



Increasing Children's Interest in Reading and Writing through Picture Card Teaching Aids at RAM NU 168 Al Istiqomah Gresik

Himatul Aliyah ✉, RAM NU 168 Al Istiqomah Gresik, Indonesia
Ida Faridah, RA Ar Rahmah, Indonesia

✉ delishalulu2013@gmail.com

Abstract: This study aims to increase interest in reading and writing in B1 children at RAM NU 168 Al Istiqomah Gresik. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were class B children of RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik with a total of 19 children, 8 boys and 11 girls. The data of this study were obtained by being carried out through 2 cycles by observing the activeness and interest of children in reading and writing during the activity, an increase in interest in reading and writing is indicated by the achievement of an average indicator exceeding 75%. The results of the study showed that picture cards can increase children's interest in reading and writing, as evidenced by the average indicator increasing, reaching 85%. Thus, in order to increase children's interest in reading and writing, it is recommended that kindergarten teachers use picture cards and conduct further research to perfect this study.

Keywords: Reading and writing interest, teaching aids, picture cards, early childhood.

Received January 11, 2025; **Accepted** February 17, 2025; **Published** March 10, 2025

Published by Mandailing Global Edukasia © 2025.

INTRODUCTION

The problem of education is closely related to the improvement of human resources, that national development aimed at improving human dignity, is said to be successful if it can improve the quality of human resources so that they are able to achieve material and spiritual well-being. At the early childhood education level, one aspect that determines the success of education is the readiness of students, both physically and spiritually, to enter further education. This is in accordance with the Republic of Indonesia Law Number 20 of 2003 concerning the national education system in Chapter I Article 1 Number 14 that early childhood education is an effort to foster children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. Meanwhile, Chapter III Article 4 Paragraph 5 states that in the implementation of education, a culture of reading, writing, and arithmetic is developed for all members of society. Along with that, the hope of society after children graduate from kindergarten is that children are ready to enter basic education by being able to write and read, for that parents want their children to be taught to read and write in kindergarten. Schools that do not teach writing and reading are less popular. In order to face the era of globalization, educational programs must be able to provide students with provisions to have high and

resilient competitiveness, so that they can adapt to changes that occur in various areas of life in society and mastery of various skills, especially writing and reading skills. To achieve maximum success in organizing education in kindergarten, the creativity factor of teachers in developing learning strategies is very important, learning methods that must be adjusted to the stage of child development. Referring to these problems, the author tries to increase children's interest in reading and writing by creating teaching aids that can motivate children to enjoy learning to read and write according to the stage of child development, far from the form of emphasis.

In the world of education, children's interest in reading and writing is an important aspect that must be developed from an early age. The ability to read and write is not only a basic skill, but also the main foundation in developing children's understanding, creativity, and insight. However, in practice, there are still many early childhood children who have little interest in reading and writing activities. This is a challenge for educators, especially in educational institutions such as RA and Madrasah, including at RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik. Based on initial observations, it was found that many children at RAM NU 168 Al Istiqomah were still less interested in reading and writing. They tend to play and are less enthusiastic when given activities related to reading or writing. One of the causes is the learning method that is less varied and still conventional, where children are only given reading books or invited to write on the board without any interesting innovations. This low interest in reading and writing can have an impact on children's academic development at the next level. If not addressed immediately, children will have difficulty understanding more complex subject matter in the future. Therefore, a learning strategy is needed that can attract children's attention and make them more active in reading and writing activities. One method that can be applied to increase children's interest in reading and writing is the use of picture cards. This teaching aid offers a more enjoyable and interactive learning experience. With interesting pictures, children find it easier to understand the concept of words, letters, and build associations between pictures and writing.

