



The Influence of Pictorial Card Media on Early Childhood Reading Literacy Abilities

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Abstract

Picture Card Media is not only a learning tool, but also an effective strategy in improving early childhood reading literacy. This study aims to identify the effect of using picture card media on reading literacy skills in group B children at RA Jami'atul Jannah, Sungai Pelunggut Village, Sagulung Sub-district, Batam City. Reading literacy is defined as a language skill that involves reading, writing, listening, speaking and thinking, within the context of social, historical and cultural practices. The study sample included 28 children in group B, with a quantitative approach and descriptive method. Primary data was collected, and simple linear regression analysis showed that the use of picture card media had a significant effect on children's reading literacy, with a coefficient value of 1.358. The results show that picture card media is effective in improving children's early reading literacy skills, providing a significant role and influence in the development of early reading skills

Keywords: *Picture Card Media, Reading Literacy, Early Childhood*



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INTRODUCTION

The literacy of reading in children has significant long-term implications in shaping their development and success throughout life (Syifaузakia, 2021). As a foundation for learning, reading literacy enables children to access and understand various information, as well as actively participate in both formal and informal education processes (Retnaningsih & Khairiyah, 2022). Furthermore, reading literacy also plays a role in enhancing children's vocabulary and language comprehension (Nur Tanfidiyah & Ferdian Utama, 2019). Children with rich vocabularies can communicate more effectively, express ideas, and understand instructions in educational and everyday environments (Zaenuri & Maemonah, 2021). By reading stories or books, children can experience imaginative journeys that stimulate their imagination and creativity. This also helps them understand various social and cultural contexts around them. Reading skills also play a crucial role in the

development of critical and analytical thinking abilities. Children who are accustomed to reading automatically sharpen their abilities to evaluate information, construct arguments, and think logically (Mulasih & Hudhana, 2020).

The importance of reading literacy in children is not only limited to the present but also seen as an investment in their future (Mulasih & Hudhana, 2020). Children with good reading abilities are more likely to succeed in the workforce, access information more easily, and actively participate in their surroundings (Aprillah, Abidin, Suhardi, 2023). By understanding and implementing the importance of reading literacy in children, we can provide a solid foundation for their development, open opportunities for optimal personal growth, and ensure their future success.

PISA 2023 shows that Indonesia has historically had low reading literacy scores, reaching 371 (Cahyani & Alfin, 2023). This raises concerns as education in Indonesia, regulated by the National Education System Law number 20 of 2003, explicitly emphasizes the development of reading, writing, and numeracy cultures as integral aspects of education for all members of society (National Education System Law, 2003). Furthermore, Library Law number 43 of 2007 emphasizes the importance of building a reading culture through various strategies involving families, educational institutions, and the community as a whole. In the context of the research conducted, direct observations in August 2023 at Raudhatul Athfal Jami'atul Jannah, Batam City, indicated that 12 children in group B experienced reading difficulties. Despite the high literacy rate in Batam city, there are still students at the school who have low literacy levels. This constraint is reflected in the children's difficulties in recognizing letters, spelling syllables, and distinguishing letters. Students also expressed difficulties during the learning process, such as feeling tired, reluctant to continue reading, and even crying. A pre-survey conducted through interviews with teachers, parents, and the Head of RA Jami'atul Jannah validated that the level of reading literacy at the school is still low. One appropriate effort considered for student learning is through visualization or unique and engaging forms for children, thus pictorial cards are used in early childhood literacy (Rahmawati & Nawangsari, 2022).

The influence of children's reading literacy and the use of Pictorial Card Media is a mutually reinforcing synergy (Rofah & Mulyawati, 2022). The use of pictorial cards provides intense visual stimuli, helping children identify words and understand their meanings through visual representations (Obsesi, Jurnal, Anak, & Dini, 2017). Thus, the learning activities become very interesting and easier to understand for children. The active involvement of children in the reading learning process is also triggered by this media, involving various senses and building strong connections between the words and images displayed (Baharun, Zamroni, Amir, & Saleha, 2020). Additionally, the effective use of Pictorial Card Media can enrich children's vocabulary in enjoyable ways (Rahayu & Wardhani, 2023). These images provide context that helps children understand the meanings of words in real situations (Utama, 2017). This media also plays a role in the development of early reading skills, helping children recognize letters, syllables, and form simple words (Nurjanah, 2022). The overall reading experience with this media is designed to stimulate children's interest and create positive reading habits (Mirnawati & Penelitian, 2020). Moreover, the use of Pictorial Card Media also supports children's social interactions (Runtuwarouw, 2019). When used in a group learning context, children can discuss, share knowledge, and learn together with peers (Rozi & Siti Rahayu, 2022). This social interaction not only deepens children's understanding of the material but also creates a positive and supportive

learning environment (Runtuwarouw, 2019). Thus, the use of Pictorial Card Media not only serves as a learning aid but also as an effective way to enhance early childhood reading literacy (Runtuwarouw, 2019). The interactive, enjoyable, and contextual learning process from this media has a significant positive impact on children's reading literacy abilities (Susantini & Kristiantari, 2021).

