

**DEVELOPMENT OF LITERACY HOUSE MEDIA TO IMPROVE
EARLY CHILDHOOD LITERACY AT RA MUSLIMAT NU
WANGANDOWO, BOJONG DISTRICT, PEKALONGAN
REGENCY**

Majalisatul Auliya¹, Moh.Irsyad², Firdaus Perdana³, Tri Jayanti⁴

^{1, 2, 3, 4}UIN K.H. Abdurrahman Wahid Pekalongan

Majalisatulauliya@gmail.com

mohammad.irsyad@uingusdur.ac.id

firdaus.perdanah@uingusdur.ac.id

ABSTRAK

Keaksaraan awal merupakan kemampuan dasar pada anak dalam membaca dan menulis pada pengenalan huruf vokal dan konsonan. Metode bermain media rumah aksara merupakan proses pengenalan keaksaraan awal pada anak yang baru masuk taman kanak-kanak adalah memberikan bekal dalam memperkenalkan huruf vokal dan huruf konsonan, menyusun huruf sesuai gambar dan mengenal huruf alfabet. Ketika anak sudah siap untuk mengenal keaksaraan awal maka guru harus berusaha untuk memberikan bimbingan dalam proses pembelajaran dengan persiapan proses pengenalan keaksaraan awal mulai dari kegiatan membaca, apa yang dibutuhkan anak dapat terpenuhi dan terlaksana dengan sebaik baiknya menuju perkembangan agar anak mampu mengenal keaksaraan awal yang lebih optimal. Dengan demikian sebagai guru dalam memilih dan menentukan media pembelajaran harus tepat dan berpengaruh terhadap keberhasilan anak usia dini. Penelitian ini merupakan jenis penelitian pengembangan R&D (*Research and Development*) dari Analisis (*Analyze, Desain (Design)*, pengembangan (*Development*), Implementasi (*Implementation*), dan Evaluasi (*Evaluation*) milik Ugiyono tahun 2015 dengan subjek penelitian anak usia 5-6 tahun atau kelompok B di RA Muslimat NU Wangandowo Kecamatan Bojong, Kabupaten Pekalongan. Pengumpulan data dilakukan dengan menggunakan wawancara, observasi, dan angket. Teknik analisis data berupa data proses pengembangan produk serta analisis data kelayakan produk yang dihasilkan. Hasil penelitian uji kelayakan MEDIA RUMAH AKSARA berdasarkan penilaian ahli media yaitu Bapak Irfan Haris Nawawi, M.pd memperoleh skor 89 % dan ahli materi yaitu ibu Mustafidah, S.Pd.I memperoleh skor 92 %. Adapun hasil uji lapangan atau respon peserta didik dengan subjek 10 siswa dengan memperoleh nilai rata rata 84 % dalam kategori BSB berkembang sangat baik. Dengan demikian dapat diartikan produk yang dikembangkan berupa MEDIA RUMAH AKSARA layak atau dapat digunakan untuk meningkatkan keaksaraan awal anak usia dini di RA Muslimat NU Wangandowo Kabupaten Pekalongan.

Kata kunci : pengembangan media rumah aksara untuk meningkatkan keaksaraan awal anak usia dini

ABSTRACT

Early literacy is a child's basic ability to read and write and recognize vowels and consonants. The playing house media method is a process of introducing early literacy to children who have just entered kindergarten, namely providing provisions for introducing vowels and consonants, arranging letters according to pictures and recognizing the letters of the alphabet. When children are ready to become familiar with early literacy, the teacher must try to provide guidance in the learning process by preparing the process of introducing early literacy starting from reading activities, what the child's needs can be fulfilled and carried out as well as possible towards development so that children are able to become more familiar with early literacy. optimal. Thus, as a teacher, choosing and determining learning media must be appropriate and influence the success of early childhood. The research results of the feasibility test for RUMAH AKSARA MEDIA were based on the assessment of a media expert, namely Mr. Irfan Haris Nawawi, M.pd, who got a score of 89% and the material expert, namely Mrs. Mustafidah, S.Pd.I, who got a score of 92%. As for the field test results or student responses with the subject, 10 students obtained an average score of 84% in the BSB category, which developed very well. Thus, it can be interpreted that the product developed in the form of HOME LITERACY MEDIA is feasible or can be used to improve early childhood literacy at RA Muslimat NU Wangandowo, Pekalongan Regency.

