Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan
https://jurnal.stiq-amuntai.ac.id/index.php/al-qalam
P-ISSN: 1907-4174; E-ISSN: 2621-0681
DOI : 10.35931/aq.v20i2.6432

DEVELOPMENT OF FLASCARD MEDIA BASED ON THE CANVA APPLICATION FOR LETTER RECOGNITION FOR 5-6 YEAR OLDS IN SINUNUKAN DISTRICT, MANDAILING NATAL REGENCY

Suparni[1], Weni Yulastri[2], Siti Aisyah[3]
[1, 2, 3] Universitas Adzkia, Padang, Sumatera Barat, Indonesia
[1] eltang0202@gmail.com, [2] weniyulastri21@gmail.com, [3] siti_aisyah@adzkia.ac.id

Abstract
This research aims to develop a learning medium in the form of flashcards based on the Canva app to introduce letters to children aged 5-6 years. The background of this research is the low interest in learning letters in children and the limited availability of interactive and engaging learning media. The Canva app was chosen because of its ease of creating engaging visual designs, which is expected to increase children's motivation and active participation in the learning process. The research method used was Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The analysis phase was conducted to identify the needs of children and teachers. The design phase included developing a flashcard concept that suited the developmental characteristics of children. The development phase focused on creating flashcards using Canva. The implementation phase involved testing the media on children aged 5-6 years. The evaluation phase was conducted to measure the effectiveness and feasibility of the developed media. The research results show that this Canva-based flashcard media is highly feasible and effective for use. Trials demonstrated significant improvements in children's letter recognition skills. The practicality of the trial showed that teacher responses achieved a score of 92.5%, and children's responses achieved a score of 90.71%. This media is recommended as an alternative, innovative learning tool for improving basic literacy skills in early childhood.
Keywords: Flashcards, Canva, Letter Recognition

Abstrak
Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa flashcard berbasis aplikasi Canva untuk mengenalkan huruf pada anak usia 5-6 tahun. Latar belakang penelitian ini adalah rendahnya minat belajar anak terhadap pengenalan huruf dan keterbatasan media pembelajaran yang interaktif dan menarik. Aplikasi Canva dipilih karena kemudahannya dalam menciptakan desain visual yang menarik, sehingga diharapkan dapat meningkatkan motivasi dan partisipasi aktif anak dalam proses belajar. Metode penelitian yang digunakan adalah metode Research and Development (R&D) dengan pendekatan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Tahap analisis dilakukan untuk mengidentifikasi kebutuhan anak dan guru. Tahap desain meliputi perancangan konsep flashcard yang sesuai dengan karakteristik perkembangan anak. Tahap pengembangan berfokus pada pembuatan flashcard menggunakan Canva. Tahap implementasi adalah uji coba media pada kelompok anak usia 5-6 tahun. Tahap evaluasi dilakukan untuk mengukur efektivitas dan kelayakan media yang dikembangkan. Hasil penelitian menunjukkan bahwa media flashcard berbasis Canva ini sangat layak dan efektif untuk digunakan. Uji coba menunjukkan peningkatan signifikan dalam kemampuan pengenalan huruf pada anak. Uji coba praktikalitas ini dapat dinyatakan bahwa hasil respon guru memperoleh presentase nilai 92,5% dan respon anak memperoleh presentase nilai 90,71%. Media ini direkomendasikan sebagai salah satu alternatif media pembelajaran yang inovatif untuk meningkatkan kemampuan literasi dasar anak usia dini.
Kata Kunci: Flashcard, Canva, Pengenalan Huruf

INTRODUCTION

Language is a symbol where every aspect of development must be optimized in early childhood, one of which is the language aspect.[1]The primary foundation for language development is rich communication experiences. These rich experiences will support several other language factors, namely listening, speaking, reading, and writing.[2]Language plays a crucial role in the renewal and improvement of education. It is the primary form of expression of thoughts and knowledge when children interact with others. Language is essentially the organized expression of human thoughts and feelings, using a series of sounds to form a specific meaning. In this case, sound serves as a means of communication.[3]

The language aspect is important to develop because language is a means of communication for children to express their thoughts and feelings. The development of language skills in Early Childhood Education (PAUD) aims to enable children to communicate with their environment. The environment in question is the peer environment, as well as with the environment around their residence. In the regulation of the Minister of National Education No. 58 of 2009, the development of children's language at the age of 5-6 years is expressive language, receptive language, and literacy.

