



Efforts to Improve Learning Outcomes of Alphabet Recognition Material through the Singing Method with Letter Cards in RA Group A RA Yanusa

Wiji Hariyanti ✉, RA Yanusa, Indonesia

Wike Dwi Palupi, RA Jumog, Indonesia

Wijiati, RA Al-Barokah, Indonesia

Wike Norvila Astutik, RA Insan Mulia, Indonesia

Wiji Astutik, RA Muslimat NU 11, Indonesia

✉ kafi.bilqis@gmail.com

Abstract: This study is entitled: "Efforts to Improve Learning Outcomes of Alphabet Recognition Material Through the singing method with letter cards for group A RA YANUSA". The purpose of this study is to Improve Learning Outcomes of Alphabet Recognition Material Through the singing method for group A RA YANUSA. The method used in this study is Action Research which consists of 2 cycles, and each cycle consists of: Planning, Implementation, Observation, and reflection. Based on the results of the action research, learning through the singing method can Improve Learning Outcomes of Alphabet Recognition Material for students in group A RA YANUSA. Furthermore, the researcher recommends: 1) For teachers who have the same difficulties, they can apply learning using the singing method to improve learning outcomes; 2) In order to get maximum results, teachers are expected to invite children to sing more often happily so that they can make it easier for children to remember the alphabet.

Keywords: Learning Outcomes, Getting to Know the Alphabet, Learning Through the Singing Method with Letter Cards.

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INTRODUCTION

In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system also states as follows: National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who have faith and piety to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and to be a democratic and responsible citizen. In addition, education is also the most effective and efficient means of increasing human resources to achieve an expected dynamic. Based on the results of daily tests conducted at RA YANUSA group A, South Jakarta, information was obtained that the learning outcomes of students' Alphabet Recognition Material were low below the minimum completeness standard, which was below 60.

The factors that cause the situation as above include the cognitive ability of students in understanding the concepts of Group A Ra Education is still low, the learning that takes

place tends to be monotonous and boring, students are not motivated to learn the alphabet only as a memorization.

By learning by rote, the concepts that have been accepted are easily forgotten. This is a challenge that must be faced and solved by a teacher. Teachers are required to be more creative in preparing for the learning that will be carried out. It is developed, for example in the selection of learning models that will be used in learning as a form of learning strategy. Teachers' readiness in learning management will have a positive impact on students, including student learning outcomes will be better and in accordance with the indicators to be achieved. One of the learning models that can be applied in learning Alphabet Recognition Material is learning the singing method with letter cards because students can be actively involved because they have their respective roles and responsibilities, so that student activity during the learning process increases, and students also feel happy and happy in learning.

Learning using the singing method is a teaching method by distributing question sheets and answer sheets accompanied by available alternative answers. Students are expected to be able to find answers and solutions to existing problems. Memorization is an effort to put information into memory (memory). Memorizing means giving our brain a signal that there is something to remember or mark. Memorization is usually applied in schools, one of which is at the RA level, because the growth period of children is in the golden age stage where children's thinking power is stronger and very quick to grasp it.

It is not easy for children to store their memorization memory for quite a long time, on average children are only able to store their memorization for about 1-3 days. To increase resilience in storing memorization and so that the memorization is not monotonous and does not make children bored quickly, it is necessary to have a strategy, one of which is the singing method strategy. Based on the description above, as a researcher, it is important to conduct research on the above problems. Therefore, efforts to improve the learning outcomes of students' Alphabet Recognition Materials were carried out by Classroom Action research with the title: "Improvement of Learning Outcomes of Alphabet Recognition Materials for RA Yanusa Students group A".

METHODS

This research aims to explore and analyze how the use of the singing method with letter cards can enhance the learning outcomes of alphabet recognition for Group A students at RA Yanusa. The research focuses on developing a creative and interactive learning environment where students can effectively recognize and recall the letters of the alphabet. The participants in this research are Group A students at RA Yanusa, consisting of 20 students aged 5-6 years. The study involves the use of letter cards and singing activities to teach the alphabet, creating a dynamic and engaging classroom atmosphere. This research also emphasizes the importance of integrating music and visual aids as tools to foster early literacy skills in young learners.

The study utilizes a qualitative approach with a classroom action research design. This design is selected to provide an in-depth understanding of how the singing method with letter cards can impact students' alphabet recognition. The research is conducted in two cycles, each cycle consisting of planning, action, observation, and reflection stages. In the first cycle, the researcher introduces the singing method combined with letter cards. The students are encouraged to sing songs that incorporate the sounds and names of letters while also engaging in activities that match letter cards with their corresponding sounds. The goal is to provide a multisensory experience for the students, making learning more enjoyable and memorable.

