

Effect of Flash Card Media Effectiveness on Beginning Reading Ability and Symbolic Thinking in Early Childhood 5-6 Years: Case Study in Kindergarten. Imam Syafi'i Jember Odd Semester 2022-2023 Academic Year

Lely Widorini Kurniawati

Universitas PGRI Argopuro Jember, Indonesia

lelyoke3@gmail.com

Abstract

Learning media as an important tool in supporting the effectiveness of learning in schools, one of the visual learning media uses flash card media that displays a series of cards containing pictures, letters and words that are able to attract interest in learning for early childhood. This study aims to see the effect of the effectiveness of flash card media on the ability to read beginning and think symbolically in early childhood 5-6 at Imam Syafi'i Kindergarten. This study uses a simple regression analysis method to see the effect of the effectiveness of flash card media on the ability to read beginning and think symbolically in early childhood 5-6 in Imam Syafi'i Kindergarten. It was concluded that partially the flash card media had a significant effect on beginning reading ability, partially the flash card media had a significant effect on children's symbolic thinking while simultaneously the flash card media had a significant effect on children's beginning reading ability and symbolic thinking.

Kata kunci : *flash card*, kemampuan membaca permulaan, berfikir simbolik



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INTRODUCTION

Education is the obligation of every person, both men and women in supporting life both in this world and in the hereafter (Kurniawan, 2015; Yuhani`ah, 2022), Children as the nation's successor generation as well as parents' expectations have a major role in improving the quality of Human Resources (HR) to support national development. Early Childhood Education (PAUD) is the initial stage and the main spearhead of education listed in Law no. 20 of 2003 Article 1 Paragraph 4 concerning the national education system where Early Childhood Education (PAUD) is a coaching effort aimed at children from birth up to the age of 6 which is carried out through several stimulations, fostering educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. Some indicators of early childhood development include religious and moral values, physical motor, cognitive, language, and social-emotional, so that in fulfilling aspects

of early childhood development, learning methods are needed that must be in accordance with the world of children, namely the world of play. (Patiung et al., 2019; Sulaiman et al., 2019). In educating early childhood the strategy used is playing while learning or learning while playing.

For young children, learning activities are fun. Early childhood is categorized as an individual who is experiencing a very rapid process of growth and development and is often even said to be a golden age, which is a very valuable age compared to later ages. As early education for children, Kindergarten as an early childhood education unit on the formal education pathway that organizes educational programs for children aged 4-6 years which is a sensitive period for children to lay the first foundation in developing physical, cognitive, language, social emotional, self-concept, discipline, independence, art, morals and religious values.

At the Kindergarten (TK) Education level, children have been taught to form communication skills, especially in Indonesian, one of which is through reading education which is packaged in a simple and fun way and is included in the standard qualifications for the level of achievement of children (Resti Aulia & Budiningsih, 2021). Reading is defined as a receptive written language skill and it is an introduction to pre-reading in kindergarten children. The role of the teacher in Kindergarten Education (TK) as a partner, facilitator, model and motivator for children, the teacher must be able to create a teaching-learning atmosphere that can foster a sense of not knowing to knowing.

Reading activities are important for individuals to develop knowledge, in reading activities children will get information by playing so that they are motivated to learn to read. The implementation of reading activities can be implemented using learning media, learning media is useful in facilitating interactions between teachers and children in order to create active and efficient learning activities. The role of the teacher in choosing and determining the right learning media is very important because the use of learning media that is in accordance with motor and cognitive growth and development will increase the success of early childhood. Errors in the selection of learning media will shape the child's concentration to decrease so that it will reduce the child's interest in learning activities.

Symbolic thinking, namely early childhood thinking about symbols or imagining an object that is not in front of them (Aisyah, 2021; Priyono et al., 2021), but in this symbolic thinking criterion students are still confused in distinguishing letter symbols and sometimes the way to read them is still reversed. In this case, the words that are still reversed in mentioning the letter symbols include the symbols for the letters 'b' and 'd' , 'm' and 'w' , 'u' and 'n' , 'p' and 'q' and in mentioning the syllables words are still not understood, for example like the words 'bi' and 'di', 'pi' and 'qi' , 'mu' and 'wu'.