Literacy and writing skills begin to develop at a very early age, as a natural outgrowth of oral development. Reading and writing are ways of acquiring information and knowledge, generating and communicating thoughts and ideas, and solving problems.[4]Reading is an activity aimed at understanding a piece of reading, a writing that requires several skills. Singing is one strategy used to introduce letters to children and help develop their language skills so that they can read easily. The ability to recognize letters at first glance certainly seems easy, but the ability to recognize letters is very important and must be mastered by every child, this is because recognizing letters is the first step in reading skills. Someone who has reading skills can easily understand various information circulating out there. Reading skills are the main key for everyone to master various kinds of knowledge. This is what makes reading skills very important and must be developed from an early age. Reading skills in children are also something that must be

[1] Anna Wahyuni Arifin, *Peran Guru terhadap Aspek Perkembangan Bahasa Anak Usia Dini*, 1, no. 2 (2019): 37–45.

[2] Vivi Anggraini et al., "Stimulasi Perkembangan Bahasa Anak Usia Dini Melalui Lagu Kreasi Minangkabau Pada Anak Usia Dini," *Pedagogi : Jurnal Anak Usia Dini dan Pendidikan Anak Usia Dini* 5, no. 2 (2019): 73, https://doi.org/10.30651/pedagogi.v5i2.3377.

[3] Okarisma Mailani et al., *Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia*, 1, no. 2 (2022).

[4] Safira Nur Rahma et al., "Peran Membaca dalam Meningkatkan Kemampuan Berpikir Kritis di Kalangan Mahasiswa," *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya* 2, no. 1 (2024): 100–108, https://doi.org/10.47861/jdan.v2i1.750.

considered by teachers. One of the things that is crucial in children's reading skills is the ability of children to recognize vowels and consonants.[5]

Stimulation of letter recognition can stimulate children to recognize, understand, and use written symbols of language according to their developmental stage to communicate. Recognizing and understanding letters is not just memorizing a number of rows of ABCD alphabets. However, what needs to be instilled in children is that letters are symbols that represent each sound of language, if these symbols are arranged they will form words that have meaning. In the efficient language development of children based on the rules and ethics of early childhood language is very appropriate in developing all their potential if this ability is not accustomed and developed as early as possible so that the golden period of developing children's talents and abilities does not develop optimally, therefore early childhood educators who play a role as motivators and facilitators for the development of these abilities are expected to be able to improve the quality and quality of children's language development by using media.

Flashcard This was chosen as a solution to the problem because it is in accordance with Brunner's opinion that there are three main levels of learning modes, namely direct experience, pictorial/image experience, and abstract experience.[6]Based on this, it can be concluded that children find it easier to grasp learning in a concrete way rather than an abstract way, and Flashcard media is one example of concrete media.

Based on observations conducted on December 16, 2024 at the Atha Khafi Preschool in Suka Damai Village, Mandailing Natal, especially group B (ages 5-6 years), it was found that many children in group B were not yet able to recognize vowels and consonants. There are several contributing factors. Such as the lack of variety of media used by teachers to introduce vowels and consonants to children. Teachers only focus on providing LKA (Children's Worksheets) so that children are limited and complete their tasks according to the instructions given by the teacher. Providing LKA (Children's Worksheets) too often and also making LKA (Children's Worksheets) as the main learning media makes children less interested because it is rigid. During the alphabet introduction activity, the teacher writes the letters of the alphabet on the board, the teacher says them then the children follow by saying the letters again. When the teacher gives activities in front of the class, the children seem unenthusiastic about participating in the activity, there are still many children whose responses are not focused on the material given by the teacher, children seem to have difficulty in understanding and distinguishing the letters of the alphabet.

[5] Mallevi Agustin Ningrum and Maziyatul Hamidah, *Peningkatan Kemampuan Mengenal Huruf Vokal dan Konsonan Melalui Flashcard pada Anak Kelompok B*, 2023.

