The Effectiveness of Picture Word Inductive Learning Model in Improving Literacy Ability in Early Childhood

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ABSTRACT

Learning literacy for early childhood is very important. It aims to improve reading and understand a word and even a text from an early age. Therefore, various learning models are significant to support students' literacy skills at an early age. To discover the need for an appropriate learning model to improve literacy skills in early childhood, it is necessary to explore and try out an appropriate learning model, in this case, the pictorial word inductive learning. Besides being an effort to find out the prototype of the learning model, it is also to find out the effectiveness of the Inductive Word Picture learning model to improve literacy skills in early childhood. This research is the development of learning creativity. The Inductive Word Picture learning model is a learning model that can be measured its validity and effectiveness. Therefore, this study uses a qualitative descriptive method, the method used for in-depth research on an applied learning model. From the learning process, the learning outcomes can be derived in depth through the variable data obtained in the sample of the research object. So, the hypothesis in this study is the effectiveness of the pictorial word learning model (ILM) in improving literacy skills in early childhood, concerning the research methodology used. To find out, it is necessary to do research in detail by the research methodology that will be used so that the hypothesis in this study is answered and can answer the prototype of the learning model in improving the literacy skills of students at an early age.

Keywords: Effectiveness, Picture Word Inductive Learning, Early Childhood

1. INTRODUCTION

The low interest in reading based on UNESCO data for the Indonesian people who like to read is 0.001%, or in other words, out of 1000 Indonesians, only one person likes to read. It is the responsibility of all educators in the current era of globalization, where rapid progress in informatics and human resources is needed to answer the challenges of the 21st century. Human resources are needed who have skills in life and career, skills in learning that include 4 C's: Critical thinking, Communication, Collaboration, Creativity, and skills in mastering technology, information, and media. In other words, 21st-century skills are needed to solve complex problems, collaborate and communicate well with others, acquire new skills and information independently, and quickly adapt to changing conditions to compete in the global economy [1] To support all of this, it is necessary to prepare good language skills from an early age because language will be a communication tool to convey one's thoughts, feelings, and desires to others. In addition, language is also used to seek information and convey information.

Mastery of language is an outstanding achievement experienced by children. [2], at the age of children who are already in a pre-school program, language skills in early childhood have a significant impact on their progress in the future. Language has a use, namely, being a communication tool to convey one's thoughts, feelings, and desires to others. In addition, language is also used to seek information and convey information. If a child is unable and unskilled in language, then he will not be skilled in communicating, conveying the results of his thoughts, feelings, and desires. Early childhood language skills can be seen from understanding language, expressing language, and literacy. Indicators of achievement of children's development, especially in language skills in literacy aspects for kindergarten age, especially 5-6 years, include mentioning letter symbols, recognizing letter sounds, understanding letter sounds and shapes, reading own name, writing own name, and being able to understand the meaning of words. in the story. By looking at the indicators of achievement of the developmental aspects of literacy, especially in children aged 5-6 years in terms of language, not all children will easily do these things if their abilities have not developed and do not receive proper stimulation according to the

characteristics and needs of their level of development his age.

The importance of implementing early childhood education is based on Law Number 20 of 2003 concerning the National Education System, that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through the provision of educational stimulation through education to help physical and spiritual growth and development so that children have the readiness to enter further education. [3] states that the more skilled a person is in language, the brighter and clearer his mind. Children who have mastered language skills from an early age will cause children to become learners throughout their lives [4]. Stimulation to develop language skills should start early because children are always in the process of speaking [5].

The early years of a child's life, or what is often known as an early age, is the most appropriate period in laying the foundations for developing children's abilities. This is because this period is a golden age or what is often referred to as the golden age, a period of development and growth that is very decisive for children in their future. The characteristic possessed by early childhood is excellent curiosity. This makes him always have the desire to develop his potential to learn. Children have creativity that must be developed, so they need appropriate and varied learning stimuli. Children seek meaning from words and language through interactions with adults and their peers. Children try to process what they feel and reach out to language as a source of meaning [6].

2. LITERATURE REVIEW

The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 is stated more fundamentally regarding the direction of development that must be achieved in early childhood. Namely, children must achieve six aspects when they are at the level of non-formal or pre-school education, and these six aspects are religious values. And moral, physical-motor, cognitive, language, social-emotional, and artistic.