Flashcard media was chosen as an alternative so that early reading learning for children is more fun and meaningful. Flashcard media can be played because it is in the form of picture and word cards. Flashcard media is a form of educational game media in the form of picture and word cards which are deliberately designed to improve various aspects of development including language. Flashcard media in its use can be done through games. Children will easily remember because the combination of pictures and text can make it easier to recognize the concepts of the language being taught. Children's ability to read at the beginning will be more meaningful because learning is done with interactive flashcard media. This media can

motivate children to participate more and be active in learning. So that the child does not feel burdened even though he is actually learning.

The Flash card media used is in the form of cards containing words or pictures, the images used are images that are easy for children to understand and are in accordance with the original. Flash card media is made of 230 gram ivory paper and measures 8 x 12 cm. This media consists of letters both vowels and consonants, words with CVC patterns (consonants-vowels), words with VCV patterns (vowels-consonants-vowels) and words with CVCV patterns (consonants-vowels-consonants-vowels) (Anis, 2015). Azhar Arsyad (2011) stated that flash cards are small cards that contain pictures, text, or symbols that remind and guide students to something related to the size of the class they are facing. Flash cards contain pictures of objects, animals, and so on that can be used to train students to spell and enrich vocabulary.

At Imam Syafi'i Jember Kindergarten, it was found that the ability to read early and to think symbolic of children varied, including that there were children who could not distinguish between letters, there were those who could not tell the sound and shape of letters, there were children who could not distinguish the same initial syllable, and there are children who cannot distinguish between vowel and consonant symbols. The reading learning media that has been used is in the form of visual aids including blackboards, children are asked to read words that have been written by the teacher, besides that the media used are notebooks, ABACAGA textbooks and children's worksheets (LKA). Based on the above problems, research was carried out using flash card media to teach children initial reading and symbolic thinking. This study aims to determine the effect of using flash card media on the ability to read beginning and think symbolically in children aged 5-6 years at TK Imam Syafi'i Jember Academic Year 2022-2023

LITERATURE REVIEW

Flash cards are understood as media in teaching, where through simulations the core of teaching is conveyed either descriptively or demonstratively, which of course emphasizes its function as a messenger. According to Robertus, as explained by Robertus and Kosasih, image media is a two-dimensional visual presentation that utilizes image designs as a means of considering everyday life, for example those involving humans, events, objects, places (Meha & Hengelina, 2014).

Flash cards are teaching media through core simulations of conveying learning messages either descriptively or demonstratively, flash cards are picture cards that have been equipped with words. Flash card media was first introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. Learning media using flash cards is an image-based learning media (visual) which has several advantages including 1) effective and efficient, 2) efficient, 3) sensible, and 4) interesting and fun.

The method for making flash card media is as follows 1) Prepare rather thick paper such as duplex paper, this paper serves to store or paste pictures in accordance with learning objectives, 2) Mark the paper with a pencil or marker and use a ruler, to determine the size for example 25 x 30 cm, 3) Cut the paper with scissors so that it is exactly the size of 25x30, make the cards a number of pictures to be pasted, 4) Furthermore, if the drawing object is to be directly made by hand, then the paper needs to be coated with smooth paper to draw, for

example HVS paper, 5) Start drawing using a drawing tool or make a design using a computer, 6) at the end is writing on the part of the cards according to the object.

RESEARCH METHODS

The method used in this research is the method of regression analysis using SPSS software, the research sample is students aged 5-6 years in TK Imam Syafi'i Jember totaling 30 students using the population research respondent determination method. According to (Djawranto, 1994: 420) population research is the total number of these units called analysis, and can be people, institutions, objects, etc. The data collection technique in this study was observation using an assessment instrument which was carried out when the action in class took place, interviews with educators, educational staff, and students' parents, and field notes containing descriptions of activities during the research process.

Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents presenting data for each variable studied, performing calculations to answer the formulation of the problem, and performing calculations to answer the formulation of the problem, and performing calculations to test the hypotheses that have been filed. Data analysis carried out included testing the validity of the instrument, testing the reliability of the instrument, testing the classical assumptions and testing the hypotheses.