[6] Budi Rahman, "Peningkatan Keterampilan Membaca Permulaan melalui Media Flashcard pada Siswa Kelas I SDN Bajayau Tengah 2," *Jurnal Prima Edukasia* 2 (2014).

The results of an interview with a class B teacher aged 5-6 years (Lulu Pratiwi) conducted on December 16, 2024 at Paud Atha Khafi De$sa Suka Damai Mandailing Natal, said that the learning media used in the class was still relatively limited. There was no media used for alphabet recognition, so that children had difficulty understanding, distinguishing the letters of the alphabet, and children also lacked focus in letter recognition activities.

Based on the above problems, the researcher has an interest and tries to develop a Flashcard media based on the Canva application in the form of illustrated alphabet letter cards as an alternative solution to the problem by conducting research with the title "Development of Flashcard Media Based on the Canva Application for Letter Recognition for 5-6 Year Olds in Sinunukan District, Mandailing Natal Regency".

RESEARCH METHODS

The type of research used is development research, better known as Research and Development (R&D). According to Sugiyono, the research and development (R&D) method is a research method used to produce a specific product and test its effectiveness.[7]

The steps used as a reference in this research are the ADDIE development model, which is one of the development models of the Research and Development (R&D) method. The ADDIE model is an abbreviation of Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is an approach that emphasizes an analysis of how each component interacts with each other by coordinating according to the existing phases.[8]As explained in the following image:

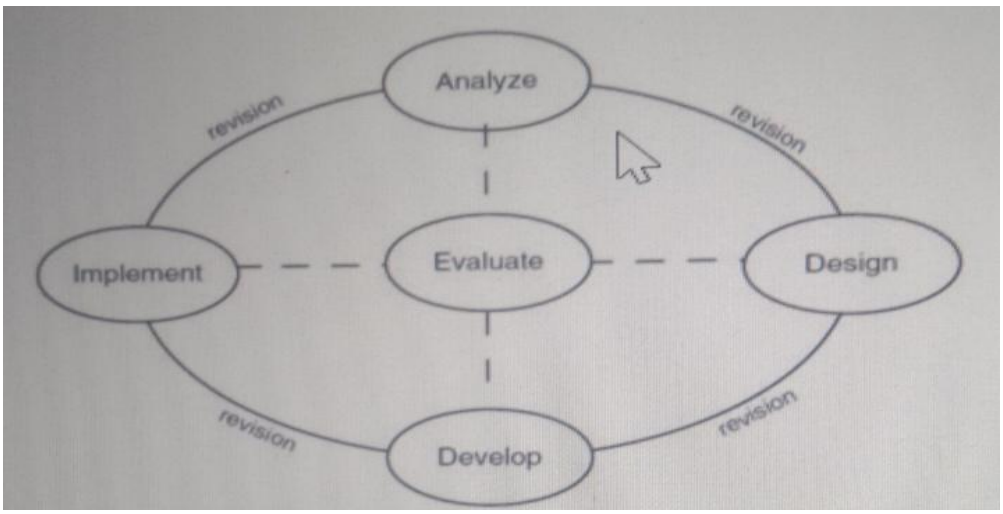


Figure 1. ADDIE Development Model

[7] Okpatrioka Okpatrioka, "Research And Development (R&D) Penelitian Yang Inovatif Dalam Pendidikan," *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya* 1, no. 1 (2023): 86–100, https://doi.org/10.47861/jdan.v1i1.154.

[8] Nyoman Sugihartini and Kadek Yudiana, "ADDIE sebagai Model Pengembangan Media Instruksional Edukatif (MIE) Mata Kuliah Kurikulum dan Pengajaran," *Jurnal Pendidikan Teknologi dan Kejuruan* 15, no. 2 (2018), https://doi.org/10.23887/jptk-undiksha.v15i2.14892.

