

The Effect of Stimulating Games with Stickers with Vowal Letters Into Meaningful Words on Reading Interest in Children Aged 5-6 Years at Bintang Kecil Kindergarten, Rawamangun Village, East Jakarta

Ismiati, Brigita Puridawaty

Universitas Panca Sakti Bekasi, Indonesia

ABSTRACT

This study aims to determine and analyze the effect of game stimulation of vowel letter stickers into meaningful words on reading interest in children aged 5-6 years at Bintang Kecil Kindergarten Rawamangun East Jakarta. This study used a quasi-experimental design with a pretest-posttest approach. The subjects of the study were children aged 5-6 years who participated in learning with vowel letter sticker media. The validity and reliability of the research instrument were tested, with the results showing that all questionnaire items were valid (correlation coefficient $r_{table} = 0.5494$) and high reliability (Cronbach's Alpha = 0.918). These findings emphasize the importance of creative and interactive learning methods in early childhood education and provide significant contributions to the development of more innovative curriculum and learning strategies. This study can provide a positive contribution to the development of more effective curriculum and learning strategies for early childhood education. In addition, it is hoped that this study can also provide a more comprehensive understanding of the importance of implementing the game stimulation method of vowel letter stickers into meaningful words on reading interest in children aged 5-6 years.

Keywords: *Vowel Letter Sticker Media, Reading Interest*

Corresponding author

Name: *Ismiati*

Email: *ismiatismi21@gmail.com*

INTRODUCTION

The important period in early childhood development in life development starts from before birth to eight years where this age is a fundamental phase for its development. In this phase, the child's development will experience a process of change from time to time, for example in the development phase in his life as a baby, child, teenager, adult, and old age. However, the growth and development of each individual shows different progress, depending on nutritional intake, habits or habituation in daily life patterns such as getting used to exercising, and genetic or hereditary influences, where genetic factors can be passed on to the next generation, for example (height, blond hair, to comorbid diseases) due to genetic inheritance. Child development can also be influenced by environmental factors such as climate, pollution, infection, friends, cognitive stimulation, stress and others,

and the development of each individual can be predicted. Early childhood is also called the golden age or Golden Age, namely the golden age or important period for further development, the golden age is in the age range of 0-6 years.

Early Childhood Education is a level of education before the level of Elementary Education, Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that Early Childhood Education (PAUD) is: Guidance efforts aimed at children from birth to the age of 6 years which are carried out by providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter the next level of education. (Arfini and Sopiana 2021) argues that social emotional development is in the form of learning (interacting, sharing, playing and understanding oral and written reasoning with friends), motoric calculus development is in the form of developments such as (walking, running, jumping, and so on), fine motor skills such as (painting, sculpting, cutting and so on), and creativity development is in the form of controlled mental (the emergence of new ideas that are expressed in the form of mental). The scope of child development according to their level includes aspects of religious and moral values, physical motoric aspects, cognitive aspects, language aspects, social emotional aspects, and art aspects. One aspect that is no less important to develop is the language aspect, where language has an important role in the development process to convey ideas and thoughts to be used as a means of communication and social interaction with good and correct language.

Early childhood education is education at the preschool level, where education at this level will provide activities that can stimulate children's development achievements. (Salam and Chandra Apriansyah 2022). National Socialization for Education of Young Children (NALEYC), the importance of providing a good education in behavior, as well as creating an environment that supports holistic growth in all aspects of development such as physical, emotional, and cognitive aspects and the importance of collaboration between parents, teachers, and other communities in supporting their development. (Rohmah and Fatimah 2017) Talking about the category of early childhood, they are those whose ages are between 0-8 years. The definition of early childhood is a form of development from birth to eight years. Early childhood is an individual figure as a sociocultural creature who is undergoing a development process that is fundamental to further life and has several characteristics (Shofia and Dadan 2021).

