emotions, creativity, music, imagination, and fantasy or imagination, as well as long-term memory in the process of remembering. While the left brain functions more in areas such as logic, arithmetic, numbers, language, and writing. The left brain has a tendency to have short-term memory in terms of remembering.

The researchers' initial hypothesis assumed that interactive PowerPoint media could influence children's cognitive development. Then, this was proven by applying treatments and tests, which were then processed in the form of data where interactive PowerPoint was proven to have a significant effect on the cognitive development of group B children at TK Aisyiyah 52. Today's modern life is certainly inseparable from the influence of scientific and technological developments marked by advances in information and communication technology (ICT), and other technological developments in various fields that are running so rapidly along with the times. Technological developments certainly influence various sectors from education to the economy. Technological progress can be a benchmark for the progress of a country. Therefore, every country competes in advancing technology so as to avoid being left behind. The current rapid development of technology can not only be felt by adults but also by young children. Therefore, it is necessary to introduce technology to children wisely, one of which is through learning. Using information and communication technology (ICT) in

learning in PAUD is very helpful in the teaching and learning process in class (Isna, 2019). Aspects of early childhood development according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2013 are (1) Religious and moral values, (2) Physical-Motoric, (3) Cognitive, (4) Language, (5) Social-Emotional, and (6) Art. Among these developmental aspects in this study, the researchers focused on the cognitive development of group B children, where cognitive function is a predictor that has a major influence on children's life outcomes in adulthood (Nweze et al., 2023). There are many ways that educators can use to stimulate children's cognitive development, one of which is by using interactive PowerPoint that have been modified according to the learning objectives. PowerPoint in the early childhood learning process in practice can be used to teach new ideas and concepts to students (Hashemi et al., 2012). The development of PowerPoint media in the learning process aims to help teachers improve the cognitive development of students so that it can make it easier for students to capture the messages that will be conveyed in learning accompanied by a video. The use of characters is adapted to the characteristics of early childhood, one of which is the use of animation that is attractive to children, including videos, radio/audio, still images, visual symbols, and verbal symbols. In other words, children can be interested in the use of pictures, both audio and visual symbols.

In a study by Dewi in 2017, it was stated that there was an influence on the ability to recognize number symbols in group A1 RA Ath-Thooriq children using the PowerPoint media-assisted singing method. This was evidenced by the average data results, where the average value of the experimental group was higher than the control group. The use of PowerPoint as a learning medium certainly has advantages and disadvantages. The advantages of using PowerPoint to improve cognitive abilities are as follows: 1) It attracts more children's attention, and 2) It can arouse children's curiosity and broaden children's knowledge. Disadvantages of using PowerPoint to improve cognitive abilities include 1) Limited technical ability of teachers using PowerPoint, 2) Adequate devices such as projector screens are needed and require a large enough electric current, and 3) Media can only be used with laptops/PCs. At this time, PowerPoint is one of the educational tools that can be used to teach and deliver material in class, although PowerPoint is developed for presentations, this also has benefits for the process of teaching and learning in class. Its application to the teaching and learning process must be adjusted according to the



portion to communicate information aimed at students and be used wisely to improve teaching sessions in class. Interactive PowerPoint media are expected to be used as interesting learning media by teachers, which can be developed according to learning objectives and learning themes, and made creatively and innovatively by teachers to attract and increase children's interest in the process of playing while learning for early childhood.

## **CONCLUSION**

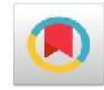
Based on the research analysis results, technology-based learning methods using interactive PowerPoint media were very effective because they could influence the development of children's cognitive abilities in TK Aisyiyah 52. This can be seen from how the treatment was given to children during the learning process. Children look enthusiastic about the interactive PowerPoint media used because the interactive PowerPoint media used was made interestingly accompanied by interactive animations, audio, and video, which can attract children's attention and can increase children's focus so that during questions and answers, children can answer questions correctly. Children can work on LKA with assessment indicators related to cognitive development well. This can be seen from the pre-test results where 62.5% of children got BSB (Very Good Development) results and 37.5% got BSH (Developing According to Expectations) results. It can be concluded that technology-based learning methods using interactive PowerPoint media have a significant effect on the cognitive abilities of group B children at TK Aisyiyah 52 Sukolilo, where there is a significant influence on the application of technology-based learning methods using interactive PowerPoint media. The use of interactive PowerPoint is expected to support the learning process, introduce students to technology, and help teachers to be more creative and innovative in developing learning media.

## **ACKNOWLEDGEMENT**

Acknowledgments are conveyed to all parties who have supported the completion of this article, especially the school, which is the research vessel.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka Cipta: Jakarta.
- Suyana, Dadan. (2016). *Pendidikan Anak Usia Dini: Stimulasi & Aspek Perkembangan Anak*. Prenada Media.
- Mangal, *Advanced Educational Psychology*. 2nd Edition. (New Delhi: Prentice Hall of India, 2009)
- Budiman, H. (2017). Peran Teknologi Informasi Dan Komunikasi Dalam Pendidikan. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(1), 31. <https://doi.org/10.24042/atjpi.v8i1.2095>
- Khadijah. Amelia, Nurul. *Perkembangan Kognitif Anak Usia Dini: Teori Dan Praktik*. Prenada Media, 2021.
- Anggara, Adi Putra. (2019). Pengembangan Media Pembelajaran Powerpoint Untuk Meningkatkan Kognitif dan Kemampuan Sosial Anak Usia Dini : *Jurnal Teologi*, 2(1), (11-19). <https://doi.org/10.38189/jtbh.v2i1.18>
- Dewi, Rikha Sartika. *Pengembangan Kognitif Anak Usia Dini (Teori Dan Praktik)*. Edu Publisher, 2020.
- Dewi, N. L. P. A., Jampel, I. N., & Tegeh, I. M. (2017). Microsoft Power Point Terhadap Kemampuan Mengenal Lambang Bilangan Pada Anak. *E-Journal Pendidikan Anak Usia Dini Universitas Pendidikan Ganesha*, 5(1), 33–44. <https://ejournal.undiksha.ac.id/index.php/JJPAUD/article/view/11070>
- Indrijati, Herdina, dkk. (2017). *Psikologi Perkembangan dan Pendidikan Anak Usia Dini: Sebuah Bunga Rampai*. Prenada Media.
- Isna, A. (2019). *Perkembangan Bahasa Anak Usia Dini*. Wardah, I(1), 62–69.
- Hamzah. (2008). *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Jakarta: Bumi Aksara Kustandi, Cecep. (2011). *Media Pembelajaran Manual dan Digital*. Bogor: Ghalai Indonesia.
- Hashemi, M., Azizinezhad, M., & Farokhi, M. (2012). Power Point as an innovative tool for teaching and learning in modern classes. *Procedia - Social and Behavioral Sciences*, 31(2011), 559–563. <https://doi.org/10.1016/j.sbspro.2011.12.103>
- Nweze, T., Ezenwa, M., Ajaelu, C., Hanson, J. L., & Okoye, C. (2023). Cognitive variations following exposure to childhood adversity: Evidence from a pre-registered, longitudinal study. *EClinicalMedicine*, 56, 101784. <https://doi.org/10.1016/j.eclinm.2022.101784>
- Soemiarti, Patmonodewo. (2003). *Pendidikan Anak Prasekolah*. Jakarta: Rineka Cipta.
- Pramita, E.W. 2010. *Dahsyatnya otak anak usia emas*. Yogyakarta: Interpretbook
- Wiyarni, NA. 2015. *Manajemen PAUD bermutu*. Yoyakarta: Gava Media.



## Recognizing Hijaiyah Letters Through Letter Tree Media For Early Childhood Of 5 - 6 Years Old

Iin Sriastuti<sup>1</sup>, Zulkarnaen<sup>2</sup>

<sup>1,2</sup>Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

### Article Information

#### Article History

Received: Jan 28, 2023

Revised: Jul 13, 2023

Accepted: Sept 03, 2023

#### Keywords:

Improving Reading  
Ability, Hijaiyah Letter  
Tree Media, Early  
Childhood

### Abstrak

Penelitian Tindakan Kelas (PTK) ini dilakukan atas dasar kurangnya pemahaman dan pengenalan huruf hijaiyah yang masih kurang di kelompok B1 RA Taqiyya. Disebabkan karena media yang digunakan kurang kreatif dan inovatif. Dengan alasan tersebut, peneliti menggunakan media Pohon Huruf Hijaiyah guna meningkatkan kemampuan membaca dan mengenal huruf hijaiyah. Subjek dalam penelitian ini adalah Kelompok Tiger B1 RA Taqiyya yang berjumlah 12 anak, yang terdiri dari 5 anak laki – laki dan 7 anak perempuan. Jenis penelitian ini adalah penelitian tindakan kelas (Class Action Research) yang terdiri dari dua siklus dilaksanakan sebanyak 4 kali pertemuan setiap siklus, prosedur penelitian meliputi perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam penggunaan media pohon huruf hijaiyah untuk meningkatkan kemampuan membaca anak, direkomendasikan seorang guru harus menyiapkan hal-hal yang mendukung terlaksananya pembelajaran menggunakan media pohon huruf yang menarik sesuai dengan tahapan perkembangan dan kebutuhan anak. Hasil penelitian menunjukkan bahwa penggunaan media Pohon Huruf Hijaiyah dapat meningkatkan kemampuan mengenal huruf hijaiyah anak rata – rata sebesar sebesar 86 %.

### Abstract

This Classroom Action Research (CAR) was conducted on the basis of a lack of understanding and recognition of hijaiyah letters which were still lacking in group B1 RA Taqiyya. This is because the media used is less creative and innovative. For this reason, the researcher uses the Hijaiyah Letter Tree media to improve the ability to read and recognize Hijaiyah letters. The subjects in this study were the Tiger B1 RA Taqiyya Group, which consisted of 12 children, 5 boys and 7 girls. This type of research is class action research (Class Action Research) which consists of two cycles carried out in 4 meetings for each cycle. Research procedures include planning, implementing, observing, and reflecting. In using hijaiyah letter tree media to improve children's reading skills, it is recommended that a teacher should prepare things that support the implementation of learning using interesting letter tree media in accordance with the stages of development and the needs of children. The results showed that the

---

use of the Hijaiyah Letter Tree media could increase the ability to recognize Hijaiyah letters for children which is 86%.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

---

✉ Corresponding author:

E-mail: [zul193@ums.ac.id](mailto:zul193@ums.ac.id)

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

---

## INTRODUCTION

Early childhood education is a process of fostering the growth and development of children aged birth to six years as a whole which includes physical and non-physical aspects by providing stimulation for appropriate physical, spiritual (moral and spiritual), motor, intellectual, emotional, and social development so that children grow and develop optimally (Mansur, 2007: 88). RI Law No. 20 of 2003 on the national education system chapter 1 paragraph 14, states that Early Childhood Education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Danar Santi, 2009: 7).

Early Childhood Education (*Pendidikan Anak Usia Dini*) hereinafter abbreviated as PAUD is a level of education prior to basic education which is a coaching effort aimed at children from birth up to the age of six, which is carried out by providing educational stimuli to help physical and spiritual growth and development so that they have the readiness to enter further education. Early childhood education is the most basic education given by parents to children or an educator to their students. Early childhood is a time when children learn anything quickly. At an early age, children have great curiosity. Early childhood education is very important for further education because early formation at an early age is referred to as the Golden Age.

From several aspects of child development, there is the development of morals and religious values whose content recognizes hijaiyah letters. In this case, hijaiyah letters are the basis of learning so that later children are able to read the Al-Quran properly and correctly. Hijaiyah letters are important to be introduced to

early childhood, because early childhood still has a good memory, so hijaiyah letters will be easier to remember.

For learning hijaiyah letters at RA Taqiyya, the wafa method is used which is the right brain method. The wafa method was introduced by the Syafa'atul Quran Indonesia Foundation in Surabaya. The wafa method uses book learning media and introduces hijaiyah letters using songs that allow children to recognize hijaiyah letters in a fun way and also using the Quantum Teaching method, which can function both the right and left hemispheres of the brain in their respective functions.

