

Learning with Letter Cards in Literacy Introduction for Children Aged 4-5 Years at Taman Firdaus Islamic Kindergarten Karanganyar

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Abstract

This study investigates the efficacy of letter cards in fostering early literacy skills among children aged 4-5 years at TK Islam Taman Firdaus Karanganyar. Early literacy constitutes a pivotal aspect of a child's developmental journey, and employing suitable pedagogical approaches can significantly enhance reading and writing proficiencies during formative years. Employing a qualitative methodology coupled with a case study research design, this study engages kindergarten educators in Karanganyar who have integrated letter cards into their literacy curriculum. Data collection methodologies encompass classroom observations, teacher interviews, and document scrutiny. Findings underscore the effectiveness of utilising letter cards in initiating early literacy activities at TK Islam Taman Firdaus Karanganyar. Letter cards prove instrumental in facilitating letter recognition, word formation, and eventual fluency in reading. Furthermore, this approach fosters heightened interest among children in reading and writing activities. Noteworthy is the pivotal role of educators in orchestrating learning experiences with letter cards, ensuring alignment with the developmental requisites of 4-5-year-olds.

Introduction Section

The backdrop of this study is grounded in recognising the pivotal role of early literacy in the developmental trajectory of young children. Early literacy forms a fundamental cornerstone of a child's educational journey, equipping them with foundational reading, writing, and oral communication abilities. The period spanning 4-5 years emerges as a critical juncture in children's literacy development, marked by their burgeoning ability to identify letters and cultivate an interest in reading (Rahmawati & Nawangsari, 2022). In Karanganyar, like numerous other locales, early childhood education assumes paramount significance. Hence, this inquiry endeavours to delve into the utilisation of letter cards as a pedagogical tool for introducing literacy to 4-5-year-olds at Taman Firdaus Karanganyar Islamic Kindergarten. Comprehending these methodologies and their impact holds promise for educators, parents, and stakeholders, fostering enhancements in the standard of early childhood education within the region.

Furthermore, the study aligns with shifting paradigms in preschool education, increasingly advocating for playful and child-centred approaches (Husnaini, 2018). Leveraging letter cards as a facet of literacy instruction can engender more engaging and interactive educational experiences for children, thereby better addressing their developmental requisites. Anticipated outcomes of this study encompass providing valuable insights to enhance the curriculum and instructional methodologies within Taman Firdaus Karanganyar Islamic Kindergarten and analogous settings grappling with similar challenges in nurturing early childhood literacy. Moreover, this research contributes to a nuanced comprehension of how early childhood education can continually evolve and adapt to meet the evolving demands of children amidst the rapidly evolving information age.

Establishing a robust literacy framework during early childhood correlates with enhanced academic attainment in subsequent schooling years (Wirman et al., 2018). Consequently, initiatives aimed at instilling literacy among 4-5-year-olds represent an investment in their forthcoming educational journey. Moreover, literacy proficiency is a vital aptitude for navigating everyday life within an increasingly interconnected global milieu. Children endowed with a solid literacy groundwork are better equipped to actively engage in societal realms and confront future challenges with aplomb. Hence, this research assumes significance as a pivotal stride towards fostering optimal early childhood development at Taman Firdaus Karanganyar Islamic Kindergarten, laying a sturdy groundwork for elevating educational standards within the preschool domain.

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Methodology

The research methodology employed in this study encompasses a qualitative approach complemented by a case study research design. The qualitative framework was chosen to facilitate an in-depth comprehension of the integration of letter cards in early childhood literacy initiation at Taman Firdaus Karanganyar Islamic Kindergarten. The selection of a case study design aligns aptly with the study's focus on specific instances involving kindergarten educators within the region who have adopted letter cards in literacy instruction. Data acquisition entailed a multifaceted approach, incorporating classroom observations, teacher interviews, and scrutiny of pertinent documents on letter card usage in the educational milieu. Employing a triangulation approach ensures data accuracy and reliability by cross-referencing findings from diverse data sources.