Keywords: Development of literacy home media to improve early childhood literacy

INTRODUCTION

Early childhood is children who are not far from the game but a group of children who are in a period of development and growth, in essence children are motivated to play, which means play spontaneously so that it gives satisfaction to the child. Be it playing alone, or playing with their peers. Children learn through play that is fun to stimulate and bring out the courage to explore their environment using objects. courage to explore their environment using the objects around them. So that children gain knowledge.

Early literacy is the basic ability of children in reading and writing. reading and writing on the introduction of vowels and consonants. One of form of language skills is literacy. The main focus of introducing literacy in children is recognizing images that are represented by letters. letters. Early literacy means the ability to recognize vowel letters and consonants as a basic ability that children must master to read and write. reading and writing. (Nurjanah Siti,Edah Nurrohmah, Ifat Fatimah Zahro, 2018:394)

Literacy skills are one of the competencies in the aspect of language aspect of the field of developing children's abilities and creativity. A child already has high intelligence in addition to being able to read are also able to comprehensively process words, express words words in body language (speech and actions) that can be understood by others, as well as argue, convince people through to others, as

well as arguing, convincing people through the words they say. the words he speaks. (Novaria,Sari, Haryono, 2018:84)

Early literacy implementation is the key to future success in various fields throughout life. in various fields throughout life. Early literacy is the foundation for mastering reading and writing skills that are fun on the introduction of vowels and consonants, early literacy can be given with the appropriate portion and interesting ways. early literacy can be given with the appropriate portion and interesting ways so that children can more easily understand it. To attract the attention of attention and make it easier for children to understand literacy can be done with play activities. done with play activities .(Amelia Zahrina & Nila Fitria, 2021:15)

The child grows and develops according to the environment and stimulation offered. This is the fundamental reason for the differences in in children's cognitive development. Some children can develop cognitive development according to their stage, some can develop with some obstacles, and some have problems in cognitive development.obstacles, and some are experiencing problems in cognitive development. cognitive development.(Novitasari Yesi, 2018:84)

Early childhood education is expected to help develop ability of various potentials in children that are useful as life skills and continue the next level without without any obstacles. Aspects of development in stimulating include values values, social, emotional, cognitive, language, art, and physical motor skills. In every learning activity children apply the method of playing while learning and learning through play as a slogan in learning. and learning through play as a slogan in learning.

One aspect that is developed in early childhood is language, which includes receptive language. Receptive language is the child's language ability to capture, understand, and convey information obtained through spoken language. through spoken language. Receptive language development materials, including reading and listening to children. In addition to the aspects that are developed in children early childhood also includes expressive language. Expressive language is children's language skills by saying articulated sounds or words to express convey thoughts or ideas, and feelings. Expressive language development materials include children's speaking activities. (Rohadati Aisy Adinda, Hafidzah Nur Adzani 2019:142)

T. Berry Brazelton in his book “Touchpoints” says that children who can write well have advantages in expressing their opinions on paper. For this reason, pre-writing skills need to be guided and developed so that your child is ready for school. developed so that your child is ready when entering school. If not honed from an early age early, then when required to be able to write, the child will feel frustrated, even frustrated. refuses to learn. As a result, his self-confidence declines, and his academic academic performance falters.

Early childhood activities in schools have the principle of learning while playing, which means that play is one of the needs of young children. play, which

means that play is one of the needs of early childhood. early childhood, besides that through playing children can learn and gain an experience. Children can also recognize concepts and also get the potential This early literacy must be developed properly in PAUD, because the period of early childhood in PAUD, because the early childhood period is a sensitive period for all child development, so that in pre-kindergarten learning child's development, so in pre-literacy learning it is expected that teachers are expected to stimulate guide and hone more by provide meaningful play.