The facts show that so far children have not been able to read some hijaiyah letters because they have been confused with other letters. This is because some hijaiyah letters are similar, only different in the location of the dots. As a result, children often have to repeat when asked to read hijaiyah letters. As was the case with RA Taqiyya students in the age group of 5-6 years, with a total of 12 children consisting of 5 boys and 7 girls. Seeing this situation, in learning hijaiyah letters, researchers use hijaiyah tree media. One of the learning media that can be used in introducing hijaiyah letters to children is a letter tree.

## **LITERATURE REVIEWS**

Early childhood education is an issue that is reviewed for children from birth up to the age of six, which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education. (2004 Curriculum Competency Standards TK and RA, 2004:2).

The letter tree is a learning medium to develop children's potential in the auditory, visual, and memory dimensions. This is in line with the views of John Hendrich Peztaozzi (Sofia Hartati, 2005: 41), stating that "The main potential that should be a priority for children is the development of AVM (Auditory, Visual, and Memory)".

## METHODS

This research used Classroom Action Research. Classroom action research is research conducted by teachers in their classes through self-reflection to improve their performance so that student learning outcomes increase (Aqib, 2011). In this classroom action research, two cycles were used, each going through four stages: planning, acting, observing, and reflecting. Each cycle begins with an action plan, a strategy used to improve and perfect the learning process. The activities carried out in this action plan include: (1) The teacher prepares material to be used in the implementation of learning; (2) prepares teaching materials; (3) prepares a daily activity plan (*Rencana Kegiatan Harian*) hereinafter abbreviated as RKH; (4) prepares equipment/goods to be used in activities; and (5) develops an assessment tool and record the results of observations.

This research method describes facts according to the data obtained, aiming at implementing the use of hijaiyah tree media during learning to read hijaiyah letters and to improve the abilities of group B1 RA Taqiyya students in Semester I of the 2021/2022 Academic Year.

The data collection techniques used were observation notes and documentation. The reason researchers used observation techniques in this study is that observation techniques can provide more accurate results because researchers can observe the processes carried out by children, and can also find out the difficulties children face. As stated by Sugiyono (2018: 229), observation is a data collection technique with specific characteristics when compared to other techniques. The subjects in this study were 12 students of Raudhatul Athfal Taqiyya Group B1, consisting of 5 boys and 7 girls. The characteristics of group B1 children tend to be active, lack focus, and the ability to read hijaiyah letters is still lacking. Improving the ability to recognize Hijaiyah letters using hijaiyah tree media is the focus of this research discussion.

Hijaiyah Tree is an educational teaching aid in the form of a tree which contains the hijaiyah letters from alif-ya which are printed on top of colorful fruit images which are easy to remove and paste. Letter tree media is a medium used in learning that aims to develop student potential, namely the visual dimension (Utami and Damri, 2019: 134).



**Figure 1. Hijaiyah Letter Tree**

The data analysis technique used in this study was qualitative and quantitative data analysis. Quantitative data analysis techniques according to Sugiyono (2018, p. 147) are activities after data from all respondents (population/sample) are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test the hypotheses that have been proposed. The main data in this research is quantitative data. These data were taken from (1) Student's test score in working on the questions given includes initial test scores and test results at the end of each action. (2) The results of the observation sheet of student learning activities.

The data collected by the researchers were the results of observations and field notes. Analysis of the data used Data analysis of learning outcomes test. This analysis technique used the calculation of the percentage of success or completeness of students in mastering the concept. The calculation is as follows:

$$P = f/n \times 100\%$$

Notes:

P = Percentage of teacher/student activity

f = number of teacher/student activities that appear

n = the total number of activities

Based on the above formula, classical success can be grouped as follows:

**Table 1. classical success can be grouped**

Percentage	Category	Star Symbol
95 % - 100 %	Very Well Developed ( <i>Berkembang Sangat Baik/BSB</i> )	A
85 % - 94 %	Growing As Expected ( <i>Berkembang Sesuai Harapan/BSH</i> )	B
75 % - 84 %	Start Developing ( <i>Mulai Berkembang/MB</i> )	C
< 75%	Not Developed ( <i>Belum Berkembang/BB</i> )	D

(Department of National Education, Depdiknas, 2004: 26 )

Qualitative data in this study were analyzed using qualitative data analysis, namely the analysis of data obtained from the results, among other things, student test results were declared successful in learning if the score obtained was > 75%, with complete information.

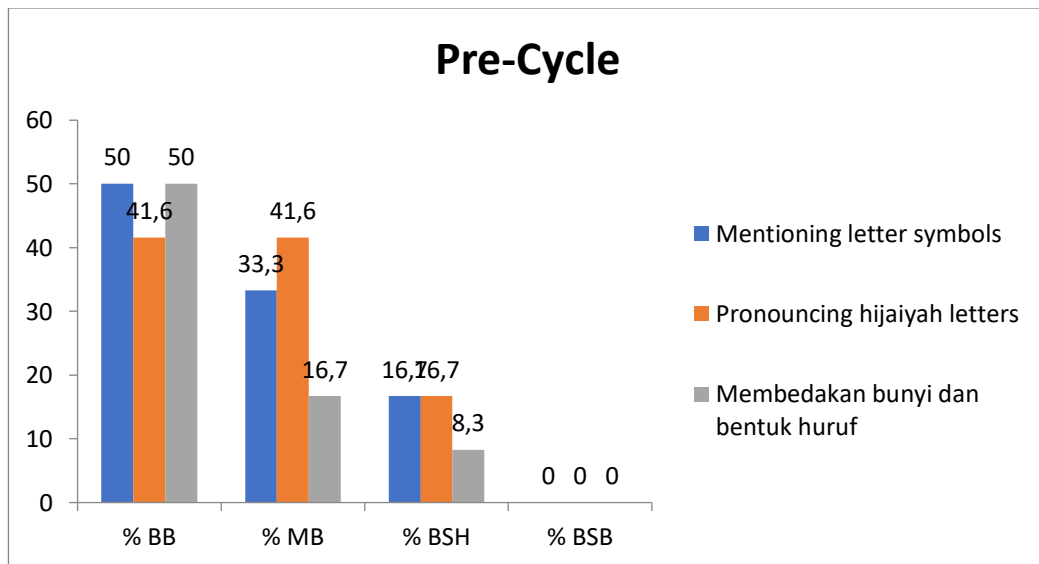
## RESULT AND DISCUSSION

Before carrying out research activities, the researchers carried out observation activities called the Pre-Cycle. The results obtained showed that the ability to name, pronounce and differentiate the sounds and shapes of hijaiyah letters in group B1 RA Taqiyya students was still lacking (Table 1.1). This is evidenced by when students read the Hijaiyah Letter Reading Book (Wafa) they still experience confusion and some letters are still wrong in pronouncing them. Based on this, the researchers used interesting and fun learning media, especially in activities to develop the ability to mention, pronounce, and distinguish hijaiyah letters. In this study, the researchers used Hijaiyah Letter Tree media.



**Table 2. Recapitulation of Ability to Recognize Hijaiyah Letters before using Hijaiyah Letter Tree Media**

NO	INDICATOR	BB	MB	BSH	BSB	THE NUMBER OF CHILDREN				
						% BB	% MB	% BSH	% BSB	
1.	Children can mention hijaiyah letter symbols (from alif ا – ya' ي)	6	4	2	0	12	50 %	33.3 %	16.7 %	0 %
2	Children can pronounce hijaiyah letters according to the makharijul letters (from alif ا – ya' ي)	5	5	2	0	12	41.6 %	41.6 %	16.7 %	0 %
3	Children can distinguish the sound and shape of hijaiyah letters (from alif ا – ya' ي)	4	5	1	0	12	50 %	41.6 %	8.3 %	0 %



**Figure 2 Diagram of recapitulation of the ability to recognize hijaiyah letters before using the Hijaiyah Letter Tree**

Based on the table above, the percentage results obtained from the child's ability to pronounce hijaiyah symbols from the category (BB) reached 50%, (MB) 33.3%, (BSH) 16.7%, and (BSB) 0%. While the ability of children to pronounce hijaiyah letters from the category (BB) reached 41.6%, (MB) 41.6%, (BSH) 16.7%,

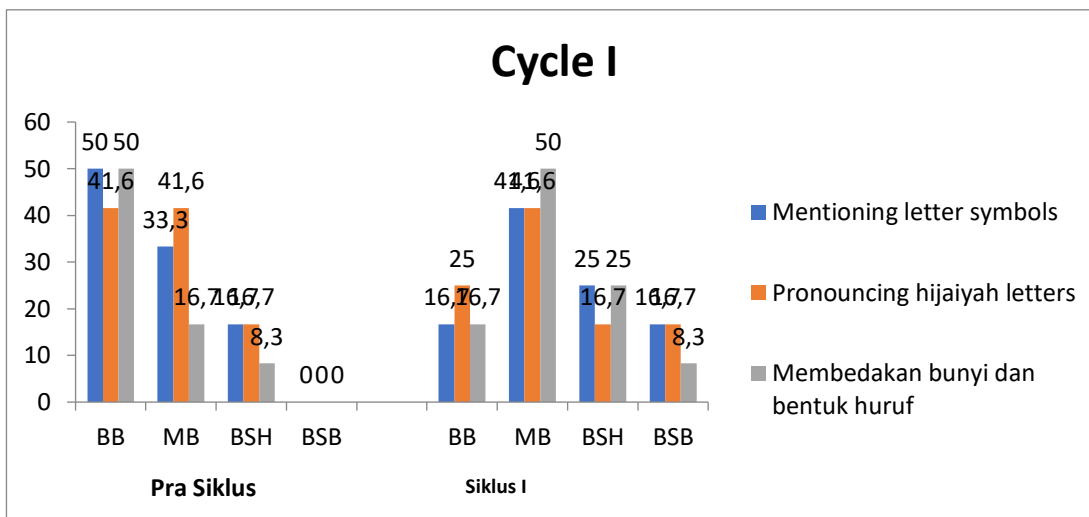
and (BSB) 0%. Finally, the child's ability to distinguish hijaiyah sounds and shapes from the (BB) category reached 50%, (MB) 41.6%, (BSH) 8.3%, and (BSB) 0%. These results indicated that the success rate of children was included in the less category.

### Cycle 1 Planning

In cycle 1 the ability to recognize hijaiyah letters is able to recognize and mention 10 hijaiyah letters after the children were invited to do learning using the Hijaiyah Letter Tree media to learn to recognize and mention hijaiyah letters. The results of research on the ability of children before recognizing letters through the Letter Tree were grouped into three indicators: children can say the symbols of hijaiyah letters (Alif ʾ - yaʾ ﻱ), children can pronounce hijaiyah letters (Alif ʾ - yaʾ ﻱ) children can distinguish sounds and shapes of hijaiyah letters (Alif ʾ - yaʾ ﻱ).

