



## Development of "3 in 1 Cards" Media to Facilitate the Ability to Recognize Letters of Children Aged 4-5 Years

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### ABSTRACT

This research uses the EDR (Educational Design Research) method with the McKenney and Reeves model. The aim is to produce a development product through validation and testing stages so that it can produce an effective, practical and valid product related to development media to facilitate the ability to recognize letters for children aged 4-5 years. This research was carried out in two stages, stage one at TKA Sulalatul Huda and stage two at RA Al Hidayah. The results obtained from these two stages show that the media developed regarding media effectiveness is declared suitable for use in Early Childhood Education. This can also be seen through the teacher response questionnaire regarding the use of 3in1 card media with percentages of 100% and 85.7%, so that the development of 3in1 card media to facilitate the ability to recognize letters for children aged 4-5 years is stated to be because it makes it easier for teachers to open lectures and other information. during learning, especially in recognizing letters.

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## **INTRODUCTION**

Early Childhood Education (PAUD) focuses on achieving child development in several important aspects, in accordance with Permendikbud Number 5 of 2022 which replaces Permendikbud Number 137 of 2014. The six main developmental aspects that are of concern are religious and moral values, Pancasila values, physical, motor, cognitive, language, and social-emotional. Each aspect of this development has a level of achievement that is adjusted to the child's age range. PAUD as an educational institution is an important foundation before children continue to the next school level. The success of PAUD plays a big role in supporting children's overall development, so that they are ready to face the next stage of education. Mature growth and development from an early age greatly affect various aspects of children's intelligence.

Language skills are one of the important aspects that must be developed by children. Wardhani and Asmawulan (in Nimat et al., 2023, p. 711) stated that language skills can be taught to children from an early age through language learning. This process is a planned and deliberate activity, where children learn a language with the aim of mastering and using the language. Language learning in children is done by following a specific curriculum designed to support their language development. Through language, children can master words and sentences, which allows them to understand the relationship between spoken and written language, including beginning reading. The language development aspect allows children to convey their ideas, ideas, desires, and opinions, one of which is through the development of reading skills. According to Janawati (Safira et al., 2020, p. 87), initial reading ability is shown through visual activities that connect the interpretation of symbols or texts being read, with an emphasis on accuracy in prociting writing, the use of good intonation, and accuracy in conveying meaning or information.

According to Djago Targian (in Faujiah et al., 2021, p. 165), the crucial first step in learning to read early is to attract children's interest and attention. This is important so that children feel interested in books and want to learn voluntarily, without feeling forced. According to Djago Targian, in reading at the beginning without a book, the steps that can be taken are: using pictures to attract attention and start the process of learning to read, reading stories or explaining pictures to introduce the concept of reading, motivating students to use their own language in telling stories based on pictures or stories read, using pictures to introduce the form and character of writing, using writing accompanied by pictures to facilitate word comprehension and recognition, practice students' reading skills with text that is not accompanied by pictures to improve their reading skills.

Glenn (Herlina, 2019, p. 337) argues that the first step that must be taken when teaching children to read is to introduce letters, syllables, words, until finally children can understand sentences. In line with this opinion, Rahmat and Heryani (2014, p. 104) revealed that the process of early reading involves the introduction of symbols or letter symbols that are carried out one by one. Children learn to recognize the letters, then string them together into words. With the ability to string words, children will gradually understand the meaning

of these words and finally be able to understand simple sentences formed from a combination of words.

To master the skill of recognizing letters in preschool-age children, various approaches are needed in learning activities. One effective way is to use a variety of card media to attract children's attention to new things, making it easier for them to obtain information (Tiningsih et al., 2020, p. 401). Wahyuni and Azizah (2020, p. 165) stated that play is a child's world, and through this world, children can explore all the potential in themselves. The learning environment at school, especially in kindergarten, must strive to arouse children's interest and motivation (Salek in Ariyanti and Pradana, 2023, p. 24). Therefore, to achieve success in developing children's language skills, including letter recognition, it is necessary to encourage and provide better learning media facilities by teachers.