This research endeavour facilitates a nuanced exploration of the efficacy of letter card utilization within the context of early literacy introduction for 4-5-year-olds at Taman Firdaus Karanganyar Islamic Kindergarten. Additionally, it furnishes a comprehensive, contextually rich understanding of the pivotal role of educators and instructional methodologies in this educational process.

Result and Discussion

The use of letter cards in literacy learning affects the development of reading and writing skills in children aged 4-5 years at Taman Firdaus Karanganyar Islamic Kindergarten.

This study explores the impact of integrating letter cards into literacy instruction on the development of reading and writing abilities among 4-5-year-old children at Taman Firdaus Karanganyar Islamic Kindergarten (Darnis, 2018). Incorporating letter cards in literacy learning presents a dynamic and interactive approach, facilitating children's facile recognition of letters, word formation, and the initiation of their reading and writing journey. By leveraging letter cards, children can grasp letters within contextual frameworks, discern correlations between sounds and letters, and commence comprehending language structure. Moreover, using letter cards fosters heightened enthusiasm towards reading and writing, making learning more captivating and enjoyable. Hence, integrating letter cards into literacy instruction at the preschool level holds promise for engendering positive advancements in the reading and writing proficiencies of 4-5-year-olds at Taman Firdaus Karanganyar Islamic Kindergarten, thereby laying a robust literacy groundwork for their future endeavors.

Employing letter cards in literacy instruction also fosters the holistic development of various literacy facets, including letter recognition, vocabulary expansion, and comprehension of reading and writing conventions (Setiyaningsih & Syamsudin, 2019). The visual aid provided by letter cards enables children to practice reading and writing with an enhanced comprehension of literacy principles. Leveraging letter cards transforms learning into a playful and participatory endeavor, aligning seamlessly with the developmental characteristics of 4-5-year-olds. Furthermore, using letter cards cultivates an environment conducive to stimulating children's interest and nurturing their creativity in literacy pursuits, fostering foundational skills with enduring benefits for their literacy progression. Consequently, integrating letter cards into literacy learning is a cornerstone for nurturing a cohort of confident and proficient readers and writers among the early childhood cohort at Taman Firdaus Karanganyar Islamic Kindergarten, priming them for future academic success.

Integrating letter cards into literacy instruction for 4-5-year-olds at Taman Firdaus Islamic Kindergarten Karanganyar yields significant and positive outcomes in reading and writing skills. This approach fosters a dynamic and interactive learning environment, facilitating letter comprehension, vocabulary enrichment, and grasping fundamental reading and writing concepts. By engaging with letter cards, children experience learning in an enjoyable and stimulating manner, fostering a sense of engagement and motivation to participate actively in the educational process. Letter recognition and phonemic awareness cultivated through letter cards lay a robust foundation for reading proficiency. In contrast, writing exercises associated with letter cards empower children to enhance their writing skills confidently.

Moreover, letter cards aid in elucidating the interplay between letters, words, and language as a cohesive entity, thereby fortifying the bedrock of literacy development. Furthermore, integrating letter cards in literacy learning ignites children's enthusiasm towards reading and writing, attributing these activities with pleasurable and affirmative associations. Consequently, the incorporation of letter cards contributes to establishing a formidable literacy groundwork during early childhood, poised to yield enduring benefits for children's reading and writing aptitudes at Taman Firdaus Karanganyar Islamic Kindergarten while laying a sturdy platform for future academic triumphs.

The role of teachers in facilitating the use of letter cards in the introduction of literacy in Taman Firdaus Islamic Kindergarten, Karanganyar

The pivotal role of teachers in facilitating the integration of letter cards into early childhood literacy at Taman Firdaus Karanganyar Islamic Kindergarten cannot be overstated (Jazariyah & Durtam, 2019). Teachers are responsible for meticulously planning, organizing, and executing letter card-based learning experiences as the primary mediators between

children and educational materials. Teachers must possess a profound understanding of pedagogical approaches aligned with the developmental characteristics of 4-5-year-olds, ensuring that learning remains engaging and captivating. Moreover, teachers are critical in assessing children's literacy progression, pinpointing areas requiring additional attention, and furnishing appropriate support.