Observations during the first cycle show that students begin to show interest in the activity. They actively participate in the singing and card-matching exercises. The researcher notes improvements in students' ability to recognize the letters, but some students still require further reinforcement to master the material fully.

Based on the observations in the first cycle, the researcher adjusts the activities for the second cycle. In this cycle, the researcher uses more interactive songs and incorporates repetition of letter sounds. The letter cards are also used in different games to create a more stimulating learning environment. The second cycle also involves providing students with opportunities to practice in pairs or small groups, encouraging peer learning. During the second cycle, the researcher observes significant improvement in students' ability to recognize and recall letters. Many students show increased enthusiasm and participation in the singing activities, and their ability to match the letter cards with the correct sounds improves. This cycle also reveals that students are developing better pronunciation and recall of alphabet letters as a result of the repetitive and enjoyable nature of the activities.

The data collected through observations, field notes, and assessments are analyzed to determine the effectiveness of the singing method with letter cards. The findings indicate that students show notable progress in alphabet recognition. The students' responses to the learning activities were overwhelmingly positive, suggesting that the singing method is an effective strategy for early literacy development. This research also highlights the importance of using varied instructional strategies in early childhood education. The combination of music, movement, and visual aids in the form of letter cards provides an engaging and effective approach to teaching alphabet recognition. This method caters to different learning styles and allows students to interact with the content in a fun and meaningful way.

Additionally, the study reveals that students who are more actively involved in the learning process are more likely to retain and recall information. By incorporating songs that connect letter names and sounds, students are able to form stronger associations with the letters, leading to improved learning outcomes. The singing method with letter cards also fosters a positive classroom environment. The students are not only learning but also enjoying the process, which increases their motivation and engagement in the classroom. This research suggests that incorporating fun, multisensory activities into the curriculum can contribute to a more effective learning experience for young children.

One of the key takeaways from this study is the role of repetition and reinforcement in early childhood education. Through repeated exposure to the alphabet through songs and letter card activities, students are able to internalize the letter names and sounds more effectively. The method encourages active participation and reinforces learning in a supportive, low-pressure environment. The success of this method also emphasizes the importance of teacher creativity in designing lessons that cater to the developmental needs of young learners. Teachers are encouraged to think outside the box and use innovative approaches to teaching basic literacy skills. By creating a lively and enjoyable classroom atmosphere, teachers can motivate students to engage actively in their learning.

In conclusion, the research indicates that the singing method with letter cards is an effective and enjoyable way to improve alphabet recognition in young learners. By combining music, movement, and visual aids, students are able to develop a strong foundation in literacy skills. The results of this study can serve as a model for other educators seeking to enhance early childhood education practices and promote literacy development in a fun and engaging manner.

Future research could explore the long-term effects of this method on students' literacy development and whether it leads to sustained improvements in reading and writing skills. It would also be beneficial to examine how this method can be adapted for students with different learning needs and abilities. Further studies could also investigate the use of other multisensory methods to support early literacy in various educational contexts. Ultimately, the integration of creative and interactive methods in early childhood education can play a crucial role in fostering a love of learning and laying the foundation for lifelong literacy skills.

RESULTS

The research results reveal significant improvements in the students' ability to recognize and recall the alphabet after the implementation of the singing method with letter cards. The data were collected through observations, field notes, and assessments during the two cycles of classroom action research. The overall results show that the intervention successfully enhanced students' learning outcomes in recognizing the alphabet. In the first cycle, the initial implementation of the singing method with letter cards showed promising signs of engagement among the students. The students were enthusiastic about participating in the songs and activities associated with the alphabet. The integration of music, movement, and visual aids created an interactive environment that motivated the students to engage actively with the learning material.

As observed, students were able to recall some of the letters and their corresponding sounds, but the process was not entirely smooth. Some students struggled to associate the letter cards with the correct sounds, while others needed more time to master the songs. These early challenges indicated that while the singing method with letter cards had the potential to engage the students, additional reinforcement and repetition were required. During the first cycle, the researcher noted that students' attention span varied, with some students losing focus during the activities. This observation suggested that while the singing method was engaging, there was a need for more varied and dynamic activities to maintain the students' interest and to ensure more comprehensive learning. This feedback led to adjustments being made for the second cycle.

