



Changes in Reading Skills After Learning Using Puzzle in the Kindergarten

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ABSTRACT

The ability to read is an academic substance that is difficult for early childhood to learn. One of the effective ways that can be applied in the process of learning to read in early childhood is by combining learning with play such as using puzzle media. The purpose of this study was to determine changes in reading skills after being given learning using puzzle media in children at Kindergarten, Sooko Village, Mojokerto Regency. In this study, the research design used was pre-experimental with one group pretest-posttest design. The population in this study were all 45 children in Kindergarten, Sooko Village, Mojokerto Regency. The sample in this study were 40 people. The independent variable in this study is the puzzle media. The dependent variable in this study is reading ability. The instrument used in this study was an observation sheet. The data analysis technique used is the Wilcoxon signed rank test. The results of this study indicate that respondents who experienced changes in reading ability in the good category were 9 respondents (50%), the sufficient category was 4 respondents (22.2%), and the less category was 5 respondents (27.8%). The results of statistical tests using the Wilcoxon signed rank test statistic showed sig. 0.001 < (0.05) then H₀ is rejected and H₁ is accepted, which means that there is a change in reading ability after being given learning to use reading puzzle media in children aged at Kindergarten, Sooko Village, Mojokerto Regency.

Keywords: Media Puzzle; Reading; Early Childhood

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INTRODUCTION

Kindergarten-age children are a period where children experience a very rapid growth and development process, it can even be said to be a developmental leap. This age is often referred to as the golden age because this period is a very effective period for optimizing the various potentials of children's intelligence. At this golden age, children have an extraordinary desire to learn, including learning to read.¹ The ability to read is an academic substance that is difficult for children to learn. One of the effective ways that can be applied in the process of learning to read in kindergarten children is by combining learning with play. Good learning media is needed to achieve high quality learning. Learning media using *puzzles* is predicted to be applied to kindergarten children to improve children's reading skills, because learning with game media will make children happy, so children will be interested in learning including learning to read.² *Puzzle* is a tool of educational games that can stimulate the child's ability, which is played by disassembling the pieces of *the puzzle* by his partner to be a unity of the whole image.³ Based on interviews with 11 parents who have early childhood in TK Pertiwi, Sooko Village, Mojokerto Regency, said that their children can only recognize letters and symbols so they still need to learn to read because they have started elementary school.

Study *Program for International Student Assessment (OECD 2010)*.⁴ shows that in various countries including Indonesia girls have better reading skills than boys. This is because the language control center in the female brain is more *diffuse* (diffused) than the male brain, which is more concentrated (*focused*) in the left brain. Therefore, girls are more likely to be proficient in communication, including the ability to read. In Indonesia, the number of children aged (4-6 years) is 26,090,000 children (Indonesian Demographic and Health Survey, 2018). While in East Java, the number of early childhood children is 2,485,218. states that one of the factors that affect reading skills in kindergarten children is gender. In his latest research, girls have a higher reading ability than boys. Boys tend to be easily bored and discouraged when they have difficulty in reading, while girls who have difficulty in reading continue to try to read even with the help of the teacher.⁵ Based on the researcher's interview with several parents who have Pertiwi Kindergarten children in Sooko Village, Sooko District, Mojokerto Regency on February 16, 2021, they said that their children are currently not fluent in reading. According to their parents' observations, at school their children are only taught to read using children's worksheets which contain examples of letters and pictures.

Phonemic awareness (sound), development of knowledge of letters, and understanding of printed letters are three important abilities that children need to achieve in order for them to be ready to benefit from formal reading instructions. When children are read to and have the opportunity to interact with printed letters, they learn how print works before they actually learn to read. Children who cannot recognize and pronounce the letters on the alphabet list learn to read with less difficulty than children

who do not know the alphabet. When children learn the names of the letters, they also learn the sounds of the letters.⁶ Knowing the name of the letters gives comfort to the children to learn the sounds of the letters. Connecting between letters and letter sounds is referred to as sound symbol suitability. As children become more fluent with letter names, they become more interested in understanding the sounds the letters make. The suitability of the sound symbol is what helps children when invited to learn to read formally. Recognizing letters is part of the stage of learning to read. Children who are able to recognize letters will certainly be easier to be invited to learn to read. The effects on children who have difficulty reading course it is directly or indirectly may affect the development, especially on social-emotional aspects of the child.⁷

Efforts that can be made to improve reading skills in early childhood are by using *puzzle* media . *Puzzle* media is useful to help improve fine motor skills in children, help mental development, and creativity in early childhood. One effective way to improve reading skills in early childhood is to use *puzzle* media . *Puzzle* playing activities can train children to solve problems and train children to read because the shapes and images contained in the *puzzles* will make children happy.⁵ In addition, the support of parents is also very important because parents are the child's friends, are deeply trusted by the child, and a person who is always there for the children.

METHODS

The research design used was pre-experimental with a one group pretest-posttest design which revealed a causal relationship by involving one group of subjects. The subject group was observed before the intervention was carried out, then observed again after the intervention was given.⁸ The sample in this study was Kindergarten children in Sooko Village, Sooko District, Mojokerto Regency who met the research criteria as many as 40 people, Sampling technique: probability sampling with a sampling technique The sample uses simple random sampling. The independent variable in this study is the puzzle media, the dependent variable is reading ability.