In line with the development of the Early Age Age, according to Jean Pialget, the development of the Early Age Age is a development stage for an early age child, namely the pre-mental development stage (2-7 years). The development of the Early Age Age Theory is divided into four stages, namely the Sensorimotor stage at the age of 18-12 months (hearing, vision, and sensitivity functions are more dominant in using the senses), Pre-mental development stage Age 2-7 years (children are not yet able to understand medial semi-abstral), Concrete operational age 7-11 years (children are not able to think logically, tangible in touch, seen), Formal operational age 11-15 years (children are already able to think abstractly but concretely, make hypotheses and carry out logical education) (Amini 2014). National education aims to develop the potential of students to become human

beings who have spiritual and moral qualities, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, and the nation (Atabik and Burhanuddin 2015).

The importance of providing stimulation or stimulus for reading knowledge and skills education for children from an early age, especially fostering reading interest in children aged 5-6 years has an important role in forming strong literacy skills and their overall cognitive development, including helping to develop new vocabulary for communication, helping to develop imagination to respond to the stories they read by creating images in developing their imagination and creativity, helping to strengthen emotional relationships in interacting with others in socializing, as preparation for the next level of education, and can foster interest in literacy in a sustainable manner. Interest in reading is a tendency of interest or desire that arises continuously in children towards reading activities followed by feelings of pleasure without any element of coercion. The importance of knowledge and education, skills and knowledge that will help oneself in the future. Balcal failure needs to be recognized as early as possible (Nuh 2014; Sutini 2018). Good reading interest in early childhood has a positive impact on the development of literacy in the future. Reading is the main foundation for knowing all knowledge in all fields, by understanding reading skills children will have a strong foundation for academic success. By reading, they are able to solve critical thinking problems, and analysis and can increase their independence without dependence on others. In reading, the ability to distinguish the sounds of letters is needed so that they become correct and meaningful word arrangements.

Interest in reading is basically the acceptance of something internally through the relationship between oneself and something outside oneself, the better the quality of the relationship, the better the quality of the mentality (Hamdiah and Nita Priyanti 2023). According to (Anshorayah and Watini 2022) interest is part of a person's psychological or mental aspects. Reading interest in children can be increased through a method or media that is appropriate for the age of early childhood. A method is a way used to convey learning objectives or ongoing activity objectives, while media is a tool for channeling communication. Media can be in the form of picture books, posters, animated videos, and other media that can attract attention and interest in users, especially children aged 5-6 years. Limited learning media can hinder the development of knowledge in children so that children feel bored, fed up, unenthusiastic, because there is a lack of variety and minimal choices so that it can affect their reading interest. Motivation functions as a driving force that directs a person to carry out certain specific activities (Ikawati 2013). Motivation General principles (learning is not just about recognizing and sounding letters, learning activities go beyond recognizing letters and sounds). Learning activities are positive attitudes and motivations for self-interest in learning activities and being interested in learning books, including the reasons for liking reading books, feelings of sadness, and the number of books that have been read and the number of books that have been read (Nur 2013). Literacy activities such as counting, writing, and arithmetic have a strong relationship

with literacy, in that the focus of development is directed towards the verbal aspect of cognitive abilities, with the aim of improving the literacy skills (Hasmawaty et al. 2023).

One of the media used to attract children's interest in reading is by using "Vowel Letter Stickers", and requires understanding and ability to recognize letters. By playing with vowel letters "A, I, U, E, O" to give meaning to the associated letters, it is easier to determine the identity of words that have meaning, and connect consonants to form words that have meaning. Difficulty in understanding letters usually occurs because they are not used to distinguishing between vowels and other letters where the way of reading and pronouncing them is the same, such as J-Je, P-Pe, T-Te, K-Ka, G-Ge and others, through playing with letters children gain new experiences that are fun and memorable. The initial step in applying the concept to learning content, especially in the use of vowels "A, I, U, E, O" by forming these vowels using vowel letter stickers so that they are easy to remember and apply to gain meaningful experiences, especially in mastering vocabulary.