Children will have difficulty generally reading because there are several factors, including lack of opportunity to practice with letters, lack of opportunity to develop reading comprehension strategies, often practice reading beyond their abilities, and having negative experiences with reading or being forced/forced to read outside their interests such as how to read. Learn to read and recognize letters conventionally. For this reason, the early childhood education curriculum is vital in literacy mastery. Early literacy is a term used to describe a child's ability to use letters or read and write that was mastered before the child learned how to read and write.

According to [7], "Reading is a process to understand the meaning of an article. The process experienced in reading is in the form of restatement and interpretation of activity, starting from recognizing letters, words, expressions, phrases, sentences, and discourses and connecting them with their sounds and meanings. So, it can be concluded that reading activities are related to (1) letter or script recognition, (2) the sound of letters or a series of letters, (3) meaning or intent, and (4) understanding of meaning or intent based on the context of discourse. Before the reading stage, it is necessary to have mastery of the ability to recognize early literacy in early childhood. Early literacy is a sign that children are ready to read and write; even from the age of one or two years, they are already in the process of becoming literate.

The early childhood period is a sensitive period for all child development, so in literacy development activities, it is expected that the teacher's role will be more stimulating, guiding, and nurturing by providing meaningful, safe, comfortable, and enjoyable play according to the child's developmental stage, so that children can grow more a lot of vocabulary mastery. Children can tell stories, not only the teacher who tells stories. Children can also reread creative, imaginative books, explore the richness of language, and enjoy a literate environment.

According to Glen in [8], in his research on language development, literacy is more effectively given at an early age in the age range of 4 to 6 years, when children require readiness for school to the next stage. Literacy skills in children are essential because of the early stages in children's language, and language is a means for children to communicate with the environment and the people around them. With language, children learn to translate their experiences into symbols that can be used as a means for them to communicate and think [9].

According to [7], "Reading is a process to understand the meaning of an article. The process experienced in reading is in the form of restatement and interpretation of activity, starting from recognizing letters, words, expressions, phrases, sentences, and discourses and connecting them with their sounds and meanings. So it can be concluded that reading activities are related to literacy activities which are an integrated unit of activity that includes several activities such as; 1) mention the familiar letter symbols; 2) recognizing the sound of the initial letters of the names of objects around them; 3) mentioning groups of pictures that have the same initial sound/letter; 4) understand the relationship between the sound and form of letters; 5) read your name; 6) write down your name, and; 7) understand the meaning of the words in the story.

Stimulating literacy skills for early childhood requires a variety of supportive activities according to the character and needs of children according to their age. If it is associated with Piaget's [10] suggests that early childhood aged 2-7 years are still in the pre-operational stage. At this stage, the child learns something about his

environment through symbols or pictures. At this stage, the child has not learned abstract things that need pictures to bridge. This phenomenon is the basis for the need for an appropriate learning model to meet the needs of early childhood by the stages, but rather to language skills in early childhood, which include the development of understanding language, expressing language, and literacy. For children's achievement to develop according to expectations and develop very well in language development, a crucial ability to be mastered by early childhood is especially mature literacy skills. Children are ready to learn to the next stage, namely the reading and writing stage.

The Picture Word Inductive Learning Model (ILM) is a learning model for processing information to improve reading and writing skills early. This model was developed to learn words, sentences, and paragraphs from an image [11]. The Picture Word Inductive Learning Model (ILM) was designed from research on how students can learn from an image that can be interpreted specifically for each part to be assembled into the form of students' thoughts and interpretations more generally. In carrying out the Picture Word Inductive Learning model, it is required for teachers to prepare designs and learning media properly by the stages of development and characteristics of Early Childhood. However, the author focuses more on developing literacy as preparation for early reading and writing skills in this study. This is by the research subjects who are early childhood children who are still at the Kindergarten (TK) level.

The Picture Word Inductive Learning Model (ILM) to improve early childhood literacy skills requires treatment supported by appropriate learning tools. Applying the picture word inductive learning model to improve early childhood literacy skills is consistently implemented pleasantly. In other words, through the inductive learning model, children feel they are playing while learning or learning while playing.

In line with that [12] suggests that children learn early literacy or language naturally. In other words, the literacy period of children starts from their birth to the age of six, wherein this period children acquire reading knowledge not through teaching, but through daily behavior and habits, as well as by observing and participating in activities related to reading literacy. This is in his opinion [13] who stated that throughout the early years of a child's life, much knowledge is present in the form of symbolic images through the form of games. He further stated that many children's initial knowledge is obtained through playing activities. [14], Piaget suggests playing is one of the right strategies for children to understand their environment and world. Through fun learning, children can individually receive and absorb the information conveyed in the learning process. Learning that is by the child's needs makes the child not feel overwhelmed, and he feels he is playing.

