EFFORTS IN 1ST GRADE OF MADRASAH IBTIDAIYAH NURUL IKHSAN PILANGSARI TO INCREASE THE ABILITY TO RECOGNIZE LETTERS THROUGH KARSUN (ARRANGEMENT-BASED CARTOON)

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ARTICLEINFO	ABSTRACT
	This research is based on the many types of student writing errors and the inability to distinguish letters in 1st grade at Madrasah Ibtidaiyah Nurul Ikhsan in Baleraja Village, Pilangsari Kasun. The purpose of this research was to improve children's ability to recognize letters of the alphabet by employing the use of media. This study is a Classroom Action Research (CAR) involving 13 students from Madrasah Ibtaaiyah Nurul Ikhsan, Class I. This study's instrument is an observation guide, and its technique is a descriptive quantitative approach. Using the KARSUN (arrangement-based cartoon) medium appears to improve the capacity to recognize alphabetic letters, as demonstrated by the study's findings. The results of the observation activity (pre-cycle) yielded a percentage of 7.7%, the results of the first cycle (pretest) yielded a percentage of 23.1%, and the results of the second cycle (posttest) yielded a larger percentage that met the criteria for developing as expected and exceedingly well, namely 53.8%. The ability of grade I (one) students of Madrasah Ibtaiyah Nurul Ikhsan to recognize the letters of the alphabet can thus be enhanced by employing KARSUN (arrangement-based cartoon) media.

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INTRODUCTION

Education Equivalent elementary school is the lowest level of formal education and has an impact on the character development of students (Zuryanty, Hamimah, Konedi, & Helsa, 2020). Elementary school education is also known as the golden age since, at this age, it has been shown to significantly influence a child's capacity to realize their potential (Nursalam & dkk, 2020). In the lower grades, the aspect of language knowledge greatly affects the development of children, especially in the first grade, at least the children are familiar with letters and symbols.

Based on Ministerial Regulation Number 137 of 2014 concerning National Standards for Early Childhood Education, the development of recognizing letters is part of the scope of children's language development, with the following levels of developmental achievement: (1) mentioning known letter symbols; (2) recognize the sounds of the initial letters from the names of objects around them and mention groups of pictures that have the same initial sound; (3) understand the relationship between letter sounds and letter shapes (Miranathacia, 2016).

The ability to recognize letters is the ability to recognize the character traits of letters from an article that are members of the alphabet and symbolize the sounds of language, this opinion was put forward by Carol Seefeldt and Barbara A. Wasik (2006). While Burnett in (Rasyid & kk, 2009) explain the introduction of important letters for early

childhood and it can be learned from the environment both Latin and non-Latin letters such as Arabic letters, Chinese, Korean and Japanese characters and other letters. Various letters that are known to children can develop the ability to select and sort various types of letters by being trained repeatedly.

Based on the author's observations and the results of interviews with class I (one) teachers at MI Nurul Ikhsan, it can be seen that the majority of children have not been able to understand the concept of letters. This is shown from the condition where the child does not recognize the letters of the alphabet and is unable to arrange letters to form simple words, such as the animal "Cow". From this observation, it can also be understood through Slamet Suyanto's opinion in his book which states that a child's ability to recognize letters cannot be said to be easy, because of the similarity of the shape of the letters in the alphabet which makes children experience mirror writing. So a reading game is needed to recognize letters.(Suyanto, 2005).

Therefore, the author uses the KARSUN (Arrangement-based Cartoon) media, where this media is a visual media for letter cards that are equipped with pictures and can be played with in the classroom in groups. Based on the opinion of the Goddess in (Rosalina & Nugrahani, 2019), stated that visual media is often used as a medium in training, attracting and helping children in learning languages, especially recognizing the letters of the alphabet from A to Z.

The use of KARSUN (Arrangement-based Cartoon) and its application with independent or group game methods to arrange each letter contained in the card and form simple words shown in the picture, and is expected to improve children's language skills in recognizing letters and help make it easier for teachers to introduce letters. in a more enjoyable and effective way.