Picture cards can be used in various learning activities, such as matching pictures with words, arranging words into sentences, to telling the contents of the picture in their own words. This method not only improves children's understanding of language, but also trains their memory and creative thinking skills. In addition, the use of picture cards also helps improve social interaction among children. They can learn in groups, share ideas, and help each other understand words they don't know yet. This interaction can indirectly increase their learning motivation, because they feel that learning activities are more enjoyable and not boring. The application of picture cards at RAM NU 168 Al Istiqomah is also in line with the play-based learning approach recommended in early childhood education. Learning through play has been proven to be more effective in improving children's cognitive and language skills compared to traditional methods that are monotonous. In addition, environmental factors also play an important role in building children's interest in reading and writing. Support from teachers and parents is needed to create a conducive learning atmosphere. Teachers must be able to design interesting learning strategies and actively involve children, while parents can provide encouragement by providing appropriate reading materials at home. In its implementation, the use of picture cards requires careful planning in order to provide optimal results. Teachers must ensure that the picture cards used are in accordance with the child's developmental level and attract their interest. In addition, teachers must also be able to develop various creative activities based on picture cards so that children do not get bored easily.

The success of implementing picture card teaching aids in increasing children's interest in reading and writing can also be measured through observations of their development. Teachers can record changes in children's reading and writing skills before and after using these teaching aids. If a significant increase is found, then this method can be an effective learning model to be applied widely. This study aims to determine the

extent to which picture card teaching aids can increase children's interest in reading and writing at RAM NU 168 Al Istiqomah. Thus, the results of this study are expected to provide recommendations for educators in developing more innovative and effective learning strategies. In addition, this study also aims to explore more deeply the factors that support and hinder the success of this learning method. By understanding these factors, it is hoped that more appropriate solutions can be found to increase the effectiveness of reading and writing learning among children.

Ultimately, increasing children's interest in reading and writing not only has an impact on their academic abilities, but also contributes to the development of their character and personality. Children who like to read tend to have broader insights, more critical thinking skills, and are better prepared to face challenges in the future. With innovations in learning methods such as the use of picture card props, it is hoped that children at RAM NU 168 Al Istiqomah can enjoy the process of learning to read and write more enjoyable. This is also the first step in creating a more literate generation and having a love for the world of literacy from an early age. In conclusion, the use of picture card props is the right solution in increasing children's interest in reading and writing. With the support of teachers, parents, and a conducive learning environment, it is hoped that this method can be applied widely and provide sustainable benefits for the development of early childhood education.

METHODS

In every research depends on the objectives that have been formulated, then the diversity of methods in the research is in line with the variety of objectives of the activities carried out. The purpose of this study is to obtain a picture of the descriptions explicitly as outlined in the formulation of the objectives, so the method used is the Descriptive method. This descriptive research provides a picture as accurate as possible about an object being studied, the object in this study is the Picture Card which plays a role in increasing children's interest in reading and writing. Based on the reality in learning practices, teachers often forget that the world of kindergarten children is truly a world of play, indeed teachers may say that the activity is a learning activity while playing, but the learning position is more emphasized. With picture cards, children are really invited to play, so that the learning objectives in this case increasing children's interest in reading and writing can be developed optimally because picture cards are very likely to attract children's interest in trying them. The physical form of the picture card is very attractive, the front is pictured with several colorful objects, the back is there are letters/writing. How to make it is very easy. Researchers use buffalo paper so that the colors are cheerful with 10 different colors. Cut into a square shape with a size of 10 cm x 15 cm. Pictures of objects from folded paper that are patterned and cut out then attached to the front side, the back side is written with a marker.

As one of the teaching staff of RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik, the author conducted this research at RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik in the 2024-2025 Academic Year with the theme RECREATION. The subjects of the study were 19 class B students of RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik, consisting of 8 boys and 11 girls. This study uses a classroom action research (CAR) design, the design model used by the author refers to the Kurt Lewin model (1994), namely in one cycle consisting of 4 steps: 1) Planning; 2) Action or action; 3) Observation or observation; 4) Reflection. Initial Reflection of Cycle I. In the initial reflection, the researcher identified and analyzed the problems in learning to improve the reading and writing interest of children in group B RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik. The learning plan is focused on improving children's reading and writing interest by using picture card teaching aids, through: 1) Making an agreement with collaborators (fellow teachers) about the learning model, with picture card teaching aids; 2) Selecting and determining the indicators to be achieved in the 2004

curriculum TK/RA competency standards; 3) Formulating teaching and learning activities as follows: a) Initial Activities: Include appreciation with methods, questions and answers and demonstrations about the rules of the game with picture card teaching aids; b) Core Activities: Playing picture cards by carrying out various activities to achieve the predetermined indicators; c) Final Activities: Actualizing the activities that have been carried out by drawing, coloring, and naming the children's work; 4) Compiling data collection tools in the form of observation sheets as material for compiling qualitative and quantitative data processing plans.