Beyond their instructional duties, teachers embody multifaceted roles as facilitators, observers, and proponents of holistic early childhood literacy development at Taman Firdaus Karanganyar Islamic Kindergarten. They are instrumental in cultivating a learning environment that is nurturing, supportive, and conducive to stimulating children's interest in literacy pursuits. This fosters an atmosphere wherein children feel empowered to explore with letter cards and are bolstered in their endeavors to enhance reading and writing competencies. Thus, the role of teachers transcends mere instruction, encompassing a spectrum of responsibilities aimed at fostering comprehensive early childhood literacy development within the educational landscape of Taman Firdaus Karanganyar.

Teachers wield a multifaceted role in crafting creative and culturally pertinent activities tailored to the local milieu. In the context of Karanganyar, teachers' adeptness in local customs, traditions, and vernaculars is a valuable asset in devising literacy instruction that resonates with children's daily realities (Irna, 2019). Teachers must comprehend each child's individualized needs and adeptly accommodate diverse learning styles to maximize the efficacy of letter card utilization. Additionally, teachers assume the crucial responsibility of liaising with parents or guardians, elucidating the role of letter cards in children's literacy acquisition, and fostering collaborative efforts to bolster literacy development within the home environment (Handoko & Novitasari, 2019). This synergy between school-based education and familial support underpins holistic literacy progression.

The multifaceted role of teachers in facilitating letter card integration spans from educator and planner to facilitator and intermediary between schools and families. This comprehensive approach ensures that children cultivate robust and contextually relevant literacy skills. Moreover, teachers are entrusted with monitoring the impact of letter card usage on children's literacy advancement and conducting periodic assessments to identify and surmount potential obstacles (Afnida & Suparno, 2020). They are also tasked with seamlessly integrating letter card utilization into existing preschool curricula, embedding literacy learning as an integral and meaningful component of children's educational journey. Furthermore, teachers assume the vital function of nurturing children's motivation, sustaining their enthusiasm for learning, and fostering positive rapport to engender a conducive environment conducive to continued literacy skill development. Thus, the multifaceted role of teachers in facilitating letter card integration encompasses various dimensions, from inception to evaluation, playing a pivotal role in ensuring the effective introduction of early literacy at Taman Firdaus Karanganyar Islamic Kindergarten.

Teachers' perceptions of the effectiveness of using letter cards as literacy learning tools at the preschool level

Teachers' perspectives regarding the efficacy of employing letter cards as literacy aids at the preschool level in Taman Firdaus Karanganyar Islamic Kindergarten are instrumental in comprehending the impact of this pedagogical approach (Ayuni & Watini, 2022). Generally, teachers perceive letter cards as highly effective tools for fostering children's literacy skill development. They attest that letter cards engender a lively and interactive learning milieu, fostering heightened engagement among children. Moreover, teachers contend that letter cards facilitate enhanced comprehension of letter-sound correspondences and reading concepts, thereby laying a robust foundation for literacy progression. Additionally, teachers observe that incorporating letter cards augments children's interest in reading and writing, nurturing their motivation to cultivate literacy skills further.

However, teachers acknowledge that the effectiveness of letter card utilization hinges upon judicious application tailored to children's individual needs (Aceh, 2020). Thus, while teachers' overall perceptions of letter card usage are affirmative, there exists recognition of the necessity to delve deeper into identifying the most efficacious teaching strategies and customizing interventions to suit children's diverse requirements. This underscores the importance of ongoing professional development and pedagogical refinement to optimize the utility of letter cards within the context of early childhood literacy at Taman Firdaus Karanganyar Islamic Kindergarten.