According to Ramli (in Hasan et al., 2021, p. 35), the function of learning media can be grouped into three main categories:

1. Learning media used appropriately can help teachers overcome shortcomings and weaknesses in the teaching process. Effective use of media can convey learning messages more clearly, efficiently, and reduce the teacher's workload.
2. Well-chosen media can accelerate students' understanding of the material presented. In addition, learning media can stimulate students' psychological aspects, such as observation, response, memory, emotions, thinking, and intelligence, because the media has a strong attraction.
3. The use of appropriate and effective learning media can improve student learning outcomes and improve the overall teaching and learning process.

Based on observations and interviews conducted at TKA Sulalatul Huda, it was found that the learning media facilities used are limited, especially in the initial reading media that still use conventional media such as manila cardboard. This media is not used optimally during learning and is less varied, so that children's potential in recognizing letters has not been developed optimally, and children's ability to write letters is also not perfect. On the other hand, observations and interviews at RA Al Hidayah show that the available learning media are less innovative and varied, with many media being damaged or partially missing, making them unsuitable for learning. This condition contributes to the low ability of children to recognize letters, which is caused by less interesting learning, lack of motivation, and teachers who do not facilitate or utilize learning media that can increase children's attraction and concentration during the learning process (Veryawan, 2020, p. 154).

In addition to the limitations in the learning media used, the challenge in learning to recognize letters is that there are still children who cannot distinguish letters that have similarities in terms of shape. In this regard, Slamet Suyanto (in Julia and Wahira, 2022, p. 100) revealed that for children, knowing letters can be challenging. This is due to the similarity of letter shapes that can be confusing, such as the letters D and B, or M and W, which have similar shapes but different sounds. Therefore, reading games are needed as an effective method of using a variety of learning media to help children recognize letters more easily. The importance of games and media in this learning process lies in their ability to

make the learning process more fun and interactive, as well as helping to clarify the differences between similar letters.

Based on the problems found in the field and several literature studies, the solution that researchers can do is to develop a learning media product that aims to facilitate the ability of children aged 4-5 years to recognize letters by developing picture letter card media that is modified through concrete objects with three implementations. The development of this 3in1 card media is expected to increase children's enthusiasm for learning, allowing them to imitate the writing of letters and recite them through various learning activities while playing such as tracing and play dough. Thus, children are not only introduced to letter drawings, but also given stimulation through simple games such as play dough, picture words according to letters, and tracing activities to improve letter writing. This is expected to increase children's motivation and involvement in the learning process, as well as strengthen the coordination between letter recognition and visual recognition. Additionally, this card media is designed to provide a fun and interactive learning experience, while also building a solid foundation for future learning. Picture word card media usually comes in a variety of series that include words and pictures that appeal to children, such as pictures of animals, fruits, clothes, and bright colors. These cards are designed to attract children's attention and make it easier for them to learn to get to know various vocabulary and basic concepts in a fun way (Amini and Suyadi, 2020, p. 125).

## **THEORETICAL REVIEW**

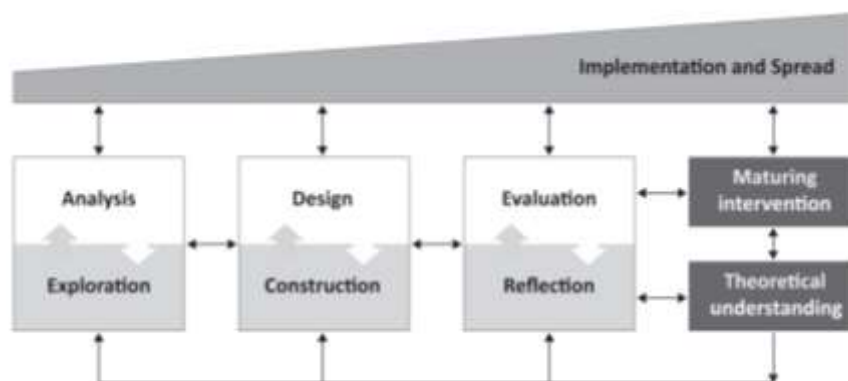
Based on Permendikbud No.137 of 2014 concerning Indonesian National Education Standards, children aged 4-5 years should be able to show early literacy by recognizing letter symbols, making meaningful doodles, and imitating by writing and prociting the letters A-Z. The ability to recognize letters is one of the important stages that children must go through in the process of learning to read, starting with the recognition of letter shapes, the mention of letter names, followed by writing letters, until children are able to spell and read (Dewi et al., 2021, p. 9601).

