



IMPROVING THE ABILITY TO RECOGNIZE SYLLABLES USING THE MAHARAJA METHOD ASSISTED WITH FLASH CARD AND THE SNAKE AND LADDERS GAME IN BHINEKA KINDERGARTEN STUDENTS IN THE 2022/2023 ACADEMIC YEAR

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Abstract

The problem taken in this research is that students' ability to recognize and differentiate syllables is still low, so it needs to be improved using more effective strategic methods to stimulate students' enthusiasm and ability to recognize syllables. If we look at the learning method, it is felt that the Maharaja method is more appropriate to be applied in the activity of recognizing syllables in group B at Bhinneka Kindergarten because the children do not feel burdened with learning and do not separate their play activities. This type of research is classroom action research. Analysis of the research results shows that there was an increase in students' abilities in cycle 1, children's completion reached 58.3% and there was an increase in cycle II, increasing to 91.6% and only 1 student out of 12 students had not yet completed it. The use of the Maharaja method in this classroom action research based on student learning results was concluded to improve the ability to recognize syllables for Bhinneka Kindergarten students in Semarang.

Keywords : early literacy, maharaja flash card media, snakes and ladders game

INTRODUCTION

Early childhood education is the initial foundation phase in preparing for pre-school level. Where children need the right stimulation so that aspects of their development develop optimally. One of them is in the aspect of language development.

According to (Tom and Harriet Sobol: 2003:26) The basic ability that children have before being taught to read is the ability to differentiate auditory. Based on Minister of Education and Culture Regulation Number 146 of 2014, early literacy in early childhood is introduced through play activities, meaning that young children should not be allowed to learn early literacy using conventional methods such as in elementary school. So it is necessary to use learning methods which are expected not to burden children with syllable recognition activities and can improve their learning outcomes.

In reality, the ability and motivation of children at Kindergarten B Bhinneka in recognizing syllables is still very low, this is due to the use of less interesting media, students feel bored and the methods used have not been able to increase students' understanding in recognizing syllables.

Based on the above background, the researcher made improvements to learning by carrying out classroom research actions to improve students' ability to recognize syllables using the Maharaja method with the help of flash cards and the snakes and ladders game.

From a problem formulation, the author aims to find out the results of children's ability to recognize syllables using the Maharaja method with the help of flash cards for Bhinneka Kindergarten students in Semarang.

LITERARY REVIEW

(Amini, 20216; Listriani, Hapidin, & Sumadi, 2021) revealed that early literacy is basic and writing skills, as well as the introduction of vowels and consonants in early childhood.

Khasanah (2020) argues that early literacy is an explanation of children's learning abilities, how to learn to write and read.

Pardede in Akbar (2022: 15) states that flash cards are pictures on flash cards grouped into several series: animals, fruit, colors, shapes, alphabets, numbers, professions and so on. Maharaja flash cards are card media that

contain associated syllables and images, a picture of the sun with the syllable "ma" in the picture of a tiger, the syllable "ha" and so on. Derived syllables are added to syllables by changing the vowels.

In implementing the use of Maharaja flash cards, you can start by introducing the forms of syllables found on Maharaja cards by singing, then the next step, after memorizing the concept of the sound of the word, invite students to play Maharaja Mat.

Vygotsky's learning theory in Naughton reveals that playing can create a zone of proximal development in children. When playing games, children behave above the average age in their daily behavior and children are considered to be superior to themselves.

In addition, there were some relevant research as belows:

- a. Nasem, Chika, Gianistika and Nurkhasanah in the Tahsinia Journal (Journal of General and Scientific Works) regarding "Efforts to Improve Reading Ability in Early Childhood Through Maharaja's Adventures in Group B of Kindergarten Nurul Islam Karawang".
- b. The second is Trisnawati's research (Thesis from the Faculty of Education, Yogyakarta State University) on "Increasing the Ability to Recognize Letters Through the Letter Card Game Method in Group B of the ABA Kindergarten in Wirobrajan, Yogyakarta".
- c. Based on research by Nasem, N., Tanjung, R., & Nurkhasanah, N. (2022). "Efforts for Reading Ability in Early Childhood Through Maharaja's Adventures".

METHOD

The type of research carried out is Classroom Action Research (PTK) carried out in 2 cycle stages. Arikunto (2013: 17) explains that one PTK cycle consists of four steps, namely: planning, implementation, observation and reflection. PTK research uses this flow.

The subjects of this research are students of Kindergarten B Bhinneka Semarang for the 2022/2023 academic year. This research was carried out at the TK B Bhinneka Semarang institution.

The techniques used in data collection are observation and documentation.

The results of observations during data collection were carried out to collect data about the ability to recognize syllables and documentation of data collection in the form of photos and recordings of activities during the observation.

Researchers used these two data collection methods to determine the increase in ability to recognize syllables.

In this study, the instrument used by researchers was an observation sheet relating to students' ability to recognize syllables using the Maharaja method.