RESULTS AND DISCUSSION

Before carrying out the analysis, the data collected included test instrument data, flash card media instrument scores, early reading skills instrument scores and symbolic thinking instrument scores.

observational data on children aged 5-6 years at Imam Syafi'i Kindergarten Jember odd semester 2022 – 2023 school year with a total of 30 students, namely 14 male students and 16 female students. Validity test is used to test the accuracy or correctness of an instrument as a measuring tool research variables. In this study it was planned to use as many as 8 items on flash card media (variable X), 10 items on initial reading ability (variable Y1) and 7 items on symbolic thinking ability (variable Y2).

Validity test is generally carried out by measuring the correlation between variables or items with the total variable score. Validity test should be done on each question item/questions tested for validity. The results of r arithmetic are compared with r tables, where to find r tables is to find the degrees of freedom $df = N-2$ with a significance of 5% and a confidence level of 95% using a one tail test. Based on the results of the validity test of each research variable, the calculation of the validity of flash card media (variable X) is valid where the value of r count $>$ r table and is significant below 5%.

The reliability test is used to measure consistency or inconsistency in research that uses variables X and variables Y1 and Y2. Reliability test is intended to test the extent to which a measuring device can be trusted or reliable. If a measuring device is used more than once to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. In this test using the Cronbach Alpha approach with a score $>$ 0.60.

Tabel 1. Flash Card Media Instrument Reliability Test Results (Variable X)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.778	8

Sumber : SPSS24 (2023, diolah).

The results of table 6 show that the flash card media research instrument (variable x) has a Cronbach's alpha value of 0.778 and above a score of 0.60 and it is concluded that the item has relatively high internal consistency.

Tabel 2. Initial Reading Ability Instrument Reliability Test Results (Variable Y1)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.657	9

Sumber : SPSS24 (2023, diolah).

Table 2. The results of the reliability test on the second variable initial reading ability (Y1) show a Cronbach's alpha value of 0.657 > 0.60. These results can be concluded that all statements on the Y1 variable are declared to have high reliability.

Table 3. Reliability Test Results for Symbolic Thinking Instruments (Variable Y2)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.651	7

Sumber : SPSS24 (2023, diolah).

Based on the reliability test results in Table 3, the third variable, namely symbolic thinking (Y2), shows a Cronbach's Alpha value of 0.651 > 0.60, so it can be concluded that the statement on the Y2 variable is declared to have high reliability.

Effectiveness of flash card media (X) on initial reading ability (Y1)

Table 4. Kolmogorov-Smirnov normality test results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	0.000000
	Std. Deviation	3.37995294
Most Extreme Differences	Absolute	0.160
	Positive	0.160

	Negative	-0.099
Test Statistic		0.160
Asymp. Sig. (2-tailed)		.149 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: SPSS24 (2023, processed).

Based on the results of the normality test in table 4, the significance value of Asymp. Sig (2 tailed) of 149c is greater than 0.05, then according to the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed so that the regression requirements have been fulfilled.

Table 5. Homogeneity Test Results

Test of Homogeneity of Variances			
Beginning Reading Ability			
Levene			
Statistic	df1	df2	Sig.
1.554	6	16	0.224

Sumber : SPSS24 (2023, diolah).

Testing the homogeneity of the data is to determine whether the components of a number of populations are the same or not. If a p value <0.05 is obtained, it is concluded that the data from the variable is not homogeneous. Conversely, if the p value > 0.05, the variable data is homogeneous. Based on the results of table 5 that the sig alpha score of 0.224 is greater than the significant alpha score of 0.05 so it is concluded that the variable data in this study are declared homogeneous.

Table 6. Autocorrelation Test Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.055 ^a	0.003	-0.033	3.440	1.210

a. Predictors: (Constant), *Media Flash Card*

b. Dependent Variable: Beginning Reading Ability

Sumber : SPSS24 (2023, diolah).