The media of this akasara house arises because of the existence of a problems in early childhood literacy at RA MUSLIMAT NU Wangandowo District Bojong Pekalongan Regency. The problem problems arise due to the lack of enthusiasm of children in learning while playing. play. The lack of learning media arises due to children's lack of early literacy such as the teacher only gives the LKS book, a piece of paper for students then students are only told to do the work and then finished, or only use the existing blackboard. and then finish, or just use the existing blackboard. This makes children less enthusiastic in learning, and less in improving early literacy. improve early literacy in early childhood.

Regarding cognitive development is the ability to think children in understanding the surrounding environment so that increase. This means that with this thinking ability, children can explore themselves, other people, animals, plants, and parts of objects around them so that they can gain a variety of knowledge. around them so that they can gain various knowledge These are.(Wawancara guru kelas, 2023)

The aspects taught in early literacy are recognizing consonant letters, vowels, letters of the alphabet and the arrangement of letters according to the picture. Then grouping letters and sounds, and reading or spelling them with the meaning, such as which is accompanied by the meaning, such as giving a picture then the child sticks the letters to form the meaning of the picture. attach letters to form the meaning of the picture. Then the child then the child tells about his daily activities, and provides literacy learning in early childhood. literacy learning in early childhood by using interesting and innovative ways, and giving it with the appropriate portion. and provide literacy learning in early childhood using interesting and innovative ways, and provide it with portions that are appropriate for the age of the child. through activities can attract children to do literacy learning. literacy learning.

Therefore, games that are for children that are used as a means of playing that have as a means of playing that has educational values for children's development and growth. development and growth of children. Child development can be can be optimized with educational game media tools that are tailored to the child's age and developmental level.7 age and developmental level. (Khadijah,2016:34)

There are some games that have not improved early childhood literacy including:

1. Letter Cards

Picture 1. Letter Cards



2. Letter Bottle

Figure 2. Bottle letter



3. Clock Letters

Figure 3. Clock Letters



Based on the above problems, researchers want to develop educational games to determine early literacy skills. This activity is to motivate and involve children's creativity to carry out play learning activities. So with this the researcher is interested in conducting research with the title "Development of Rumah Aksara Media to Improve Early Childhood Literacy at RA Muslimat NU Wangandowo, Bojong District, Pekalongan Regency".

RESEARCH METHODS

The research and development method or in English (Research and Development) is a research method used to produce certain products, and to test the effectiveness of these products. (Wiratna Sujarweni,2014:75)

The definition of development research according to Brog & Gall (1983) is a process used to develop and validate educational products. Educational research and development is carried out based on an industry-based development model, whose findings are used to design products and procedures, then systematically field tested, evaluated, refined to meet certain criteria of effectiveness, quality, and standards.(Luqman Hamzah,Muhammad Assegaf,2022:27) Meanwhile, according to Sugiono, Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products.(Sugiyono, 2013: 335)

This research is a type of R&D with the development model used is ADDIE (Analyze, Design, Development, Implementation and Evaluation) which aims to produce Rumah Aksara media. The research took the ADDIDE development stage, namely Analyze, Design, Developmet, Implementation and Evaluation, because this research and development aims to produce a product that will be tested for validity, practicality and effectiveness to validators and then conclude the product.

The method used in this research is to use the Research and Development (R&D) method to develop new products or develop existing products. (Direktorat pembinaan Pendidikan Anak Usia Dini Direktorat Jendral Pendidikan Anak Usia Dini dan Pendidikan Masyarakat,2017:29)

Thus, it can be concluded that R&D is a research method to produce or develop a certain product and test the effectiveness of developing a literacy house game to improve early literacy in early childhood at RA Muslimat Wangandowo Bojong Pekalongan, through stages or development procedures.