**Table 3. Recapitulation of the Ability to Recognize Hijaiyah Letters after using the Hijaiyah Letter Tree Media in cycle I**

NO	INDICATOR	BB	MB	BSH	BSB	THE				
						NUMBER OF CHILDREN	% BB	% MB	% BSH	% BSB
1.	Children can mention hijaiyah letter symbols (from alif ʾ - yaʾ ﻱ)	2	5	3	2	12	16.7 %	41.6 %	25 %	16.7 %
2	Children can pronounce hijaiyah letters according to the makharijul letters (from alif ʾ - yaʾ ﻱ)	3	5	2	2	12	25 %	41.6 %	16.7 %	16.7 %
3	Children can distinguish the sound and shape of hijaiyah letters (from alif ʾ - yaʾ ﻱ)	2	6	3	1	12	16.7 %	50 %	25 %	8.3 %

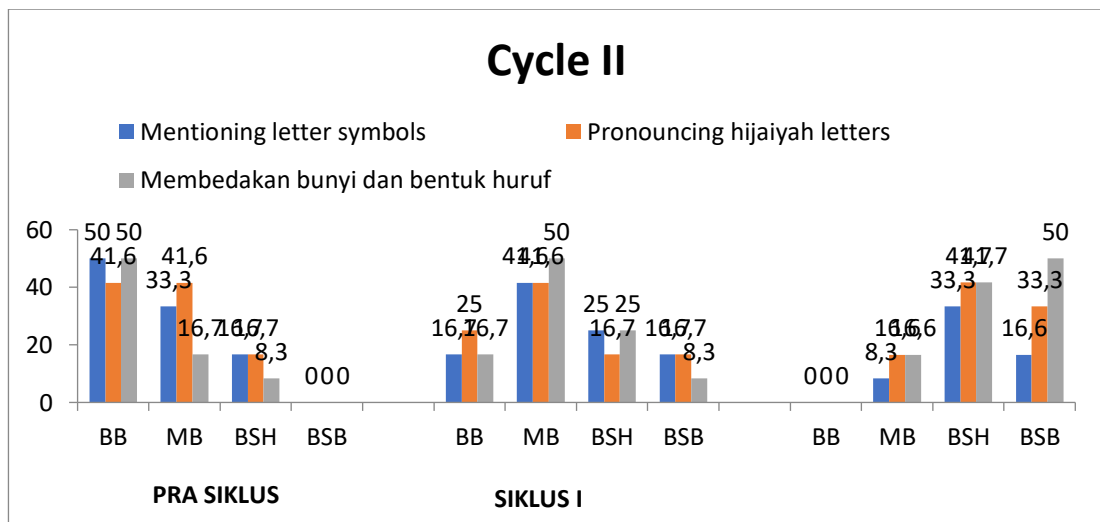


**Figure 3 Diagram of the achievement of the success of Cycle I in the ability to read hijaiyah letters using the Letter Tree media**

In the first cycle of activities using Hijaiyah Letter media, the teacher carried out the educational stage by providing an introduction to the symbols of hijaiyah letters and their correct pronunciation (makhorijul letters) by using songs/sings, while attaching some hijaiyah letters  $\text{د ر ي ك ي س ت م}$ . In addition, teachers helped children set rules before engaging in play activities. The children were enthusiastic and excited about exploring using the Hijaiyah Letter Tree Media. The percentage results that emerged from cycle 1 activities showed that in pronouncing hijaiyah symbols from the category (BB) reached 16.7%, (MB) 41.6%, (BSH) 25%, and (BSB) 16.7%, while the ability of children to pronounce hijaiyah letters from the category (BB) reached 25%, (MB) 41.6%, (BSH) 16.7%, and (BSB) 16.7% and finally the ability of children to distinguish sounds and hijaiyah forms from the (BB) category reached 16.7%, (MB) 41.6%, (BSH) 25%, and (BSB) 8.3%. Based on the children's activities during the first cycle of action activities, there were still children who were still confused and had difficulty playing with the Hijaiyah Letter Tree media. Therefore, further improvements will be made in the next cycle, namely the cycle II action with the following results:

**Table 4. Recapitulation of the Ability to Recognize Hijaiyah Letters after using the Hijaiyah Letter Tree Media in cycle II**

NO	INDICATOR	BB	MB	BSH	BSB	THE NUMBER OF CHILDREN				
						% BB	% MB	% BSH	% BSB	
1.	Children can mention hijaiyah letter symbols (from alif 'ا' – ya' 'ي')	0	1	4	7	12	0 %	8.3 %	33.3 %	58.3 %
2.	Children can pronounce hijaiyah letters according to the makharijul letters (from alif 'ا' – ya' 'ي')	0	2	5	5	12	0 %	16.6 %	41.7 %	41.7 %
3.	Children can distinguish the sound and shape of hijaiyah letters (from alif 'ا' – ya' 'ي')	0	2	4	6	12	0 %	16.6 %	33.3 %	50 %



**Figure 4 Diagram of the achievement of the success of Cycle II in the ability to read hijaiyah letters using the Letter Tree media**

Based on the table above, the percentage results obtained from the child's ability to pronounce hijaiyah symbols from the category (BB) reached 0%, (MB) 0%, (BSH) 41.7%, and (BSB) 58.3%. While the ability of children to pronounce hijaiyah letters from the category (BB) reached 0%, (MB) 16.6%, (BSH) 41.7%, and (BSB) 41.7%. and finally the child's ability to distinguish hijaiyah sounds and

shapes from the (BB) category reached 0%, (MB) 0%, (BSH) 50%, and (BSB) 50%. These results indicated that the child's success rate is included in the complete category because the ability to pronounce hijaiyah letters in cycle I activities increased by 41.6%, which was only 16.7% in the pre-cycle, while the indicator for pronouncing hijaiyah letters increased by 33.3% which previously it was only 16.7% and the indicator of distinguishing hijaiyah letters experienced an increase of 33.3%. Whereas in cycle 2 the ability to pronounce the symbols of hijaiyah letters increased by 91.6% and the indicator for pronouncing hijaiyah letters increased by 83.3% and the indicator of distinguishing the shapes and sounds of hijaiyah letters increased by 83.3%.

## **Discussion**

The child's ability to recognize hijaiyah letters is included in the good criteria. These results are shown by the majority (86% of the total children). Children who fall into good criteria mean that children are able to recognize hijaiyah letters which include mentioning letter symbols, pronouncing letter sounds correctly, and being able to distinguish the shapes and sounds of letters that are almost the same. These results are supported by the achievement of children in each indicator. The results of children's achievements in each indicator will be described as follows.

### **The ability to mention the symbols of hijaiyah letters**

The ability of the children at RA Taqiyya Kartasura to pronounce the names of hijaiyah letters is included in the good criteria as indicated by the percentage of success of 91.6% of the total number of children. Children who fall into the criteria of being very good at naming hijaiyah letters mean that they are able to say the names of hijaiyah letters correctly.

### **The ability to pronounce hijaiyah letters properly and correctly in accordance with their makhraj**

The child's ability to pronounce the sounds of hijaiyah letters according to his makhraj is included in the very good criteria as indicated by the percentage of success as much as 83.3% of the total number of children.

### **The ability to distinguish the shape and sound of hijaiyah letters**

The ability of children to distinguish sounds and letter shapes is also very good, this is indicated by the percentage of success of 83.3%. However, children still often make mistakes and have difficulty distinguishing the shapes of hijaiyah letters because there are several letters that have almost the same shape as the letters ط (tha') and ظ (zha').

## CONCLUSION

Based on the results of the research and discussion that have been put forward, it can be concluded that the ability to recognize hijaiyah letters in Group B at RA Taqiyya Kartasura could be improved using Hijaiyah Letter Tree media. This is indicated by the percentage of success that reached 86%. In other words, the research results obtained have met the indicators of success.

To achieve success in learning, learning media is needed that supports, so that children are more enthusiastic and interested, also provides space for children to explore and be active in learning, so as to create a fun learning process. Fun learning (joyful learning) according to (Fadilah, 2014) is a learning design with the aim of creating an atmosphere that frees students to dare to try, act, ask questions and express opinions so that students' attention can be fully focused on learning.

## ACKNOWLEDGEMENT

This research was carried out well and smoothly thanks to the support from Raudhatul Athfal Taqiyya and Universitas Muhammadiyah Surakarta, Faculty of Teacher Training and Education (FKIP), Study Programs and PG PAUD FKIP Students, Universitas Muhammadiyah Surakarta.

## REFERENCES

- Abdul Mujib Ismail & Maria Ulfa Nawawi. (1995). *Pedoman Ilmu Tajwid*. Surabaya: Karya Abditama
- Abdurrahman, Mulyono. (1999). *Pendidikan Bagi Anak Yang Berkesulitan Belajar*. Jakarta : Rineka Cipta.
- al-Amir, Najib Khalid. (2002). *Mendidik Cara Nabi SAW*. Bandung: Pustaka Hidayah.
- Daryanto (1993). *Media Visual untuk Pengajaran Teknik*. Bandung: Tarsito.
- Hamalik, Umar. 1997. *Kurikulum dan Pengajaran*. Jakarta : Bumi Aksara

- Kartini. (2011) *Peningkatan Kemampuan Anak Mengenal Huruf Melalui Metode Bermain Kartu Kata*. Bandung: Remaja
- Kurnia Dewi Program Studi Pendidikan Islam Anak Usia Dini - Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Raden Fatah <http://jurnal.radenfatah.ac.id/index.php/raudhatulathfal/article/download/2676/1859>
- Maimunah, Hasan.(2009). *Pendidikan Anak Usia Dini*. Yogyakarta. DIVA Press
- Mansur. (2007). *Pendidikan Anak Usia Dini Dalam Islam*. Yogyakarta: Pustaka Pelajar
- Meti Aprilyanti. 2021.*Meningkatkan Kemampuan Mengenal Huruf Hijaiyah padaanak Melalui Media Flashcard Di TK CERIA Tabaringan Kecamatan Galesong Utara*. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar [https://digilibadmin.unismuh.ac.id/upload/23684-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/23684-Full_Text.pdf)
- Miratun Nisa', 2019. *Peningkatan Kemampuan Membaca Huruf Hijaiyah Melalui Media Flashcard Pada Anak Kelompok A Di Taman Kanak-Kanak Islam AL-Hikmah Margomulyo Kerek Tuban*. Skripsi Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Ampel Surabaya. [http://digilib.uinsby.ac.id/33408/3/Miratun%20Nisa%27\\_D78214029.pdf](http://digilib.uinsby.ac.id/33408/3/Miratun%20Nisa%27_D78214029.pdf)
- Nur Handayani, "Upaya Meningkatkan Kemampuan Mengenal Huruf Hijaiyah Melalui Media Gambar Di Kelompok A Siswa BA Aisyiyah Rejosari Bandongan Tahun 2013/2014", Skripsi. Yogyakarta. Program Studi Pendidikan Guru Madrasah Ibtidaiyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. 2014. <http://digilib.uinsuka.ac.id/14085/2/BAB%20I%2C%20IV%2C%20DAFTAR%20PUSTAKA.pdf>.
- Santi, Dinar. (2009). *Pendidikan Anak usia Dini Antara Teori Dan Praktek*. Jakarta: PT. Indeks.
- Saska, Rusdi. (2005). *Metode CASH Cara Cepat Praktis Belajar Al-Qur'an*. Pontianak :
- Sasono, Lukman. (1992). *Mengungkap Lailatul Qadar: Dimensi Keilmuan Dibalik Mushaf Usmani, Malam Seribu Bulan Purnama, tt.p*, Surabaya: Grafikatama Jaya
- Sirojuddin, D. (2000). *Seni Kaligrafi Islam*. Bandung: PT. Remaja Rosdakarya
- Sofia, Hartati. (2005). *Perkembangan Belajar Pada Anak Usia Dini*. Jakarta: Departemen Pendidikan Nasional
- Sudjana, Nana dan Ahmad Rivai. 2010. *Media Pengajaran*. Bandung: Sinar Baru Algensindo Surasman, Otory. (2002). *Metode Insani Kunci Praktis Membaca Al-Qur'an Baik dan Benar*. Jakarta: Gema Insani Press. <http://repository.unib.ac.id/8643/1/I%2CII%2CIII%2CII-14-don.FK.pdf>



**Evaluation of the RPPH System at RA Arafat  
Reksoniten 2022**

\*Nurul Latifah<sup>1</sup>, Darsinah<sup>2</sup>

<sup>1,2</sup>Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

**Article Information**

**Article History**

Received: Jan 12, 2023

Revised: Mar 20, 2023

Accepted: Sept 03, 2023

**Keywords:**

Evaluation  
Lesson Plan  
ECD

**Abstrak**

RPPH merupakan sebuah sistem, sehingga setiap komponen RPPH harus berkaitan secara fungsional. Tujuan penelitian ini adalah untuk mengevaluasi keterkaitan unsur-unsur yang ada di RPPH. Penelitian ini merupakan penelitian deskriptif kualitatif. Metode dalam pengumpulan data menggunakan dokumen RPPH, dan analisis data menggunakan analisis konten. Penelitian ini dilaksanakan di RA Arafat Reksoniten surakarta. Hasil penelitian menunjukkan bahwa belum semuanya RPPH yang disusun oleh guru memiliki keterkaitan secara fungsional.