Based on table 6 of the autocorrelation test results above "Model Summary", it is known that the Durbin-Watson (d) value is 1.210. Then compare it with the value of the Durbin Watson table at a significance of 5% with the formula (K ; N). while the number of independent variables is 2 or K=2, while the number of samples or N=30, then (K : N) = (2:30). This figure is seen in the Durbin Watson table, the DL value is 1,198 and DU is 1,650..

Tabel 7. Hasil Uji T

One-Sample Test							
Test Value = 0							
		T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Beginning Reading Ability		40.937	29	0.000	25.300	24.04	26.56
Media Flash Cards		32.266	29	0.000	23.500	22.01	24.99

Sumber : SPSS24 (2023, diolah).

Based on table 7 that the sig value (0.000) <0.005, the independent variable has a significant effect on the dependent variable. Meanwhile, judging from the value of 40,937 (Tcount) > 2,756 (Ttable), it can be concluded that partially the use of flash cards has a significant effect on initial reading ability. In line with Glenn Doman where the use of flash cards can train a child's right brain ability to remember pictures and words so that children's vocabulary and reading skills can be trained and improved from an early age. (Putri, 2020). Khairani (2016) that the use of flash card media as a learning medium can make it easier for students to receive Indonesian language lessons such as beginning reading and is expected to help students find information according to their needs easily.

The effectiveness of flash card media (X) on symbolic thinking (Y2).

Table 8. Kolmogorov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		30
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	2.95115928
Most Extreme Differences	Absolute	0.119
	Positive	0.108
	Negative	-0.119
Test Statistic		0.119
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Sumber : SPSS24 (2023, diolah).

Based on the results of table 8 it is known that the significance value of Asiym. Sig (2 tailed) of 200cd is greater than 0.05, so it is in accordance with the basis for decision making in the Kolmogorov-Smirnov normality test above so that it can be concluded that the data is normally distributed.

Table 9. Homogeneity Test Results

Test of Homogeneity of Variances			
Berfikir Simbolik			
Levene			
Statistic	df1	df2	Sig.
1.558	6	16	0.223

Sumber : SPSS24 (2023, diolah).

Testing the homogeneity of the data is to determine whether the components of a number of populations are the same or not. If a p value <0.05 is obtained, it is concluded that the data from the variable is not homogeneous. Conversely, if the p value > 0.05, the variable data is homogeneous. Based on the results of table 10 that the sig alpha score of 0.223 is greater than the significant alpha score of 0.05 so it is concluded that the variable data in this study are declared homogeneous.

Table 10. Autocorrelation Test Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.113 ^a	0.013	-0.022	3.003	1.848

a. Predictors: (Constant), *Media Flash Card*

b. Dependent Variable: Symbolic Thinking

Sumber : SPSS24 (2023, diolah).

Based on table 10 of the autocorrelation test results above "Model Summary", it is known that the Durbin-Watson (d) value is 1,848. Then compare it with the value of the Durbin Watson table at a significance of 5% with the formula $(K ; N)$. while the number of independent variables is 2 or $K=2$, while the number of samples or $N=30$, then $(K : N) = (2:30)$. This figure is seen in the Durbin Watson table, the DL value is 1,198 and DU is 1,650.

Table 11. T test results

One-Sample Test				
Test Value = 0				
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference

					Lower	Upper
Berfikir simbolik	3.388	29	0.000	19.733	18.62	20.84
Media <i>Flash Card</i>	32.266	29	0.000	23.500	22.01	24.99

Sumber : SPSS24 (2023, diolah).

Based on table 11 that the sig value (0.000) <0.005, the independent variable has a significant effect on the dependent variable. Meanwhile, judging from the value of 32,266 (Tcount) > 2,756 (Ttable), it can be concluded that partially the use of flash cards has a significant influence on children's symbolic thinking. The findings of this study reinforce Rahman's flash card theory that the use of flash cards as a learning medium for children can improve cognitive abilities in children so that children will develop their potential according to their abilities. (Ardiana, 2022; Lestari, 2021). The results of these findings strengthen previous research regarding the significant effect of using flash card media on symbolic thinking, in learning to recognize the alphabet through flash card media, children are given the opportunity to directly see and practice writing letters according to the teacher's directions along with seeing how the letters form and pronounce them. And flash cards can be made to attract children's interest while learning (Yoga et al., 2023).