RESEARCH RESULTS

The products produced in this study are in the form of media houses to improve early literacy in early childhood. Literacy house media is made based on indicators of early literacy development for children aged 5-6 years.

In this research and development, researchers used the ADDIE development model which consists of 5 stages, namely Analyze (analysis), Design (design), Development (development), Implementation (implementation), and Evaluation (evaluation) developed in 1996 by Walter Dick, Lou Carey and Jame O Carey.

The description of each step to develop this media house is as follows:

1) Analyze Stage

Before developing this home media product, researchers conducted an analysis stage with the aim of knowing the problems faced by children in school learning, especially those related to children's early literacy development. The results of the study are based on data obtained from research activities on the effectiveness of PAGAMJA media (Picture Board and Alphabet) on improving the initial reading skills of group B children that have been carried out at Pertiwi Beji Pernalang Kindergarten.

The analysis conducted by researchers includes problem analysis in needs analysis. The problem analysis carried out is to make observations when the learning process is taking place. When the observation was made, the problem arose that there were several children who were less enthusiastic in participating in the learning process. Due to The use of media that is still minimal makes children less enthusiastic about learning.

Moving on from the results of the problem analysis conducted on November 9, 2023, then conduct the second analysis, namely needs analysis. This analysis was carried out by conducting an interview with the class teacher.

The interview was conducted with Mrs. Khusnul as the RA B class teacher. This interview was conducted to find out the learning process applied, the learning media used, and identify problems that arise during classroom learning.

From the results of interviews with teachers, it was found that literacy learning still uses conventional methods, namely lecture, memorization and spelling methods without pictures. In addition, the teacher also sometimes uses guessing words using letters pronounced by the teacher, besides that children are also given reading books to train children's literacy.

Table 1. Early Literacy Development of Pre-Research Children

No	Child's Name	Indicator					Amount	Assessment Percentage	Description
		1	2	3	4	5			
1.	Hizam	2	3	1	2	2	10	50%	MB
2.	Akim	2	3	2	1	1	9	45%	MB
3.	Reza	2	2	1	3	3	12	60%	MB
4.	Daviq	2	3	2	1	1	9	45%	MB
5.	Panca	2	2	2	3	2	11	55%	MB
6.	Fathir	2	3	3	1	2	11	55%	MB
7.	Agim	2	2	1	1	2	8	40%	BB
8.	Agas	2	3	2	1	2	10	50%	MB
9.	Nizam	2	3	1	3	2	11	55%	MB
10.	Aqila	4	2	1	3	1	11	55%	MB
Average Research Percentage							102	52%	MB

When viewed from the pre-research results, the percentage of children's literacy skills is still small, namely 50% in the Begin to Develop (MB) category. Therefore, media development is needed so that children's early literacy skills can improve.

In addition to analyzing the problem, researchers also made observations to obtain information on the needs of the literacy house that would be developed, the purpose of this analysis was to adjust the reading needs according to the age and developmental achievements of children.

The results of the observation of the needs of the script house on the learning aspect and the content aspect with the content standard indicators about the level of achievement of child development to be achieved in the form of improving the early literacy skills of children aged 5-6 years.

Based on the results of the above analysis, researchers will create a media house to improve the early literacy of children aged 5-6 years.

2) Design Stage

The design stage is a follow-up to the analysis stage. This stage begins with designing the media structure of the script house referring to the analysis, at this design stage the following stages are carried out:

a. Determining the media title

The title of Rumah aksara to improve early literacy is determined based on the contents of Rumah Aksara and activities that are in accordance with the indicators. early literacy development of children aged 5-6 years. In addition, taking the title Rumah Aksara to attract children's interest and curiosity about the media created.

b. Collecting references

References are taken from several media in the school environment, besides that researchers also collect internet references.

c. Creating a Storyboard

Storyboard is a pictorial sketch concept that is made sequentially according to the concept in the picture. Storyboard is the initial draft of the media to determine the sketches that have been made so that it can facilitate media design.