The ADDIE development model was chosen for this study due to its systematic, flexible, and structured advantages. Each stage of the model provides clear guidance throughout the media development process, from analyzing children's needs to final evaluation. Furthermore, the ADDIE model includes a revision phase. The ADDIE model also supports the principle of formative evaluation, making it highly suitable for ensuring that the resulting learning media products are not only valid and practical, but also effective in achieving learning objectives.[9]Thus, the ADDIE model is considered appropriate for use in this study.

The trial subjects in this development research were class B children (aged 5-6 years) and class B1 (aged 5-6 years) of Atha Khafi Early Childhood Education, Sinunukan District, Mandailing Natal Regency.Data collection techniques in this research on the development of Three-Dimensional (3D) Diorama learning media include interviews, observations, and questionnaires.Data collection techniques are techniques or methods used to collect data. Data collection can use primary sources and secondary sources. Data collection techniques are the steps in research carried out to obtain data.[10]

DISCUSSION AND RESULTS

Flashcard Media Development Results

1. Initial Product Design

The media developed in this study is a printed product of Flashcard media for letter recognition for 5-6 year olds. This development stage is carried out by printing the results of the Flashcard media design using the type of paper and size that has been determined in the design stage. After that, the media is validated by a validator consisting of media experts, material experts, and language experts. In this study, the media expert is Dr. Andriantoni, M.Pd. The material expert and language expert to validate the developed Flashcard media are Mrs. Dr. Annisa Kharisma, M.Pd. The following is the appearance of the Flashcard media which can be seen in the image below.

[9] Tia Dwi Kurnia et al., *Model ADDIE untuk Pengembangan Bahan Ajar Berbasis Kemampuan Pemecahan Masalah Berbantuan 3D*, n.d.

[10] Mawaddah Warahmah and M. Syahran Jailani, *Pendekatan Dan Tahapan Penelitian Dalam Kajian Pendidikan Anak Usia Dini*, 1 (2023).

Figure 2. Flashcard Cover

Figure 3. Flashcard guidebook

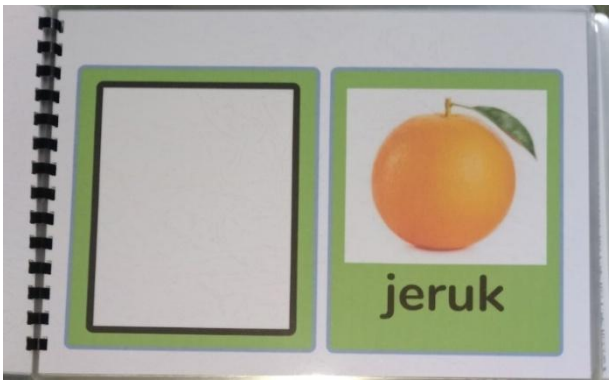
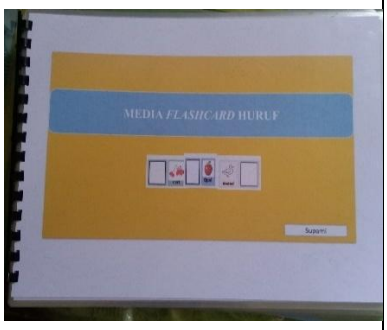
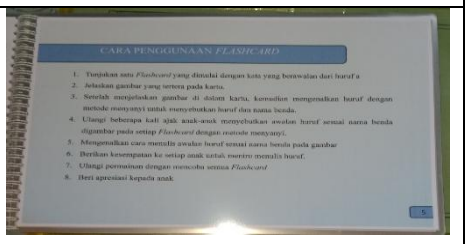
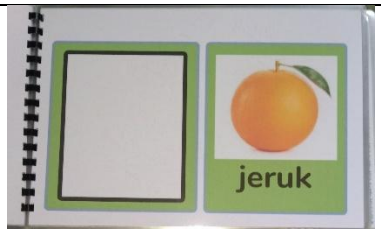
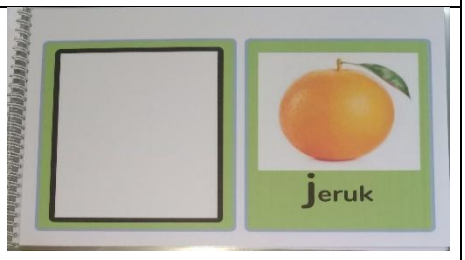