METHOD

This research was conducted at Madrasah Ibtidaiyah Nurul Ikhsan which is located at Baleraja Village Blok Pilangsari Kasun 1. This study covers approximately one month, namely July 30 – August 25, 2022. This study uses the Class Action Research (CAR) method which was carried out with 2 cycle, where in the first cycle a pretest was carried out and in the second cycle a posttest was carried out. The research subjects were 13 students consisting of 3 boys and 10 girls in class I (one) Madrasah Ibtidaiyah Nurul Ikhsan. The data collection technique used is structured observation or collecting data directly from the field that has been systematically designed (Sugiyono, 2017). As well as documentation, namely the collection of significant amounts both in writing, photos or films taken during the activity (Anggito & Setiawan, 2018).

The data analysis technique used in this research is quantitative descriptive analysis. Suharsimi Arikunto stated that descriptive analysis is used to explain how the actions taken can lead to improvements and changes for the better (Arikunto, 2010). While quantitative according to Robert Donmoyer in (Lisa M. Given, 2008), it is related to the approaches to empirical studies to collect, analyze and display data in numerical rather than narrative form. So it can be concluded that the quantitative descriptive method is used to determine the percentage of recognizing the letters of the alphabet in grade I (one) students. The research framework in Figure 1 is as follows:

Figure 1. Research Framework
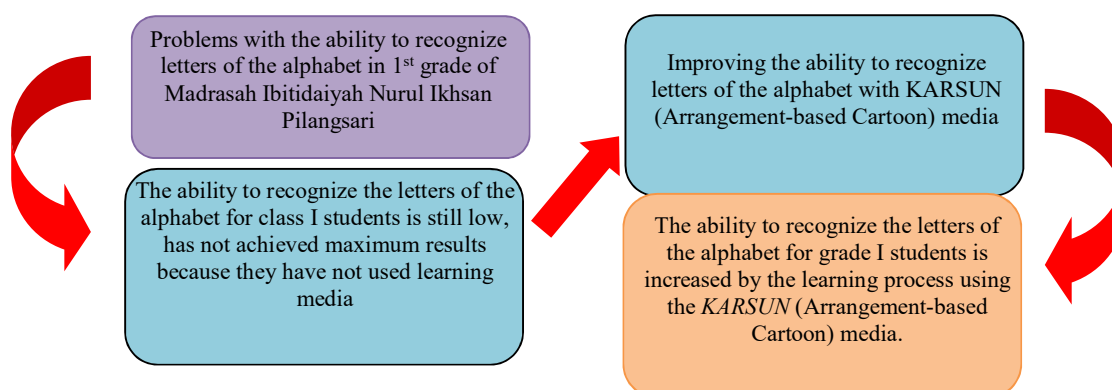
The assessment standards from the observation guidelines used by the author will use the assessment standards in Table 1, as follows:

Table 1. Observation Guidelines Assessment Reference

Score	Quality Value	Indicator
1	Undeveloped (BB)	If the achievement of the indicators set in the implementation must be guided or exemplified by the teacher.
2	Start Growing (MB)	If the achievement of the indicators set still has to be reminded or assisted by the teacher.
3	Developing as Expected (BSH)	If the achievement of the indicators that have been set has been able to do it independently and consistently without having to be reminded and exemplified by the teacher.
4	Very Well Developed (BSB)	If in the achievement of the indicators that have been set, they can do it independently and can help their friends who have not been able to achieve the indicators that have been set.

Source: Journal of Education *Raudhatul Athfal* (Firdaus, 2019)

The formula used to find the percentage in this study is as follows: (Purwanto, 2006)

$$NP = \frac{R}{SM} \times 100\%$$

Information:

NP   : The sought or expected percentage value

R   : Obtained raw score

SM   : The ideal maximum score of the test in question

100   : Fixed number

The research observation guide grid is a grid containing indicators which the authors then use to develop

observation guidelines to observe the development of alphabet recognition skills using the KARSUN (Arrangement-based Cartoon) media.