Jean Piaget showed that stickers, as a form of visual stimulus, can contribute to children's cognitive development. Piaget suggested that visually appealing objects, such as stickers, can increase children's engagement in the learning process and help them understand new concepts through visual associations (Piaget, 2013). Lev Vygotsky (1978) in "Mind in Society: The Development of Higher Psychological Processes" suggested that stickers and other forms of rewards can play a role in the context of the zone of proximal development, where external support, such as visual reinforcement from stickers, can facilitate learning and the development of new skills in children. (Cole et al., 1978). Marion Diamond in "The Human Brain Coloring Book" explains that stickers and other visual materials can be used to make the learning process more interesting and effective. Well-designed stickers can increase visual engagement and facilitate understanding of the material by making information more memorable. In general, stickers are seen as an effective tool in the context of education and behavior management, which can motivate, provide positive feedback, and make the learning process more interesting and enjoyable (Diamond & Cleaves, 1985).

Problems were found in children's reading interest that was not optimal at Bintang Kecil Kindergarten. This was because teachers had not presented varied content in presenting learning content, had not specifically conveyed learning objectives, especially in introducing vowels as meaningful word builders for children aged 5-6 years, and learning was still monotonous so that children were less free to express their ideas and thoughts. Based on the background of the problem above, the formulation of the problem in this study is how the stimulation of vowel letter sticker games into meaningful words influences reading interest in children aged 5-6 years at Bintang Kecil Kindergarten Rawamangun East Jakarta. The formulation of the problem in this study is to determine whether there is an influence of stimulation of vowel letter sticker games into meaningful words on reading interest in children aged 5-6 years at Bintang Kecil Kindergarten Rawamangun East Jakarta.

The usefulness of this study theoretically helps identify the extent to which "the use of vowel letter sticker games" to form meaningful words can stimulate children's interest in reading aged 5-6 years which supports theories of children's language development,

especially in reading interest in early childhood. The practical usefulness of the research results is to provide effective, interesting and enjoyable learning strategies and methods for children aged 5-6 years in developing children's interest in reading and helping children who have difficulty in reading literacy.

METHOD

This research is a quantitative research with an experimental approach (pre-experimental design) in which there is treatment. This experimental research can be interpreted as a research method used to find the effect of treatment on others in controlled conditions (Sugiyono 2011). The design used is one-group pre-test post-test design. Where students are given a pre-test to find out their children's reading interest, followed by providing an introduction to the learning method through the vowel letter sticker game that will be used, which ends with making observations to find out whether the learning method of the game through the vowel letter sticker can run effectively or not. The use of this technique is to find out how much influence the learning method of the game through the vowel letter sticker has in increasing students' reading interest. The population in this study were all students of Bintang Kecil Kindergarten, Rawamangun Village, East Jakarta, totaling 34 children. The sampling method in this study was total sampling. The total sampling method is a sampling method where the number of samples is the same as the population. So the samples taken in this study were all students of Kindergarten B aged 5-6 years 20 children. The data collection technique used by researchers in this research and development was a questionnaire and documentation. While the documented data was in the form of a questionnaire from the observation results of the students' parents. All statistical analyses were carried out using the SPSS 26 statistical program to analyze the data obtained during the study.

FINDING AND DISCUSSION

FINDING

The data obtained from this study were 5-6 year old students at Bintang Kecil Kindergarten, Kelurahan Rawamangun, East Jakarta before and after the change of vowel letter stickers into a regular vowel. The pretest conducted at the beginning of this study was conducted using the change of vowel letter stickers into a regular vowel. The final results of the posttest were obtained from the 5-6 year old students after using the change of vowel letter stickers into a regular vowel. The students who participated in this study consisted of group B1 consisting of 34 students aged 5 to 6 years. It is an experimental class that uses the permanent change of vowel stickers into impersonal letters. These students followed the learning process through the permanent change of vowel stickers into impersonal letters and have completed the posttest that was given.