In the second cycle, the researcher introduced a more diverse range of songs that reinforced the alphabet sounds and integrated more active participation. The use of letter cards was expanded to include matching games, where students worked in pairs or small groups to match the correct letter cards to the sounds in the song. This hands-on activity increased collaboration among the students and allowed them to reinforce their learning through peer interaction.

The introduction of repetition in the songs and more frequent practice with the letter cards in various contexts also proved beneficial. The repetitive nature of the songs allowed students to familiarize themselves with the letter names and sounds, while the variety in activities helped maintain their enthusiasm and focus. The changes made during the second cycle led to a noticeable improvement in the students' alphabet recognition skills. By the end of the second cycle, the researcher observed that many students were able to recognize and name the alphabet letters more confidently. Most students showed increased participation in the singing activities, eagerly responding with the correct sounds as the letter cards were shown. Additionally, the students demonstrated greater familiarity with the alphabet songs, indicating improved recall of the letter sounds and names.

The observations also highlighted that the students were more willing to attempt matching letter cards to their corresponding sounds without needing constant guidance. This suggests that the singing method, combined with the use of letter cards, had a positive impact on the students' ability to independently recognize letters and sounds. The increased level of confidence among the students was another indication of the effectiveness of the method. In terms of learning outcomes, the results of the pre-assessment and post-assessment showed significant improvement in the students' ability to recognize and recall the alphabet. In the pre-assessment, a majority of the students struggled with identifying most of the letters and associating them with their corresponding sounds. However, after the two cycles of intervention, the post-assessment revealed that many students were able to identify a larger number of letters and demonstrate a better understanding of the sounds.

The assessment data indicated that the use of singing and letter cards as a multisensory learning tool helped the students make stronger connections between the

visual representation of the letters and the auditory sounds they represent. This multimodal approach appeared to be particularly effective for young learners, who often benefit from engaging multiple senses in the learning process. Further analysis of the results showed that students who initially had difficulty with alphabet recognition experienced the most significant improvement. These students, who were initially less confident and less engaged, demonstrated greater progress in recognizing the letters and associating them with sounds by the end of the second cycle. This suggests that the singing method, combined with visual aids, provided a supportive learning environment that allowed all students to progress at their own pace.

In addition to the improvement in alphabet recognition, the students also exhibited enhanced pronunciation and phonemic awareness. As they sang the alphabet songs and practiced matching the letter cards, they began to pronounce the letter sounds more clearly and consistently. This phonemic awareness is an important foundational skill for early literacy development. The students also demonstrated an increased interest in literacy-related activities outside of the structured lessons. Several students began to engage in informal letter recognition games, such as pointing out letters in books or on signs, which indicates that the learning process extended beyond the classroom activities. This suggests that the intervention not only improved alphabet recognition within the context of the lessons but also encouraged a greater enthusiasm for literacy in general.

Throughout the intervention, the classroom environment became more positive and interactive. Students actively participated in the singing, card-matching games, and other activities, creating an atmosphere of collaboration and excitement. This positive shift in the classroom culture was largely attributed to the engaging nature of the activities and the collaborative learning opportunities provided by the singing method with letter cards. The teacher's role in facilitating the activities also played a crucial part in the success of the intervention. By actively guiding the students during the singing activities, providing timely feedback, and encouraging peer support, the teacher was able to create an environment where students felt supported and motivated to learn. The teacher's flexibility in adjusting the activities according to the students' needs was also key to the success of the intervention.

One of the notable findings from this research was the impact of repetition on learning. Students who had more opportunities to sing the alphabet songs and practice with the letter cards demonstrated higher retention and recall of the letters. Repetition allowed the students to internalize the information and build confidence in their alphabet recognition skills. The use of letter cards as a visual aid was also instrumental in the students' progress. The visual connection between the letter shapes and their corresponding sounds helped solidify the learning process. By seeing and touching the letter cards, students were able to engage more deeply with the material, reinforcing their understanding of the alphabet.

However, the research also identified some challenges that need to be addressed in future implementations. While the singing method was highly effective for most students, there were a few students who required additional support. These students sometimes struggled with the songs and activities, indicating a need for more individualized instruction or alternative strategies for those who may not respond as well to this particular method. In terms of the overall impact on student motivation, the singing method with letter cards was highly successful in fostering a love for learning. The students were excited to participate in the activities, and their enthusiasm for the alphabet songs reflected a genuine interest in learning. This positive attitude toward learning is an important factor in early childhood education, as it encourages lifelong learning habits.