3) Development stage

After going through the design, the next step is to make a media design that has been designed. At this stage, it will produce a product which will then be validated by validators. The validators consist of media experts and material experts. The stages of developing the media are as follows:

a. Making a House Design

- 1) Making concepts and patterns on cardboard and collecting some tools and materials such as vanel fabrics of various colors, glue sticks, glue sticks, scissors etc.

Figure 4. Concept and Pattern



2) After material collection then pattern for house shaping

Figure 5. Shape Pattern of Aksara House



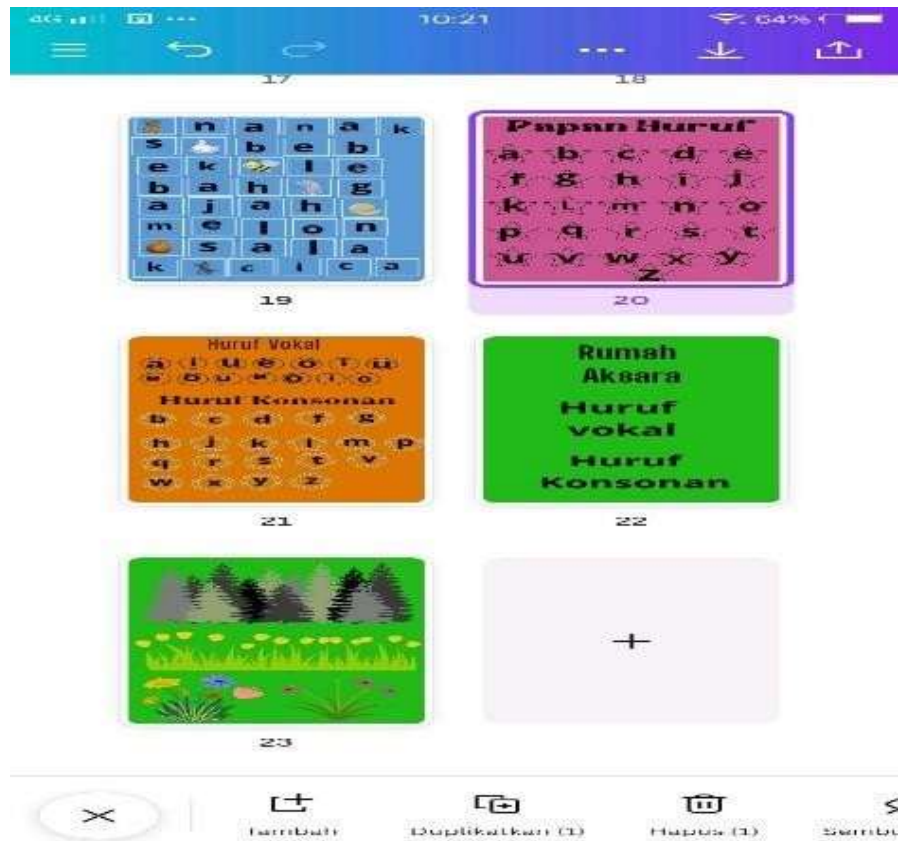
3) Then initiate media shaping

Figure 6. Media Shaping



- 4) After the formation of the media form, then create the concept of letters and images with the help of the Canva application.

Figure 7. Lettering Concept







- 5) Then start cutting out the letters and pictures to form a box shape.

Figure 8. Image and Letter Shapes



Table 4. Product design

No	Design	Description
1.		Contains pictures and titles of Aksara houses
2.		Contains pictures and letters, which are varied
3.		Contains letter stars
4.		Contains the introduction of consonant and vowel letters

b. Media Expert and Material Expert Validation

1) Media expert validation

The media expert test is needed to assess the initial design of the media that has been developed previously, media validation was carried out on November 23, 2023. The media expert who will assess media products is Mr. Irfan Haris, M. Pd. He is a lecturer in PIAUD learning media at UIN K.H Abdurrahman Wahid Pekalongan. The aspects assessed by media experts include the main media display aspects and supporting media display aspects. The score

categories for the assessment of the initial design of the script house media are as follows:

