

Application of Alphabet Pocket Media for Early Children's Language and Motor Skills

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Abstract: *This study aims to describe the application of alphabet pocket media to improve children's language and motor skills at the Pembina Peureulak State Kindergarten. This study is descriptive-qualitative, with the data collected through observation, interviews, and documentation. Ten children aged 5–6 years and six teachers at Pembina Peureulak State Kindergarten participated in this study. The results show that alphabet pocket media can improve children's language and motor skills. The media pocket has a positive impact; it can increase the pleasure of participating in the lesson. Its colourful, unique design makes children interested. The results show that alphabet pocket media can increase children's learning participation and improve their language and motor abilities.*

Keywords: *Alphabet Pocket Media, Motor Ability, Language Skills.*

A. Introduction

Children's participation in learning requires strategies that promote respect for children as perfect beings. The learning atmosphere provides the freedom for children to try to express themselves naturally and spontaneously. What children want to do can effectively communicate their growth and development (Nusa 2012). To improve effectiveness in letter recognition, letter sounds, vocabulary, fluency, comprehension, and composition, teachers must understand improved

appropriate skills and strategies in teaching children's literacy (Arts, Soc, and Onchera 2016). Fun learning by implementing learning strategies while playing will foster a child's sense of comfort and curiosity about the knowledge being taught, allowing children to be well-directed while learning (Yenda Puspita, Meliza Sari, Zalisman, and Reni Nasrianti 2014).

Children learn to improve their language skills through the school system. Children learn with guidance, direction, and advice from teachers. Teaching and learning methods or strategies are one of the most important things to improve children's abilities. The facts in the field indicate that the media used in activities must be considered by the teacher when choosing to use the media. The process of increasing the development of all the potential of early childhood must be carried out so that children's growth and development are achieved optimally; this must be by the methods used at that age so that children do not become bored (Susanti and Fransiska 2019). Researchers, in this case, use media as a teacher's tool in teaching, namely letters and pocket media. Alphabet pocket media are a tool for teaching attractive designs consisting of beautifully made colours, shapes, and letters that aim to make it easier for children to remember letters. Alphabet pocket media have advantages as a tool for conveying lesson concepts to children.

Children will be quickly drawn if the alphabet pocket media are beautifully designed with appealing colours, resulting in enthusiastic and active children participating in learning. One of them is that children are more motivated to engage in the teaching provided by using tools in the form of media. For example, letter posters according to the theme, media letters, and pamphlets that are around us and easily accessible (Arini 2015). Based on the initial observation data, carried out on October 17, 2018, in Group B of the Pembina Peureulak State Kindergarten, during the teaching and learning process, they used the demonstration method with simple visual aids and sometimes used audio-visual media. These methods and media are less effective in helping their students' language skills because sometimes obstacles occur during the learning process. These methods and media have been used from 2018 until now.

Obstacles encountered when using audio-visual media: children only focus on images, and occasionally the sound from the video displayed could be more coherent and coherent, causing the language to sound vague or unclear. Audio-visual media experiences problems, such as power outages or the media being damaged suddenly during the learning process, causing the learning process to be disrupted and taking a long time. Substantial costs if the device is badly damaged. The use of audio-visual media in the Pembina Peureulak State Kindergarten is a medium that needs to be considered. Many obstacles are encountered when using audio-visuals in class, such as equipment damage and power failures. Therefore, it can disrupt the learning process. Children feel bored with the method. The teacher's task, role, and responsibility are to keep children from becoming bored (Maria, Silaen, and Watini, 2021).

The research conducted by Arini shows that pocket media with pictures will attract children's attention and enthusiasm, and they will be active participants in learning (Arini 2015). Rita also stated in her research results that using letter card media can improve children's ability to recognise letters by using letter cards or media pockets (Tanjung 2018). In line with research conducted by Karniawati et al., the use of pocketbook media has a tremendous impact on improving children's ability to recognise letters (Kaniawati, Abidin, and Rahkmayanti, 2021). Based on several studies described, the researchers found similarities suggesting that the use of pocket media in kindergarten schools can improve children's ability to recognise letters. The difference is that media pockets have many different models and designs. The research objective of the researchers was to determine the increase in children's language skills and motor ability after receiving alphabet pocket media in Pembina Peureulak state kindergarten.