Measurements made before the experiment (P1) are called pre-test. In this study, the pre-test aims to observe reading ability in early childhood before giving treatment (X). The treatment given is in the form of puzzle media. After learning to use puzzle media, the researcher observed the reading ability in the early childhood (P2) which was called the post-test.

RESULT AND DISCUSSION

Based on the research, the results obtained :

Distribution of Research Results Frequency Table

No.	Variable	Total	
		n	%
1	Gender		
	Boy	17	42.5
	Girl	23	57.5
	Total	40	100
2	Age		
	5	25	62.5
	6	15	37.5
	Total	40	100
3	Ability to read before intervention using puzzle media		
	Well	4	10
	Enough	26	65
	Not enough	10	25
	Total	40	100
4	Reading ability after intervention using puzzle media		
	Well	13	32.5
	Enough	22	55
	Not enough	5	12.5
	Total	40	100

Based on the table above, the children's reading ability before the intervention was in the poor category and after the intervention was in the good category as many as 2 respondents (20%). And the ability to read in children before the intervention was in the sufficient category and after the intervention was given in the good category as many as 7 respondents (26.9%). And the ability to read before the intervention was given a good category and after the intervention was in a good category as many as 4 respondents (100). The results of statistical tests using the Wilcoxon signed rank test statistic showed sig. 0.001 < (0.05)

Respondents' Reading Ability Before Intervention Using Media Puzzle

The results of research on the distribution of reading skills in children Early childhood in Pertiwi Kindergarten in Sooko Village before the intervention using puzzle media based on the table above were early childhood with good reading skills as many as 4 people (10%), reading skills in the sufficient category as many as 26 people (65%), and reading skills in the good category. less than 10 people (25%). From the table, it can be concluded that most of the respondents' reading ability before the intervention using puzzle media was sufficient for 26 respondents (65%).

Reading ability is the ability and skill and readiness of a person to understand the ideas and symbols or sounds of language in a reading text that is adapted to the intent and purpose of the reader to get the desired message or information.⁹ states that one of the factors that influence reading ability in early childhood is gender. However, on average girls are better students and they are significantly better at reading than boys because girls have higher reading skills than boys.⁵

The reading ability of the Pertiwi Kindergarten in Sooko Village before the intervention using puzzle media was mostly in the moderate category due to gender factors. In this study, most of the respondents were female. There are 23 girls who have a higher reading ability than boys. This is due to the language control center in the female brain is more diffuse (diffuse) than the male brain which is more focused (focused) on the left brain. Therefore, girls are more proficient in communication, including in reading ability.¹⁰

Respondents' Reading Ability After Intervention Using Media Puzzle

The results of the study regarding the distribution of reading abilities in Pertiwi Kindergarten children in Sooko Village after intervention using puzzle media based on the table above were kindergarten children with good reading skills as many as 13 people (32.5%), reading skills in sufficient category as many as 22 people (55%), and the ability to read in the poor category was 5 people (12.5%). From the table, it can be concluded that most of the respondents' reading ability after the intervention using puzzle media was sufficient for 22 respondents (55%).

Puzzle media is an educational game tool that can stimulate children's abilities, which is played by disassembling pairs of puzzle pieces based on their partners to form a unified whole. Puzzle media is said to be an educational game because it is not only for playing but also for sharpening the brain and training between mind and hand speed.¹¹ Puzzle playing activities can train children to solve problems and train children to read because the shapes and images contained in the puzzles will make children happy, Media puzzles with varied pictures and unique shapes serve to activate schemata. early childhood at the pre-reading stage.⁵

Analysis of Changes in Reading Ability After Learning Using Puzzle Media in Early Childhood

Based on the table above It was found that the respondents who experienced changes in reading ability before being given the intervention were in the less category and after being given the intervention with the good category as many as 2 respondents (20%) due to the frequency of practice using puzzle media as much as 6 cycles. And the results of changes in reading ability before being given an intervention with a less category and after being given an intervention with a less category were 5 respondents (12,5) because respondents did not pay attention when given the intervention. The results of statistical tests using the Wilcoxon signed rank test statistic showed sig. $0.001 < \alpha (0.05)$, then H_0 is rejected and H_1 accepted, which means that there are changes Awarded Post Literacy Learning Using Media *Puzzle* In Kindergarten Pertiwi Sooko Sooko In the village of Mojokerto.

The results of this study are in line with researchers conducted anindika F.F.P(2016)¹² at Muslimat Kindergarten Banjarejo Pakis Malang with a p value of 0.000 which means that there is a positive and significant influence between letter puzzle media on reading skills in early childhood. Puzzle media is useful to help improve fine motor skills in children, help mental development, and creativity in early childhood. From these benefits, it can create a more fun learning environment for children and stimulate children to interact with letters and words by playing.⁷

According to the researcher, learning media using puzzle media can create a fun and memorable learning atmosphere for early childhood. Through puzzle media, children will use the functions of their five senses such as hearing, seeing, feeling, and touching objects. In addition, reading using puzzle media will improve children's memory of the letters they compose, because children choose and find their own pieces of letters that are assembled into a vocabulary. This can help make it easier for children to learn to read and increase interest in learning to read, so as to improve reading skills in early childhood.¹¹

CONCLUSION

There is an influence of online learning through google classroom on the interests and learning outcomes of students in semester 4 of STIKes Midwifery Program Dian Husada Mojokerto. Online learning through google classroom can be used by lecturers to overcome student problems in online learning in the village, especially in increasing interest and learning outcomes of maternal & neonatal gadar courses.

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