Teaching letters from an early age should be done through socialization methods that are fun and do not burden children. This process is important to introduce letters in a fun and interactive way, such as the method of playing. The play method helps children learn the language completely and in accordance with expectations, because this activity is entertaining and requires energy, so that children feel involved and enjoy the learning process (Seefeldt, Carol., & Barbara A Wasik in Mauliyah, 2020, p. 70). In line with that, Herlina (2019, p. 340) explained that in providing reading learning to early childhood, the approach used is certainly different compared to reading learning for larger classes. At this age, learning must prioritize the principles of "play while learning" and "learning while playing." This approach is important to ensure that learning is done in an engaging way, making the child feel happy and happy. Therefore, learning for early childhood must use interesting and concrete media or teaching aids, because at this stage children are not able to think abstractly. Interesting and

easy-to-understand media will help children understand the learning material more effectively.

## METHODOLOGY

This study uses a mix methods approach with the Educational Design Research (EDR) method. Mixed Method research is a type of research that combines and analyzes qualitative and quantitative methods to understand research problems in more depth (Cresswell and Plano Clark in Azhari et al., 2023, p. 8012). This method involves combining data from both approaches, which allows the creation and integration of new data from quantitative and qualitative results in a single study. Sugiyono (Azhari et al., 2023, p. 8012) stated that quantitative and qualitative methods can be combined but used interchangeably. In the first stage, qualitative methods are used to find hypotheses, which are then tested using quantitative methods. In the second stage, although the research methods cannot be combined simultaneously, the data collection techniques of the two methods can be combined. The *Educational Design Research* (EDR) method is an approach to solving problems by designing and developing materials, programs, and learning and teaching strategies. The EDR method focuses on creating designs that can be in the form of products and systems to increase learning effectiveness (Lidinillah in Lestari et al., 2021, p. 1399). The Educational Design Research research process includes four stages based on the model used in this study, namely (McKenney and Reeves, 2022, p. 86). The following are the steps taken:



**Figure 1. Stages of Product Development Adaptation from the McKenney and Reeves Model**

In the analysis and exploration stage, the researcher solved the problems and needs in the field and conducted a relevant preliminary study by exploring the use of card media in learning to recognize letters in children aged 4-5 years. Based on the results of observations and interviews with teachers regarding learning to recognize letters, it was found that the ability to recognize letters of children aged 4-5 years is not fully optimal. The teacher revealed that the media available at the school is very limited, especially due to limited funds, so only cardboard containing the letters A-Z is used, there are also many media that have been damaged and some are lost so that they are not suitable for use in learning. The limited learning media affects the letter recognition process. Therefore, the

researcher developed 3in1 card media to facilitate the ability to recognize letters of children aged 4-5 years, based on an analysis of learning needs in the school.

Based on the needs and problems found in the field and preliminary studies, the solution designed is the development of simple learning media in the form of card media with the latest concepts that are more interesting and fun. This media is expected to stimulate children in facilitating the ability to recognize letters. This card media will include knowledge of capital and lowercase letters, and is equipped with picture words and fun games to motivate children in learning to recognize letters. The card is made 12x8 cm in size using laminated art paper. Furthermore, this card media was validated by three competent expert validators according to their fields: pedagogic validation by group A kindergarten teacher Mrs. Sumarni, S.Pd.I, media validation by Mrs. Agnestasia Ramadhan, M.Pd., and material validation by Mrs. Siti Nurzaman, M.Pd.

After conducting validation tests by expert validators, the next stage is evaluation and reflection. At this stage, product trials are carried out to determine the effectiveness and practicality of learning media in the teaching and learning process. In addition, this stage also includes product improvements to ensure the feasibility of using media in PAUD. The researcher conducted a trial in two schools, namely Sulalatul Huda Kindergarten and RA Al Hidayah. The data collected during the trial will be presented at the reflection stage, as material to assess the feasibility of the product that has been developed.