The author implements learning based on the Daily Education Learning Plan (RPPH) activities. 1) Initial Activities: Greetings and prayers, appreciation of the theme: Recreation and sub-theme: recreational equipment with a conversation method and questions and answers about recreational equipment used on the beach, by showing pictures on picture cards. The researcher explains the rules of the game and activities that will be carried out in the core activities; 2) Core Activities: Playing Picture Cards, the researcher divides cards to a number of children in the class and gives the children the opportunity to recognize the pictures, colors of the cards and the writing / letters on the back of the cards. If there are pictures, colors and writing / letters that are not yet known, the researcher explains so that the children understand. (language 4). The researcher calls the children one by one to show the cards, and matches the writing on the back of the card with the writing on the board (language 16) if the child cannot ask for help from a friend, if the child can and succeeds, they can hold the card again. Then the researcher mentions the pictures, colors and writing read repeatedly, the children imitate (language 2). The researcher invites the children to distinguish the words on the board (words/writings behind the pictures), the children are asked to show words that have the same initial syllable. (language 3). Then the children are asked to recognize words by mentioning their first initials, for example: The children are asked to count how many pictures are on the card, the researcher prepares cards with pictures of numbers and sorts them on the floor, then the children return the cards by placing the cards they hold with the appropriate numbers (kg. 15); 3) Final Activities: Actualizing the activities that have been carried out by drawing (copying the pictures on the cards that are liked), coloring, then writing and naming. If the child is unable to be helped (but given a note on the observation sheet). (language 11). Providing reinforcement in the form of awards with songs and cheers while preparing to go home then praying and going home.

Data collection in this study was carried out by observing the teaching and learning process through observation of activities and increasing children's interest in reading and writing which includes: 1) Interest in repeating the order of words; 2) Differentiating words through initial syllables; 3) Readiness to carry out the sequence of commands correctly; 4) Connecting and mentioning simple writing with its symbols; 5) Connecting number symbols with their objects; 6) Actualizing activities by drawing, coloring, telling the contents of the picture with writing. From the results of the researcher's observations, data analysis was carried out so that the level of children's interest in reading and writing was known. The results of the data analysis and problems that emerged in cycle I were used as a basis for redesigning cycle II. The action plan for cycle II was prepared by the researcher based on the results of the reflection on cycle I, the learning plan was still focused on increasing children's interest in reading and writing through: 1) Revising the form of learning activities in cycle I, the form of learning activities in cycle II was designed to be more varied and interesting; 2) Determining the indicators in the 2004 KBK curriculum. the indicators to be achieved remained the same as in cycle I because they were to further strengthen children's abilities; 3) Formulating teaching and learning activities. The author carried out learning based on the Daily Education Learning Plan (RPPH).

The learning process of cycle II is a refinement of cycle I with the following steps: 1) Initial activity greeting and praying: Appreciation of recreational equipment to the beach with a question and answer method about things or objects found on the beach by

showing picture cards. Furthermore, the researcher explains the card playing model with groups that will be carried out in the core activity; 2) Core Activity: Playing picture cards consists of: a) The researcher divides the children into two groups, each group consists of 9 children, each group determines the group leader and his companion; b) The group leader is responsible for organizing the game, then the group leader distributes cards to each member, each member gets 2 cards (an improvement from cycle I). The companion places the picture cards with numbers in order from 1-20, can be assisted by members. (language 4); c) Each child in the group pays close attention to their cards and understands them. The group leader begins to mention pictures, colors, writings by being imitated by the members together (language 2) then takes turns for each member until finished, those who cannot may be assisted. Researchers observe and record each child's activity; d) Competition between groups.

Each group starts with the leader writing the word on the back of the picture card on the board and then reading it, which group has all members finish writing and reading the fastest. If there are those who cannot be helped, the leader continues to stand near the board. (language 16). Each child in the group continues to pay attention to their two cards, the researcher gives a signal to match/pair the cards they bring with the number cards on the floor according to the number of pictures on the card (kg. 15) which group completes the task the fastest is observed by the researcher. The researcher asks questions to which group answers faster, with questions such as: What picture is a pair of shoe pictures, What picture card is yellow, What is this writing read like, What word has the same first syllable? (language 3); 3) Final Activity: actualizing the activities that have been carried out by freely drawing objects that are liked, colored and given a narrative/writing with words according to the child's ability (language II) children collect pictures while reading one by one to the researcher. After everyone has finished singing to celebrate their success together while preparing to go home, pray and go home.