Active educators will bring a child's external environment that is rich in language into the mind and make the child's mind more open to the language used, according to [15], who argues that one of the locations of children's success in learning is by positioning children in situations and environments. Conducive environment and the availability of models and media suitable for children's needs. Thus, children quickly absorb information to increase early childhood literacy skills will be packaged as something fun for children. To achieve the maximum level of literacy ability, an appropriate model is needed, namely the Picture Word Inductive Learning (ILM) model, to improve early childhood literacy skills.

The learning tools developed in this study include lesson plans, teacher books, student books, instructions for using learning models and image-based media. The learning device supports the learning process so that learning can run smoothly, effectively, and efficiently.

3. METHOD

The research methodology used in this research is the descriptive qualitative method. So that an in-depth study of the use of the pictorial word inductive learning model to improve early childhood literacy skills can be carried out by describing the following points:

3.1. Family Planning Learning Model and Its Validity

According to Bruce, Marsha, and Emily [16], the pictorial word inductive model is one of the learning models that deals with efforts to develop vocabulary and how to transfer these words into long-term memory. The picture-word inductive model takes a direct approach to vocabulary development. Children are asked to read by spelling on the vocabulary in the picture; then, the child writes it down. This model will train children to read and develop vocabulary; this model uses pictures as a stimulus for language experience, so activities in the classroom need to be developed to be applied in language arts, especially to train novice readers in reading and to write fluently. Good. From the explanation above, it can be concluded that the pictorial word inductive model takes a direct approach to students. This model will train children to read and develop vocabulary. This model uses images as a stimulus, using images that are displayed in the form of animations through laptop viewing. How students can read and write (especially in terms of their language development, their teaching and learning process in reading and writing).

3.2. ILM Learning to Improve Literacy Ability of Early Childhood Students

Early childhood literacy skills (AUD) are based on children's adaptation to various induction creativity in learning. The learning creativity in question is learning with the picture word inductive learning model. Picture word inductive learning has advantages that support literacy abilities. The advantage is that children can

analyze letters that are then assembled into words and describe them through what they see. The results of this study are in line with research conducted by [17] about increasing children's social-emotional development through montage games, which shows that montage games can improve children's social-emotional development.

4. RESULTS AND DISCUSSION

Based on the results of data analysis on childhood literacy skills literacy ability, it has been proven that there is an effect of implementing the pictorial word inductive learning model on literacy skills in early childhood. The picture-word inductive learning model is an alternative learning model that can be used to facilitate children's understanding in developing their literacy skills. The picture-word inductive learning model is one of the models developed to introduce early literacy skills to early childhood. The National Institutes of Children and Human Development [18] explains that early literacy is the ability to read and write before children can read and write.

Through the use of the pictorial word inductive model, children are more motivated to learn because pictures can attract children's attention. This model can also develop several skills, namely vocabulary skills (vocabulary skills), print motivation skills (interested in symbols/printed writing), print awareness skills (skills to recognize and awareness of writing), narrative skills (ability to tell stories), letter knowledge skills (skills to recognize letters), and phonological awareness skills (phonological awareness). The results of this study are in line with previous research conducted by [19]. regarding the development of a picture-word inductive learning model for the introduction of childhood literacy skills, which showed that a valid pictorial word inductive learning model was used to introduce childhood literacy skills, an influential/effective picture word inductive learning model to improve childhood literacy skills.

The Picture Word Inductive Learning Model (ILM) to improve early childhood literacy skills requires treatment supported by appropriate learning tools. Applying the picture word inductive learning model to improve literacy skills in early childhood is consistently implemented with a pleasant nuance. In other words, through the inductive learning model, children feel they are playing while learning or learning while playing. This is in his opinion [13] who stated that throughout the early years of a child's life, much knowledge is present in the form of symbolic images through the form of games. He further stated that many children's initial knowledge is obtained through playing activities. In [14], Piaget suggests playing is one of the right strategies for children to understand their environment and world.