Table 5. Media Assessment Percentage Score

Average Score (%)	Eligibility Criteria
81% - 100%	very feasible
61% - 80%	worth
41% - 60%	decent enough
21% - 40%	less feasible
0% - 20%	very less

Table 6. Media Expert Validator Results

Aspects	Indicator	Validator	Presentation
Main media display aspects	1	4	87%
	2	3	
	3	3	
	4	4	
Aspects of the appearance of the supporting media	5	4	91%
	6	3	
	7	4	
Quantity		25	
Maximum Score		28	
Validation Score		89%	
Criteria		Very Feasible	

When viewed from the results of media expert validation regarding the media product Rumah Aksara, it is found that the developed learning media gets an average value of 89% and is categorized as very feasible as a learning media to improve early literacy in children. But even though it is categorized as very feasible, this media needs some revisions to the input of criticism and suggestions from media experts before being tested on children in the classroom. The revised parts of the input from media experts are as follows:

In the letter puzzle media, the media expert provides input on the letter puzzle media, it would be better if several word choices are given according to the

theme so that children have the opportunity for freedom to choose according to the child's wishes.

Table 7. Letter Puzzle Media

	
	
<p>Before revision: initially using a variety of images such as pictures of grandfather, oranges, tomato lions and chairs.</p>	<p>After revision: puzzle media becomes 10 images into 2 themes, namely plant themes and animal themes</p>

2) Material Expert Validation

The material expert test is needed to assess the material content of the media experts who have made. The material expert test was conducted on November 29, 2023. The material media expert who will assess the media product is Mrs. Mustafidah, S.Pd.I. As the principal of RA Muslimat NU Wangandowo Pekalongan Regency. The aspects assessed by material experts include aspects of the main media display and information aspects support. The category score of the material assessment of the initial media design is the same as table 4.2.

The results of the assessment by material experts can be seen in the table below

Table 8. Results of Material Expert Validation

Aspek	Indicator	Validator	Percentage
Main media display aspect	1	4	93%
	2	4	

	3	3	
	4	4	
Support information aspect	5	4	91%
	6	3	
	7	4	
Total		26	
Maximum Score		28	
Validation Score		92%	
Criteria		Very Feasible	

So the validity value of the product is:

$$P r e s e n t a t i o n s (P) = \frac{(\text{answers} \times \text{weight of each option})}{n \times \text{highest weight}} \times 100\%$$

The results of the recapitulation of the response instrument can be seen in the following table the following table:91%. Therefore, the media product got a very feasible category. And there were no criticisms and suggestions from the material expert validator.

4. Implementation Stage

The implementation stage is the process of testing the media when learning in the classroom takes place after making improvements to the input of criticism and suggestions from experts. Researchers distributed respondent questionnaires to students and saw directly the response of students to determine the feasibility of media products that had been made.

Rumah aksara media was tested on children aged 5-6 years in group B consisting of 10 children. Testing was carried out on December 2, 2023. In addition to implementing learning media products, researchers also conducted classroom observations showing that students were very happy and enthusiastic about using learning media products.

5. Evaluation stage

The evaluation stage is an assessment process that determines whether the product that has been developed is successful or not. At the media product evaluation stage, researchers conduct formative evaluations, namely evaluations used to determine the feasibility of products that have previously been made improvements to the products made.

B. Field Trial

Field trials were carried out after going through several stages, namely through media expert assessments and material expert assessments. Field trials were

conducted to find out the feasibility and children's responses to the resulting media products.