In data analysis, the technique used is descriptive qualitative using percentages to determine the increase in the ability to recognize syllables when using the Maharaja method with the help of flash cards and the snakes and ladders game. There are 4 criteria for assessing children's abilities, namely BSB (Developing Very Well), BSH (Developing According to Expectations), MB (Starting to Develop) and BB (Not Yet Developing). The following is a formula for measuring children's achievements in recognizing syllables :

$$\text{Presentase ketercapaian kelas} = \frac{\sum \text{jumlah anak yang memenuhi ketercapaian}}{\text{Jumlah anak keseluruhan}} \times 100 \%$$

Table 1 Criteria for children's abilities

Ability	Score
Undeveloped	1
Starting to develop	2
Developing according to expectations	3
Developing very well	4

Note:

- a. BB (Undeveloped): Children still need guidance and examples from teachers.
- b. MB (Starting to Develop): The child is being helped and is still being reminded by the teacher.
- c. BSH (Developing According to Expectations): Children do it independently and consistently without having to be given an example or reminded.
- d. BSB (Very Well Developing): Children do things independently and can help friends who do not meet the indicators.

HASIL

In the pre-cycle, Bhinneka Kindergarten students' ability to recognize syllables was not optimal, seen from the results obtained, there were 4 students with BSH criteria with a percentage of 33.33%, and there were 6 students with MB criteria with a percentage of 50% and 2 students with BB criteria with a percentage of 16.6%. It can be concluded that the results of students' ability to recognize syllables are still low.

Table 2 Pra Cycle Result

Criteria	Numbers	Percentage
BSB	0	0%
BSH	4	33,33%
MB	6	50%
BB	2	16,6%
Total	12	100%

In cycle 1, after taking action in learning to recognize syllables using the Maharaja method with the help of flash cards and the snakes and ladders game, students' learning outcomes experienced an increase in their ability to recognize syllables. This can be seen from the results of the BSB criteria, there are 4 students with a percentage of 33.33%, there are 3 students with BSH criteria with a percentage of 25% and 5 students with MB criteria with a percentage of 41.6%, and there are fewer students with BB criteria with a percentage of 0%. This means that in cycle 1 the results Student learning has improved.

Table 3 Cycle I Result

Criteria	Numbers	Percentage
BSB	4	33,33%
BSH	3	25%
MB	5	41,6 %
BB	0	0%
Total	12	100%

At this stage of the cycle, children's learning outcomes experience an increase in their ability to recognize syllables. This can be proven by the increase in the BSB criteria, namely 8 students with a percentage of 66.66%, there are 3 students with a BHS criteria of 25% and only 1 child with a percentage of MB criteria of 3.8%. The conclusion from the results of children's learning in recognizing syllables using the Maharaja method achieved a completeness score of 91.6%. 11 children out of a total of 12 children, and only 1 child did not complete it.

Table 3 Cycle II Result

Criteria	Numbers	Percentage
BSB	8	66,66 %
BSH	3	25%
MB	1	3,8 %
BB	0	0%
TOTAL	12	100%

DISCUSSION

This type of research is Classroom Action Research. With 2 cycles and each cycle there are 4 steps including planning, implementation, observation and reflection. Obtaining data on the observation sheet in each cycle will be

used by researchers to determine the results of students' ability to recognize syllables.

Children's ability to recognize literacy needs to be developed well. This is in line with (Kemendikbud, 2014) which has established indicators of mastery of initial literacy recognition, namely: "children are able to show the shape of letter symbols, children are able to make a picture from several strokes or writings that have become letters." or a word, children are able to write their own name using the letter symbol".

In the initial condition, the ability to recognize syllables of Bhinneka Kindergarten students had not developed well, only 33.33% of students knew syllables well. The reason is that students feel bored participating in activities to recognize syllables using monotonous and less interesting media so that the methods used are not effective in increasing students' understanding of recognizing syllables.

Efforts made to attract students to carry out syllable recognition activities are by using learning methods combined with games, namely the Maharaja method with the help of flash cards and the snakes and ladders game in accordance with the needs of young children learning while playing.

In playing, children are able to create scaffolding independently, both in self-control, use of language, memory, and collaboration with peers (Bodrova and Leong, in Johnson, et al., 1999). After the researcher conducted Classroom Action Research to improve the ability to recognize syllables using the Maharaja method with the help of flash cards and the snakes and ladders game, then in cycle 1, the new children's abilities reached 58% completeness with the details consisting of 4 students with Very Well Developed (BSB) criteria, 3 students with the Developing According to Expectations (BSH) criteria. There are 5 students who have the criteria for Starting to Develop (MB). So the completion results in cycle 1 were less than optimal.

The research continued in the second cycle, it can be seen that students' ability to recognize syllables reached completeness according to the indicators that have been set at 91.6% with details of 8 students with the criteria of Very Well Developing (BSB), 3 students with the criteria of Developing According to Expectations (BSH) and only 1 student not yet completed with the Starting to Develop (MB) criteria.

Based on the results of these data, the use of the Maharaja method can stimulate student enthusiasm and improve the ability to recognize syllables in Bhinneka Kindergarten students in Semarang.

CONCLUSION

The results of the research concluded that the initial condition of B Bhinneka Kindergarten students' ability to recognize syllables had not been implemented and in the pre-cycle the students' ability to recognize syllables had not developed well. Then the teacher took action using the Maharaja method with the help of flash cards and the snakes and ladders game to improve the abilities of Bhinneka Kindergarten students in Semarang. In cycle 1 there were 7 students who completed with a percentage of 58% and in cycle II there were 11 students who completed with a percentage of 91.6%. Of the 12 students, only 1 did not complete.

Through the research that has been carried out, the researcher would like to provide the following suggestions for teachers and teachers to develop the maharaja method in a more interesting way so that students' abilities can be achieved optimally. And for future researchers: Can be used as a reference and benefit for future researchers.

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