The inductive learning model becomes very effective when the research object is really under maximum

assistance. An illustration of the use of the inductive learning model in improving the literacy skills of early childhood students is as shown in the following chart:
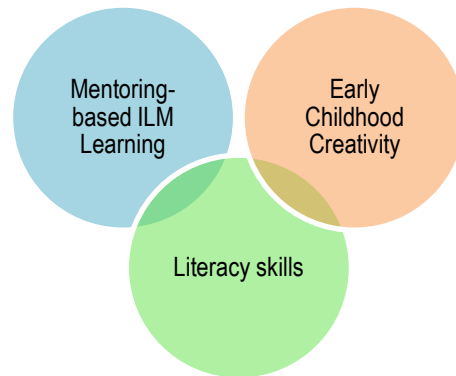

Figure 1. ILM Learning Circle Overview

In the context of the results of the inductive learning model for improving early childhood literacy skills as follows:
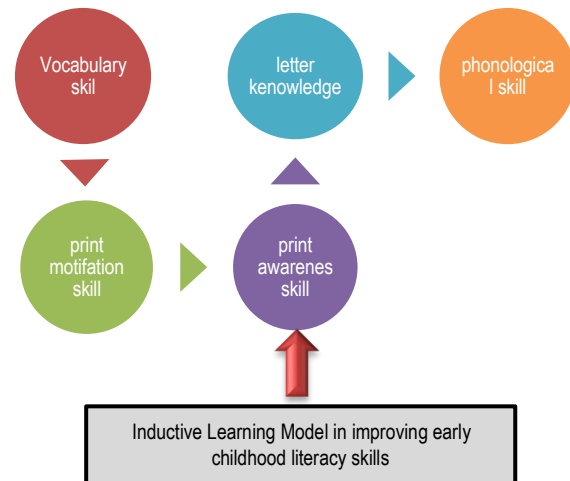

Figure 2. Inductive Learning Process

In the context of learning dominance, according to [17], the Induction Learning Model can improve children's social and emotional abilities and development, which means that a variety of induction approaches can strongly influence the development and abilities of early childhood students.

In other words, inductive learning to improve literacy skills of early childhood students can produce literacy skills in the context of vocabulary skills (vocabulary skills), print motivation skills (interested in symbols/printed writing), print awareness skills (skills to recognize and be aware of writing), narrative skills (the ability to tell stories), letter knowledge skills (skills to recognize letters), and phonological awareness skills (phonological awareness).

The following is a comparison of data related to the development of early childhood in understanding literacy using picture word inductive learning, which is presented

in the form of a percentage from the explanation of the discussion above:

Table 1. Comparison of Learning Outcomes with the use of Picture Word Inductive Learning in Early Childhood

No.	Rating Indicator	Total achievements of pre-implementation of ILM	Total achievements after the implementation of ILM-1	Number of Post-ILM-2 Achievements
1	Can say words by sounding the names of the letters in the word	13%	43.5%	78.24%
2	Able to say the letters a - z coherently	30.44%	78.2%	86.9%
3	Able to connect pictures with words	17.4%	73.9%	86.97%
4	Able to show the requested letter	22.82%	61.9%	82.6%
	Average Success of Each Cycle	**22.82%**	**61.9%**	**82.6%**

From the table above, a general description of the achievement of early reading skills through the Picture Word Inductive Learning Model for early childhood is obtained, in this case, it is carried out at B2 early childhood education programs, then, the assessment indicator 1, namely "can say words by sounding the names of the letters in the word "achievement increased from 13% in the pre-cycle to 43.50% in the first cycle and increased again to 78.24% in the second cycle. Assessment indicator 2, namely "able to mention the letters a - z coherently," increased from 30.44% in the pre-cycle to 78.20% in the first cycle and increased again to 86.90% in the second cycle. In the assessment, indicator 3, namely "able to connect pictures with words," increased from 17.40% in the pre-cycle to 73.90% in the first cycle and 86.97% in the second cycle. Assessment indicator 4, "able to show the requested letter," increased from 22.82% in the pre-cycle to 61.90% in the first cycle, then increased again to 82.60% in the second cycle. After the four indicators were added up, the average yield also increased from 22.82% in the pre-cycle to 61.90% in the first cycle, then increased again to 82.60% in the second cycle.

4. CONCLUSION

From the results and discussion in this study, it can be found that the pictorial word induction learning model influences increasing students' literacy skills at an early age. However, there are some essential inputs so that this learning model can be a solution to improve children's literacy skills at an early age. For early childhood education institutions, the picture-word induction learning model is exciting for early childhood. So, it is necessary to be a model and efforts to develop learning models in early childhood education.

Previous research and data from this study's results indicate an increasing percentage of completeness in the practice of the picture-word Inductive learning model. In addition, the results of previous studies are strengthened by in-depth theoretical studies.

Therefore, the suggestion in this study is that teachers should use interesting and varied media to develop the reading skills of early childhood children. In addition to the teacher playing an active role, the teacher should also give early childhood children a stimulus to practice reading well. The literacy ability of early childhood is influenced by the teacher's processes and strategies in learning.

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