Teachers also highlighted that integrating letter cards offers them greater flexibility in delivering literacy content to children. This flexibility enables them to orchestrate diverse creative activities, encompassing games, puzzles, and narrative-based letter exercises, thereby infusing the learning process with intrigue and enjoyment (Wahyuti et al., 2023). Furthermore, teachers perceive that using letter cards fosters opportunities for independent and collaborative learning among children, thereby fortifying their social competencies.

Collectively, teachers' perspectives underscore the conviction that incorporating letter cards holds immense promise in enhancing children's literacy proficiencies while sustaining elevated levels of engagement and motivation in literacy acquisition. Nevertheless, teachers acknowledge the imperative of continuous professional development and support to ensure optimal utilization of letter cards and navigate potential implementation hurdles effectively. This underscores the importance of ongoing training initiatives to equip educators with the requisite skills and strategies to leverage letter cards effectively within the preschool literacy curriculum.

Teachers in Karanganyar also attest that using letter cards enhances their insight into children's individualized needs and developmental trajectories, enabling them to tailor instructional approaches to accommodate each child's unique characteristics and skill levels. Moreover, teachers perceive letter cards as a convenient tool for objectively assessing children's literacy progress. They further observe that children exhibit positive responses to these methods, fostering opportunities for teachers to forge stronger and more constructive relationships with their students.

Overall, teachers' perspectives regarding the efficacy of integrating letter cards into literacy learning at the preschool level in Taman Firdaus Karanganyar Islamic Kindergarten underscore the manifold benefits accruing to both educators and students while concurrently fostering the development of children's literacy skills in an engaging and participatory manner (Purnomosari et al., 2022). Endeavours aimed at continually enhancing understanding and support for the effective implementation of letter card utilization represent pivotal strides in augmenting the quality of early childhood education within the region.

Challenges faced in implementing the use of letter cards in early childhood literacy learning and how these challenges can be overcome

Implementing letter cards in early childhood literacy learning encounters several challenges that warrant consideration. Firstly, securing adequate resources, notably, the letter cards themselves, may pose a hurdle, particularly in locales like Taman Firdaus Karanganyar Islamic Kindergarten with constrained resources (Mardhotillah & Rakimahwati, 2021). To address this, sourcing additional funding or fostering collaboration with relevant stakeholders such as educational foundations or local authorities could offer viable solutions.

Secondly, providing comprehensive training for teachers in letter card utilization may prove challenging, especially if educators are unfamiliar with the methodology. Allocating additional time and resources for teacher training is imperative. Nevertheless, thorough and tailored training initiatives can instill in teachers the confidence necessary to implement this approach effectively.

Another obstacle pertains to adapting instructional methods to accommodate children's diverse abilities and individual characteristics. Each child possesses a unique developmental trajectory, necessitating educators to adeptly discern individual needs and tailor letter card usage accordingly. This mandates a nuanced understanding of child development and adept differentiation skills (Halimatuzzuhrotulaini et al., 2023).

Moreover, challenges in Karanganyar may encompass fostering parental involvement and support in utilizing letter cards for early childhood literacy. Parents play a pivotal role in reinforcing children's learning experiences at home and must grasp the value of this approach. Schools and educators can mitigate this challenge by organizing meetings or workshops with parents to elucidate the benefits of integrating letter cards into children's literacy development.

Collaborative efforts between educators, administrators, parents, and relevant stakeholders are indispensable in navigating these challenges. Through concerted endeavors and strategic interventions, obstacles to effectively implementing letter card usage can be surmounted, thereby fostering optimal early childhood literacy development at Taman Firdaus Karanganyar Islamic Kindergarten.

Addressing challenges in implementing letter cards in literacy learning necessitates a comprehensive approach and collaboration among educators, educational institutions, parents, and pertinent stakeholders. This entails fulfilling resources, providing training, adapting instructional methodologies, and fostering active engagement from all involved parties. By conscientiously addressing this challenge, the efficacy and utility of letter cards in literacy learning at Taman Firdaus Karanganyar Islamic Kindergarten can be significantly enhanced.

