

## The Development of Tas Lisa Learning Media to Enhance Early Childhood Beginning Reading Skills

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### ABSTRACT

This study aims to develop TAS LISA learning media (Tas Literasi Anak Sederhana dan Atraktif) using a Research and Development (R&D) approach to improve the beginning reading skills of early childhood learners. The study was motivated by the low level of beginning reading ability among kindergarten children, particularly in recognizing letters, associating letters with sounds, and reading simple syllables and words. In addition, the literacy learning media used in classrooms are generally conventional and provide limited opportunities for concrete, interactive learning experiences that align with the developmental characteristics of young children. Therefore, an innovative learning medium developed through a systematic research and development process is needed. This study employed an R&D method consisting of several stages: analysis, data collection, product design, design validation by material and media experts, design revision, product trial, product revision, usage trial, and final product revision. The research subjects were 20 children from Group B in a kindergarten. Data were collected through observation, interviews, and expert validation questionnaires. Data analysis used quantitative descriptive methods to determine product feasibility and improvement in children's beginning reading skills, and qualitative descriptive analysis to describe the development process and children's responses to the media. The results indicate that the TAS LISA learning media is feasible based on expert validation and effective in improving children's beginning reading abilities, including letter recognition, syllable reading, and simple word reading.

**Keywords:** *TAS LISA Learning Media, Beginning Reading, Early Childhood Education.*

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### INTRODUCTION

Early childhood education plays a critical role in supporting children's cognitive, language, and socio-emotional development. One of the most important language skills developed during this stage is beginning reading ability. Beginning reading is a foundational skill that enables children to recognize letters, associate sounds with symbols, and gradually read simple syllables and words. These early literacy skills are essential because they form the basis for children's later academic achievement and communication abilities. When children acquire reading readiness during early childhood education, they are better

prepared to engage with formal learning processes in primary school (Santrock, 2007; McClelland et al., 2006).

However, many early childhood education institutions still face challenges in developing children's beginning reading abilities. Observations in kindergarten classrooms show that some children experience difficulties recognizing letters, connecting letters with their corresponding sounds, and reading simple syllables. These difficulties are often influenced by limited learning experiences and the lack of engaging instructional strategies. In many cases, literacy activities rely heavily on worksheets or teacher-centered instruction, which may not effectively stimulate children's curiosity and motivation to learn. As a result, children may become less engaged in literacy activities and show slower development in early reading skills (Berk, 2002). In addition to play activities, early childhood requires meaningful learning experiences that emphasize the concept of learning through play and playing while learning, in which various aspects of development are stimulated simultaneously (Susanti & Watini, 2022). This statement highlights the importance of developing learning models specifically designed for early childhood by placing play as the core of the learning process. In the context of instructional model development, meaningful learning that prioritizes the concept of learning through play must be systematically designed in order to integrate all aspects of children's development, including cognitive, language, social-emotional, moral, and motor development (Watini, 2022). To optimize the learning process, educators need to carefully design and manage instructional activities so that meaningful learning outcomes can be achieved (Anggraini & Watini, 2022). The developed learning model is expected to serve as a guideline for teachers in implementing enjoyable, structured, and meaningful learning activities, enabling early childhood development goals to be achieved optimally.

Learning media plays an important role in supporting children's literacy development. Developmentally appropriate learning media can help children understand abstract concepts through concrete and interactive experiences. In early childhood education, the use of attractive and engaging learning tools can stimulate children's curiosity, encourage active participation, and improve learning outcomes. Educational media that incorporate visual elements, physical manipulation, and playful interaction are particularly effective for supporting language development and early literacy skills among young learners (Hallam, 2010).

Several studies have demonstrated that the use of innovative learning media can significantly support children's early literacy development. For example, puzzle-based and manipulative learning tools have been shown to improve children's cognitive engagement, visual recognition, and language-related skills. Interactive learning media can also help children connect symbols with meaning through direct experiences. These approaches allow children to learn through exploration, repetition, and play, which are essential characteristics of early childhood learning processes (Putri & Adhani, 2023; Rahayu Khoerunnisa et al., 2023).