List of Children's Reading Interest Results

No.	Code	Pretest	Posttest
1	Y1	30	42
2	Y2	33	40
3	Y3	34	49
4	Y4	32	33
5	Y5	20	55
6	Y6	33	43
7	Y7	12	52
8	Y8	13	34
9	Y9	31	41
10	Y10	19	43
11	Y11	21	39
12	Y12	34	53
13	Y13	13	50
14	Y14	14	54
15	Y15	27	52
16	Y16	19	48
17	Y17	27	28
18	Y18	11	28
19	Y19	22	35
20	Y20	10	45

Based on the table above, the ratios of the minimum and maximum values are also calculated to find out the categories (minimum, maximum and mean). The ratios that have been calculated using SPSS 26.0 are as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	10.00	34.00	22.7500	8.66861
Posttest	20	28.00	55.00	43.2000	8.47659
Valid N (listwise)	20				

Based on the table, it can be seen that the posttest ratio (meal) values are greater than the pretest, which are 43.20 for the posttest and 22.75 for the pretest. If seen from the standard deviation, the pretest signal is greater than the posttest, which is 8.66 for the pretest and 8.47 for the posttest.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	22.7500	20	8.66861	1.93836
	Posttest	43.2000	20	8.47659	1.89542

Sumber : Hasil pengolahaln SPSS vers.26, 2024

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	-.039	.871

Sumber : Hasil pengolahan SPSS vers.26, 2024

Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Sig. (2-tailed)	
				95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	pretest - posttest	-20.45000	12.35644	2.76298	-26.23299	-14.66701	-7.401	19	.000

Sumber: Hasil pengolahaln SPSS vers.26, 2024

Based on the results of the Paired Sample T-test, it is known that the value of sig. (2-tailed) and 0.000 shows that the results of the pretest and posttest are also influenced by the stimulus The vowel letter sticker game is happening Kaltal bermalknal terhaldalp minalt balcal paldal alnalk aged 5-6 years. Next, from the output table "Palired sample test" there is a palired meal difference of -20.45. This value is the difference between the pretest and posttest results..

DISCUSSION

The study was conducted to determine the effect of permanent stimulation of vowel letter stickers to become the most effective vocal letters in the 5-6 year old toddlers at Bintulu Kindergarten, Rawamangun, East Jakarta. The method of permanent stimulation of vowel letter stickers to become the most effective vocal letters was carried out by preparing media that could attract the most active toddlers by using "Vowel Letter Stickers", which requires practice in the ability to recognize letters. Through the vocal letter rotation "AL, I, U, E, O" to give the initial letter of the letter being pronounced, it is easier to determine the identity of the letter that has the meaning, and to connect the consonants to form the letter that has the meaning. The difficulty in pronouncing the letters usually occurs because the child is not yet accustomed to distinguishing the vowel letter from the other letters in the vocal word rotation in pronouncing the letters, such as J-Je, P-Pe, T-Te,

K-Kal, G-Ge and so on, through the vocal letter rotation, the child obtains a new and pleasant pronunciation. The first step in implementing the main concept of learning content, especially the use of vowels "AL, I, U, E, O" by forming the vowels using vowel stickers that are easy to remember and implement to obtain practical knowledge, especially in mastering vowel sounds. In addition, the influence of the medial vowel sound to improve the mental function. (ALrifin and Sofialnal, 2022)

Based on the results of the Paired Sample T-test, the sig. (2-tailed) value of 0.000 indicates that $0.000 < 0.05$ is rejected, this means that the differences in the pretest and posttest ratios are in the influence of permanent stimulation of vowel letter stickers to become permanent vowels in the 5-6 year old population.

Furthermore, this research is expected to provide a clearer understanding of the impact of the use of the vowel letter sticker stimulation method to become the most effective pronunciation in the early childhood education. It is also expected that this research can provide guidance for educators and educational practitioners in developing a more creative, interactive and innovative learning approach to improve the early childhood education. By conducting a study on the effect of permanent stimulation of vowel letter stickers on the most effective pronunciation in early childhood education at the age of 5-6 years at Bintang Kecil Kindergarten, Rawamangun, East Jakarta, this study can provide a positive contribution to the development of a more effective curriculum and learning strategy for early childhood education. In addition, this study can also provide a more comprehensive explanation of the importance of implementing the permanent stimulation method of vowel letter stickers on the most effective pronunciation in early childhood education at the age of 5-6 years.