Table 2. Observation Guidance Grid

Variable	Indicator
Ability to recognize letters	• Saying the letters of the alphabet correctly • Shows letter symbols correctly • Arrange letters to form simple words correctly • Write letters correctly

RESULTS AND DISCUSSION

Grade I (one) students of Madrasah Ibtidaiyah Nurul Ikhsan had problems with not knowing the letters of the alphabet from A to Z, which made them difficult to arrange letters to make simple words. This can be seen in observation or pre-cycle activities, where these activities are carried out before the action is carried out or can be called pre-action. The results of observing students' ability to recognize letters of the alphabet by reading the book "Read 1" on the first sheet are presented in Table 3 below:

Table 3. Observation Results (Pre-cycle) Ability to Recognize Letters

Criteria	Number of children	Percentage
BB	10	76,9%
MB	2	15,4%
BSH	1	7,7%
BSB	0	0%
Total	**13**	**100%**

Based on the table above, it can be seen that the indicator of student success in recognizing letters is only 7.7%, it can be seen from the total number of 1 student who arrived at the criteria for developing as expected (BSH). However, the percentage results belong to the very poor category. This can be influenced by several factors. Based on the results of interviews with the homeroom teacher of 1st grade MI Nurul Ikhsan stated, one of the factors is that the majority of students do not take Early Childhood Education (PAUD) or Kindergarten (TK). However, there are other factors found by researchers, namely the limitations of media and monotonous learning methods.

From the pre-cycle activity, the researcher took the action in two cycles, where in the first cycle the researcher approached using the singing method, introducing the letters of the alphabet and giving assignments in the form of a question sheet that the researcher made as a pretest. Then in the second cycle the researcher gave action using the KARSUN (Arrangement-based Card) learning media and game-based learning methods. After that, the researcher gave a question sheet which was used as a posttest.

In the first cycle, the first step taken by the researcher was to improve the learning method. In this cycle, the researcher used the method of singing and giving assignments. At this stage students mention the letters of the alphabet by singing as an effort to improve recognizing letters and then students are given a sheet of paper in the form of a questionnaire that must be filled out by students. This questionnaire is a pretest to determine the extent of students' abilities before the implementation of the KARSUN (Arrangement-based Card) media. Based on observations on students' ability to recognize letters in the first test, the following results were obtained:

Table 4. Recapitulation of Cycle I (Pretest)

Criteria	Number of children	Percentage
BB	7	53,8%
MB	3	23,1%
BSH	2	15,4%
BSB	1	7,7%
Total	**13**	**100%**

Based on the percentage of ability to recognize letters as a result of observations during cycle one (pretest) it can be seen that the level of ability to recognize letters is 23.1%, it can be seen from the total number of 3 students who achieved developing as expected (BSH) and developing very well (BSB). However, this result is still relatively low from the target of 50%. Therefore, further action is needed to improve students' ability to recognize letters.

In cycle II, the researcher applied the KARSUN learning media (Arrangement-based Cartoon). This card contains both lowercase and capital letters as well as picture cards. The method used is Game Based Learning, where students play in groups with KARSUN media. Each student in the group will take turns taking one letter card and then arranging it to form words according to the picture shown. After the implementation with this KARSUN media, there was an increase in the ability to recognize letters. The results of the test recapitulation after learning with KARSUN media are as follows:
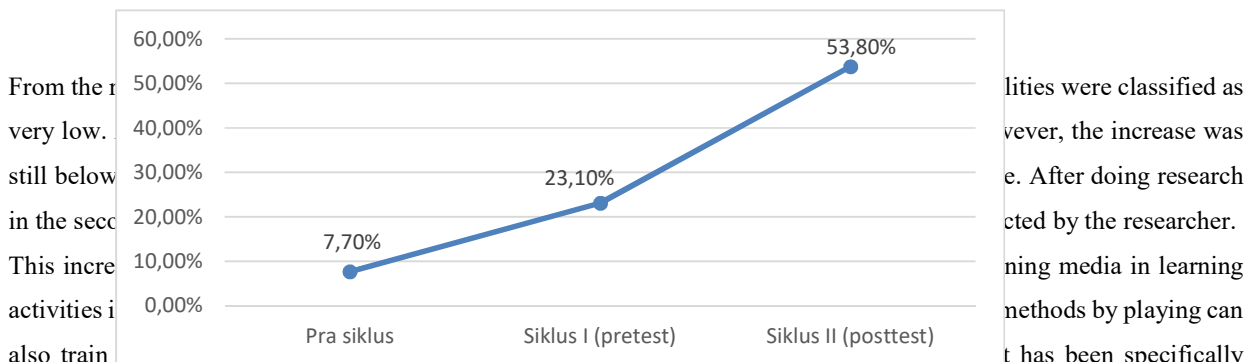
Table 5. Recapitulation of Cycle II (Posttest)