The study also highlights the importance of incorporating fun and engaging activities into the curriculum to support early literacy development. The singing method with letter cards provided an interactive and enjoyable way for students to learn fundamental literacy skills. This method not only improved alphabet recognition but also contributed to a more positive learning experience for the students.

In conclusion, the results of this study demonstrate that the singing method with letter cards is an effective strategy for improving alphabet recognition in young children. The combination of music, movement, and visual aids created a dynamic and engaging learning environment that facilitated the students' recognition of letters and sounds. The findings suggest that this approach can be applied in other early childhood settings to enhance literacy development.

The success of this method also emphasizes the value of using creative and multisensory teaching methods in early childhood education. By engaging students in activities that cater to different learning styles, teachers can create more inclusive and effective learning experiences. Future research could further explore the long-term effects of this method on literacy development and its potential for adapting to diverse student needs. In summary, this study shows that the singing method with letter cards is a promising approach for enhancing alphabet recognition and early literacy skills. The intervention not only improved the students' recognition of letters but also fostered a more positive and motivated attitude toward learning. The findings suggest that incorporating playful, multisensory methods in early childhood education can significantly contribute to students' literacy development.

DISCUSSION

This study aimed to explore the effectiveness of using the singing method with letter cards to enhance alphabet recognition among young learners in Group A at RA Yanusa. The findings of the research suggest that the combination of music, movement, and visual aids significantly improved the students' ability to recognize and recall the alphabet. The discussion in this section will elaborate on the key insights and implications of these findings. The singing method, when paired with the use of letter cards, created a multisensory learning environment that proved to be highly engaging for young learners. This approach catered to different learning styles, as students were able to learn through auditory, visual, and kinesthetic channels. Research has shown that multisensory learning can lead to better retention and understanding, particularly for young children, who benefit from hands-on and interactive experiences.

In the first cycle of the intervention, students showed initial interest and engagement in the activities. The songs and letter cards introduced in the first cycle provided a fun and dynamic learning experience. However, it became apparent that some students required more time and practice to master the material. This is consistent with the idea that young learners may need repetition and varied activities to internalize new information fully.

The challenges faced by some students during the first cycle were expected, as young children often need time to adjust to new learning methods. The students who struggled initially likely required more practice and reinforcement, which led to adjustments made in the second cycle. The second cycle incorporated more repetition and varied activities to support the students' learning. The changes made were based on the observations and reflections from the first cycle, demonstrating the importance of ongoing assessment and flexibility in action research.

One key observation in the second cycle was the use of repetition in the songs and letter card activities. Repetition is a critical factor in early childhood education, as it helps reinforce learning and solidify concepts. Through repeated exposure to the alphabet songs and letter cards, students were able to recall the letters and their corresponding sounds more easily. This process of repetition helped students build confidence in their ability to recognize the alphabet and associate it with sounds.

The introduction of more interactive activities in the second cycle also played a crucial role in improving the students' engagement. The addition of peer activities, such as matching letter cards in pairs or small groups, allowed students to collaborate and reinforce their learning. Peer learning is an important aspect of early childhood education,

as it fosters social interaction and encourages students to actively engage with the material. The improvement in student performance during the second cycle was notable. By the end of the intervention, students were able to recognize a significantly higher number of letters compared to the pre-assessment. This indicates that the singing method with letter cards effectively supported the students' ability to recall the alphabet. The success of the intervention aligns with previous research on the positive impact of music and visual aids on early literacy development.

The findings also highlight the effectiveness of integrating music and movement into early literacy instruction. Music has been shown to enhance memory and attention, and the singing method helped students retain the alphabet sounds in a fun and memorable way. Additionally, the kinesthetic aspect of singing and movement likely helped reinforce the connections between the letters and their sounds. This multisensory approach has been shown to be particularly effective for young learners, who may struggle with traditional, more passive forms of instruction.

Another significant finding from the research was the impact of the intervention on student motivation. Throughout the study, students exhibited increased enthusiasm for the alphabet songs and activities. This aligns with the idea that enjoyable, interactive learning experiences foster greater motivation and a more positive attitude toward learning. The students' willingness to engage in the activities and their excitement about the lessons demonstrated the importance of making learning fun and engaging for young children. The study also revealed that students who initially struggled with alphabet recognition showed the most significant improvement by the end of the intervention. These students were able to better associate the letter cards with their corresponding sounds and demonstrated increased confidence in recognizing letters. This suggests that the singing method provided a supportive learning environment for all students, regardless of their starting point.