B. Method

The research was conducted at the Peureulak Pembina State Kindergarten on Mess Street, SMA Leuge Village, East Aceh, Peureulak. The study determines the implementation time researchers have in the odd semester of the 2021-2022 school year. As for data collection techniques using

observation, researchers' data collection techniques include observing all activities in research to complete data on school conditions and learning activities in Pembina Peureulak State Kindergarten. as well as observation sheets of children's language skills and motor ability during learning activities using letters and pocket media. The second is interviewing teachers at Pembina Peureulak Public Kindergarten teachers regarding their problems and the documentation. Researchers used this technique to obtain data in the form of photographs, videos, and recordings of the results of interviews with some teachers during the study, as well as supporting school data for the completeness of the research data (Gunawan Imam 2015).

This type of research uses a qualitative methodology with a descriptive approach. The research subjects were group B children aged 5–6 years. The setting of this research was Pembina Peureulak State Kindergarten. The kindergarten is located on Jalan Mess SMA Leuge, East Aceh Village, Peureulak. The researcher conducted research at the school because the school had never used pocket letter media, so the researcher wanted to introduce this media to children and teachers. Another reason was that the researcher wanted to do research at his residence. Data collection techniques consist of observation, interviews, and documentation. The researcher conducted a validity test by giving a validation questionnaire sheet for children's language skills and motor ability to the lecturers of the Postgraduate Study Program in Islamic Early Childhood Education (PIAUD) at Sunan Kalijaga Islamic University.

C. Result and Discussion

In this study, the teacher uses pocket media to make it more attractive and beneficial to children so that they are more motivated to participate in learning. The first was for creating pocket media and were as follows:

Step I, Researchers prepare tools and materials to make alphabet pocket media as shown in Figure 3 below:



Figure 1. Tools and Materials

Figure 1. The tools and materials that researchers have prepared: are plywood, flannel, scissors, a knife, a small firing knife, glue, a ruler, nails, a hook, a hammer, and a ruler.

1. In the second step, the researcher cuts the plywood using a knife
2. The third step, after cutting the plywood, the next step is to cut the size of the flannel. The size and shape of the flannel are adjusted to the researcher's creativity.



Figure 2. Flannel Fabric Consisting of Brown, Red, Green, and Blue that has been Cut Out

3. The third step, after all the flannel is cut out. Next, the yellow flannel is cut according to the size of the plywood, and then the flannel is glued to the plywood.

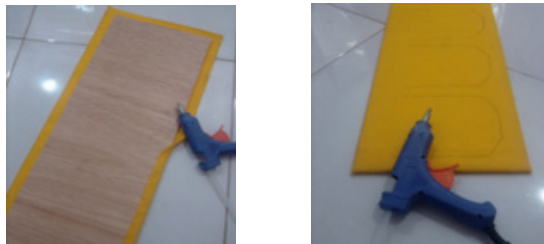


Figure 3. Flannel that has been Glued to Plywood

4. In the fifth step, the researcher glued the beautiful colour flannel on top of the yellow flannel, and the letters of the alphabet that had been made were glued on it. As in Figure 4 below:



Figure 4. A Red Flannel that has been Glued with a Yellow Colour, then on a Red Flannel, Glued with the Letters of the Alphabet.

5. In the sixth step, a hook is given to connect the flannel after all the alphabets are glued to the flannel. As seen in picture 5 below:

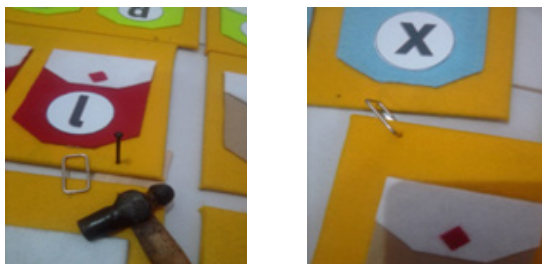


Figure 5. Flannel is Connected using a Hammer and Nails

The importance of improving language and motor ability in early childhood is to provide a reference or primary basis for introducing children to language skills and motor ability. In various explanations, the teacher at the Pembina Peureulak State Kindergarten discusses the importance of applying pocket letter media so that children's language and motor skills increase and keep up with the stage of development.