Criteria	Number of children	Percentage
BB	3	23,1%
MB	3	23,1%
BSH	5	38,4%
BSB	2	15,4%
Total	**13**	**100%**

Based on the percentages in Table 5, the ability to recognize letters during the second cycle (posttest) can be stated to have increased to the point of 53.8% seen from the total number of 7 students who achieved developing according to expectations and developing very well.

From the activities in the observation (pre-cycle), the first cycle (pretest) and the second cycle (posttest), it can

be seen more clearly the increase in the ability to recognize letters in grade I (one) Madrasah Ibtidaiyah Nurul Ikhsan as follows:

Graph 1. Average Results of Increased Ability to Recognize Letters

From the rlities were classified as very low. vever, the increase was still belowe. After doing research in the seccted by the researcher. This increning media in learning activities inethods by playing can also traint has been specifically designed for learning. The design of the game combines materials, concepts, understanding of an event, and the skills that a child must have in accordance with the expected competencies, this was conveyed by Apri, et al in his book (Sagita Krissandi, Widharyanto, & Dewi, 2018).

Piaget in (Amelia, 2019) stated that Characteristics of cognitive development of elementary school students in low grades are understanding of the quantitative side of the material, understanding of the addition of groups of objects that exist in the form of simple pictures and understanding of multiplication of groups of objects and limited to concrete objects. In addition, the teacher's role is very important in bringing learning in the classroom to be fun and effective through appropriate media, methods and learning models. The material will be more easily accepted by students when the media or method chosen by the teacher is in accordance with the material to be delivered (Joenaidy, 2018).

CONCLUSION

Elementary school education is the lowest education but can have an effect on the formation of students' character, one of the big points is in language education, especially in the lower classes. Language learning itself includes symbols and letter pronunciation. However, learning about letters is not an easy thing, especially for students who do not take Early Childhood Education (PAUD) or Kindergarten (TK). Therefore, researchers seek to increase the ability to recognize letters in class I (one) MI Nurul Iksan students through the KARSUN (Arrangement-based Cartoon) media.

Based on the reference assessment of the Undeveloped Observation (BB); Starting to Grow (MB); Developing according to expectations (BSH) and developing very well (BSB) on the ability to recognize letters at Madrasah Ibtidaiyah Nurul Ikhsan for grade 1 students, totaling 13 students, were produced as follows:

- In the pre-cycle results of students shown at 7.7% seen in 1 of 13 students who succeeded in the ability to Develop According to Expectations (BSH).
- In the results of the first cycle that the researchers used as a pretest, 23.1% showed that 3 out of 13 students managed to achieve the ability to develop according to expectations (BSH) and develop very well (BSB).
- In the last cycle, which is the second cycle, which the researchers used as the posttest, it showed 53.8%, 7 out of 13 students managed to achieve the ability to develop according to expectations (BSH) and develop very well (BSB).

Based on the results of the study, it can be seen that there was an increase towards the better, with the final result (posttest) up to 53.8% ability. Thus, KARSUN (Arragement-based Cartoon) learning media can be said to be effective and able to develop cooperative attitudes in working with groups, creative and motor intelligence.

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