1. Feasibility test by experts

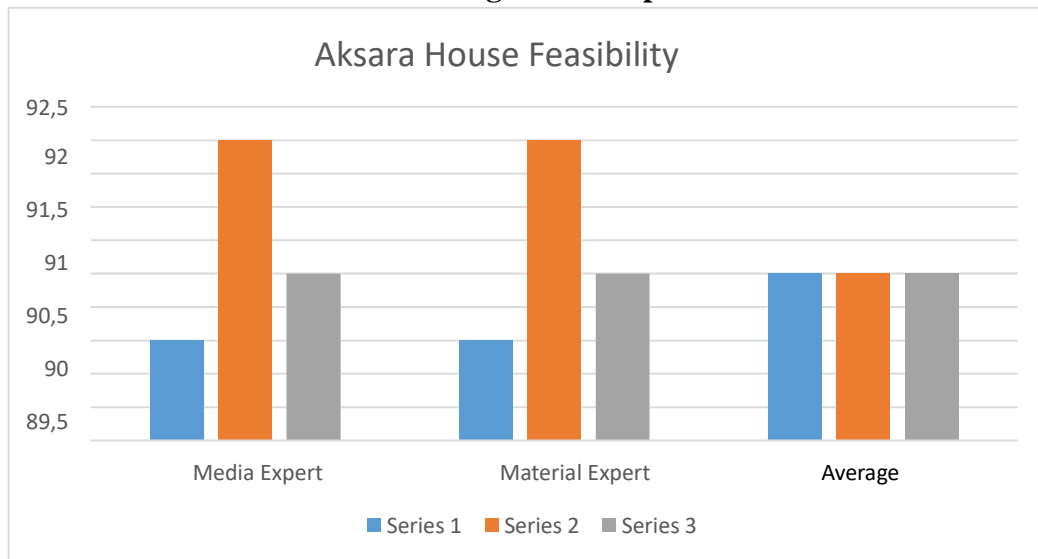
Data from expert validation results are used to determine the feasibility of the product. The results of the experts' validation were analyzed using a descriptive formula:

$$Presentations(P) = \frac{(\text{answers} \times \text{weight of each option})}{n \times \text{highest weight}} \times 100\%$$

il Media Expert Validator media can be seen in the table below this: and aspects of supporting information. as for Wangandowo Kabu The results of the feasibility test of experts can be seen from the results of media expert validation in table 4.4. and the results of the material expert validation in table 4.6. The results of the media expert assessment of the media products developed are very feasible to use as learning media. Meanwhile, the results of the material expert assessment stated that the media products produced were categorized as very feasible to use as learning media.

The graph of the results of the experts' assessment can be seen in the figure

Figure 9. Graphics



It can be seen in the graph above that the blue graph shows the percentage value of the media expert validation test of 89%. And the orange-colored graph shows the percentage value of the material expert validation test of 92%, so that, from the results of the validation test of the experts, it can be seen that the average percentage by material experts and media experts is 90%. Thus, it can be interpreted that the product developed in the form of a script house to improve the early literacy of children aged 5-6 years is very feasible to use as a learning medium.

2. Learner Response Test

Learner response aims to determine the effect of the script house product on children's early literacy development and to find out the child's response to the product. The child response test is carried out directly during the implementation of learning media products in the classroom after going through validation. experts. The field test was carried out in class B RA Muslimat NU Wangandowo which amounted to 10 students on December 2, 2023.

Data on the results of the learner response test were obtained through a questionnaire made by the researcher. Likert scale type assessment with 4 alternative answers.

Table 9. Assessment of Learner Response

Presentation (%)	Category
81% - 100%	BSB
61% - 80%	BSH
41% -60%	MB
21% - 40%	BB

The data on the results of students' responses were analyzed using a descriptive percentage formula:

$$P r e s e n t a t i o n s (P) = \frac{(\text{answers } \times \text{ weight of each option})}{n \times \text{highest weight}} \times 100\%$$

il Media Expert Validator media can be seen in the table below this: and aspects of supporting information. as for Wangandowo Kabu

The results of the recapitulation of the student response questionnaire can be seen in the following table:

Table 10.Learner Response Calculation Results

No	Child's Name	Indicator					Assessment Presentation	Description
		1	2	3	4	5		
1.	Hizam	2	3	3	4	4	80%	BSH
2.	Akim	3	4	3	4	4	90%	BSB
3.	Reza	3	4	3	4	4	90%	BSB
4.	Daviq	2	4	3	4	4	85%	BSB
5.	Fathir	2	3	4	4	4	85%	BSB
6.	Agim	2	3	3	4	4	80%	BSh
7.	Agas	2	3	3	4	4	80%	BSh
8.	Nizam	3	3	3	4	4	85%	BSB
9.	Panca	3	3	4	3	4	85%	BSB
10.	Aqila	3	3	4	3	4	85%	BSB
Average Aesessment Percentage							84%	BSB

When viewed from the results of the assessment of students' responses, it is found that the media product developed gets an average score of 84% in the category (BSB) developing very well. Thus, it can be interpreted that the product developed in the form of media houses has an effect on the early literacy skills of children aged 5-6 years is very feasible to use as a learning media.

2. Response Instrument Test

User instruments in this study were given to teachers after product trials. The user instrument was used to collect data on the teacher's response to the developed script house.

The data from the user instrument results were analyzed using a descriptive percentage formula:

$$Presentations(P) = \frac{(Jawaban \times bobot \text{ tiap pilihan})}{n \times bobot tertinggi} \times 100\%$$

il Media Expert Validator media can be seen in the table below this: and aspects of supporting information. as for Wangandowo Kabu The results of the recapitulation of the response instrument can be seen in the following table:

Table 11. Recapitulation of Response Instrument Results

inquiry	Score
1	4
2	3
3	4
4	4
5	3
6	4
Total	22
maximum score	24
validation score	91%
Criteria	very feasible

When viewed from the results of the assessment by the teacher, it was found that the media product developed received an average eligibility score of 91%. Thus, it can be interpreted that the product developed in the form of a script house to improve the early literacy of children aged 5-6 years is very feasible to use as a learning media.





C. Final Product Design

Media development begins with problem analysis and needs analysis. The product produced in this study is a script house. Then proceed with designing the script house and making product assessments for material validators, media and student responses. After the script house is made with the help of the internet and

the Canva application, the product will then be assessed by expert validators. Rumah aksara received media criteria very feasible to use after receiving several revisions from experts.

The final design of the script house product can be addressed in the following table:

Table 12. Final Design

Design	Picture
Shape of the script house Bentuk rumah aksara	
Animal-themed Letter Puzzle	
Fruit-themed Letter Puzzle	
Consonant and Vocal Letter Recognition	

Star Letter of the alphabet



Rumah Aksara media products have several advantages and disadvantages.

Among the advantages of this media are as follows:

1. Rumah aksara media is made based on indicators of early literacy development for children aged 5-6 years.
2. Rumah aksara media can help children in early literacy learning.
3. The use of media houses can create a pleasant atmosphere in learning.

In addition to having advantages, the resulting media products also have disadvantages, namely due to the limitations of researchers, the literacy indicators included in the media house are only a few, the activities presented in the media house are still less diverse.

Conclusions

Based on the results of the development of the script house to improve early childhood literacy in RA Muslimat NU Wangandowo, several conclusions are obtained, including that early literacy is the basis for children in reading and writing on the introduction of vowels and consonants. And literacy skills are one of the competencies in the language aspect of the field of development of children's abilities and activities. and children's activities. Early childhood activities at school have the principle of learning while playing, which means playing is one of the needs of early childhood, besides that through playing children can learn and gain an experience.

Not only that, children can also recognize concepts and also get the potential that exists in children. Cognitive development is the way children think in understanding the surrounding environment so that children's knowledge increases, meaning that with this thinking ability children can explore themselves, other people, animals, plants, and parts of objects around them.

The development of a script house to improve early childhood literacy in RA Muslimat NU Wangandowo meets the valid criteria by obtaining a score of 89% by media experts and a score of 92% by material experts.

The development of a script house to improve early literacy of early childhood is very feasible or can be used to improve early literacy in RA Muslimat NU Wangandowo, this is evidenced by the acquisition of scores from the analysis of learner respons

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