The simultaneous effect of the use of flash card media (X) on the ability to read beginning (Y1) and symbolic thinking (Y2) in children.

Table 12. F test results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.727	2	4.363	18.477	.000 ^b
	Residual	247.140	27	9.153		
	Total	255.867	29			

a. Dependent Variable: Symbolic Thinking and Beginning Reading

b. Predictors: (Constant), *Flash Card*

Sumber : SPSS24 (2023, diolah).

Based on the test results in table 12 above, it can be seen that the Sig.0.000 value is less than 0.005, so the independent variable has a significant effect on the dependent variable. Meanwhile, if you look at the value of 18,477 (F count) > 3,354 (Ftable), it can be concluded that there is a joint effect between Flash Card Media on the ability to read beginning and think symbolically in the Kindergarten of Imam Syafi'i Jember.

Discussion

In making flash card media there are many ways to make flash card media, you can also use existing applications on a computer, here are the steps for making flash card media using a computer, 1) Prepare the necessary image materials according to the material to be taught, you can look for references image on the internet then download it, 2) After that open the application on the computer and start designing the card as desired, 3) Insert a photo of the image that was prepared earlier on the card design, 4) write a name under the image according to the name of the image, then edit the name by using bright colors, so it looks attractive, 5) If the flash card design has been made, print it using thick paper and scissors according to the size that has been made. Through learning media besides that learning to read for children gives a monotonous impression and makes children get bored more quickly because learning activities are not carried out by playing or in a fun way

Various research studies related to the use of flash card media in improving children's reading development, Pradana and Gerhani (2019) concluded that the use of flash card media can improve children's reading development, flash card learning media in the form of images are considered more interesting and easier for children to play so as to encourage the level of activity of children. Febriyanto and Yanto (2019) concluded that the use of flash card media encourages students to be more active and easier to interact with besides that the use of flash card media makes it easier for teachers to deliver material and improve student learning outcomes.

The use of flash card learning media for Early Childhood can be used as a set of teaching media(Ulfa, 2020), besides that the use of flash card learning media can improve children's abilities and stimulate children's concentration in following children's learning which in the end will be able to stimulate children's interest in participating in learning(Zuraini et al., 2020). Fatriansari (2021) that the use of flash card learning media as learning stimulation can improve children's reading skills at the Kindergarten (TK) level(Rahmawati & Puspitasari, 2022).

Flash cards can attract students' interest and attention and make it easier to monitor learning and convey information to students by teachers and increase student participation in class. Students can participate in the learning process, not only listen to what the teacher explains. In addition, students can also find materials or instructions using flash cards that they use themselves. The use of flash card media also changes the teacher's role in a more positive direction, because by using flash card media the teacher does not only focus on delivering educational material, but the teacher can also pay attention to other educational aspects (Baiq Widya Ningsih, Siti Istingsih, 2022).

The application of flash card learning materials (cards with supporting words) has a positive effect on student learning activities, because the existence of flash card media makes the learning process boring, and student admissions are more focused and fun. It can be seen that when students use flash card media, students' attention is more focused on supporting words and pictures on the cards, making it easier for students to read aloud. In addition, the teacher gave a post-test to the experimental and control classes to see students' writing abilities using flashcards and without flashcards (Zulfa & Djamali, 2018)

CONCLUSION

Based on the results of the regression analysis above, there is a partial significant effect of flash card media on the early reading ability of children aged 5-6 years at TK Imam Syafi'i Jember. Partially, it can be concluded that there is a significant influence of flash card media on the symbolic thinking of children aged 5-6 years at Imam Syafi'i Jember Kindergarten. Based on the results of simultaneous regression that there is an influence of flash card media on the ability to read beginning and symbolic thinking of children aged 5-6 years together at TK Imam Syafi'i Jember odd semester of the 2022-2023 academic year. The use of visual learning media such as flash cards is able to build children's interest in learning because through the media the learning process is packaged more simply and fun for children so that it can improve children's focus and memory.

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