The last stage in this study is the maturity of the intervention and theoretical understanding. The maturity of the intervention was carried out after product trials and discussions with teachers. The goal is to assess whether the developed product is feasible to be used in practice. This involves a practical assessment of how well the product works in a real-world context and how effectively it supports the learning process. Theoretical understanding assesses whether the product developed is in accordance with existing theories and strengthens the theoretical understanding of the product. The product must demonstrate that the underlying theory actually supports its effectiveness in the context of learning. The importance of media in the early childhood learning process is reinforced by theory, which shows that media has a significant influence on the needs in the field and engages users. The effectiveness of the media in meeting these needs will determine the extent to which the product can be accepted and used in educational practice. The feasibility of the product will be assessed based on several criteria: children's ability to recognize letters, children's activities during the use of 3in1 card media, and the teacher's ability to use the media.

After conducting a preliminary study of development research conducted in Tasikmalaya City and Bekasi City, precisely the first location at TKA Sulalatul Huda (Cihideung District, Tasikmalaya City) as a location for field studies and product trials, and the second location at RA Al Hidayah (Rawalumbu District, Bekasi City). This was chosen based on the reasons behind the problems and field needs related to the development of 3in1 card media to facilitate the ability to recognize letters of children aged 4-5 years. The subjects of this development research are children aged 4-5 years and teachers who are also the source of data

from the research. The sampling technique in this study uses the purposive sampling technique, according to Sugiyono (Lenaini, 2021, p. 34), the sample is a method used to ensure the selection of samples with certain considerations, with the aim that the information obtained is more representative. The sample determined by the researcher must be adjusted to certain criteria. In this study, the sample criteria include faith-based schools and children aged 4-5 years who do not have the ability to recognize letters perfectly.

## RESEARCH RESULTS

Related to the formulation of the first problem regarding the analysis and exploration stage, the researcher identified problems related to the basic needs of learning media development, especially media that facilitates the ability to recognize letters of children aged 4-5 years. The researcher obtained findings from data from field studies and literature studies. The researcher conducted a field study by interviewing group A teachers at TKA Sulalatul Huda and group A teachers at RA Al Hidayah. In addition to conducting field studies, researchers also conduct literature studies by looking for various sources relevant to the research conducted, including learning media, media development articles for early childhood, media development thesis, learning journals for early childhood, and the 2013 PAUD curriculum.

Data findings related to the basis of the need for 3in1 card media design to facilitate the ability to recognize letters of children aged 4-5 years were obtained through interviews in field studies. Researchers conducted interviews to get in-depth information about the needs and challenges faced in learning to recognize letters, as well as to determine how the designed 3in1 card media could meet these needs. Based on the results of literature studies and field studies on 3in1 card media to facilitate the ability to recognize letters in children aged 4-5 years, it was found that the development of the ability to recognize letters is very important to be carried out through the method of playing while learning with interesting and fun media. Card media can motivate children and make learning more fun, so that children are more attracted to the material taught by the teacher and learning goals can be achieved optimally (Nurhasana, 2021, p. 218).

3in1 card media is expected to stimulate the development of children's ability to recognize letters aged 4-5 years. The use of media in schools is very important for child development and helps teachers in conveying learning information and facilitating every aspect of child development. One of the important aspects of school activities is the letter recognition process. As expressed by Brata in (Irmawati, 2021, p. 58), learning to read initially, or recognize letters, is the initial stage in mastering writing as a visual representation of language.

According to Suryana (in Wahyuni, 2020), card media is a type of educational game in the form of cards containing pictures and words. These cards are designed to improve various aspects, such as improving memory, practicing independence, and expanding vocabulary.

Regarding the formulation of the second problem, namely the design and construction, this finding offers a solution to the limitations of learning media

used to facilitate the ability to recognize letters of children aged 4-5 years. The solution is in the form of the development of 3in1 card media which aims to facilitate the ability to recognize letters of children aged 4-5 years.

The development of this media is based on relevant regulations and design theories, based on the 2013 PAUD curriculum, learning objectives, and learning scenarios. The foundation of this curriculum focuses on the language development of children aged 4-5 years. The Basic Competencies obtained from the curriculum include early literacy through play and early literacy abilities in various forms of work. In addition, the learning materials developed include recognizing letter symbols and imitating (writing and pronouncing) the letters A-Z. The Directorate of Early Childhood Education (PAUD) stated that the 2013 curriculum of Early Childhood Education (PAUD) is designed to optimize the development of students through meaningful and enjoyable learning experiences. The main goal is for children to achieve competence in three important aspects: attitudes, knowledge, and skills. These competencies not only support children's success in school but also prepare them for the next stage of education.