Figure 4. Flashcard display

2. Final Product Design

After validating the developed Flashcard media product to two validators, namely media experts and material experts. Then, revisions were made according to the suggestions and input submitted by the validators on the assessment questionnaire sheet. Based on the validation results, the product received revisions from media experts, language experts and material experts. Comments and suggestions from the media validator were that the guidebook should be combined with Flashcard, the designed media was valid, and could be used for research trials. Meanwhile, comments and suggestions from the material validator were that the guidebook should be combined with Flashcard, improve the material and adjust it to the learning objectives, the material must be appropriate to the child's cognitive abilities, the Flashcard cover should be improved by adding interesting pictures, the initial letter size of the word should be larger than the image name. The following is the appearance of the Flashcard after being revised based on suggestions and input from media experts, language experts and material experts as explained in the table below.

Table 5. Final Flashcard Media Design

Revision	Before validation	Se$udah validated and given suggestions by the validator
Flashcard Cover		
Guidebook		
The first letter of the word on the Flashcard		

Validation Results

Validation is an assessment stage to determine the feasibility and shortcomings of the product being developed.[11]Two aspects were validated: media and materials. Therefore, the validation stage involved three experts: a media expert, a language expert, and a materials expert as validators. The results of the validator tests are presented in the following data.

1. **Flashcard Media Validation Results**

   Media validation is carried out to determine the feasibility and shortcomings of the appearance of the product being developed.[12]At this stage, the validator provides suggestions and input for improvements to the shortcomings of the Flashcard media

[11] Marinu Waruwu, "Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 1220–30, https://doi.org/10.29303/jipp.v9i2.2141.

[12] Yohana Makaborang, "Pengembangan Media Pembelajaran 3 Dimensi sebagai Sumber Belajar IPA Biologi di Sekolah Dasar Kabupaten Sumba Timur," *Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah* 7, no. 3 (2023).

developed. In this study, the media expert who validated the Flashcard media for letter recognition at the age of 5-6 years was Dr. Andriantoni, M.Pd. The validation stage by the media expert was only carried out once on July 4, 2025, and obtained the results described in table 6 below.

Table 6. Flashcard Media Validation Questionnaire Results

No	Indicator	Rated aspect	Score				
			1	2	3	4	5
1.	Media development	1. Conformity to learning objectives					√
		2. Content quality					√
		3. Attractive design					√
		4. Ease of use					√
2.	Quality	1. Visual					√
		2. Visual display				√	
Total Score						4	25
Total Score			29				

The product validation stage by media experts is carried out once by analyzing the data obtained.[13]The percentage of validation data was calculated based on the score of each answer from the media expert. There were 6 statements in the questionnaire that had been given with 5 assessment scales, so the maximum score was 30 (6 statements × 5). Therefore, the results of the media expert validation were obtained with the following percentage calculation:

$$\text{Percentage Value} = \frac{\text{Total Respondent Scores}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{29}{30} \times 100\ \%$$

$$= 96.66\%$$

Based on table 6 and the calculation above, it can be seen that the total score of respondents is 29, so the percentage value obtained is 96.66% and is included in the very good category. Judging from the results of the assessment of the developed product, the

[13] Mega Astutik, *Pengembangan Media Pembelajaran Multimedia Interaktif Berbantuan Software Lectora Inspire untuk Meningkatkan Hasil Belajar pada Mata Pelajaran Teknik Listrik di SMK Negeri 2 Surabaya*, 05 (2016).

Flashcard media for letter recognition at the age of 5-6 years is suitable for use by improving the Flashcard learning media according to the suggestions of the validator.

2. Material Validation Results

Material validation is carried out to determine the suitability and deficiencies of the material content of the product being developed.[14]At this stage, the validator provides suggestions and input for improvements to the deficiencies of the Flashcard media developed. In this study, the material expert who validated the Flashcard media for letter recognition for children aged 5-6 years was Dr. Annisa Kharisma, M.Pd. The validation stage by the material expert was carried out twice. On July 3, 2025, the results obtained were described in Table 7 below.