This research is conducted to identify the influence of pictorial card media on early literacy reading abilities and to seek solutions through the utilization of media such as pictorial cards to enhance early childhood reading literacy at Raudhatul Athfal Jami'atul Jannah. This research aims to contribute to the understanding of the factors causing low reading literacy at Raudhatul Athfal Jami'atul Jannah and how far pictorial card media can be a suitable solution to improve children's reading abilities at that educational level. Thus, efforts to improve reading literacy at Raudhatul Athfal Jami'atul Jannah are expected to positively contribute to national literacy achievements and ensure that every child has equal access to quality education. This research focuses on understanding and enhancing children's reading abilities at Raudhatul Athfal Jami'atul Jannah. The main questions include evaluating children's reading abilities, the use of pictorial card media in the RA environment, and how this media can enrich early childhood reading literacy. The goals of this research include gaining in-depth understanding of the level of reading literacy in that environment, revealing methods of using pictorial cards, and their influence on early childhood reading literacy at Raudhatul Athfal Jami'atul Jannah.

In the context of research development, literature reviews involve previous research findings to provide a strong foundation. Pahrenra et al., in their study, highlight the success of pictorial card games at TK Nambokido, Konawe Regency, in improving early childhood literacy (Pahrenra, Amalia, Usman, La Ndibo, & Ichwantiy sabir, 2023). Furthermore, Husni and Taslim's research shows the effectiveness of using pictorial word cards at TK Nurul Azisah (Indah Dwi Sartika, Myrnawati Crie Handini, & Sofia Hartati, 2017). Arsini also produced pictorial card media that could enhance Indonesian language vocabulary at the student level (Arsini & Kristiantari, 2022). Meanwhile, Gading, Magta, and Pebrianti reveal that the syllable method with Pictorial Word Cards has a positive impact on early reading abilities in children in group B (Gading, Magta, & Pebrianti, 2019). The differences in methods and media used with this research create its uniqueness. This research uses pictorial cards focusing on subject, predicate, and object words as media to enhance early childhood reading literacy at Raudhatul Athfal Jami'atul Jannah. Through a deep understanding of previous research findings, this research aims to provide valuable input into the development of early childhood reading literacy at Raudhatul Athfal Jami'atul Jannah, using pictorial card media as an effective and relevant tool.

METHODOLOGY

The method used in this research is quantitative descriptive method. Quantitative method based on Sugiyono (2019) is a research method that uses the philosophical basis of positivism or scientific with concrete and empirical scientific rules (Sugiyono, 2020). Meanwhile, according to Andriani (2015) quantitative methods are methods with research data in the form of numbers and also data analysis. The design of this study uses a consistent type with associative conducted in 1 class. The research was conducted in December 2023 at Raudhatul Athfal Jami'atul Jannah, Sungai Pelunggut Village, Sagulung District, Batam City. The population of this study

involved 28 children in group B at Raudhatul Athfal Jami'atul Jannah. With a population of less than 100, this study did not use a sample, but rather took the entire population as research subjects. The data collected is primary and the data collection process is done through questionnaires.