**Abstract**

RPPH is a system, so each RPPH component must be functionally related. This research aimed to evaluate the interrelationships of the elements in the RPPH. This research is a qualitative descriptive study. The method of collecting data used RPPH documents, and data analysis used content analysis. This research was conducted at RA Arafat Reksoniten Surakarta. The results showed that not all of the RPPH prepared by the teacher were functionally related.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

✉ Corresponding author:

E-mail: [a520211071@student.ums.ac.id](mailto:a520211071@student.ums.ac.id)

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

**INTRODUCTION**

The Daily Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran Harian*) hereinafter abbreviated as RPPH is a reference for managing play activities in one day. RPPH is prepared and implemented by the teacher. The RPPH format does not have to be standard but contains predetermined components. The components of the learning implementation plan



consist of (1) program identity, (2) materials, (3) tools and materials, (4) opening activities, (5) core activities, (6) closing activities, and (7) evaluation planning (Nurul Arifyanti, 2020). Meanwhile, according to the Directorate of Early Childhood Education Development, the daily learning implementation plan is a planning unit that will guide activities for one day.

However, the preparation of RPPH is essential because compiling it is evidence of activities that will be carried out by the teacher in class and must be prepared by the teacher, as well as a teacher's guide in carrying out daily activities so that the teacher does not feel confused about adjusting the time used. The teacher must also be thirsty for knowledge by following debriefings on RPPH so that the teacher understands development and is more varied in carrying classroom activities.

By compiling the RPPH daily, the teacher also feels free of the hassle of preparing the tools to be carried out in class. The teacher can prepare the tools to be used from the start so the teacher also does not feel the hassle of preparing them. Because the success of a program of activities carried out by a person is largely determined by how much the quality of the planning he makes.

As a result of the absence of RPPH in a lesson, the class becomes disorganized and needs to know the purpose of learning. RPPH will only be useful if it is only memorized or read in class when teaching with being understood. Memorization will make the teacher focus on memorizing activities and not teaching. Understanding RPPH makes teachers appear confident and bring up teaching skills. RPPH is a plan made to achieve learning goals for children, not to force activities on children. Planning can change according to the child's circumstances by modifying the lesson plans that have been made (Afifah, 2019). It is a big mistake if the teacher walks into the classroom empty-handed without a lesson plan. It is the wrong action because the teacher carries out the learning process must be based on a plan that has been adapted to the conditions of the students. Without planning, the teacher cannot carry out learning properly. The teacher needs an idea of the goals to be achieved. Teachers also need help in determining the direction and methods used in achieving learning objectives. In a learning activity, if it is not planned clearly, the goals are not formulated, then

learning in the classroom will be wrong. Therefore, the Daily Learning Implementation Plan must be prepared clearly and systematically (Hamidah, 2021).

There is much research on RPPH, for example from Muhammad Reza (2022), Anastasia Weti (2019), Nurianna (2019), Hasmalena et al. (2017), Pulheria (2021), Hartatik (2017), Fitria (2019), Misbahul et al. (2017). Of the 8 studies that discussed RPPH planning, none examined RPPH systems's evaluation.

RA Arafat Reksoniten is a kindergarten with 4 teachers. In learning using the 2013 curriculum, teachers at RA Arafat Reksoniten make lesson plans in lesson plans every day to create systematic and directed learning. The purpose of conducting research at RA Arafat Reksoniten was to find out the relevance between the elements in the lesson plan elements, including the relationship between objectives and learning activities, as well as the relationship between objectives and learning evaluation.

The stage before preparing the RPP was compiling a semester program, then developing it to prepare a weekly learning implementation plan (RPPM). Finally, the smallest component was preparing the RPP.

Learning Implementation Plans (*Rencana Pelaksanaan Pembelajaran*) hereinafter abbreviated as RPP are one of the important things that must be considered by educators, especially early childhood educators. In providing a good learning activity to students, lesson plans must be made. This RPP has various important roles in a learning activity, one of which is that it can facilitate the implementation of learning activities because the RPP contains objectives, methods, and media that will be used when learning activities occur. In addition, lesson plans can also be used as a reference in conducting learning evaluations so that educators can continue to innovate in creating meaningful learning activities for students. (Wahyudi Nadar et al. 2021)

The purpose of learning in PAUD is to help children reach the stage of development that refers to STTPA, so it needs to be planned so that the goals can be achieved effectively and efficiently (Puspitasari: 2012). An example of learning objectives is that children can recognize the concept of making patterns.

Learning material is one of the three important components that need each other and are needed in the learning process. The three components are students, educators, and learning materials (Bararah, 2022). An example of learning material is sorting patterns of geometric shapes.

Learning activities in early childhood are essentially the development of a concrete curriculum in the form of a set of plans containing a number of learning experiences through play given to early childhood based on their potential and developmental tasks that must be mastered to achieve the competencies that children must have (Sujiono, 2011). An example of learning activities is sorting patterns of geometric shapes from triangle-block-circle patterns and triangle-block-circle patterns.

Media is a tool that can be used as an intermediary in stimulating all aspects of development in early childhood, both moral aspects and religious values, physical-motor aspects, language aspects, social-emotional aspects, cognitive aspects, and artistic aspects. In stimulating aspects of early childhood development, it must be adjusted to the age and stage of development because every child, even though they are the same age, sometimes has different stages of development (Zaini, H., & Dewi, K., 2017). An example of learning media is sorting geometric shapes from red triangles, yellow blocks, and green circles.

Evaluation is a systematic process to determine or make decisions to what extent teaching objectives have been achieved by students. The importance of evaluation in learning, results in a teacher having good preparation and competence, both in terms of lesson planning, as well as the teacher's ability to develop the learning process and mastery of teaching material, and it is also not enough for the teacher's ability to master the class, without being matched by the ability evaluate planning student competencies which are very decisive in the context of subsequent planning. An example of learning evaluation is Aisyah was able to make patterns from geometric shapes with triangle-block-circle patterns in the same order.

## **LITERATURE REVIEWS**

### **Learning, assessment, PAUD, observation, learning evaluation**

As a result, after analyzing the Daily Learning Implementation Plan (RPPH) with the evaluation sheet that had been made by the teacher, it turned out that it was not appropriate. Data collection techniques used were observation and document analysis. Observations were made by observing children's development using evaluation instruments such as anecdotal records, running notes, checklists, time sampling, and event sampling.

Document analysis was carried out by analyzing RPPH, and learning evaluation results. This study found that observational assessment in PAUD has several ways of observing the strengths and weaknesses of each.

Providing services and treatment to stimulate early childhood development is part of a process called the learning program in PAUD. In addition to the developmental tasks in the PAUD curriculum, children must achieve predetermined basic competencies. Evaluation of quality learning will help improve the learning process to improve the quality of education. This is to measure the results of the learning process in accordance with the plan that has been written in the RPPH.

Teachers need to be able to choose the right evaluation instrument in accordance with the RPPH made. Observational assessment can be carried out in other formats adapted to the field's needs to find out the advantages and disadvantages of each observation method for each learning evaluation. Observations were made using anecdotal record evaluation instruments, running records, checklists, time sampling, and event sampling to assess children's development and basic competencies. Interviews were conducted with PG PAUD students who carried out the evaluation.

Document analysis used was the Daily Learning Implementation Plan (RPPH), and the evaluation results document. Assessment in the context of learning in Early Childhood Education (*Pendidikan Anak Usia Dini*) hereinafter abbreviated as PAUD is an effort to collect, analyze, and interpret various information about the performance and progress of various aspects of development that can be achieved by children after participating in habituation activities within a certain period of time. In PAUD, it is necessary to use a special approach in conducting assessments. This is because early childhood has different developmental characteristics from children of primary and secondary school age. Therefore, teachers need to adjust to the observation method in

each learning evaluation with the Daily Learning Implementation Plan (RPPH) that will be used. Notes are narrative and objective in accordance with the facts that occur.

## **METHODS**

This study used a qualitative-descriptive approach where the results obtained are then described and or described in written form. According to Nana Syaodih Sukmadinata (2011), qualitative descriptive research is aimed at describing the existing phenomena, both natural phenomena and human engineering, which pays more attention to characteristics, quality, interrelationships between activities, namely research that aims to understand phenomena that occur in research subjects, behaviors, motivations, actions, etc. thoroughly and by means of descriptions. The time and place of the research was conducted in December 2022 at RA Arafateksoniten, which is located at Jl Mahesosuro II Rt 03 Rw 07, Gajahan, Pasar Kliwon, Surakarta city. This research was conducted to determine whether RA Arafat Reksoniten's teacher systematically prepared lesson plans. This research was descriptive-qualitative with the research object of RA Arafat Reksoniten's RPPH document. Data collection techniques used are observation, interviews, and documentation.

## **RESULTS AND DISCUSSION**

The RPPH quality can be measured from each of its components. RPPH that is complete and in accordance with its components can be said that the RPPH is of high quality. Conversely, if the RPPH component does not match each component, then it can be said that the RPPH is not of good quality. The following is a description of the conformity of the RPPH components. The suitability of the lesson plan document prepared by the teacher can measure the quality of the lesson plan so that researchers see the suitability of the RPPH component of (1) learning objectives, (2) learning materials, (3) learning activities, (4) learning media, and (5) learning evaluation. The following is a table of RPPH observations.

**Table 1.1 Observation Table**

No.	RPPH Component	Total	Observation Column	
			Matching with STTPA	Not Matching with STTPA
1.	Learning Objective	36	25	15
2.	Learning Materials	24	9	15
3.	Learning Activities	35	27	8
4.	Learning Media	32	20	12
5.	Learning Evaluation	15	7	8

The quality of lesson plans can be measured from each of its components. This study took 5 lesson plans in one theme prepared by the teacher for the 2022/2023 Academic Year.

Of the 36 learning objectives that are in accordance with STTPA, 25 learning objectives are in accordance with the learning objectives to be achieved according to STTPA. From the learning objectives that were not in accordance with the STTPA 15 learning objectives, 25% of teachers were appropriate in making the RPP goals to achieve STTP for children aged 4-5 years.

Learning materials that were not in accordance with the STTP were made in the RPPH, 15 learning materials were not in accordance with the STTPA, and 9 learning materials in the RPPH were in accordance with the STTP. It can be concluded that out of 24 learning materials, teachers were only able to 9% in compiling learning materials suitable for children aged 4-5 years.

Learning activities made by the teacher, out of 35 learning activities 27 activities were in accordance with STTPA and 8 learning activities were not in accordance with STTPA. Thus, teachers of RA Arafat were 27% appropriate in making learning activities in accordance with STTPA.

Of the 32 learning media created by teachers, 20 learning media were in accordance with STTPA, and 12 learning media were not in accordance with STTPA. It can be concluded that teachers making learning media 12% were not in accordance with STTPA for children aged 4-5 years.

From the learning evaluations made by the teachers, of the 15 learning

evaluations that were in accordance with STTPA, only 7 learning evaluations were appropriate and 8 learning evaluations were still not in accordance with the STTPA made by teachers to achieve STTPA in children aged 4-5 years, and therefore 7 % of teachers were only able to make learning evaluations in accordance with STTPA.

## **CONCLUSION**

Based on the results of research and discussion on lesson plans at RA Arafat Reksoniten for the 2022/2023 Academic Year, the researchers concluded that in making lesson plans that comply with STTPA for children aged 4-5 years, teachers were only able to make 60% of lesson plans that comply with STTPA. Therefore, the teachers must learn more and improve their competence in compiling a complete lesson plan and in making it refers to the standard level of achievement of students so that what is to be achieved is in accordance with the learning objectives. Not all lesson plans prepared by the teacher have a functional relationship between components. Each element in learning must be functionally related to each component.

## **ACKNOWLEDGMENTS**

First, I would like to express my gratitude to Allah SWT, the Most Gracious, Most Merciful, for the love and strength that He has given me so that I can finish this Thesis. The researchers would like to thank all staff and lecturers at Universitas Muhammadiyah Surakarta. Thank you and sincere appreciation to Mrs. Dr. Darsinah, M.Sc. as the supervising lecturer for the guidance, advice, and direction from the beginning of the research to completion and the extraordinary experiences while the writer was studying at Universitas Muhammadiyah Surakarta.