Table 7. Results of the Material Validation Questionnaire

No	Aspect	Indicator	Score				
			1	2	3	4	5
1.	Material	1. Conceptual accuracy		√			
		2. The formulation of learning objectives is clear			√		
		3. Suitability of material with CP			√		
		4. The scope and completeness of the material is clear			√		
		5. Material truth			√		
2.	Contents	1. Depth of material					√
		2. Width of material					√
		3. Conformity to form					√
3.	Presentation	1. Quality of presentation			√		
		2. Ease of understanding				√	
		3. Conformity to format			√		
Total Score					18	4	15
Total Score 39							

The first stage of product validation by material experts is carried out by analyzing the data obtained.[15]The percentage of validation data was calculated based on the score of each answer from the subject matter experts. There were 11 statements in the questionnaire, each with a 5-point rating scale, resulting in a maximum score of 55 (11 statements × 5). The subject matter expert validation results were calculated as follows:

[14] Yosi Wulandari, *Kelayakan Aspek Materi dan Media dalam Pengembangan Buku Ajar Sastra Lama*, n.d.

[15] Nindy Feriyanti et al. Pengembangan e-Modul Matematika untuk Siswa SD, 2019.

$$\text{Percentage Value} = \frac{\text{Total Respondent Scores}}{\text{Maximum Score Total}} \times 100\%$$

$$= \frac{39}{55} \times 100\ \%$$

$$= 70.90\%$$

Based on table 7 and the calculation above, it can be seen that the total score of respondents is 39, so the percentage value obtained is 70.90% and is included in the fairly good category. Judging from the results of the product assessment developed, Flashcard media for letter recognition at the age of 5-6 years can be used after being revised by improving the Flashcard learning media according to the suggestions from the validator.

After the Flashcard media revision was carried out, the next stage was to validate the Flashcard media product with material experts to determine the validity and deficiencies of the material content of the product developed. At this stage, the validator provided suggestions and input for improvements to the deficiencies of the Flashcard media developed. In this study, the material expert who validated the Flashcard media for letter recognition at the age of 5-6 years was Mrs. Dr. Annisa Kharisma, M.Pd. The second validation stage by the material expert on July 4, 2025 obtained the results explained in the following table 8.

Table 8. Results of the Material Validation Questionnaire

No	Aspect	Indicator	Score				
			1	2	3	4	5
1.	Material	1. Conceptual accuracy					√
		2. The formulation of learning objectives is clear					√
		3. Suitability of material with CP					√
		4. The scope and completeness of the material is clear					√
		5. Material truth					√
2.	Contents	1. Depth of material					√
		2. Width of material					√
		3. Conformity to form					√
3.	Presentation	1. Quality of presentation				√	
		2. Ease of understanding					√
		3. Conformity to format				√	
Total Score						8	45
Total Score 53							

The product validation stage by material experts is carried out in the second stage by analyzing the data obtained.[16]The percentage of validation data was calculated based on the scores for each answer from the subject matter experts. The questionnaire consisted of 11 statements with 5 rating scales, resulting in a maximum score of 55 (11 statements × 5).

Based on Table 8 and the calculations above, it can be seen that the total score of respondents is 53, so the percentage value obtained is 96.36% and is included in the very good category. Judging from the results of the product assessment developed, Flashcard media for letter recognition at the age of 5-6 years is suitable for use.

3. Language expert validation

Language validation was conducted to determine the feasibility and shortcomings of the language used in the developed product. At this stage, the validator provided suggestions and input for improvements to the shortcomings of the Flashcard media developed. In this study, the linguist who validated the Flashcard media for letter recognition at ages 5-6 years was Dr. Annisa Kharisma, M.Pd. The validation stage by the linguist was carried out twice. On July 3, 2025, the results were obtained as described in Table 9 below.

Table 9. Results of the Language Validation Questionnaire

No	Aspect	Indicator	Score				
			1	2	3	4	5
1.	Language	1. The language used is simple				√	
		2. The language used is easy to understand				√	
		3. The language used can explain a concept according to the child's cognitive level.			√		
Total score					3	8	
Total score 11							

Based on table 9 and the calculation above, it can be seen that the total score of respondents is 11, so the percentage value obtained is 73.33% and is included in the good category. Judging from the results of the product assessment developed, Flashcard media for letter recognition at the age of 5-6 years can be used after being revised by improving the Flashcard learning media according to the suggestions from the validator.