Despite these findings, many literacy learning media used in early childhood classrooms remain limited in terms of design, interactivity, and developmental

appropriateness. Existing learning tools often fail to provide opportunities for children to actively manipulate learning materials or engage in meaningful literacy exploration. Consequently, there is a need to develop innovative learning media that are simple, attractive, and developmentally appropriate for supporting children's beginning reading skills.

To address this need, this study develops TAS LISA (Tas Literasi Anak Sederhana dan Atraktif) learning media. TAS LISA is designed as an interactive literacy tool that allows children to explore letters, syllables, and simple words through hands-on activities. The design integrates visual elements, manipulative components, and playful learning experiences that are expected to support children's early reading development. By combining literacy materials with interactive play, TAS LISA aims to create a more engaging and meaningful learning experience for young children.

However, although many studies have explored literacy learning media for early childhood education, research specifically focusing on the development and evaluation of portable and interactive literacy tools such as TAS LISA remains limited. Most existing studies focus on general literacy strategies rather than systematically developing learning media through a structured research and development approach. This gap indicates the need for further research that develops and evaluates innovative literacy learning media designed specifically for early childhood learners.

Therefore, the objective of this study is to develop TAS LISA learning media using a Research and Development (R&D) approach and to examine its feasibility and effectiveness in improving the beginning reading skills of early childhood learners. Specifically, this study aims to design an interactive literacy medium, evaluate its feasibility through expert validation, and test its effectiveness in improving children's ability to recognize letters, read syllables, and read simple words.

The contribution of this research lies in the development of an innovative literacy learning media specifically designed for early childhood education. This study not only introduces a new educational tool but also provides empirical evidence regarding its effectiveness in supporting children's beginning reading development. Furthermore, the findings are expected to provide practical insights for educators and early childhood practitioners in designing and implementing engaging literacy learning activities.

## **METHOD**

### **Research Design**

This study employed a Research and Development (R&D) approach aimed at developing and evaluating the effectiveness of the TAS LISA (Tas Literasi Anak Sederhana dan Atraktif) learning media in improving early childhood beginning reading skills. The R&D method was chosen because it allows researchers to systematically design, develop, and test educational products to ensure their feasibility and effectiveness in real learning contexts. The development procedure in this study was adapted to the needs of the research and consisted of several stages, including analysis, data collection, product design, design validation, design revision, product trials, product revision, usage trials, and final

product revision. These stages were conducted sequentially to produce a learning media product that is suitable for early childhood literacy learning.

### **Subjects / Population and Sample**

The subjects of this study were 20 children from Group B in a kindergarten, representing early childhood learners aged approximately 5–6 years. These children were selected because they were at the developmental stage where beginning reading skills such as letter recognition, syllable reading, and simple word reading are introduced. The participants were involved in the product trial and usage trial stages to evaluate the effectiveness of the developed learning media. In addition to the student participants, the study also involved material experts and media experts who provided validation and evaluation of the TAS LISA learning media during the development process.

### **Data Collection Procedure**

Data collection in this study was conducted using several techniques to support both the development and evaluation of the TAS LISA learning media.

First, observations were carried out to identify children's initial beginning reading abilities and to monitor their learning activities during the implementation of the TAS LISA learning media. Observation sheets were used to assess indicators such as letter recognition, syllable reading ability, and simple word reading.

Second, interviews were conducted with teachers to gather information regarding classroom literacy activities, challenges in teaching beginning reading, and the need for appropriate learning media. The results of these interviews served as a basis for designing the TAS LISA learning media.

Third, expert validation questionnaires were used to evaluate the feasibility of the developed product. The validation process involved material experts and media experts who assessed various aspects of the learning media, including content suitability, visual design, practicality, and educational relevance.

### **Data Analysis**

The data collected in this study were analyzed using both quantitative and qualitative descriptive analysis. Quantitative descriptive analysis was used to determine the feasibility level of the TAS LISA learning media based on expert validation results and to measure improvements in children's beginning reading abilities during product trials.

Meanwhile, qualitative descriptive analysis was used to describe the development process of the learning media, including revisions made during each development stage and children's responses to the TAS LISA learning media during classroom implementation. The combination of quantitative and qualitative analysis provided a comprehensive evaluation of both the feasibility and effectiveness of the developed learning media.