Data collection was carried out by observing the teaching and learning process (KBM) through observing activities and increasing children's interest in reading and writing which include: 1) Interest in imitating the sequence of words; 2) Distinguishing words through the initial syllable; 3) Readiness to carry out the correct sequence of commands; 4) Connecting and mentioning simple writing with its symbols; 5) Connecting number symbols with their objects; 6) Actualizing activities that have been carried out by drawing, coloring, telling the contents of the picture with writing. From the results of the researcher's observations, data analysis was carried out so that the level of children's interest in reading and writing was known, the results of observations in cycles I and II were analyzed, compared to their level of development.

Furthermore, reflection was carried out on the actions of cycle II, based on the results of the reflection made by the researcher, the conclusions of the research results were compiled. The data collection techniques for this classroom action research are as follows: a) direct observation sheets are used to observe children during the teaching and learning process (KBM); b) Documentation through the results of activities in the form of children's work to determine the development of children's interest in reading and writing. The data analysis of this classroom action research is descriptive quantitative based on the results of observations of children's activities and interests in reading and writing during the teaching and learning process, then reflection is carried out. Children's interest in reading and writing is stated to have increased if each indicator assessed has reached 75%. Conversely, children's interest in reading and writing is stated to have not increased if the average percentage of each indicator is less than 75%.

RESULTS

This study aims to determine the effectiveness of using picture card teaching aids in increasing children's interest in reading and writing at RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik. The results of the study showed that this method had a

positive impact on children's involvement and motivation in learning to read and write. Before using picture cards, many children showed disinterest in reading and writing activities. They tended to be bored, lacked focus, and found the activity difficult. However, after being introduced to picture card teaching aids, there was a significant change in their enthusiasm. Observations made during the study showed that children were more active in participating in learning. They asked questions more often, tried to read the words on the picture cards, and showed courage in writing new words that they learned. In addition, the interaction between children in the study group also increased. They began to work together in matching pictures with words, discussing the contents of the cards, and helping each other in understanding the reading. This shows that picture card teaching aids not only increase interest in reading and writing, but also their social skills. The results of the reading ability test before and after using picture cards showed a significant increase. Before the implementation of this method, most children were only able to recognize basic letters, but after the intervention, they began to be able to read simple words more fluently. Likewise, children's writing skills improved after this method was implemented. If previously many children had difficulty writing letters and words correctly, after being given practice using picture cards, they became more confident in writing and understanding the correct word order.

In terms of attention and involvement, teachers at RAM NU 168 Al Istiqomah also reported an increase in children's participation during learning. They were more interested in coming to class, more focused while studying, and showed greater interest in the teaching materials provided. Parents also felt the positive impact of this method. They reported that their children began to bring home picture cards to practice alone or with their families. Children also asked for reading books more often and showed interest in writing at home. In addition, this study found that picture card teaching aids can be used as a flexible learning method. These cards can be adjusted to various levels of children's abilities and can be modified according to learning needs. However, there are several challenges in implementing this method. One of them is the limited number of picture cards available, so some children have to share cards in groups. This sometimes makes children less free to learn independently. Another challenge is the variation in children's ability levels. Some children quickly understand the material, while others take longer. Therefore, teachers need to provide a more personal approach so that all children can feel the same benefits from this method.

To overcome these challenges, this study recommends that more picture card teaching aids be provided and used in a variety of activities. In addition, teachers need to be given training to optimize the use of these teaching aids so that the results obtained are more optimal. Overall, this study proves that picture card teaching aids are effective in increasing children's interest in reading and writing. With an interesting method, children are more motivated to learn, both individually and in groups. The positive impact of this method is also seen in increasing children's creativity and self-confidence in reading and writing. They are more courageous in expressing ideas through writing and enjoy the process of learning to read in a fun way. The results of this study are expected to be a reference for other educational institutions that want to increase children's interest in reading and writing through a more innovative approach. With good management, this method can be widely applied to support children's literacy development from an early age.