## REFERENCES

- Anastasia, w. (2019). UPAYA MENINGKATKAN KEMAMPUAN GURU MENYUSUN RENCANA PELAKSANAAN PEMBELAJARAN HARIAN (RPPH ) MELALUI TEHNIK LATIHAN DAN BIMBINGAN PADA GURU TK/PAUD GUGUS I KECAMATAN WOLOMEZE TAHUN PELAJARAN 2018/2019. *IMEDTECH (Instructional Media, Design and Technology)*, 2(2).
- Hani, A. A. (2019). Evaluasi pembelajaran pada paud. *Children Advisory Research and Education Jurnal CARE*, 7(1).
- hartatik, n. s. (2017). PENINGKATAN KOMPETENSI GURU DALAM MEMBUAT RPPH MELALUI SUPERVISI KLINIS DI PAUD ASSAJIDAH DRIYOREJO GRESIK. *Education and Human Development Journal*, 3(1). doi:10.33086/ehdj.v3i1.84
- I, B. (2020). Fungsi Metode terhadap Pencapaian Tujuan dalam Komponen Pembelajaran. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 12(1).
- jannah, M. (2017). Kemampuan Guru Paud dalam Mengintegrasikan Nilai pada Rencana Pembelajaran Harian (Rpph) Anak Usia Dini di Kabupaten Pidie Jaya.
- meka, P. m. (2021). PENERAPAN SUPERVISI AKADEMIK UNTUK MENINGKATKAN KOMPETENSI GURU DALAM MENYUSUN RENCANA PELAKSANAAN PEMBELAJARAN HARIAN DI TK/PAUD SE-GUGUS 3 BAJAWA, KECAMATAN BAJAWA, KABUPATEN NGADA. *IMEDTECH (Instructional Media, Design and Technology)*, 4(2). doi:10.38048/imedtech.v4i2.228
- nila, R. d. (2019). PELATIHAN PENYUSUNAN RENCANA PELAKSANAAN PEMBELAJARAN HARIAN BERBASIS KURIKULUM 2013 BAGI GURU-GURU PAUD. *Jurnal Pemberdayaan Masyarakat Universitas Al Azhar Indonesia*, 1(1). doi:10.36722/jpm.v1i1.335
- nur, s. v. (2019). Peran perencanaan pembelajaran untuk performance mengajar guru pendidikan anak usia dini. *Jurnal pendidikan anak*, 8(1). doi:10.21831/jpa.v8i1.26609
- Nurjanna, M. (2019). PENINGKATAN KOMPETENSI GURU BINAAN DALAM MENYUSUN RPPH MELALUI WORKSHOP DI GUGUS PAUD RANTEPAO KABUPATEN TORAJA UTARA. *Indonesian Journal of Educational Studies*, 22(1).
- sujiono, y. (2013). *konsep dasar pendidikan anak usia dini*. jakarta: PT.Indeks.
- Sukmadinata, N. S. (2013). *Metode Penelitian Pendidikan*. PT. Remaja Rosdakarya.



- wahyudi nadar, d. (2021). Peningkatan Kualitas Kompetensi Guru PAUD: Menjadi Guru Profesional. *Jurnal Abdimas Prakasa Dakara*, 1(1). doi:10.37640/japd.v1i1.945
- Wahyudi, D. (2016). Konsepsi Al-Qur'an Tentang Hakikat Evaluasi Dalam Pendidikan Islam. *Jurnal Hikmah*, 12(2), 247.
- wijayanti, w. (2020). Rencana Pelaksanaan Pembelajaran Harian ( Rpph ). 54(20).
- zaini, d. (2017). Pentingnya media pembelajaran untuk anak usia dini. *Raudhatul athfal jurnal pendidikan anak usia dini*, 81-96.



Teacher's Strategy in Developing Children's Language Through Role Playing Activities



\*Putri Wijayanti<sup>1</sup>, Rohinah M Noor<sup>2</sup>, Ridwan<sup>3</sup>, Atika Wirdasari<sup>4</sup>

<sup>1,2</sup> (UIN Sunan Kalijaga Yogyakarta, Jl. Marsda Adisucipto, Yogyakarta , Indonesia)

<sup>3,4</sup> (UIN Sultan Thaha Saifuddin Jambi, Kec. Telanaipura, Kota Jambi, Jambi, Indonesia)

Article Information

Article History

Received: Feb 11, 2023

Revised: Jun 15, 2023

Accepted: Sept 23, 2023

Keywords:

Strategy, Teacher, Language, Role Playing

Abstrak

Strategi guru merupakan upaya atau cara yang digunakan dalam penyampaian pembelajaran kepada anak. Bahasa merupakan bentuk komunikasi secara lisan maupun tulisan. Metode bermain peran adalah memerankan tokoh atau benda disekitar anak dengan tujuan untuk mengembangkan daya khayal (imajinasi). Rumusan masalah pada penelitian ini untuk mengetahui kegiatan bermain peran makro, mengetahui perkembangan bahasa anak usia 5-6 tahun dan untuk mengetahui perkembangan bahasa melalui kegiatan bermain peran makro. Jenis penelitian yang digunakan dalam penelitian ini adalah kualitatif deskriptif kualitatif. Berdasarkan hasil penelitian yang peneliti lakukan bahwa kegiatan bermain peran telah dilaksanakan sesuai dengan prosedur dalam bermain peran. Langkah-langkah bermain peran ini sesuai dengan yang dijelaskan dari teori Roestiyah, yakni dimulai dari guru memilih tema yang akan dimainkan, menyiapkan naskah atau jalan cerita, menyiapkan media yang akan digunakan dalam permainan, menerangkan teknik dan aturan dalam permainan, membagi atau memilih peran masing-masing anak, menceritakan sambil mengatur adegan pertama diskusi dan mengevaluasi pembelajaran. Maka dari itu perkembangan bahasa anak sudah berkembang sangat baik

Abstract

The teacher's strategy is the effort or method used in delivering learning to children. Language is a form of communication both orally and in writing. The method of role playing is to portray characters or objects around the child with the aim of developing imagination (imagination). The formulation of the problem in this study is to determine macro role playing activities, to determine the language development of children aged 5-6 years and to determine language development through macro role playing activities. The type of research used in this research is qualitative descriptive qualitative. Based on the results of the research that the researchers did, the role-playing activities had been carried out in accordance with the procedures in role-playing. The steps for playing this role are in accordance with what is explained from Roestiyah's theory, namely starting from the teacher choosing the theme to be played, preparing the script or storyline, preparing the media to be used in the game, explaining the techniques and rules in the game, dividing or choosing

---

their respective roles. -each child, telling while setting the first scene of discussion and evaluating learning. Therefore, the child's language development has developed very well.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

---

✉ Corresponding author:

E-mail: [putriwijayanti567@gmail.com](mailto:putriwijayanti567@gmail.com)

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

---

## INTRODUCTION

Early Childhood Education is essentially education that is held with the aim of emphasizing the overall development of all aspects of the child's personality, facilitating the growth and development of the child as a whole. Therefore, PAUD provides opportunities for children to develop their personality and potential to the fullest. Consequently, PAUD institutions need to provide various activities that can develop various aspects of development such as: cognitive, language, social, emotional, physical and motor. (Ulfah, 2013)

The world of children is play, children can learn through playing. The positive impact that is obtained is to make children active with other children. (Tadjuddin, 2020) Playing is also one of the ways that children can do to develop their own abilities to understand themselves, other people and their environment. Playing should be adapted to the child's development without reducing the learning elements in it.

Playing a role or *role playing* is a learning method that portrays characters in a story (Dewi et al., 2016) . Role playing can also be interpreted as pretending to be someone else so that the child can feel like the character he is playing and the child can interact with his opponent, this is also one of the efforts that can be made to stimulate language development in children.

Anita suggested that there are several ways or methods that can be used to develop children's language. These methods are story telling, role playing, language games, conversations, field trips, question and answer and so on (Fatinah Zahro, 2015) . Musfiroh also believes that sociodramatic games are very good games to improve children's language intelligence. This game can stimulate children's intelligence in expressing and being competent at the same time.

One of the play activities that can be done to stimulate child development is role play. Role play is a play activity carried out by a group of children. Through role-playing activities, children will interact a lot with other people, imagine a lot, communicate and cooperate with other people (Yusri Bachtiar, 2017) . Thus, one effort that can be used to develop children's language is to use the role playing method.

The strategy of developing language through the role playing method is very important, because children are instructed to socialize and interact with their friends. Interacting is useful for training children to learn to speak the language through role-playing activities. It is not possible when a child plays a role not to use language and not talk to the interlocutor, so that the child has the media to develop intelligence in speaking through the method of role playing (Iftaqul, Jannah, 2015) . Through role playing activities. Children's language development can develop optimally.

Language is a very important communication tool in human life, because language functions as a tool to express thoughts and feelings to others, as well as functions as a tool to understand the feelings and thoughts of other people. The learning method used in TK Al-Islam 4 Surakarta uses a variety of methods, namely the method of conversation, question and answer, storytelling, question and answer, field trips, assignments and role playing. Some of these methods are used as a method to stimulate development in children

This was revealed by educators that in learning activities, educators use various methods or strategies and one of them is role playing. Because role-playing can be used to stimulate language development, but this role-playing activity is only carried out on certain themes because this role-playing activity requires a lot of tools or facilities and infrastructure. Role playing activities seem to be more effective for children's language development activities, because role playing involves a number of children to interact with each other, and children are also more enthusiastic when they are going to do role playing activities. Because children can express their imagination through role playing activities.

From the explanation above, the researcher felt interested in researching the teacher's strategy in role playing activities at TK Al-Islam 4 Surakarta, to find out the development of children's language and to find out the development of children's language through macro role playing activities. Therefore, the researcher is interested in making TK Al-Islam 4 Surakarta, Central Java, the object of this research.

## LITERATURE REVIEWS

One aspect of development that is important to develop in children is language development (Putri et al., 2018) . Language development in children is a basic aspect that is very important to develop, because with language it can make it easier for children to interact with other people or with the environment around the child.

(Ni Putu Dessy Rumilasari, 2016) The Effect of *Role* Playing Methods on Speaking Ability in Children Journal of Early Childhood Education in 2016 used an action research method (action research) of 2 cycles. The results of this study show that there is a significant influence on children's speaking ability. The similarity of this research with the research that the writer will do is that both examine children's ability to speak. The difference is the strategy carried out by the teacher to develop children's language through role playing activities and the researchers used qualitative research techniques while this study used classroom action research.

(I Gede Purnajati, Made Sulastri, 2013) Implementation of Teaching Methods Using Role Playing Techniques to Improve the Language Skills of Group B Students of Widya Kumara Sari Kindergarten, Kubuplus in 2013 using the classroom action research method. The results of this study showed an increase in language development in children. The similarity of this research with the research that will be conducted by the writer is that they both use role-playing techniques, and the difference is that the writer focuses more on macro-role playing.

(Putri et al., 2018) , The Effectiveness of Application of the Macro Role Playing Method on the Development of Children's Oral Language in Darul Falah Kindergarten, Padang City in 2019 using a quantitative research method in the *Quasy Experiment type*. The results of this study can be concluded that the development of children's spoken language is effective by using the macro role playing method which has a high magnitude of influence on the development of children's spoken language. The similarity of this research and the research that will be conducted by the author is that they both examine the application of macro role playing methods to children's language development, and the difference is that the authors use qualitative research methods, this research uses quantitative research methods.

## METHODS

This research uses a qualitative approach and the type of research used is descriptive qualitative. In general, the research method is defined as a scientific way to obtain data with specific purposes and uses (Sugiyono, 2017, 2018) .

Qualitative method is a research method that does research without using numbers but by using descriptive presentations or describing a symptom or phenomenon to be studied. The data collection tool used is by interviewing educators at TK Al-Islam 4 Surakarta, and after that to determine the data analysis technique by carrying out several steps, the first is data reduction (core or main data), the second is data display (presentation of data in word or sentence form). The third is verification (drawing conclusions). This was done in order to make it easier for the reader to understand this research. The validity of the data in this study was tested through source triangulation, technique and source triangulation.