Furthermore, the students' improved pronunciation and phonemic awareness were notable outcomes of the intervention. As they sang the songs and practiced with the letter cards, students began to pronounce the letter sounds more accurately. Phonemic awareness, or the ability to hear and manipulate the sounds in words, is a crucial skill for early literacy development. The singing method appeared to support this skill development by allowing students to practice hearing and producing sounds in a playful, low-pressure environment.

The positive impact of the singing method on literacy development is consistent with existing literature on the importance of integrating music into early childhood education. Studies have shown that music can improve language development, phonological awareness, and memory skills in young children. The findings of this research contribute to the growing body of evidence supporting the use of music and movement as effective tools for promoting literacy skills in early childhood.

In addition to the improvements in alphabet recognition, the intervention also led to increased engagement in literacy activities outside of the structured lessons. Several students began to point out letters in books, on signs, and in other everyday contexts, demonstrating that the learning had extended beyond the classroom. This is a significant finding, as it suggests that the intervention helped foster a love for learning and a curiosity about literacy in the students.

The increased engagement in informal literacy activities is a key outcome of the study, as it reflects the students' growing interest in literacy and their ability to transfer what they learned to real-world situations. This is an important goal in early childhood education, as it indicates that the students are beginning to develop the foundational skills necessary for future reading and writing.

The classroom environment also improved throughout the intervention. The students' enthusiasm for the alphabet songs and activities created a more positive and interactive classroom culture. The teacher's role in facilitating the activities was crucial in maintaining the students' motivation and engagement. The teacher's ability to adapt the

activities to meet the students' needs and provide timely feedback contributed to the success of the intervention.

The teacher's role in using the singing method with letter cards also highlights the importance of teacher creativity and flexibility in early childhood education. Teachers need to be able to think outside the box and design lessons that cater to the developmental needs of their students. The success of this intervention demonstrates that with thoughtful planning and creativity, teachers can design engaging and effective learning experiences for young children. While the results of the study were promising, it is important to acknowledge the challenges faced by a few students who required additional support. Some students initially struggled with the songs and activities, indicating that individualized instruction or alternative strategies might be necessary for students with different learning needs. Future studies could explore how the singing method with letter cards can be further adapted to support students with varying abilities.

One of the limitations of the study is the sample size, as the research was conducted with a small group of 20 students. While the results were positive, the findings may not be generalizable to larger populations of students. Future research with larger sample sizes could provide more robust insights into the effectiveness of this method. Additionally, the study focused on the short-term effects of the intervention. While the post-assessment showed significant improvement in the students' alphabet recognition, it is unclear whether these gains will be sustained over time. Longitudinal studies would be valuable in examining the long-term impact of the singing method with letter cards on students' literacy development.

The research also suggests that further exploration is needed to understand how this method can be applied to other literacy skills, such as reading and writing. While the singing method with letter cards was effective for alphabet recognition, it would be interesting to explore how this approach can be adapted to teach other aspects of literacy, such as word recognition or spelling. In conclusion, the research demonstrates that the singing method with letter cards is an effective and engaging strategy for enhancing alphabet recognition in young learners. The findings indicate that this method can support early literacy development by combining music, movement, and visual aids to create a dynamic and multisensory learning experience. The success of the intervention suggests that similar approaches could be implemented in other early childhood education settings to promote literacy development in a fun and effective manner.

This study also highlights the importance of creativity and flexibility in early childhood education. Teachers can enhance learning outcomes by incorporating varied and engaging methods into their lessons. The positive results of this research contribute to the growing body of evidence supporting the use of creative and interactive teaching strategies to foster early literacy skills. Future research could explore the long-term effects of this method and investigate its potential for supporting other aspects of early literacy development.

The research also demonstrated the positive impact of peer learning. By incorporating activities where students worked in pairs or small groups to match letter cards with their corresponding sounds, the intervention encouraged collaboration and social interaction. Peer learning is an effective strategy that can enhance engagement and provide opportunities for students to reinforce their understanding through communication with others. The students' increased motivation and enthusiasm for learning were also significant outcomes of the study. As students enjoyed the singing and card-matching activities, their positive attitude toward literacy grew. This heightened motivation is essential for fostering a love of learning and developing a lifelong interest in literacy, which will benefit students throughout their educational journey.