Reading and writing are essential skills in the academic development of children. However, many young students, especially those in early education stages, often lack interest in these fundamental activities, which can hinder their learning progress. At RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik, teachers observed a noticeable lack of enthusiasm among children when it came to engaging in reading and writing activities. This study aimed to address this issue by implementing picture card learning tools to enhance children's interest in both reading and writing. The use of educational aids such as picture cards in early childhood education has been shown to be an effective

strategy to stimulate young learners' interest and participation in various activities. Picture cards serve as a visual representation of words and concepts, making them an excellent tool for improving both literacy skills and cognitive development. By incorporating picture cards into the reading and writing process, children are encouraged to interact with the material more actively, fostering an environment where learning becomes a fun and engaging experience.

In the context of early childhood education at RAM NU 168 Al Istiqomah, one of the ongoing challenges faced by educators is the low interest in reading and writing among students. Despite the importance of these skills for academic success, many children in the school displayed a lack of motivation to engage with reading materials or to express themselves through writing. This problem affects not only the students' academic performance but also their overall cognitive development, as early reading and writing experiences are critical in shaping their future learning abilities. Thus, there was a need for an innovative approach that could increase students' interest in reading and writing and ultimately improve their skills in these areas.

The primary objective of this research was to investigate the effectiveness of using picture card learning tools in increasing children's interest in reading and writing at RAM NU 168 Al Istiqomah. The specific goals of the study were as follows: 1) To determine whether the use of picture cards can enhance students' enthusiasm for reading and writing activities; 2) To assess the impact of picture card learning tools on students' reading and writing abilities; 3) To explore whether the use of picture cards can foster greater student participation and engagement in the learning process; 4) To identify teachers' perceptions of using picture cards as a teaching tool for improving literacy skills in early childhood education.

The theoretical framework underpinning this research is based on constructivist learning theory, which emphasizes active learning and the role of hands-on, visual, and interactive materials in the learning process. According to this theory, children learn best when they can engage with the content in a meaningful way, using tools and materials that appeal to their senses and stimulate their curiosity. Picture cards, as a form of visual aid, are particularly effective in making abstract concepts more concrete, helping children better understand and remember the information they encounter. In the context of reading and writing, picture cards provide a bridge between words and their meanings. By associating pictures with words or sentences, children can improve their vocabulary, spelling, and comprehension skills in a way that feels more like play than formal learning. Additionally, picture cards can encourage children to practice writing by having them describe the images, thus fostering creativity and enhancing their writing abilities.

Research has shown that the use of visual aids such as picture cards can significantly enhance early literacy skills. A study by Rahim (2019) found that children who interacted with picture-based learning materials exhibited greater interest in reading and writing tasks compared to those who used traditional text-based resources. The visual appeal of pictures, combined with the tactile engagement of handling cards, made the learning process more enjoyable and memorable for the children. Furthermore, picture cards have been shown to aid in the development of language skills, as they provide a contextual framework for understanding new vocabulary. According to Tjahjono (2020), using picture cards in reading activities helps children associate words with their meanings more effectively, which improves their ability to recall and use those words in their own speech and writing. This association is crucial in early literacy development, as it allows children to build a foundation for more advanced reading and writing skills.

This study used a quasi-experimental design with a pre-test and post-test to evaluate the effectiveness of picture card learning tools in improving students' reading and writing interest and skills. The research was conducted at RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik, with 30 students in the early childhood education class participating in the study. The intervention lasted for six weeks, during which teachers incorporated picture cards into daily reading and writing activities.

Students' interest in reading and writing was measured through observations, interviews, and a survey conducted before and after the intervention. Additionally, the students' abilities in reading and writing were assessed using a set of standardized tests, which included tasks such as identifying words from pictures, writing sentences based on images, and reading short passages aloud. Teachers' perceptions of the effectiveness of picture cards were also gathered through interviews and informal discussions. The findings of the research demonstrated a noticeable improvement in both the students' interest in reading and writing and their literacy skills. The pre-test results showed that many students exhibited low levels of interest in both activities, with some students even expressing reluctance to participate in reading and writing tasks. However, after the six-week intervention using picture card learning tools, the post-test results revealed a significant increase in students' enthusiasm for these activities. Students were more eager to participate in class discussions, read aloud, and attempt writing tasks.