Because the focus of this research is that the researcher wants to get an overview of how the teacher's strategy is in developing children's language through role playing activities. In this study the researchers used a descriptive analysis research method. This research was conducted on November 1, 2022 to November 11, 2022, the research was conducted on class B children aged 5-6 years with a total of 17 children in TK Al-Islam 4 Surakarta.

Source of data obtained through a) observation. The observation used by researchers to collect data is using non-participant observation. b) Interviews are a *means of re-checking* or proving information against informants or previously obtained. The interview technique used in qualitative research is in-depth interviews. In-depth interviews are the process of obtaining information for research purposes and how to ask and answer face-to-face between the interviewer and the informant or interviewee (Noor, 2011) . c) Documentation is searching for data regarding matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, calendars, agendas, and so on (Arikunto, 2013) .

## RESULTS AND DISCUSSION

According to (Roestiyah, 2012) , strategies for carrying out activities can be carried out in the following ways and researchers use this theory as material for conducting interviews with teachers. The following are the results of the interviews that the researchers conducted, namely regarding the role playing steps in developing early childhood language as follows:

1. The teacher determines and chooses the theme to be played

Before carrying out learning a teacher should arrange learning activities, so that each desired learning goal is able to run well, then a teacher must develop a daily learning implementation plan. that before the start of learning the teacher had previously prepared a daily learning implementation plan (RPPH) so that the learning objectives could be achieved, as expressed by the educator as follows:

"Yes, before carrying out learning we as educators must prepare and choose a theme first, so that role playing activities become more well structured in accordance with the established curriculum and achieve the expected goals."

Based on the above statement, the educators in Al-Islam TK Surakarta in choosing a theme have prepared a lesson plan (RPPH) beforehand, so that before learning is carried out, the teacher has determined or chosen a theme for learning to be applied.

2. The teacher makes a scenario script or storyline for role playing

In playing the role of an educator, he must organize the child first, direct or create a scenario in the game that will be played by the child in order to understand the flow he plays in the game in accordance with the theme that has been determined as the result of the interview with the educator as follows:

"The scenario that is played is adapted to the activity plan or theme that has been set. If in normal learning or non-staging they usually rarely use the text of the script, only if in the staging they use the text/script in role playing. So if in role playing for learning usually the teacher gives instructions then they follow what the teacher says and the children develop according to their imagination."

From the statement above the researcher concluded that the teacher did not make a written scenario or script, but the teacher still made up the storyline that was played and the child developed it according to his imagination. The storyline is

conveyed by the teacher before the game or when the teacher is carrying out the game together.

3. The teacher provides tools such as tools or media

Before the start of the learning activities the teacher has prepared the equipment or media that will be used in learning according to the theme that has been set.

As stated by educators as follows:

"Before playing the role, you already know what theme will be played, so we as educators prepare the tools that will be used during the role play, for example, like earlier with the theme of the vegetable seller, we prepare vegetables, for doctors, we prepare medical equipment."

4. The teacher explains game techniques in role playing

Before carrying out role playing activities, educators explain in advance about the themes they are playing, what they are doing and what their goals are.

As interviews with educators as follows:

"We explain son... today we will play with what theme, for example, the teacher's theme at school. Yes, we will explain about who is at school and so on, "

From the results of the research that the researchers carried out, the teacher told the children that they would play a role. Then the teacher explains about the theme, for example: during the doctor's theme, the teacher explains about the doctor treating sick people, there are male and female doctors.

5. The teacher chooses the role of the child who will play the role

In role playing there are children who play roles and some who have not yet had their turn are designated as listeners. Children listen and watch their friends role play and wait for their turn to role play.

As stated by the educator as follows:

"In role playing, the teacher usually chooses the child first if he can, or offers it to the child, yes... that the Queen plays the role of a teacher, for example, or the other as a student and so on. Yes not all play the others listen. After it's finished those who haven't played are given the opportunity, for example, who wants to advance? Now the children are given the opportunity to play."



Based on research conducted by researchers, educators choose children who play for the first time, because the number of children in the cast is adjusted to the theme and the number of actors, so there are children who have not had their turn to play.

#### 6. Telling While Setting the First Scene

In role playing so that children understand more about what the child will play.

As the educator revealed:

"We tell the child about what is being played during role play at the same time that role play begins."

From the results of the study that the teacher usually tells the plot at the same time when the actor starts playing. So the teacher while telling the storyline simultaneously with the child playing the role he is playing. For example, the teacher said that a vegetable seller passed by and said yur... vegetables and then the child who played the role of a trader played his role by saying yur... vegetables and so on.

#### 7. The teacher discusses the values embodied in role playing activities

In role-playing so that children better understand the values contained in the activity material, the teacher discusses or reviews role-playing activities by conducting questions and answers, such as if a friend or relative is sick, we should visit them, or we must comply with traffic rules. , if the red light has to stop, do not fight during the ceremony and so on. Discussions can be about whether or not the role is good.

As revealed by the following educators:

"Yes, after you have finished playing the role, you review what happened and what has been played. For example, if you are asked if you are happy or not playing a role today, you are asked how you feel. Then from playing the role earlier if a friend is sick, then what should I do? They replied visited. Or to avoid being ticketed by the police, you have to obey traffic signs."

Based on the research, teachers usually review and ask children about the feelings of children who are happy or not playing roles and what are the values contained in role playing.

## 8. Teacher Evaluates Results From Role Playing

After carrying out the learning the educator evaluates the results of playing the role, to find out whether the child is developing or not the educator has tools or indicators to see the child's development. To evaluate what should be maintained or improved in learning.

"In conducting evaluations, we usually use tools such as checklists adapted to the curriculum, anecdotes. So after finishing learning, we can see how the child has developed or not and so on."

From the statement above, the researcher concludes that educators evaluate learning by using checklists that are adapted to the curriculum.

To reinforce that macro role play activity able to develop children's language in TK Al-Islam 4 Surakarta, Central Java, the following can be seen from indicators of the level of achievement of language development of children aged 5-6 years. The child has reached more than 2500 words.

The results of the research conducted regarding the teacher's strategy in developing language through role playing activities at TK Al-Islam 4 Surakarta, Central Java, from the results of interviews and observations by teachers there were 5 children who were starting to develop and 12 children who had developed very well. It can be seen that the children are able to understand or understand commands from the educator simultaneously while playing and the child also has a vocabulary vocabulary such as the child being able to mention fruit, various kinds of vegetables, mention family members and so on.

### 1. Children can communicate clearly

Children are able to communicate clearly when playing roles with their friends, from the observations by the teacher there are 4 children who are starting to develop and 10 children who have developed very well. This can be seen from how children are able to interact clearly when playing roles and children can understand their respective tasks when carrying out role playing activities.

2. Children are able to answer the phone well

In a game when playing a role in the household, for example, someone calls and the child is able to answer the phone well when playing a role like "hello, this is arsyah, what's wrong calling me"

3. The scope of the child's vocabulary is wide

From the results of observations this is indicated by when children are able to distinguish colors, differences in sweet or bitter tastes, differences in distance or nearness, and children are also able to know the size of an object. All students can be categorized as developing very well in this regard.

4. Recognizes many letters and symbols

From the results of interviews and observations that have been made, the child is able to recognize the letters of the alphabet A-Z and the child is able to recognize the sound of the letter from the start of the name. From the observations, there were 4 children who started to develop and 10 children who developed very well.

5. Children are able to perform the role well

Children are able to carry out their roles well, this is indicated by when children are able to carry out the roles determined by the teacher well and children are also able to be *good listeners (good listeners)*. From the observations there were 2 children who started to develop and 12 children developed very well.

6. The child is able to participate in the conversation

Children are able to participate in conversations, this is indicated by children being able to answer questions from friends when playing roles and children are also able to play the roles set by the teacher. From the results there were 6 children who started to develop and 8 children who had developed very well.

7. Children are able to perform self-expression, write, read

This is marked by when the child plays a role the child is able to show his expression, for example an expression when he is happy or sad and the child is able to write and read his own name, this can be seen when the child is asked to write and read his name in front of his friends, so researchers can concluded that the child's language development was very good, in accordance with the standard level of achievement of child development.

## CONCLUSION

Based on the results of the research that has been carried out by researchers that macro role playing activities in an effort to develop children's language in TK Al-Islam 4 Surakarta Central Java are already good with the level of attainment of indicators of language development Can already reach 2,500 words, can already communicate clearly, carry out roles and as a *good listener* , able to participate in a conversation, able to express oneself, write and read, know many letters, know many symbols.

This shows that role playing activities can develop language in children aged 5-6 years. Thus it can be concluded that in the use of role playing methods to develop Children's language in TK Al-Islam 4 Surakarta, Central Java has taken steps in role playing, namely starting from the teacher setting and choosing a theme first, then making a script or storyline to be played, the teacher provides tools and materials to be used then explains about techniques to be played, selecting and assigning roles to be played by children, telling stories while setting up the first scene, then discussing and evaluating learning. Even though the child who plays the role the first time is the child appointed by the teacher, the teacher in practice proposes or gives the opportunity for the child to play like his friend. Therefore, children's language development has developed very well.

## ACKNOWLEDGEMENTS

The researcher would like to thank the teachers and children of TK Al-Islam 4 Surakarta and all parties involved in and supporting this research and development so that this article can be completed properly.

## REFERENCES

- Arikunto, S. (2013). *Arikunto, Suharsimi. (2013). Research Procedures A Practice Approach. Jakarta: PT Rineka Cipta . PT. Rineke Cipta.*
- Dewi, NMWP, Jampel, IN, & Tirtayani, LA (2016). *EXPERIMENTAL METHODS IN GROUP A SANDHY PUTRA SINGARAJA TK Department of Educational Technology Faculty of Education, Ganesha University of Education Abstract e-Journal of Early Childhood Education, Ganesha University of Education . 4 (2).*
- Fatinah Zahro, I. (2015). Assessment in Early Childhood Learning. *Tunas Siliwangi , 1 (1), 92–111.*
- I Gede Purnajati, Made Sulastri, NK (2013). Implementation of Teaching Methods Using Role Playing Techniques to Improve the Language Skills of Group B Students of Kindergarten Widya Kumara Sari, Kubudinding. *Early Childhood*

*Education* , 9.

- Iftaqul, Jannah, A. (2015). The Urgency of Developing Linguistic Intelligence in Early Childhood Through the Role Playing Method to Realize a Worldwide Indonesian Generation. *Muhammadiyah University of Ponorogo* .
- Ni Putu Dessy Rumilasari, IMT and PRU (2016). The Effect of Role Playing Methods on Speaking Ability in Group A Children. *Journal of Early Childhood Education* , Vol 4 No. , 10.
- Noor, J. (2011). *Research methodology*. Jakarta: *PRENAMEDIA GROUP*. Prenada Media Group.
- Putri, M., Rakimahwati, R., & Zulminiati, Z. (2018). The Effectiveness of Applying the Macro Role Playing Method to the Development of Children's Spoken Language in Darul Falah Kindergarten, Padang City. *Journal of Studies in Early Childhood Education (J-SECE)* , 1 (2), 80. <https://doi.org/10.31331/sece.v1i2.730>
- Roestiyah. (2012). *Teaching and Learning Strategies* . Rineka Cipta.
- Sugiyono. (2017). *Sugiyono. 2017. Qualitative Education Research Methods and R&D*. Bandung: Alfabet . Alfabet.
- Sugiyono. (2018). *Educational Research Methods (Quantitative, Qualitative and R&D Approaches)* . Alfabet.
- Tadjuddin, N. (2020). Child Development and Its Application through Learning and Games. *Al-Athfaal: Journal of Early Childhood Education* , 5 .
- Ulfah, S. & M. (2013). *Basic Concepts of PAUD* . PT. Youth Rosda Karya.
- Yusri Bachtiar, M. (2017). The Effect of Role Playing on Interpersonal Intelligence in Class A Children at Kindergarten Fruits of the Heart of Makassar City. *AWLADY: Journal of Children's Education* , 3 (2), 139–156.