The teacher taught using the first RPPH (daily learning implementation plan) in the first meeting. The teacher's first meeting involved teaching using letter pocket media with the theme of a favourite toy, specifically the ball. The teacher follows a series of lessons according to the RPPH. At the second meeting, the teacher used the second RPPH, applying the letter pocket media with the preferred toy theme, guli. Using the third RPPH, the teacher applied the letter pocket media at the third meeting with the select game theme, yo-yo. Based on the information obtained by researchers related to the goal of improving language skills and motor ability in early childhood using pocket letter media at the Pembina Peureulak State Kindergarten, it can be described as follows:

1. Improving Children's Language and Motor Skills

The teacher taught by explaining and writing letters on the blackboard, which made it difficult for children to improve their ability to recognise letters. Children also feel bored and do not participate in learning, as evidenced by the noisy children who play in the class when the teacher explains the lesson. This is one of the reasons children need help understanding letter recognition. Based on the level of achievement of the language development aspects of children aged 5–6 years regarding experience and expressing language (Robinson 1982), The researchers classified children's language skills into five categories: recognising letters, mentioning letters of the alphabet, properly and correctly pronouncing words, repeating words according to letter form, and mentioning back from the arrangement of the letters in the pocket media.

Language skills indicators, such as recognising letters of the alphabet, are improving. Children can recognise letters using learning media, namely, letter pocket media. As stated by Komala, children can develop their ability to recognise letters with the help of letterbox games as learning media (Sumiati and Komala 2020). Furthermore, learning activities using pocket letter media can help children improve their abilities. The activity of children in class following the teacher's directions is like a child who

can correctly say the letters of the alphabet. According to Refiani et al., the activity of children following the teacher's directions while learning to use pocket letter media can improve their ability to correctly pronounce the letters of the alphabet (Refiani, Umayyah, and Mu'awwanah 2020). While the motor ability of children with indicators, namely writing letters, arranging letters into words, sorting letter cards by making their names, describing the shape of the letters of the alphabet and inserting them into the letter pocket media, and colouring letters according to the letter pockets, increased with each indicator, This is similar with what was stated by Sulistyoti, who said that learning media could improve children's motor ability (Sulistyoti 2020).

Based on the results of interviews with teachers at the Pembina Peureulak state kindergarten, it was explained that pocket letter media could increase children's activity between learning activities. Children enthusiastically follow the lessons taught by the teacher. Children's activities such as writing, drawing, colouring, and inserting letter cards into the letter pocket media show that children are actively involved in learning activities. This is similar to what Prahesti said, that using picture card media can increase children's activity (Prahesti 2019). The letters pocket media can help to improve early childhood language and motor abilities in the Pembina Peureulak State Kindergarten.

2. Implementation of Alphabet Pocket Media for Early Childhood Language and Motor Skills

There are several aspects of early childhood language skills contained in government regulation No. 137 of 2014 concerning the standard level of achievement of early childhood development (STPPA) in the part of language skills (Kemendikbud 2014), namely as follows: recognising the letters of the alphabet, mentioning the letters of the alphabet correctly, pronouncing words well and correctly, repeating the word according to the shape of the letter, and mentioning it again from the arrangement of letters in pocket media. The development aspect of early

childhood language skills is the reference for teachers in carrying out teaching and learning activities to optimise early childhood language skills. However, if the learning strategy used by the teacher does not make positive changes to the child's development, then something new is needed to improve the child's ability. The learning strategy that the teacher uses is to use learning media. Applying the media in learning is very influential and affects child development (Anggraini and Suyadi 2019).

Alphabet pocket media is a tool with letter inscriptions attached to cardboard that resembles letter cards (pockets). A letter card is a card on which written pictorial letters are arranged into words (Amini and Suyadi, 2020). These activities aim to make children active and enthusiastic during learning in class. As revealed by the results of interviews conducted by researchers with teachers at the Pembina Peureulak State Kindergarten, they are as follows:

The use of alphabet pocket media is excellent; the media help the children. The purpose of this letter-pocket medium is to observe children's language skills. Because indicators of the achievement of language skills in early childhood are a reference and a goal that we want in teaching and learning, the indicators are that children can recognise the letters of the alphabet, say the letters of the alphabet, pronounce words properly and correctly, repeat words according to the shape of the letters, and mention them again from the arrangement of letters in pocket media. Children are active, enthusiastic, and motivated while participating in teaching and learning activities using alphabet pocket media.

Based on the above expression from the teacher at the Pembina Peureulak State Kindergarten regarding aspects of the development of children's language skills using pocket letter media, the level of achievement of children's language skills can be found by looking at the daily activities carried out by children during the teaching and learning process. Children pay attention to learning and follow teacher directions and other class activities. With

this information, the teacher can analyse the development of language skills when children study in class and determine whether the development of the children's language skills is by the indicators (Nuraeni 2014).