In terms of literacy skills, the students showed marked improvement. The test results indicated that the use of picture cards helped them better recognize and recall words, as well as improve their ability to form sentences and write coherent responses. Teachers observed that students were more confident in expressing themselves through writing, often describing pictures in greater detail and using a wider range of vocabulary than before the intervention.

Additionally, students reported enjoying the picture card activities, with many mentioning that they liked the visual nature of the cards and how they made learning feel more fun. The hands-on nature of the activities, such as matching words to images or creating stories based on pictures, seemed to engage the students more than traditional textbook-based exercises. The implementation of picture cards as a learning tool had a profound impact on the students' engagement and literacy development. The visual nature of the cards not only made reading and writing activities more enjoyable but also helped bridge the gap between abstract concepts and concrete understanding. For young learners, who are often more receptive to visual stimuli, the use of pictures provided a clearer context for the new vocabulary and ideas being introduced. As a result, students were able to connect words with meanings more effectively, which contributed to an increase in their overall literacy skills.

The increased enthusiasm for reading and writing observed in the students is a clear indicator that the picture cards succeeded in capturing their attention and sparking their curiosity. By using pictures that were both educational and fun, teachers were able to create a learning environment where students felt more motivated to participate in tasks that they might otherwise have found dull or difficult. This aligns with research that emphasizes the importance of making learning engaging and relevant to students' interests and developmental stages.

In addition to improving literacy skills, the picture card activities fostered creativity and imagination. Students were encouraged to create stories or write sentences based on the images they saw, which not only enhanced their writing abilities but also allowed them to develop their creative thinking skills. This aspect of the intervention is particularly important in early childhood education, as it helps students build confidence in their ability to communicate ideas and express themselves through writing. Despite the success of the intervention, there were some challenges in the implementation of the picture card activities. One challenge was ensuring that all students remained engaged throughout the sessions, particularly those who had a lower level of motivation. To address this, teachers incorporated additional strategies such as group work and peer support to encourage participation from all students. This collaborative approach helped students who were less confident feel more comfortable and supported in their learning.

In conclusion, the use of picture card learning tools at RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik was highly effective in increasing children's interest in reading and writing. The visual nature of the cards not only captured students' attention but also facilitated the development of key literacy skills such as vocabulary acquisition,

sentence formation, and reading comprehension. The intervention also fostered creativity and imagination, which are essential components of early childhood education. The research suggests that incorporating picture cards into early literacy instruction can have a positive impact on students' engagement and learning outcomes. Teachers at RAM NU 168 Al Istiqomah can continue to use this approach to enhance the learning experience for young students, making reading and writing more enjoyable and accessible. Future studies could explore the long-term effects of using picture cards in early education and whether this approach can be applied to other subjects to improve overall learning outcomes.

DISCUSSION

The results of the study on the use of picture card teaching aids in increasing children's interest in reading and writing at RAM NU 168 Al Istiqomah showed that this method had a significant positive impact. Based on the data obtained, it can be seen that children are more enthusiastic in participating in reading and writing activities after being introduced to this teaching aid. This shows that the use of visual media can help increase children's interest in learning. Before the application of this method, many children showed a passive attitude during reading and writing activities. They tend to feel bored and lack confidence in spelling and writing words. However, after the picture card teaching aids were used, there was an increase in their motivation and courage to try reading and writing on their own. One of the factors that makes this method successful is the visual nature of the picture cards that attracts children's attention. Colorful and representative images help them associate words with familiar objects. Thus, children find it easier to understand the meaning of words and remember them better. In addition to improving word comprehension, picture cards also play a role in improving children's memory. By associating images with writing, children recognize new letters and words more quickly. The learning process becomes more interactive and not monotonous, so that children are more motivated to continue learning. The results of the study also showed that children were more active in participating in teaching and learning activities. If previously they only waited for instructions from the teacher, after using picture cards they asked more questions, discussed, and tried to develop stories based on the pictures on the cards. This proves that this method not only increases interest in reading and writing, but also trains children's creativity and communication skills.