## Analysis of Teacher Behavior Errors in Learning

\* Neni Handayani<sup>1</sup>, Darsinah<sup>2</sup>

<sup>1,2</sup> Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

### Article Information

#### Article History

Received: Mar 2, 2023

Revised: Jul 13, 2023

Accepted: Sept 23, 2023

#### Keywords:

Teacher Behavior  
Early Childhood  
TBC

### Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan perilaku guru dalam pembelajaran di KB Mekar Sari Kecamatan Ngargoyoso Kabupaten Karanganyar. Penelitian ini merupakan penelitian deskriptif kualitatif dengan jenis studi kasus. Obyek penelitian ini adalah perilaku guru di dalam pembelajaran. Pengumpulan data perilaku guru dalam pembelajaran diperoleh melalui observasi. Teknik validasi data dengan triangulasi teknik. Teknik analisis data yang digunakan yaitu model analisis konten. Hasil penelitian menunjukkan bahwa terdapat kesalahan perilaku guru dalam pembelajaran yaitu, guru terkadang Marah, guru sering Memerintah dan Melarang (3M). Beberapa perilaku guru yang seharusnya dilakukan dapat dilihat dalam tahapan TBC (Teacher Behaviour Continuum) atau kontinum perilaku guru dalam pembelajaran.

### Abstract

This study aimed to analyze teacher behavior errors in learning at KB Mekar Sari, Ngargoyoso District, Karanganyar Regency. This research is qualitative descriptive research with a case study type. The object of this research is teacher behavior in learning. Collecting data on teacher behavior in learning was obtained through observation. The data validation technique was carried out with the triangulation technique. The data analysis technique used was the content analysis model. The study results showed that there were errors in teacher behavior in learning; the teacher was sometimes Angry (*Marah*), often Order (*Memerintah*), and Forbid (*Melarang*). Some teacher behaviors that should be carried out can be seen in the TBC (Teacher Behavior Continuum) stage or the continuum of teacher behavior in learning.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

✉ Corresponding author:

E-mail: [nenihandayani531@gmail.com](mailto:nenihandayani531@gmail.com)

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

## INTRODUCTION

Early childhood begins learning through play. Play activities are in great demand by every child. When children play, teachers need to show good behavior. Teachers play a significant role in the learning process and behavior formation because they interact directly with children as students. In this direct interaction, the teacher's behavior becomes an example and a model for children. Teacher behavior can be reflected in verbal actions such as speech, and nonverbal such as appearance, attitude, and action.

This teacher's behavior is necessary for providing support when children play. Learning activities carried out effectively by the teacher can support a fun learning process. In addition, effective learning carried out in early childhood education is significant. It is because, through the learning process, children will get stimulation and support to grow and develop. Therefore, children need to be given stimulation, encouragement, and support in the form of learning activity programs that are interesting, effective, fun, and meaningful for children.

Phelps in (Darsinah, 2018) mentioned:

*“The teacher's continuum of behavior with the term Teacher Behavior Continuum (TBC), and breaks it into five ranges from Visually Looking On/VLO, Non Directive Statements/NDS, Questioning/Q, Directive Statement/DS, and Physical Intervention/PI. Visually Looking On is the behavior of teachers where teachers only see children playing in accordance with the game in the Center. In using this, the child is playing smoothly, no need for help.”*

The explanation from the statement above is that teacher behavior that should be carried out at the TBC (Teacher Behavior Continuum) stage includes:

1) Visual Looking On is the teacher's behavior where the teacher only sees the children playing according to the games in the Sentra. In using this, children play smoothly, with no need for help. Example: The teacher observes a child playing a puzzle.

2) Non-directive statements are statements given by the teacher to the child but are not directly related to the child. This statement is general in nature, requiring the child to translate it into the situation at hand. Example: Teacher: "I saw a child littering carelessly", "There is a trash can there."

- 3) Questions are questions that the teacher gives to children. Example: "Do you know the function of the trash can?" (including convergent questions).
- 4) A directive statement is a direct statement from the teacher related to the child so that the child can easily understand it. Example: "Put the toy on the shelf!"
- 5) Physical Intervention is the teacher's direct physical intervention to the child. Physical intervention can be carried out through direct justification and teacher modeling. "This is not how to make a tower. A big block should be placed at the bottom", (the teacher directly helps to make the tower).

Wismiarti and Arriyani (2010) in (Darsinah, 2018) divided four Taxonomic Question, namely: factual, convergent, divergent, and evaluation questions. Factual questions are questions related to existing facts, for example: What is that (pointing at the object)? Convergent questions are questions that have only one answer, for example: What do you do when you are sleepy? Distinct questions are questions that have more than one answer, for example: What to wear? Meanwhile, evaluation questions are questions related to cause and effect, for example: What happens if you do not drink? This study used the behavioral continuum proposed by Phelps.

According to the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System Article 28, which regulates Early Childhood Education (National, 2003). Early childhood education is a coaching effort aimed at children from birth up to the age of six, which is carried out through the provision of educational stimulation/stimuli to help physical and spiritual growth and development so that children are ready to take further education. Coaching is through educational stimulation, so teachers may not be Angry, Order, and Forbid (3Ms). PAUD's teaching and learning process generally consists of initial activities, core activities, and closing.

According to Yuniarti in (Putra et al., 2018), children's abilities and development need to be stimulated by parents so that children can grow and develop optimally and according to their age. Stimulation is an activity to stimulate children's basic abilities so that children develop optimally. Every child needs regular stimulation as early as possible and continuously at every opportunity. According to KBBI (2021), to be angry is to be very unhappy (because you have been insulted, treated inappropriately, and so on); furious; riled up (Big Indonesian Dictionary (*Kamus Besar Bahasa Indonesia*) hereinafter



abbreviated as KBBI, n.d.). According to Indah Wigati, anger is a gift from God that must be controlled (Wigati, 2013). Meanwhile, according to (Amirul, 2022) prohibition sentences are expressions or words, both written and unwritten, which ask someone not to do an act. We usually issue the ban if the child does something that is not good that is detrimental or that can harm him. Every order and regulation in education contains decency norms, so it is giving direction or contains goals towards moral actions (Akyuni, 2022). Meanwhile, according to Laeli Nur Azizah (Azizah, n.d.), an imperative sentence is a sentence that contains the meaning of ordering or asking someone to do something. The person being ordered must do something according to what the person in charge of the speaker wants. If simplified again, an imperative sentence can be interpreted as sentences whose contents ask or order other people to do what they want.

Initial activities include reading a joint pledge prayer, presence attendance, reading a short letter, singing and clapping as a stimulus for pre-learning activities, telling stories, and conveying apperceptions about today's activities. In the following core activities, the teacher's behavior should be carried out when children are playing. According to Sundari and Wismiarti (2010), a scale of teacher approaches is carried out, such as observations (visually looking on), non-directive statements), taxonomic questions (such as questions that are facts, convergent, divergent, and evaluation), direct statements and physical interventions, non-direct-teaching (such as: not ordering, not banning, and not getting angry), using good and correct language, and providing motivation. At the closing, the teacher carries out cleaning activities with the children, and recalling activities to train the children's memory, asks about children's feelings during activities, conveys tomorrow's activities, and prays.

## **LITERATURE REVIEWS**

Darsinah's research (Darsinah, 2018) regarding Teacher Behavior Continuum In Microteaching (Case Study on Early Childhood Education Students at the Teacher Training and Education Faculty of Universitas Muhammadiyah Surakarta). This study examined the behavior of student teachers in microteaching at PG PAUD UMS. The results of this study include: 1) the order of giving TBC is: Question, Visually Looking On, Physical Intervention, Directive Statement, and Non-Directive Statement; 2)

taxonomy questions that are often done are factual questions; and 3) not all micro-teaching practice students use TBC in practice.

Diyah Setyaniningrum Winarni (Winarni, 2017) reported her research entitled *Analysis of Difficulties of PAUD Teachers in Teaching Science in Early Childhood*. The results of the study showed that the difficulties of PAUD teachers in teaching science were still rigid understanding of science concepts by following reference books, limited tools, materials, and time, as well as the application of science concepts not referring to the early childhood environment. Based on the results of this study, the competence of PAUD teachers must be increased in accordance with the objectives of teaching science in early childhood.

Research by Rasyid Ridho et al. (Ridho et al., 2016) on the *Management of Early Childhood Education (PAUD) Learning in "Cerdas" District, Sukorejo District, Kendal Regency* showed that (1) PAUD learning syllabus was outlined in the form of semester planning, weekly planning, and daily/meeting planning. The planning was carried out by taking into account the level of development, needs, interests, characteristics of students, and aspects of development, including religious and moral values, motor, cognitive, language, and socio-emotional; (2) Implementation of learning in KB Cerdas began with (a) happy morning, (b) habituation activities, (c) transition, (d) environmental steps, (e) steps before playing, (f) steps during play, (g) footing after playing, (h) introduction to prayer, and (i) closing. Implementation of learning used the method of playing while learning through center class learning with the Beyond Center and Circle Time (BCCT) approach and methods of question and answer, stories, role-playing, or direct field practice. Activities were carried out in a comfortable, safe, clean, and healthy playing atmosphere; and (3) Assessment of learning in the KB Cerdas was carried out by observation at any time, not during the learning activities until the lesson was finished through observation, anecdotes record, and portfolios.

The studies were different from the research we did. It has yet to be researched the analysis of teacher behavior errors in learning. The research title is "*Analysis of Teacher Behavior Errors in Learning*", aiming to analyze teacher behavior errors in learning at KB Mekar Sari, Ngargoyoso District, Karanganyar Regency.

## **METHODS**

This research is descriptive qualitative research. The subjects in this study were two class teachers. In the data collection procedure in this study, the researchers carried out data collection using observation. The data validation technique used technical triangulation. The data analysis technique used was the content analysis technique. According to Caulley (1992) in (Darmiyati Zuchdi & Afifah, 2021), it can be seen that content analysis research is included in the qualitative research category, which aims to find the content (content and/or meaning) of communication and identify and categorize the elements that appear and explore the relationship. The object of this research was teacher behavior in learning. Collecting data on teacher behavior in learning was obtained through observation. The data validation technique used technical triangulation. Research Time was conducted in December 2022 for 3 days for 2 teachers. It was located at KB Mekar Sari, Ngargoyoso District, Karanganyar Regency. The data collection technique used was observation.

## **RESULTS AND DISCUSSION**

In the discussion, the researchers discussed the results of the research that has been carried out, namely the implementation of learning in the Mekar Sari KB teacher using the classical method, which consists of three stages of activity: initial activities, core activities, and closing. The learning process was good enough. However, there were still some errors in teacher behavior in the implementation of learning. Hence, it was not in accordance with the provisions in the Regulation of the Ministry of Education, Culture, Research, and Technology (*Peraturan Menteri Pendidikan dan Kebudayaan*), hereinafter abbreviated as *Permendikbud*, No. 137 of 2014 and teacher competence. Educator-certified teachers have 4 competencies: professional competence, social competence, pedagogical competence, and personality competence (Sumardjoko & Sumardjoko, 2018). In the National Education Standards article 28 section 3 point c it is stated that professional competence is the ability to master learning material broadly and in depth, which enables them to guide students to meet the competency standards set out in the National Education Standards. In accordance with *Permendikbud* No. 137 of 2014 on the National Standards for Early Childhood Education, in the appendix, it is stated that the

professional competence of PAUD teachers contains three elements. The three elements referred to are 1) developing material, structure, and scientific field concepts that support and are in line with the needs and stages of early childhood development; 2) designing various development activities creatively according to the stages of early childhood development; and 3) developing professionalism in a sustainable manner by taking reflective action (Education & Numbers, 2015).

The initial activity of learning the teacher's behavior was quite good. This was seen when the teacher asked the children to pray, attend the meeting, read short letters, sing and clap, tell stories, and convey apperceptions about today's activities. However, the teacher in conveying apperception used non-standard sentences, and did not ask open questions to explore children's knowledge. The teacher only explained the theme of the day. The children only listened, so there was no discussion. Piaget 1963 in (Baroody, 2017) stated that the early childhood development stage requires concrete experiences, not symbolic presentations that require abstract thinking. In addition, teachers also did not offer toilet training before starting core activities.