[16] Delila Khoiriyah Mashuri, *Pengembangan Media Pembelajaran Video Animasi Materi Volume Bangun Ruang untuk SD Kelas V*, 08 (2020).

4. InterpretationValidation Test Results

Flashcard media validation was carried out through media validation tests, language validation, and material validation. Based on the validation tests carried out, it can be stated that the results of the Flashcard media validity obtained a percentage value of 96.66.42% and the results of the material validation obtained a percentage value of 83% while the language validation obtained a percentage value of 86%.

TestFlashcard Media Product Practicality

1. Teacher Response Questionnaire Results

Teacher responses were carried out by Mrs. Lulu Pratiwi and Mrs. Dewi Kasmawati as class B teachers of Atha Khafi Early Childhood Education, Sinunukan District, Mandailing Natal Regency on July 28, 2025. The following are the results of teacher responses to the Flashcard media developed for letter recognition in table 4.8 below.

Table 10. Teacher Response Results

No	Name	Score	Percentage value	Information
1.	Lulu Pratiwi	46	92%	Very good
2.	Goddess Kasmawati	47	93%	Very good
Total score		185		

Based on the calculations above, it can be seen that the results of the responses of class B teachers in the trial stage obtained a total respondent score of 185 with a percentage result of 92.5% which is included in the very good category.

2. Child Response Questionnaire Results

The trial stage was carried out directly and began with an introduction to the media being developed, an explanation of the material contained in the Flashcard, an alphabet recognition activity, and ended with filling out a child response questionnaire guided by the teacher.

3. Interpretation of Practicality Test Results

The practicality of the Flashcard media was tested through teacher and child responses. This included a pilot test conducted by the teacher. Based on the pilot test, the teacher's response rate was 92.5%, and the child's response rate was 90.71%.

TestEffectivenessFlashcard Media

Table 11. Results of Normality Test

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
PRETEST	.214	14	.081	.918	14	.205
POSTEST01	.159	14	.200*	.901	14	.115
POSTEST02	.274	14	.005	.882	14	.063
POSTEST03	.226	14	.050	.934	14	.352
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the analysis results: Pretest data shows a significance value of 0.081 (Kolmogorov-Smirnov) and 0.205 (Shapiro-Wilk). Both values are >0.05 so the data is normally distributed. Posttest 1 data shows a significance value of 0.200* (Kolmogorov-Smirnov) and 0.115 (Shapiro-Wilk), which is also >0.05 so the data is normally distributed. Posttest 2 data has a significance value of 0.005 (Kolmogorov-Smirnov) which is smaller than 0.05. However, in Shapiro-Wilk the value is 0.063 >0.05, so the data can still be considered normally distributed. Posttest 3 data shows a significance value of 0.050 (Kolmogorov-Smirnov) and 0.352 (Shapiro-Wilk), so the data is normally distributed. Thus, it can be concluded that all research data meets the assumption of normal distribution.

Table 12. Results of Homogeneity Test

Test of Homogeneity of Variances			
MARK			
Levene Statistics	df1	df2	Sig.
1,119	3	61	.348

The homogeneity test was conducted using Levene's Test. The analysis results showed a significance value of 0.348 (>0.05). This indicates that the pretest and posttest data come from populations with the same variance, or are homogeneous.

CONCLUSION

Based on the results of research and development conducted in this study, the following conclusions can be drawn; (1) Flashcard learning media for letter recognition at the age of 5-6 years was developed using the ADDIE model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. (2) The development of Flashcard media for letter recognition at the age of 5-6 years obtained an average validation result for Flashcard media showing a value of 88.55%, so this Flashcard media is declared very good and can be used. (3) The practical trial of the Flashcard media obtained an average score of 91.26%, so this

learning media was declared very good and could be used. (4) The Flashcard media used in this study was effective in improving children's learning outcomes.