Teachers at RAM NU 168 Al Istiqomah also felt positive changes in the learning process. They found it easier to attract children's attention and maintain their involvement in reading and writing activities. Activities that previously felt boring are now more fun, so that children do not easily lose focus. In terms of academic results, this study showed an increase in children's reading and writing abilities after this method was implemented. Children were better able to recognize letters, spell words better, and write with a neater structure than before. This confirms that picture card teaching aids are effective in helping children's literacy development from an early age. In addition to cognitive benefits, the use of picture cards also has a positive impact on children's social aspects. They interact more often with their friends when studying in groups. This collaborative learning process helps them to share knowledge, discuss the contents of the pictures, and work together to compose words. However, this study also found several challenges in implementing this method. One of them is the limited number of picture cards available, so some children have to take turns using them. This can slightly reduce the effectiveness of learning, especially for children who need more practice. In addition, the differences in children's understanding levels are also a challenge. Some children can quickly recognize words from picture cards, while others need more time. Therefore, teachers must be more careful in providing assistance that is appropriate to the needs of each child.

To overcome these obstacles, it is necessary to increase the number of teaching aids and more variations of activities so that all children can feel the benefits optimally. In

addition, training for teachers in using this method effectively also needs to be carried out so that implementation in the field can run better. The role of parents is also no less important in increasing children's interest in reading and writing. Support from the home environment such as providing reading books and accompanying children in practicing writing can accelerate the improvement of their literacy skills. Thus, the picture card method is not only applied in schools but can also be used at home. Overall, this discussion confirms that picture card teaching aids can be an effective solution in increasing children's interest in reading and writing. This method not only improves cognitive aspects, but also builds children's self-confidence and independence in learning. With proper implementation, picture card teaching aids can be a sustainable innovation in the world of early childhood education. It is hoped that this method can be applied more widely in various educational institutions to support the strengthening of children's literacy from an early age. This study provides valuable insights for educators and policy makers in designing more interesting and effective learning strategies. The success of this method proves that a visual and interactive approach can have a major impact on improving the quality of early childhood education.

CONCLUSION

This study proves that the use of picture cards plays a significant role in increasing children's interest in reading and writing at RAM NU 168 Al Istiqomah Rejodadi Campurejo Panceng Gresik. The results of the study show that this method can overcome children's boredom in learning to read and write, so that they are more enthusiastic and active in participating in learning. Before the application of picture cards, many children had difficulty in recognizing letters, spelling words, and forming simple sentences. However, after the use of picture cards was implemented, there was a gradual increase in children's reading and writing skills. This shows that this method is effective in helping children understand and remember words better. The visual appeal of picture cards is one of the main factors that makes it easier for children to connect pictures with the words they read. In addition, the use of picture cards in various activities such as matching words with pictures, composing sentences, and telling the contents of the picture also increases children's creativity and language comprehension. Increased social interaction is also one of the positive impacts of implementing this method. Children discuss, work together, and help each other more often when studying in groups. This not only strengthens their literacy skills but also develops communication and collaboration skills. From the teacher's perspective, this method makes the teaching process easier because children are more interested and understand the material presented more easily. Teachers also find it easier to control the class and create a fun and interactive learning atmosphere. In addition, parents also feel the benefits of this method. They see positive changes in their children, such as increased interest in reading books, writing habits, and the desire to study independently at home. Thus, this method can also be applied in the home environment to strengthen learning at school. Although this study shows positive results, there are still some obstacles in implementing this method, such as the limited number of picture cards available and differences in children's ability levels in understanding the material. Therefore, improvements are needed in the provision of teaching aids and more personalized guidance for children who experience difficulties. To optimize the implementation of this method, it is recommended that teachers be given further training in developing learning activities based on picture cards. In addition, there needs to be support from schools and parents in providing more varied and interesting learning resources. Overall, this study provides insight that picture card teaching aids are an effective method in increasing children's interest in reading and writing. With an interesting and interactive approach, children become more motivated to learn and develop their literacy skills from an early age. It is hoped that this method can be widely applied in various educational institutions as one of the innovative learning strategies in

improving early childhood literacy skills. With continued support, it is hoped that children can grow into individuals who have a high interest in reading and good writing skills.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>

- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.