During the core activities, the teacher did not allow children to choose play activities, here, the teacher has determined that all children have the same activities. According to Phelps, 1997 (Phelps, 1997), teachers use Developmentally Appropriate Play-Based, in this case implementing play activities according to child development, child-centered activities, not teacher-centered. When conducting the activities, the teacher used command sentences: "Take your stationery", "Make a circle shape and color it based on the example!", "Cut out the circle neatly, Okay!" The teacher's behavior includes a Direct Statement but the wrong teacher's behavior because he ordered the child. The teacher should have said, "You already know the shape of a circle. The stationery is on the table. Now please use it according to its function. You can make a circle and color it as you like". "When finished coloring, you can cut it using the scissors carefully". Activities at Mekar Sari KB still used worksheets, even though learning using the play method encourages activity, knowledge, and social interaction of children (Dhieni et al, 2022) in (Damrongpanit, 2022). After giving the order, the teacher observed the children (Visual Looking On), where the teacher only saw the children doing activities. Darsinah, 2018 stated that in the main activities, the order in which TB is given is: Question,

Visually Looking On, Physical Intervention, Directive Statement, and Non-Directive Statement. The teacher should have carried out the sequence.

During recess, a child was running and climbing on the table. Spontaneously, the teacher got angry and shouted: "Hey...you, get off the table now!". In this case, the teacher made a behavioral error, namely anger. The teacher should not immediately shout but instead walk closer to the child and ask the question, "Hi, what is the table for?", "If you know now, please get off the table." In the closing session, the teacher had cleaning up and recalling activities to train the children's memory, and asked about children's feelings during activities, conveyed tomorrow's activities, and prayed. When cleaning up with the children, the teacher's behavior was appropriate, and the teacher and the children cleaned up the toys.

Teachers frequently said words that prohibit children, for example, "Do not take friends' toys", "Do not jump the queue", and "Do not play before completing your assignment". The sentences used by the teacher should be positive, "Who uses this toy, do we take the toy that a friend is playing with?", "If we are in the queue we have to be patient waiting for our turn", "Is the task finished? If it's finished, you can play, if you have not finished, finish it first, Okay?" In this case, the teacher has not applied the non-direct statement properly because it is still a negative sentence.

From the description above, it can be concluded that teachers at KB Mekar Sari were still found to have errors in teacher behavior. Teachers still often did the 3Ms. By prohibiting, children do not know what to do, and the teacher does not provide stimulation to children. By ordering, children cannot think and find their creative ideas. Being angry will cause the disconnection of the brain's nerve cell network. Another teacher's behavior error is not applying Taxonomic Questions such as factual, convergent, divergent, and evaluation questions. This error occurs because the teacher was not familiar with TBC (Teacher Behavior Continuum) which should be carried out by the teacher. The character of students cannot be stimulated properly, in accordance with the opinion of Edwards et al., 2021 that early childhood teachers in learning develop early childhood education media to shape character (Grieshaber et al., 2021).

## CONCLUSION

The results showed that teachers at KB Mekar Sari still found errors in teacher behavior. Teachers still often did the 3Ms. By prohibiting, children do not know what to do, and the teacher does not provide stimulation to children. By ordering, children cannot think and find their creative ideas. Being angry will cause the disconnection of the brain's nerve cell network. Another teacher's behavior error was not applying Taxonomic Questions such as factual, convergent, divergent, and evaluation questions. This error occurred because the teacher was not familiar with TBC (Teacher behavior continuum) that should be carried out by the teacher. Suggestions

Based on these findings, the authors suggest that teachers:

1. study and get to know TBC (Teacher Behavior Continuum)
2. apply TBC in learning practice
3. minimize the use of 3Ms
4. improve teacher practice in taxonomy debriefing
5. implement a child-centered learning model

## ACKNOWLEDGEMENT

The implementation of this research from start to finish was inseparable from the assistance and support provided by KB Mekar Sari, Ngargoyoso District, Karanganyar Regency, and Universitas Muhammadiyah Surakarta, Faculty of Teacher Training and Education (FKIP), Study Programs and PG PAUD FKIP students at Universitas Muhammadiyah Surakarta.

## REFERENCES

- Akyuni, Q. (2022). ALAT PENDIDIKAN DALAM PEMBELAJARAN ANAK USIA DINI. *Tarbiyatul Aulad*, 8(01).
- Amirul, K. (2022). *ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI MINAT MASYARAKAT MENJADI NASABAH DI BANK SYARIAH (Studi Pada Masyarakat Desa Ogan Lima Kec. Abung Barat, Kab. Lampung Utara)*. UIN RADEN INTAN LAMPUNG.
- Azizah, L. N. (n.d.). *Pengertian Kalimat Perintah dan Ciri-cirinya*. <https://www.gramedia.com/literasi/pengertian-kalimat-perintah-dan-ciri-cirinya/>
- Baroody, A. J. (2017). The use of concrete experiences in early childhood mathematics

- instruction. In *Advances in child development and behavior* (Vol. 53, pp. 43–94). Elsevier.
- Damrongpanit, S. (2022). Effects of Mindset, Democratic Parenting, Teaching, and School Environment on Global Citizenship of Ninth-grade Students. *European Journal of Educational Research*, 11(1), 217–230. <https://doi.org/10.12973/eujer.11.1.217>
- Darmiyati Zuchdi, E. D., & Afifah, W. (2021). *Analisis Konten Etnografi & Grounded Theory, dan Hermeneutika Dalam Penelitian* (Vol. 314). Bumi Aksara.
- Darsinah, D. (2018). *Teacher Behavior Continuum in Microteaching (Case Study On Early Childhood Education Students at The Teacher Training and Education Faculty of Universitas Muhammadiyah Surakarta)*.
- Grieshaber, S., Nuttall, J., & Edwards, S. (2021). Multimodal play: A threshold concept for early childhood curriculum? *British Journal of Educational Technology*, 52(6), 2118–2129.
- Kamus Besar Bahasa Indonesia (KBBI)*. (n.d.).
- Nasional, I. D. P. (2003). *Undang-undang republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional*.
- Pendidikan, P. M., & Nomor, K. R. I. (2015). 137 tahun 2014 tentang Standar Nasional Pendidikan Anak usia dini. *Jakarta: Kementerian Pendidikan Dan Kebudayaan Republik Indonesia*.
- Phelps, P. C. (1997). *Implementating a Develomentally Appropriate Play-Based Early Intervention Program for Young Children with and Without disabilities*. Tallase Florida: CCRT.
- Putra, A. Y., Yudiernawati, A., & Maemunah, N. (2018). Pengaruh pemberian stimulasi oleh orang tua terhadap perkembangan bahasa pada anak usia Toddler di PAUD Asparaga Malang. *Nursing News: Jurnal Ilmiah Keperawatan*, 3(1).
- Ridho, R., Markhamah, M., & Darsinah, D. (2016). Pengelolaan pembelajaran pendidikan anak usia dini (PAUD) di KB “Cerdas” Kecamatan Sukorejo Kabupaten Kendal. *Jurnal Penelitian Humaniora*, 16(2), 58–69.
- Sumardjoko, P., & Sumardjoko, B. (2018). *Model pengembangan profesi guru berbasis konstruksi-kolaboratif*. Diomedia.
- Wigati, I. (2013). Teori kompensasi marah dalam perspektif psikologi islam. *Ta’dib: Jurnal Pendidikan Islam*, 18(02), 193–214.
- Winarni, D. S. (2017). Analisis kesulitan guru PAUD dalam membelajarkan IPA pada anak usia dini. *Edu Sains: Jurnal Pendidikan Sains Dan Matematika*, 5(1), 12–22.
- Choiriyah, I. Mayuni, and N. Dhieni, “European Journal of Educational Research,” *Eur. J. Educ. Res.*, vol. 10, no. 3, pp. 1075–1088, 2022, [Online]. Available: [https://www.researchgate.net/profile/Suntonrapot-Damrongpanit/publication/356662582\\_Effects\\_of\\_Mindset\\_Democratic\\_Parenting\\_Teaching\\_and\\_School\\_Environment\\_on\\_Global\\_Citizenship\\_of\\_Ninth-grade\\_Students/links/61a6dda685c5ea51abc0f7b6/Effects-of-Mindset-Dem](https://www.researchgate.net/profile/Suntonrapot-Damrongpanit/publication/356662582_Effects_of_Mindset_Democratic_Parenting_Teaching_and_School_Environment_on_Global_Citizenship_of_Ninth-grade_Students/links/61a6dda685c5ea51abc0f7b6/Effects-of-Mindset-Dem)

## AUTHOR GUIDELINES

Address all correspondences and inquiries to the Chief Editor. The author is asked to provide manuscripts as electronic files. With electronic manuscripts formatting requirements are few: a) Use MS Word, 1,5-spaced, 12 pt Times New Roman; b) Use English; c) Indent or space between all paragraphs; d) Avoid text footnotes; they should be incorporated into the text. The manuscript should be arranged in the following order:

1. **TITLE:** must be brief, informative, and indicates the paper's main point(s). (JIN: 5-15 words)
2. **AUTHORS NAME:** must be complete but without any title, accompanied by the author's corresponding address, institution's address, and e-mail address.
3. **ABSTRACT:** should not be more than 200 words and is constructed in 1 paragraph which includes a brief description of the paper and a summary of the key conclusions (must be written in Bahasa Indonesia and English).
4. **KEYWORD (S):** should be provided below the abstract to help with the electronic search (3-5 words).
5. **INTRODUCTION:** (this part gives details of the research problem(s), problem-solving plan and idea, research objective(s), and a summary of the theoretical review composed with or without title or sub-title.
6. **THE METHODS :** (this part explains how the research is conducted, research design, data collecting technique(s), instrument development, and data analysis technique(s)),
7. **RESULT AND DISCUSSION:** contains findings based on the analysis and elaboration of these findings
8. **CONCLUSION:** discuss the final conclusions of the research results and their implications
9. **ACKNOWLEDGMENT:** Acknowledgments should be limited to collegial and financial assistance. Acknowledgments are not meant to recognize personal or manuscript production support.
10. **REFERENCES:**

Article in Journal. Author(s). Year (in parentheses), Title of article, journal title (in italics), Volume number (in italics), Issue number (in parentheses), Page(s) (or Citation Number), DOI (digital object identifier).

Mattei, M., V. Petrocelli, D.Lacava and M. Schiattarella (2004), Geodynamic implications of the Pleistocene ultrarapid verticalaxis rotations in the Southern Apennines, Italy, *Geology*, 32(9), 789-792.

Article in Book. Author(s)/Editor(s), Year (in parentheses), Title of article, in: Editor(s) (if any), Book title (in italics), Edition (if any), Page(s) of article in book, Publisher, Location (city and state/country).

Petacca, E and P. Scandone (2001), Late thrust propagation and sedimentary response in the trust-belt-foredeep system of the Southern Apennines (Pliocene-Pleistocene), in: G.B.Vai and I. Martini (eds.), *Anatomy of*



an Orogen: The Apennines and adjacent Mediterranean Basins, 401 - 440, Kluwer, Bodmin.

11. MATHEMATICS: Use italics for variables, bold for vectors and matrices, a script for transforms, and san serif for tensors. Use superscripts and subscripts in superior or inferior positions; do not use raised and lowered fonts.
12. TABLES: Every table must have a title, and all columns must have headings. Column headings must be arranged to clarify their relation to the data and refer to the column below. Footnotes should be indicated by superscript, lowercase letters. Each table must be cited in the text.
13. FIGURES: Cite each figure in numerical order in the text. Clearly mark orientation on the figure, if questionable. Indicate latitude and longitude on maps. Color figures, foldouts, pocket maps, etc., can be accommodated, but the costs of color for publishing these special features must be borne by the author.



**Scientific Journal of Preschool and Early School Education  
Early Childhood Education Teacher Education Study Program**  
Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Ponorogo