Each learning media has its own characteristics or characteristics, including card media. In this context, card media is categorized as a part of graphic media because it is visual-based. Card media is a development of visual media that displays images. Images on card media help present learning topics and overcome space and time limitations, especially when the object or event to be studied cannot be immediately brought into the classroom (Yasbiati et al., 2017, p. 3).

The researcher developed a general design of the card media product, which is named 3in1 card media to facilitate the ability to recognize letters of children aged 4-5 years. This design is then validated by experts in their respective fields. Presentation of these components:

### ***Arrangement of Media Design***

After analyzing the curriculum and media use scenarios, the researcher made a product design. This design is based on the 2013 curriculum and is adjusted to STPPA (Child Development Achievement Level Standards), the basis of field needs, and the concept of learning media. 3in1 card media is a media created to facilitate the ability to recognize letters for children aged 4-5 years. This 3in1 card is made of *art paper* and then printed according to the design made in the canva application measuring 12x8cm and glossy laminated. 3in1 card media is different from other card media, this 3in1 card has 3 components in 1 card in which there are images and letter symbols, then *the technique of tracing the dot* (thickening) letters, to playing *play dough* to form letters. Repetition in bolding letters can help children get used to recognizing letter shapes, which in turn will support their ability in other learning activities. This process strengthens the recognition of letters visually and motorly, so that children can more easily recognize and write these letters later in life (Ramadani, 2015, p. 585).

Card media usually consists of cards that contain letters, words, and images that are easy to understand and appropriate for children. These cards are

generally made of ivory paper with a thickness of 230 grams and a size of 8x12 cm. The card medium includes vowels and consonants, as well as words with CVC (consonants-vowels-consonants), VCV (vowels-consonants-vowels), and CVCV (consonants-vowels-consonants-vowels) patterns. In line with this opinion, Arsyad (Kurniawati, 2022, p. 49) explained that the size of card media is generally 8x12 cm, but it can be adjusted to the size of the group in the classroom. The cards contain various images such as animals, objects, and fruits, which can be used to practice spelling skills and increase children's vocabulary.

### ***Validation***

Furthermore, validators assess the general design of the product according to their expertise in their respective fields. The purpose of this validation is to evaluate whether the product design developed by the researcher has met the criteria listed in the validation sheet. Validators are tasked with assessing the feasibility of the product and providing suggestions when there are design components that need to be improved or adjusted. During the validation process, researchers receive assessments and input from validators. These suggestions and inputs play an important role as a consideration in improving the general design of 3in1 card media products, so that the media can be feasible to be constructed and effective in facilitating the ability to recognize letters of children aged 4-5 years.

### ***Revision***

The revision of this product design is carried out based on suggestions and recommendations obtained from discussions with experts during the validation process. The purpose of this revision is to correct the shortcomings in the product design, so that the product can develop to be better and suitable for use.

The use of creative and innovative learning media can significantly increase students' interest and motivation in learning. Especially in expanding vocabulary mastery, media that presents relevant and interesting images makes it easier for students to understand the meaning of vocabulary more easily and effectively (Amini and Suyadi in Arsini and Kristiantari, 2022, p. 181). Validation of the media design that has been carried out by experts has resulted in a number of suggestions and inputs to improve the existing design. The suggestions given include instructions for images on the media, then some improvements to the instruments used by adjusting the indicator components to the specified aspects and determining the aspects based on the specified variables. The results of the validation of the design that have been carried out by the experts as a whole show that the design is worthy of testing with improvements based on the suggestions and inputs provided by expert validators.

Related to the formulation of the third problem, namely evaluation and reflection. The product that has been made and validated is then tested to determine the effectiveness of using 3in1 card media in learning to recognize letters. This trial was carried out at TKA Sulalatul Huda and RA Al Hidayah, with the same group, namely group A (4-5 years), but the implementation was

carried out at different times, the first phase of the trial was carried out on June 13, 2024 and the second phase of the trial was carried out on July 16, 2024. The trial included observations on several aspects, including teachers' ability to use media, children's activities in the ability to recognize letters, and teacher response questionnaires to assess the suitability of products by teachers. The observation was carried out in two stages and included a pretest and posttest on the literacy ability of children aged 4-5 years, aiming to evaluate the feasibility and effectiveness of 3in1 card media in facilitating the ability to recognize letters. In addition to observation, questionnaires are also used to collect teachers' responses regarding the use of this media.