## FINDING AND DISCUSSION

### Research Results

#### Needs Analysis Results

The needs analysis was conducted through classroom observations and interviews with kindergarten teachers to identify problems related to children's beginning reading abilities and the learning media used in literacy activities. The results indicated that several children in Group B still experienced difficulties in recognizing letters, associating letters with sounds, and reading simple syllables and words. Teachers also reported that literacy learning activities often relied on conventional teaching methods such as worksheets and flashcards, which provided limited opportunities for interactive learning experiences. Table 1 presents a summary of the results obtained from the needs analysis.

**Table 1. Summary of Needs Analysis**

| <b>Aspect Observed</b>            | <b>Findings</b>  |
|-----------------------------------|--|
| <b>Children's reading ability</b> | Some children had difficulty recognizing letters and reading syllables |
| <b>Learning methods</b>           | Mostly teacher-centered instruction                                    |
| <b>Learning media</b>             | Limited to conventional media such as worksheets                       |
| <b>Learning challenges</b>        | Children showed low engagement during literacy activities              |
| <b>Teacher expectations</b>       | Interactive media that can support children's beginning reading        |

#### Development of TAS LISA Learning Media

Based on the results of the needs analysis, the TAS LISA (Tas Literasi Anak Sederhana dan Atraktif) learning media was designed and developed. TAS LISA is a literacy learning medium designed in the form of a learning bag containing various components that support early reading activities. The media includes letter cards, syllable cards, simple word cards, and supporting visual materials that allow children to explore literacy activities interactively.

The design process included the preparation of learning materials, visual design development, and the arrangement of literacy activities suitable for early childhood learners. The product was developed to encourage hands-on interaction and active participation in literacy learning.

#### Expert Validation Results

The developed TAS LISA learning media was validated by material experts and media experts to evaluate its feasibility. The validation process focused on several aspects, including content suitability, clarity of instructions, visual design, practicality, and educational value.

**Table 2. Material Expert Validation Results**

| <b>Aspect</b>                                | <b>Score (%)</b> |
|--|------------------|
| <b>Content suitability</b>                   | 92%              |
| <b>Clarity of learning objectives</b>        | 90%              |
| <b>Relevance to early childhood literacy</b> | 94%              |
| <b>Learning support</b>                      | 91%              |
| <b>Average feasibility</b>                   | 91.75%           |

**Table 3. Media Expert Validation Results**

| <b>Aspect</b>                  | <b>Score (%)</b> |
|--------------------------------|------------------|
| <b>Visual design</b>           | 90%              |
| <b>Practicality of use</b>     | 92%              |
| <b>Durability and safety</b>   | 89%              |
| <b>Attractiveness of media</b> | 91%              |
| <b>Average feasibility</b>     | 90.50%           |

**Table 4. Overall Validation Results**

| <b>Validator</b>                 | <b>Feasibility Percentage</b> |
|----------------------------------|-------------------------------|
| <b>Material Expert</b>           | 91.75%                        |
| <b>Media Expert</b>              | 90.50%                        |
| <b>Average Feasibility Score</b> | 91.12%                        |

The results indicate that the TAS LISA learning media met the feasibility criteria based on expert evaluations.

### **Product Trial Results**

The effectiveness of the TAS LISA learning media was tested through a product trial involving 20 children in Group B of a kindergarten. The trial aimed to observe improvements in children's beginning reading abilities after using the developed learning media.

Children's reading abilities were assessed based on several indicators, including letter recognition, syllable reading, and simple word reading.

**Table 5. Beginning Reading Ability Before and After Implementation**

| <b>Indicator</b>            | <b>Before Implementation</b> | <b>After Implementation</b> |
|-----------------------------|------------------------------|-----------------------------|
| <b>Letter recognition</b>   | 60%                          | 85%                         |
| <b>Reading syllables</b>    | 55%                          | 82%                         |
| <b>Reading simple words</b> | 50%                          | 80%                         |

The results show an increase in children's beginning reading ability across all observed indicators after the implementation of TAS LISA learning media.