However, some students did face challenges during the initial stages of the intervention. While the singing method with letter cards proved effective for most students, a few required additional support to fully grasp the material. This suggests the need for individualized instruction or alternative strategies for students with different

learning needs. Future implementations of this method could consider ways to offer more targeted support to these students. Despite these challenges, the overall effectiveness of the method was clear. The singing method with letter cards was able to reach a diverse group of learners and facilitate substantial progress in their alphabet recognition. The results suggest that this method can be a valuable tool for educators in early childhood settings, offering an enjoyable and interactive way to teach foundational literacy skills. In conclusion, the research confirms that integrating music, movement, and visual aids into early childhood education can have a significant positive impact on alphabet recognition. The singing method with letter cards provides a dynamic and engaging approach that supports students' literacy development by catering to different learning styles and fostering a fun and interactive learning environment. These findings suggest that such methods should be incorporated into early childhood classrooms to enhance student engagement, motivation, and learning outcomes.

Future research could explore the long-term impact of this approach on students' literacy development and its potential to support other aspects of early literacy, such as word recognition and writing skills. Additionally, exploring how this method can be adapted for different learners, including those with special needs, would be valuable in further refining and expanding its effectiveness in diverse educational settings.

This study explores efforts to enhance learning outcomes in recognizing the alphabet by using the singing method combined with letter cards for Group A students at RA Yanusa. The alphabet is a fundamental component in early childhood education, and it is essential to help students develop strong literacy skills from an early age. Recognizing letters and their sounds is a building block for reading and writing, which is why innovative and engaging methods are important in teaching this crucial skill. The singing method is a dynamic and enjoyable approach where students learn through music and rhythm. In this method, each letter of the alphabet is paired with a song that incorporates the pronunciation and recognition of the letter. By adding a melody to the learning process, students are more likely to retain the information, as music enhances memory and engagement. In this study, letter cards with clear and colorful images were used to support the song, making it easier for students to visually associate the letters with their shapes and sounds.

The process of using the singing method with letter cards involved students first listening to the alphabet song, then repeating the letters as they are shown on the cards. Teachers encouraged students to sing along with the song, pointing to each card as the corresponding letter was mentioned in the song. This multisensory approach—engaging both auditory and visual learning styles—helped students better remember and recognize the alphabet. The repetition of the song allowed the students to become more familiar with the letters, and over time, they began to recognize and identify each letter independently. Data collected through observations, pre- and post-assessment tests, and interviews showed a noticeable improvement in the students' ability to recognize the alphabet after the intervention. Initially, students had difficulty identifying letters, but after participating in the singing sessions with letter cards, most students were able to recognize the alphabet with greater ease. The method also fostered a positive and lively learning environment, where students were excited to participate and practice their skills. The engaging nature of the singing method made the learning experience more enjoyable, which is crucial for young learners.

In conclusion, the use of the singing method with letter cards proved to be an effective strategy for improving alphabet recognition among Group A students at RA Yanusa. This approach not only enhanced students' ability to recognize and recall the letters of the alphabet but also contributed to a fun and interactive classroom atmosphere. Based on the findings, it is recommended that other early childhood education settings consider incorporating music and visual aids, such as letter cards, to support literacy development in young learners.

CONCLUSION

The findings of this research suggest that the singing method combined with letter cards is an effective strategy for improving alphabet recognition in young learners. Through this approach, students at RA Yanusa demonstrated significant progress in recognizing and recalling alphabet letters. The combination of music, movement, and visual aids provided a multisensory experience that helped students engage more deeply with the learning material. The use of the singing method in conjunction with letter cards catered to different learning styles, allowing students to learn through auditory, visual, and kinesthetic channels. This multimodal approach significantly improved student participation and engagement, which are key factors in early childhood education. The interactive nature of the activities not only kept students interested but also helped them retain and recall information more effectively.

One of the most important outcomes of this study was the increased confidence students showed in their ability to recognize letters. Many students who initially struggled with the alphabet made substantial progress by the end of the two cycles. The intervention helped build a supportive learning environment where students felt encouraged to participate and practice their letter recognition skills without fear of failure. The study also highlighted the importance of repetition in early literacy development. By repeatedly singing songs and engaging with the letter cards, students had the opportunity to reinforce their learning. Repetition is crucial for young learners as it enables them to internalize new concepts and build a solid foundation for future learning. In addition to alphabet recognition, the research revealed improvements in students' phonemic awareness and pronunciation. As students engaged with the alphabet songs and letter cards, they developed a better understanding of letter sounds and how they relate to written letters. This phonemic awareness is a critical skill that plays a foundational role in early reading and writing development.

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