Furthermore, another challenge lies in the continuous supervision and monitoring of children's literacy development. Educators must have adequate time and resources to monitor each child's progress individually. This obstacle can be surmounted through simple assessment tools, such as brief assessments or progress-tracking mechanisms, enabling educators to discern children's literacy advancements. Moreover, fostering effective communication between educators and parents or guardians is imperative to gain insights into children's performance within their home environments. Collaborative efforts between educational institutions and parents to monitor and bolster children's literacy development are pivotal in tackling this challenge.

In a broader societal and cultural context, social and cultural hurdles may emerge, particularly in settings characterized by diverse ethnic and cultural backgrounds (Herlina, 2019). Using letter cards might necessitate adaptation to the local cultural milieu, with educators needing to grasp the cultural diversity prevalent in their classrooms. This entails collaborating with the local community and comprehending early childhood education's varying values and expectations. These challenges can be surmounted through fostering cultural sensitivity and engaging with community members to devise pertinent pedagogical strategies.

In summary, effectively addressing the challenges of integrating letter cards into early childhood literacy instruction demands a comprehensive and enduring approach. This encompasses the fulfillment of resources, extensive training, pedagogical adjustments, robust communication, and cultural sensitivity. These obstacles can be overcome through mutual understanding and collaboration among all stakeholders, paving the way for the efficacious use of letter cards as a pedagogical tool for fostering literacy skills at Taman Firdaus Karanganyar Islamic Kindergarten.

The final challenge to be surmounted involves evaluating and enhancing the efficacy of letter card utilization in literacy instruction. Educators must establish robust evaluation mechanisms to monitor the impact of these methodologies on children's literacy progression (Fahmi et al., 2020). In response to these challenges, educational institutions can adopt sustainable strategies such as regular teacher meetings to exchange experiences, analysis of children's assessment outcomes and literacy proficiency, and continual reflection on instructional practices. These initiatives empower educators to consistently refine and optimize the integration of letter cards into literacy instruction.

Moreover, collaborative efforts among educators offer a viable solution to address this challenge. By sharing experiences and best practices, educators can derive inspiration from their peers and collectively navigate obstacles in utilizing letter cards during instruction. Collaborative endeavours among educators foster a deeper understanding of overcoming instructional hurdles associated with letter card implementation.

In conclusion, addressing the challenges inherent in implementing letter cards into early childhood literacy instruction is an ongoing endeavour (Dini, 2022). It necessitates dedication and collaboration among educators, educational institutions, parents, and pertinent stakeholders to ensure the effective integration of letter cards as a pedagogical tool in fostering early childhood literacy development in Karanganyar. Continuous evaluation and improvement serve as linchpins in mitigating and resolving challenges encountered along this trajectory.

Conclusion

In introducing literacy skills at Taman Firdaus Karanganyar Islamic Kindergarten, employing letter cards as an instructional aid presents several promising opportunities. This investigation underscores that letter cards positively influence the enhancement of reading and writing proficiencies among 4-5-year-old children. Educators who perceive the efficacy of letter cards in a favourable light are central to the success of this approach. They regard letter cards as interactive and captivating instruments that facilitate a deeper comprehension of literacy concepts among children, thereby fostering a heightened interest in reading and writing.

Nevertheless, the challenges associated with implementing this methodology cannot be understated. Issues such as resource procurement, educator training, adaptation to individual student capabilities, and the continuous monitoring of literacy development warrant careful consideration. Furthermore, the harmonious integration of this approach within the cultural framework and collaborative engagement with parents emerge as pivotal determinants for successfully utilizing letter cards.

Evaluation and ongoing refinement represent indispensable components in early childhood literacy development. By acknowledging and proactively addressing these challenges, integrating letter cards into literacy instruction at Taman Firdaus Karanganyar Islamic Kindergarten can potently establish a robust foundation for literacy acquisition among children. This, in turn, yields enduring benefits for their educational journey and holistic development.

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