Likewise, the development of children's motor abilities based on the standard level of achievement of early childhood development, as described in Permendikbud No. 137 of 2014, is as follows (Kemendikbud 2014):

- a. Writing letters
- b. Arranging some letters into words
- c. Sorting the letter cards by creating your name
- d. Drawing the alphabet's shape and putting them in the pocket media
- e. Colouring the alphabet pocket

Aspects of developing motor ability in early childhood are a reference for teachers in teaching and learning activities. It aims to optimise the motor abilities of early childhood. However, if the learning strategy applied by the teacher is not appropriate, it can impact the optimal development of motor ability. The need for learning strategies that are by the conditions of early childhood. The critical thing that can be planned and implemented by the teacher is using the right approach, namely the application of pocket letter media. Activities that involve applying pocket letter media can increase children's activity. These activities are designed to make children happy and motivated to participate in learning so that their activity in class is visible. As revealed from the results of interviews conducted by researchers with teachers at the Pembina Peureulak State Kindergarten, they are as follows:

The development of children's motor abilities using pocket letter media can be observed according to the child's indicators of motor skill. We can keep children's activities in class during learning. Children write, sort letters into words, draw, and colour, as indicators of motor ability. These indicators serve as a reference, and our goal serves as a reference for carrying out learning activities. We see the activeness of children in implementing these indicators. Children love to know

the alphabet pocket media because it is a new thing in class and has exciting colours.

Alphabet Pocket media, in its application, makes teachers and children interact with each other during teaching and learning activities. The child mentions the letters, the child writes, and the child also uses the letter pocket media. However, there were also expressions from the teacher about the obstacles in using pocket letter media; the teacher explained that there were obstacles while using pocket letter media. The pocket media must be made bigger according to the class conditions. If the child sits in the back seat, the letters are less visible because the pocket media letters still look tiny. The ease with which children participate in learning is one of the essential factors in ensuring that education runs smoothly.

The need for precision in making a medium more conducive to learning based on the class layout is based on the teacher's expression at the Pembina Peureulak State Kindergarten about the size of the letter pocket media in the implementation of learning, which is less than optimal. This is because the making of alphabet pocket media does not consider the condition of the class in the Pembina Peureulak State Kindergarten, so the children do not feel comfortable and do not focus when paying attention to the teacher explaining the alphabet pocket media.

3. The impact of the application of pocket letter media in the Pembina Peureulak State Kindergarten.

The use of pocket letter media for early childhood education has positively impacted the Pembina Peureulak State Kindergarten. Both in terms of teaching, the suitability of the material being taught, and achieving the ultimate learning objectives. Children enjoy learning. Letter pocket media assists and simplifies the teaching and learning process for teachers. Aspects of children's development of language skills and motor abilities have increased. This shows that applying pocket letter media at the Pembina Peureulak State Kindergarten provides a new atmosphere that can improve children's abilities.

The principal's explanation regarding the impact felt by the Pembina Peureulak State Kindergarten affects schools, teachers, and children. Because the existence of pocket letter media provides something new about the right teaching strategies for early childhood children at the Pembina Peureulak State Kindergarten. Based on information related to children's learning using pocket letter media, it was found that there were positive and negative impacts for teachers and children during teaching and learning activities:

a. Positive impact on children

The utilisation of learning media can help and facilitate teachers' teaching. Both in terms of education, the suitability of the material being taught, and achieving the ultimate learning objectives (Nurrita 2018). Learning activities take place to the expected learning objectives. Children are assisted in improving their language and motor skills. This can be seen when children's activities during the learning process use pocket-sized letter media. In terms of language skills, children can recognise letters, mention letters, and repeat words properly and correctly. Similarly, children's motor skills can be seen in class activities like writing, drawing, and colouring (Arini 2015).

b. Negative impact on children

The negative impact on children of applying alphabet pocket media is that, from a social-emotional point of view, children will quickly get angry, sad, and shut themselves off because the task given by the teacher is not ready or not beautiful when they see a friend's assignment that is better than the results of his work.

c. Positive impact on teachers

The application of alphabet pocket media has a positive effect on teachers, namely that by applying alphabet pocket media, it can make it easier for teachers to convey material or concepts taught in early childhood, and teachers are also helped because of the media. The application of alphabet pocket media is by the material or idea being studied, the appropriate time allocation,

and the learning objectives to be achieved are on target and run smoothly. This will positively impact teachers, especially new things that can be recommended in other schools.