CONCLUSION

Based on the results of this study, it can be stated that the vowel letter sticker media has significant effectiveness in improving the reading ability of children aged 5-6 years at Bintang Kecil Kindergarten, Rawamangun Village, East Jakarta. The variable of children's reading interest shows that all statement items in the research instrument are valid. The correlation coefficient value for these items exceeds the r table value (0.5494), which means that these items are significantly related to the total score measured. In addition, the reliability of the instrument is also very high, with a Cronbach's Alpha value of 0.918. This value indicates that the research instrument has very good internal consistency, so that the results obtained are reliable and trustworthy. This study has used a systematic method to evaluate the influence of the media, and the results show a clear positive impact.

REFERENCES

- Amini, Mukti. 2014. "Hakikat Anak Usia Dini." *Perkembangan Dan Konsep Dasar Pengembangan Anak Usia Dini* 65.
- Anshorihyah, Sofiyatul, and Sri Watini. 2022. "Implementasi Media Tv Sekolah Dalam Meningkatkan Minat Belajar Anak Usia Dini Kelompok B Di RA Amal Shaleh Jember." *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 3(2):135–44. doi:

10.62775/edukasia.v3i2.73.

- Arfini, Baiq Desy, and Emy Sopiana. 2021. "Pengaruh Media Kartu Huruf Untuk Meningkatkan Minat Baca Pada Kelompok B TK Three In One Pringgasela Tahun Ajaran 2020/2021." *Jurnal Ilmiah Telaah* 6(2):191. doi: 10.31764/telaah.v6i2.6193.
- Atabik, Ahmad, and Ahmad Burhanuddin. 2015. "Prinsip Dan Metode Pendidikan Pada Anak Usia Dini." *Thufula* 3(2):264–80.
- Hamdiah, Tati, and Nita Priyanti. 2023. "Media Kartu Gambar Dalam Mengembangkan Minat Baca Anak." *Jurnal Educatio FKIP UNMA* 9(3):1507–15. doi: 10.31949/educatio.v9i3.5749.
- Hasmawaty, Duwi Purwanti, Hajerah, Intisari, and Bonita Mahmud. 2023. "Pengaruh Bermain Kartu Kata Untuk Meningkatkan Kemampuan Membaca Permulaan Pada Taman Kanak-Kanak Usia 5-6 Tahun." *Science Signaling* 1(2):746–59.
- Ikawati, Erna. 2013. "Upaya Meningkatkan Minat Membaca Pada Anak Usia Dini." *Upaya Meningkatkan Minat Membaca Pada Anak Usia Dini* 1(02):1–12.
- Nuh, Mohammad. 2014. "PERMEN Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini." *Angewandte Chemie International Edition*, 6(11), 951–952. 3(1):10–27.
- Nur, Haerani. 2013. "Membangun Karakter Anak Melalui Permainan Anak Tradisional." *Jurnal Pendidikan Karakter* 4(1):87–94. doi: 10.21831/jpk.v0i1.1290.
- Rohmah, Nur, and Dyah Fifin Fatimah. 2017. "Pola Pengelolaan Pendidikan Anak Usia Dini Di PAUD Ceria Gondangsari Jawa Tengah." *MANAGERIA: Jurnal Manajemen Pendidikan Islam*. doi: 10.14421/manageria.2016.12-05.
- Salam, Putri Krismawati, and Chandra Apriansyah. 2022. "Pengaruh Kegiatan Ice Breaking Terhadap Perkembangan Emosional Anak Usia Dini." *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini* 5(03):74–83. doi: 10.31849/paud-lectura.v5i03.10678.
- Shofia, Maghfiroh, and Suryana Dadan. 2021. "Pembelajaran Di Pendidikan Anak Usia Dini." *Jurnal Pendidikan Tambusai* 05(01):1561.
- Sugiyono. 2011. *Metode Penelitian*. Bandung: CV, Alfabeta.
- Sutini, Ai. 2018. "Pembelajaran Tari Bagi Anak Usia Dini." *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini* 3(2). doi: 10.17509/cd.v3i2.10333.