## **DISCUSSION**

### **Interpretation of Findings**

The findings of this study indicate that the TAS LISA learning media is feasible and effective in supporting the development of beginning reading skills in early childhood education. The expert validation results demonstrate that the developed media meets important educational criteria, including content suitability, visual attractiveness, and practical usability. These aspects are essential in early childhood learning media because young children tend to respond positively to visually engaging and interactive learning materials.

The improvement in children's beginning reading abilities observed during the product trial suggests that the TAS LISA learning media can support children's literacy development through interactive learning experiences. By allowing children to manipulate letter cards and explore syllables and words through hands-on activities, the media provides concrete learning experiences that help children connect symbols with sounds and meanings.

### **Relationship to Previous Literature**

The findings of this study are consistent with previous research emphasizing the importance of interactive learning media in supporting early literacy development. Hallam (2010) stated that engaging learning media can stimulate children's cognitive and language development by encouraging active participation in learning activities. Similarly, Berk (2002) highlighted that young children learn more effectively when learning experiences involve concrete and meaningful interactions with learning materials.

Other studies have also demonstrated that manipulative learning media can improve children's literacy skills. For example, Putri and Adhani (2023) found that puzzle-based learning media can stimulate children's visual recognition and cognitive engagement during learning activities. Rahayu Khoerunnisa et al. (2023) also reported that interactive learning tools can improve children's participation and motivation during learning activities. These findings support the results of the present study, which show that the use of TAS LISA learning media can enhance children's engagement and beginning reading ability.

### **Limitations of the Study**

Despite the positive results obtained in this study, several limitations should be acknowledged. First, the study involved a relatively small number of participants, consisting of 20 children from a single kindergarten. This limited sample size may restrict the generalization of the findings to other educational contexts.

Second, the product trial was conducted within a limited time frame, which may not fully capture the long-term effects of using the TAS LISA learning media on children's literacy development. Longer implementation periods may provide a more comprehensive understanding of the impact of the learning media.

Third, the assessment of children's beginning reading abilities relied primarily on classroom observation. Although observation is commonly used in early childhood research, the evaluation results may be influenced by subjective interpretation.

### **Implications**

The findings of this study provide several implications for early childhood education practices and future research. For educators, the TAS LISA learning media can serve as an alternative instructional tool that supports interactive and engaging literacy learning activities. Teachers may integrate similar hands-on learning media to encourage children's active participation and interest in reading activities.

For future research, further studies may explore the implementation of TAS LISA learning media in different educational settings with larger participant samples. Researchers may also examine the long-term impact of interactive literacy media on children's language development and reading readiness. Additionally, comparative studies between different types of literacy learning media may provide deeper insights into effective strategies for supporting early reading development.

### **CONCLUSION**

This study aimed to develop and evaluate the feasibility and effectiveness of TAS LISA (Tas Literasi Anak Sederhana dan Atraktif) learning media in improving the beginning reading skills of early childhood learners. The research employed a Research and Development (R&D) approach that included several stages: needs analysis, data collection, product design, expert validation, product revision, product trials, usage trials, and final product revision. These stages were carried out systematically to produce an educational media product suitable for early childhood literacy learning.

The results of the development process indicate that the TAS LISA learning media is feasible for use in early childhood education settings. The feasibility evaluation conducted by material experts and media experts showed high validation scores, indicating that the developed media meets the criteria of content suitability, visual attractiveness, practicality, and educational relevance for early childhood literacy learning.

Furthermore, the implementation of TAS LISA learning media during product trials demonstrated improvements in children's beginning reading abilities. The results showed increased performance in several indicators, including letter recognition, syllable reading, and simple word reading. In addition to improving reading abilities, the use of TAS LISA learning media also encouraged greater student participation, learning motivation, and engagement during literacy activities.

Overall, the findings of this study demonstrate that the TAS LISA learning media is both feasible and effective as an instructional tool for supporting early childhood beginning reading development. The media provides interactive and meaningful literacy learning experiences that align with the developmental characteristics of young children. Therefore, TAS LISA can be considered a practical alternative learning medium to support literacy activities in early childhood education.

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