d. Negative impact on teachers

The application of alphabet pocket media has advantages and disadvantages during teaching activities. This deficiency impacts teachers and early childhood children at the Pembina Peureulak State Kindergarten. The negative impact of alphabet pocket media for teachers is that the media looks a bit small if the child sitting at the back needs to be more visible. This results in less optimality in the teaching and learning pro, and the teacher becomes more monotonous to the child sitting in the back, making learning less effective. Based on the results of interviews with teachers at the Pembina Peureulak State Kindergarten, he revealed the shortcomings of the application of alphabet pocket media, which are as follows:

Regarding the weakness of the letter pocket media when used in the classroom, the pocket media is still smaller than its size if the size of the class conditions it. As a result, when using pocket media for learning, children who sit too far away from the blackboard will need help to see the media. This causes children to lose focus during learning, resulting in a lack of language and fine motor skills development. The media made by classroom conditions will positively impact teachers and children. This will be seen in the achievement of children's language and motor ability development.

The development and growth of early childhood will develop according to its developmental period and in line with the increasing age of the child. Therefore, education must be carried out as well as possible. Furthermore, learning strategies involving media use have emerged as one of the tools with a significant impact on children. As described above, various results of interviews and research affect the effect of learning using pocket letter media on children's language and motor ability in the

Pembina Peureulak state kindergarten. In teaching and learning activities using pocket letter media, an impact is felt on schools in the Pembina Peureulak state kindergarten country, teachers, and children in the kindergarten.

The positive impact for schools, teachers, and early childhood at the Pembina Peureulak State Kindergarten is that they both get new experiences or things regarding the learning process, the media applied, and the different classroom atmosphere when the media is used. Children get new experiences, which can significantly improve their language and motor abilities. This can be seen from the children's activities during class learning. Pocket letter media, in its application, makes teachers and children interact with each other during teaching and learning activities. The child mentions the letters, the child writes, and the child also uses the letter pocket media. Child involvement shows that children experience development and growth during early childhood.

The alphabet pocket media must be made bigger according to the class conditions. If the child sits in the back seat, the letters are less visible because the alphabet pocket media still look tiny. The ease with which children participate in learning is one of the essential factors in ensuring that education runs smoothly. So, there is a need for accuracy in making a medium more conducive according to the layout of the class. Learning using the letter pocket media provides positive things for children, improving both their language skills and their motor abilities. With engaging media, children are motivated to follow the learning process. Research conducted by Sunarti stated that using letter cards as media can increase children's motivation and reading ability (Sunarti 2018).

The results of research conducted by Karya Dewa Ayu on the method of task-assisted picture media have a good influence on teaching and learning activities. This makes it easier for teachers to convey learning (Dewa Ayu Putri Ariska Pinatih 1, Rini Kristiantari 2, 2015). The alphabet pocket media applied at the Pembina Peurelak

State Kindergarten impacted teachers and children in the classroom. Researchers gathered information from research findings about the impact of pocket-sized media on classroom learning.



Figure 6. Alphabet Pocket Media

The alphabet pocket media implemented in the Pembina Peureulak State Kindergarten positively impacts children's language and motor skills. Children actively participate in the learning taught by the teacher. Children are also active in asking questions that the teacher does not understand. Children also repeat and pronounce the letters and words spoken by the teacher during the learning process using pocket letter media.



Figure 7. The Process of Learning Activities with Alphabet Pocket Media

The child recognises the letters marked by his ability to enter the letters of the alphabet that he has made on paper and continue to colour. The child then puts the

paper into the media pocket. Researchers made letters on pocket media consisting of flannel in several colours. This media design aims to make children attractive to motivate them to follow the learning process. The researcher's media pocket comprises several beautiful colours: yellow, blue, green, cream, red, and brown.

C. Conclusion

Applying alphabet pocket media to early childhood language and motor abilities can make children active participants in learning activities and motivated to participate, so the learning runs smoothly. Children are energetic and enthusiastic during the teaching and learning using letter-pocket media. Children interact more in the classroom, both with teachers and friends. The positive impact on students is that alphabet pocket media makes it easier for children to interact with teachers and fellow students. Children also learn while playing. Children appear to be engaged in every direction the teacher gives and do not appear bored throughout the lesson. The application of alphabet pocket media has a positive impact on teachers, namely that by applying the alphabet pocket media, it can make it easier for teachers to convey material or concepts taught in early childhood, and teachers are also helped because of the media. In this study, researchers still have limitations, such as using alphabet pocket media that are not optimally sized for classroom conditions, so not all children can see in their respective seats. As a result, the researcher suggests other researchers research the application of alphabet pocket media designed for large classes, and children can see the alphabet pocket media from their seats.

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