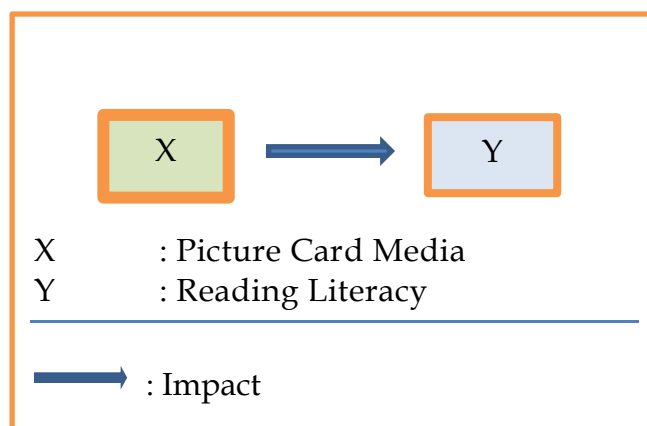


Figure 1. Research Design Paradigm

This research design refers to the x-y paradigm, with the main objective being to determine the reading literacy of children in Raudhatul Athfal Jami'atul Jannah as well as the effect of picture card media on reading literacy skills of early childhood in the institution. Furthermore, in analyzing the data, this study applied several regression prerequisite tests. First, the normality test is used to ensure that the data distribution is normal (Mulyadi, 2019). Next, simple linear regression analysis was used to evaluate the relationship between the independent variable (picture card media) and the dependent variable (children's reading literacy skills). Linearity test, multicollinearity test and heteroscedasticity test were also conducted to ensure the fit of the regression model used (National & Pillars, 2018). The research instruments included picture cards as learning media and instruments to measure children's reading literacy in Raudhatul Athfal Jami'atul Jannah. Picture cards are used as a visual medium to introduce words and sentences combined with pictures or symbols, while the reading literacy instrument covers various aspects of early childhood language skills (Hamzah, Vega, Rahayu, MS, & Pattiasina, 2023). Using quantitative descriptive methods and involving various regression prerequisite tests (Ahyyar et al., 2020), this study aims to provide an in-depth picture of the effect of using picture card media in improving reading literacy in early childhood at the institution.

RESULTS AND DISCUSSION

The data that has been obtained and analyzed in this study, which was conducted on Raudhatul Athfal Jami'atul jannah students through the application of picture card media. Then the use of observation sheets to see the application of the picture card media carried out by educators. The data obtained from the respondents is then carried out data input and data processing so that the results can be known. These results can be presented in tabular form, but also presented with graphs to illustrate the varied forms of data in reading the results of data processing.

Reading Ability of Children in Raudhatul Athfal Jami'atul Jannah

The implementation of the associative process was carried out to 28 respondents by using a test form instrument to be circulated to research respondents as the object of research. The instrument will be filled in by respondents so that it can be analyzed. The data is a test of students' reading ability. Then calculate the number of scores of each item and the total score of each learner is recapitulated with the results of the initial analysis of reading ability for these early childhood children.

Table 1. Children's reading ability

Skor Valid	Frekuensi	Persen
78	-	-
93	2	7.1
115	-	-
116	3	10.7
119	3	10.7
120	3	10.7
122	-	-
123	2	7.1
124	2	7.1
125	1	3.6
128	3	10.7
130	3	10.7
131	-	-
133	2	7.1
134	1	3.6
156	1	3.6
157	1	3.6
160	1	3.6
Total	28	100.0

From the analysis of the data obtained in table 1, it was found that there were assessments with an interval of 78 to 160 from the total population in 1 class of 28 learners. Of the 28 participants, the lowest score or lowest percentage was 3.6%. Then the largest percentage is 10.7%. From this data, the response from students regarding reading ability with the lowest score is around 2 respondents. While the highest score is 1 person with a score of 160 If classified according to the level of reading ability, it is presented as follows:

Table 2. Responses from Respondents

Criteria	Category	Frequency	Percent
136-180	Very High	3	11%
125-135	High	10	36%
115-124	Medium	13	46%
78-114	Low	2	7%
45-77	Very Low	-	-
Number		28	100%

From the results of the table above, it shows that the frequency level is quite large, 13 respondents with a presentation value of 46%. This is in the medium category which has a value of 115 to 124. From these data, it can be said that there is no enthusiastic interest in reading from students. There are several indications and also factors that can influence from various aspects. For the lowest value is in the value of 78 to 114 with a percentage of 7%. While for high criteria from 136 to 180 only about 11%. From the results of this analysis, it is concluded that the ability of students' interest in reading is very low and must also get a process.

*Use of Picture Card Media at Raudhatul Athfal Jami'atul Jannah***Table 3. Use of picture cards**

115	-	-	-
116	-	-	-
119	3	10.7	10.7
120	3	10.7	10.7
121	1	3.6	3.6
122	3	10.7	10.7
123	2	7.1	7.1
124	2	7.1	7.1
125	-	-	-
126	1	3.6	3.6
128	-	-	-
130	3	10.7	10.7
131	1	3.6	3.6
132	1	3.6	3.6
133	2	7.1	7.1
134	3	10.7	10.7
156	-	-	-
157	1	3.6	3.6
160	2	7.1	7.1
Total	28	100.0	100.0

The use of picture card media is done to see the effect of picture cards on children's reading ability. As well as to see the development before and after the application of picture cards carried out (Amseke, Hawali, Amseke, Radja, & Lobo, 2022). From the results of the analysis contained in table 3 that the value interval is 115 to 160 consisting of 28 respondents. The smallest percentage is 3.6% and the largest percentage is 10.7%. From the results of this analysis, it is found that the lowest value is 115 to 124 which consists of 11 respondents with a percentage of 39%. And this category falls into the moderate category. As for the values 125 to 135 there are about 14 respondents who fall into the High category. Then there are 3 respondents who fall into the 136 to 180 value range which falls into the Very High category with a percentage of 11%.