The results of the first phase of the trial conducted at TKA Sulalatul Huda on Thursday, June 13, 2024 showed that during the use of 3in1 card media, there were still children who were not focused and engrossed in their own world, and there were children who were very enthusiastic during the activity so it was quite difficult to condition. However, even though they experience this, everything can be controlled and the use of 3in1 card media during learning can still run smoothly.

The results of the second phase of the trial conducted at RA Al Hidayah on Tuesday, July 16, 2024 showed that learning using 3in1 card media went well and received a positive response from both parties, both teachers and children, although there were still children who lacked active participation and the duration of time was not possible. During the learning, children try to use 3in1 card media on their own without asking for the help of the teacher.

Based on the results of the first and second phase of the trial, it can be concluded that the role of teachers in choosing and determining the right learning media is very important. The use of learning media that is in accordance with the growth and development of children plays a significant role in increasing learning success. Conversely, mistakes in the selection of learning media can lead to a decrease in children's concentration, which ultimately decreases their interest in learning activities (Kurniawati, 2022, p. 48). Debeturu & Wijayaningsih (Rupnidah and Suryana, 2022, p. 51) stated that learning media includes all objects, both concrete and abstract, that are used in children's learning environments. By using these objects, children can be more supported in mastering the learning materials they are learning.

The use of media in the teaching and learning process makes learning more enjoyable, children listen more to the material delivered by the teacher, and learning goals can be achieved optimally (Nurhasana, 2021, p. 218). Therefore, schools need to prepare various complete and appropriate learning facilities. Every teacher in the school is also required to be smart in innovating and working in developing a variety of learning media, in accordance with learning needs and individual needs of children, by utilizing various materials in the surrounding environment. In line with that, according to Nurfadhillah, et al. (2021, p. 247) before utilizing learning media, teachers need to first equip themselves with knowledge about the media, because many teachers do not fully understand learning media. Teachers must also be able to develop existing tools and skills in creating teaching media, especially if the necessary media is not yet available.

Regarding the formulation of the fourth problem, namely the maturity of intervention and theoretical understanding, after a trial of the development of 3in1 card media to facilitate the ability to recognize letters of children aged 4-5 years, then enter the product feasibility stage to assess whether the product developed is suitable for use in practice. This involves a practical assessment of how well the product works in a real-world context and how effectively it supports the learning process. The results of the feasibility of the 3in1 card media in the first and second phase trials were obtained through three achievement indicators, namely the achievement of the development of the ability to recognize letters of children aged 4-5 years (*post test*), the achievement of the development of teachers' ability in the use of media, and the achievement of children's activities while using the media, the results of the instrument were processed using a likert scale which was then produced as product feasibility through these three indicators.

**Table 1. Feasibility of 3in1 Card Media in Phase One Trial**

No.	Indicator	Criterion	Score
1.	Achievement of the Development of Letter Recognition Ability on the Effectiveness of 3in1 Card Media	Effective	3
2.	Teachers' Ability Achievement in the Use of 3in1 Card Media on Media Effectiveness	Highly Effective	4
3.	Children's Activity Achievements while Using 3in1 Card Media on Media Effectiveness	Tall	3
Total Score			10

Eligibility Criteria:

Ineligible (TL): When the total score is 0-3

Less Eligible (KL): When the total score is 4-6

Eligible (L): When the total score is 7-9

Very Worthy (SL): When the total score is 10-12

Based on the results of media eligibility, the number of scores obtained in the first phase of the trial was 10. Thus, it can be concluded that the feasibility of 3in1 card media in the first phase of the trial obtained results that were categorized as Very Feasible (SL).