SUGGESTION

Based on the results of research and development of Flashcard media for letter recognition at the age of 5-6 years that have been carried out, the following suggestions can be given. (1) For further researchers, the results of the development of Flashcard media to improve letter recognition at the age of 5-6 years will provide a reference for other researchers to make better ones. (2) For teachers, they can develop Flashcard learning media for other thematic materials.

BIBLIOGRAPHY

Anggraini, Vivi, Yulsyofriend Yulsyofriend, and Indra Yeni. "Stimulasi Perkembangan Bahasa Anak Usia Dini Melalui Lagu Kreasi Minangkabau Pada Anak Usia Dini." *Pedagogi : Jurnal Anak Usia Dini dan Pendidikan Anak Usia Dini* 5, no. 2 (2019): 73. https://doi.org/10.30651/pedagogi.v5i2.3377.

Anna Wahyuni Arifin. *Peran Guru terhadap Aspek Perkembangan Bahasa Anak Usia Dini*. 1, no. 2 (2019): 37–45.

Astutik, Mega. *Pengembangan Media Pembelajaran Multimedia Interaktif Berbantuan Software Lectora Inspire untuk Meningkatkan Hasil Belajar pada Mata Pelajaran Teknik Listrik di SMK Negeri 2 Surabaya*. 05 (2016).

Feriyanti, Nindy. *Pengembangan e-Modul Matematika untuk Siswa SD*. 2019.

Mailani, Okarisma, Irna Nuraeni, Sarah Agnia Syakila, and Jundi Lazuardi. *Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia*. 1, no. 2 (2022).

Mashuri, Delila Khoiriyah. *Pengembangan Media Pembelajaran Video Animasi Materi Volume Bangun Ruang untuk SD Kelas V*. 08 (2020).

Ningrum, Mallevi Agustin, and Maziyatul Hamidah. *Peningkatan Kemampuan Mengenal Huruf Vokal dan Konsonan Melalui Flashcard pada Anak Kelompok B*. 2023.

Okpatrioka Okpatrioka. "Research And Development (R&D) Penelitian Yang Inovatif Dalam Pendidikan." *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya* 1, no. 1 (2023): 86–100. https://doi.org/10.47861/jdan.v1i1.154.

Rahman, Budi. "Peningkatan Keterampilan Membaca Permulaan melalui Media Flashcard pada Siswa Kelas I SDN Bajayau Tengah 2." *Jurnal Prima Edukasia* 2 (2014).

Safira Nur Rahma, Fira Deyanti, and Mahmudah Fitriyah. "Peran Membaca dalam Meningkatkan Kemampuan Berpikir Kritis di Kalangan Mahasiswa." *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya* 2, no. 1 (2024): 100–108. https://doi.org/10.47861/jdan.v2i1.750.

Sugihartini, Nyoman, and Kadek Yudiana. "ADDIE sebagai Model Pengembangan Media Instruksional Edukatif (MIE) Mata Kuliah Kurikulum dan Pengajaran." *Jurnal Pendidikan Teknologi dan Kejuruan* 15, no. 2 (2018). https://doi.org/10.23887/jptk-undiksha.v15i2.14892.

Tia Dwi Kurnia, Cica Lati, and Habibah Fauziah. *Model ADDIE untuk Pengembangan Bahan Ajar Berbasis Kemampuan Pemecahan Masalah Berbantuan 3D*. n.d.

Warahmah, Mawaddah, and M. Syahran Jailani. *Pendekatan Dan Tahapan Penelitian Dalam Kajian Pendidikan Anak Usia Dini*. 1 (2023).

Waruwu, Marinu. "Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan." *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 1220–30. https://doi.org/10.29303/jipp.v9i2.2141.

Wulandari, Yosi. *Kelayakan Aspek Materi dan Media dalam Pengembangan Buku Ajar Sastra Lama*. n.d.

Yohana Makaborang. "Pengembangan Media Pembelajaran 3 Dimensi sebagai Sumber Belajar IPA Biologi di Sekolah Dasar Kabupaten Sumba Timur." *Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah* 7, no. 3 (2023).