Table 4. Response of students' results

Criteria	Category	Frequency	Percent
136-180	Very High	3	11%
125-135	High	14	50%
115-124	Medium	11	39%
78-114	Low	-	-
45-77	Very Low	-	-
Number		28	100%

The results of the table above present the highest frequency in the Moderate category with 11 respondents. This shows a significant decrease. In the previous results there were 14 respondents. And the results after that were 11 respondents. Meanwhile, the Low category has decreased from 2 respondents to 0. Then in the High category with a value between 125 to 135, there was an increase from 10 respondents to 14 respondents. Increased from 36% to 50%. A significant result with the use of picture card media. While in the Very High category there was no change.

From the results of these calculations, it is found that the ability of early reading interest of students who experience a level of development after the application of picture card media and with the strategies of educators in improving children's reading literacy skills.

The Effect of Picture Card Media on Early Childhood Reading Literacy Skills at Raudhatul Athfal Jami`Atul Jannah

The data processing analysis process was carried out using the average difference test of 2 paired samples using the Paired Samples t-test. The data was declared to have a normal distribution using the Kolmogorov- Smirnov technique. After determining the normality of the data, the difference test is obtained which has the aim of knowing the difference between the data carried out by testing the average post-test in the group of students.

Table 5. Paired Sample Test

	Paired Differences			t	df	Sig.(2 tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1	43.500	6.346	4.500	9.667	1	0.066

From the results of the hypothesis test, it is found that the value of the students' answers gets a calculated t value of 9.667. Meanwhile, the t-table with df1 has a value of 2.92 and the Sig. value has a value of 0.66 which has a value greater than 0.05. These results can be said that this research process has a significant difference because the t-count is greater than the t-table. Therefore, if $t_{count} > t_{table}$ at a significant level of 0.05 against df 1 then H_a will be accepted. Meanwhile, if $t_{count} < t_{table}$ then H_a will be rejected and H_o will be accepted. So H_a , namely "The effect of picture card media to improve early childhood reading literacy at Raudhatul Athfal Jami'atul Jannah" is accepted.

Based on the data obtained, the picture card media has a significant and effective influence where this research is in line with the research of Pahenra, Amelia, Usman, Ndibo & Sabir (2023) which resulted in the conclusion that picture card games can have a considerable influence in improving children's literacy skills. While the results of research from Husni & Taslim (2022) on picture word card media are able to present a significant role and influence on early reading skills for early childhood, also have the same results as research in Raudhatul Athfal Jami'atul Jannah. This increase can be seen from the Sig. value and also the t count that meets the hypothesis requirements so that the picture card media has an effective influence.

While research from Arsini & Kristiantari (2022) presents that from the results of the student test, it is concluded that picture card media can be a medium in teaching and learning activities in improving Indonesian vocabulary material. The research from Arsini & Kristiantari (2022) has the same conclusion that picture card media can have an influence on reading literacy skills for early childhood. Likewise, the results of research from Imas & Kurnia (2021), in their research found that the effectiveness of using word cards and also picture cards reached a value of 0.349 which means more than the value of 0.05. This research at Raudhatul Athfal Jami'atul Jannah has a Sig. value and also t count that meets the hypothesis requirements so that the picture card media has an effective influence. Then the results of research from Gading, Magta & Pebrianti (2019) also resulted in a significant effect of using the syllable method with Word Card Media. While research at RA Jami'atul Jannah found that picture card media has a significant role in improving reading literacy for early childhood.

Research conducted at Raudhatul Athfal Jami'atul jannah shows that picture card media has a considerable influence in improving the ability of early reading literacy of early childhood. The picture card media used becomes a very interesting visual media because it has characteristics that contain images, colors and words that can involve children in fun learning activities. Children are very enthusiastic when the picture cards can be arranged into a sentence.

CONCLUSION

In the research objectives that have a role to see how the influence of picture card media in improving reading literacy of early childhood, and also the results of calculations and tests that have been carried out, it can be concluded that there is a significant influence of the use and use of picture card media in helping to improve reading literacy comprehension skills in children, especially students at Raudhatul Athfal Jami'atul jannah. The picture card media has a very effective result or value with the result that t count has a value of about 9.667 which value is much greater than the t table value of 2.92. The provision and use of picture card media in Raudhatul Athfal Jami'atu jannah can help and also improve and hone the reading literacy skills of students in Raudhatul Athfal, so it is hoped that educators can stimulate students to love reading.

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