**Table 2. Feasibility of 3in1 Card Media in Phase Two Trial**

No.	Indicator	Criterion	Score
1.	Achievement of the Development of Letter Recognition Ability on the Effectiveness of 3in1 Card Media	Effective	3
2.	Teachers' Ability Achievement in the Use of 3in1 Card Media on Media Effectiveness	Effective	3
3.	Children's Activity Achievements while Using 3in1 Card Media on Media Effectiveness	Tall	3
Total Score			9

Eligibility Criteria:

Ineligible (TL): When the total score is 0-3

Less Eligible (KL): When the total score is 4-6

Eligible (L): When the total score is 7-9

Very Worthy (SL ): When the total score is 10-12

Based on the results of media feasibility in the second phase of the trial, the number of scores obtained was 9. Thus, it can be concluded that the feasibility of 3in1 card media in the second phase of the trial obtained results that were categorized as Feasible (L).

After the researcher conducted media effectiveness tests in stages one and two at TKA Sulalatul Huda and RA Al Hidayah, the assessment was carried out based on three main indicators: the achievement of the development of letter recognition skills, the teacher's ability to use 3in1 card media, and children's activities while using 3in1 card media. The final results showed that in the first phase of the trial, the 3in1 card media obtained a score of 10 with the Very Feasible (SL) criteria. Meanwhile, in the second phase of the trial, this media obtained a score of 9 with the Feasible (L) criterion so that it can be concluded that the development of 3in1 card media to facilitate the ability to recognize letters for children aged 4-5 years is declared feasible for use in Early Childhood Education institutions.

In the opinion of Hasan (Astuti et al., 2021, p. 79), letter cards are a tool in reading learning activities that are used by seeing and recognizing the shapes of letters and images on the cards. A similar opinion was expressed by Arsyad (Astuti et al., 2021, p. 78), who stated that letter cards are alphabetic cards that have various contents such as images, letters, and symbols. These cards can increase children's engagement with these symbols, helping them to get to know and understand the letters better.

In addition, the ability of 4-5-year-olds to read early is also influenced by various factors, including biological, intellectual, and environmental factors.

These factors play an important role in helping to improve children's reading skills. The more supportive and quality the environment and the people around the child, the more optimal the development of their reading skills. Support from family, school, and a positive social environment can provide good stimulation to facilitate early reading skills in children (Ganarsih et al., 2022, p. 194).

## CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis and preliminary studies that have been carried out by the researchers, it was found that the ability of children aged 4-5 years to recognize letters is not optimal. Researchers found that one of the causes is the limited learning media available in schools. In interviews with teachers, it was revealed that the media used in schools was very limited, many were damaged and partially lost, especially in introducing letters, which only used makeshift media found in schools.

This condition shows that there is an urgent need to develop more effective and attractive learning media for children. Therefore, researchers designed and developed 3in1 card media to facilitate the ability to recognize letters of children aged 4-5 years. This media is expected to increase the effectiveness of learning by presenting elements that are more interesting, fun, and able to motivate children to learn to know letters better. Meanwhile, the basis of the need for media development from the results of literature studies shows that learning media has an important role in the teaching and learning process, especially in increasing children's interest and involvement in learning. Literature studies also confirm that engaging and interactive media, such as letter cards, can help children better recognize the shapes of letters, images, and symbols. This is in line with the opinion of experts who state that the use of visual media such as letter cards can facilitate letter recognition in early childhood, as well as support the development of their early literacy skills. Furthermore, research shows that the right learning media can help overcome the limitations that exist in schools, such as the lack of facilities and resources. Therefore, the development of 3in1 card media is based on the need to create learning aids that can answer these challenges, while providing a richer and more enjoyable learning experience for children.

The 3in1 card media product was developed through a series of steps starting from the analysis, preliminary study and literature. After that, the researcher prepares a media prototype and submits it for validation tests to expert validators according to their fields. Based on the suggestions and inputs from the validators, the researcher then revised and refined the product design until it was finally declared feasible and safe to be tested in the field. This process ensures that 3in1 card media is ready to be used in learning to facilitate the ability to recognize letters of children aged 4-5 years.

The 3in1 card media product tested at TKA Sulalatul Huda and RA Al Hidayah shows that this media is effective in helping teachers in delivering letter recognition material to children aged 4-5 years. The teachers' response questionnaire showed very positive results, with a percentage of 100% in stage one and 85.7% in stage two, and children were more enthusiastic about learning.

## FURTHER STUDY

Future research is expected to further explore this material.

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