



## The Use of Flannel Boards and Word Cards to Improve Early Childhood Reading Skills

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### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi penggunaan media papan flanel dan kartu kata dalam mengembangkan kemampuan membaca anak usia dini di TKIT HASMI Kecamatan Tamansari Bogor. Metode yang digunakan adalah pendekatan kualitatif deskriptif, yang berfokus pada pengamatan langsung terhadap proses pembelajaran. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi, serta dianalisis dengan pendekatan deskriptif. Hasil penelitian menunjukkan bahwa penggunaan media papan flanel dan kartu kata memiliki dampak positif dalam meningkatkan keterlibatan dan semangat belajar anak. Media ini memungkinkan anak untuk belajar secara interaktif, sehingga mereka lebih aktif dalam bertanya, menjawab, dan memecahkan masalah. Selain itu, media papan flanel dan kartu kata membantu anak mengenali huruf, suku kata, dan kata dengan cara yang menyenangkan, sehingga meningkatkan kemampuan membaca mereka. Meskipun terdapat beberapa kekurangan, seperti keterbatasan kapasitas papan flanel dan risiko kerusakan kartu kata, penelitian ini menemukan bahwa kedua media tersebut dapat digunakan secara efektif dalam pembelajaran membaca. Guru-guru di TKIT HASMI merencanakan penggunaan media ini dengan cermat, mempertimbangkan materi yang diajarkan dan aktivitas yang mendukung partisipasi aktif anak. Penelitian ini menyimpulkan bahwa penggunaan media papan flanel dan kartu kata tidak hanya meningkatkan kemampuan membaca anak, tetapi juga menciptakan suasana belajar yang menyenangkan dan interaktif. Dengan demikian, penelitian ini memberikan kontribusi penting dalam pengembangan metode pembelajaran yang efektif untuk anak usia dini, serta menjadi referensi bagi pendidik dalam merancang kegiatan pembelajaran yang lebih menarik dan bermanfaat.

### Abstract

*This study aims to explore the use of flannel board media and word cards in developing early childhood reading skills at IT HASMI Kindergarten, Tamansari District, Bogor. The method used is a*

*descriptive qualitative approach, which focuses on direct observation of the learning process. Data were collected through observation, interviews, and documentation studies, and analyzed with a descriptive approach. The results showed that the use of flannel board and word card media has a positive impact in increasing children's learning engagement and enthusiasm. This media allows children to learn interactively, so they are more active in asking, answering and solving problems. In addition, flannelboard and word card media help children recognize letters, syllables and words in a fun way, thus improving their reading skills. Despite some shortcomings, such as the limited capacity of the flannel board and the risk of damage to the word cards, this study found that both media can be used effectively in learning to read. Teachers at HASMI Kindergarten plan the use of these media carefully, considering the material being taught and the activities that support children's active participation. The study concludes that the use of flannel board and word card media not only improves children's reading skills, but also creates a fun and interactive learning atmosphere. Thus, this study makes an important contribution in the development of effective learning methods for early childhood, as well as being a reference for educators in designing more interesting and useful learning activities.*



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## INTRODUCTION

Education is one of the efforts in developing the abilities possessed by every individual on this earth. Early Childhood Education (ECE) is a specific development that is intentionally directed towards children aged 0-6 years. Early childhood education is a nurturing process that involves providing educational stimuli aimed at supporting the physical and spiritual development of children, so that they are prepared to face education at the next level. (Yanuarsi et al., 2020). Actually, the child has received education from his mother, which includes habituation, discipline, cleanliness, orderliness, health, and nutrition, as well as tranquility and patience. (Fitri & Ummah, 2022).

Cognitive development greatly determines children's reading ability and language learning activities. According to Piaget, better cognitive abilities are

needed to understand the structure and function of language. In other words, children must have adequate cognitive abilities to master language. Conversely, according to Vygotsky The cognitive development of children is influenced by their mastery of language. A child's cognitive ability is proportional to their language ability. While Vygotsky's theory shows the application of sociocultural theory, this opinion indicates the application of constructivist theory. (Bakhtiar MY, 2016a).

Reading plays an important role in the learning process. This reading activity is an important way for children to cultivate the desire to read. A child who has good reading skills/potential usually also demonstrates good ability to express thoughts, feelings, and to interact effectively with their environment. (Merliyani et al., 2021). Reading is a very important language skill because through reading activities, one can learn about various things in this world. By reading, one can also expand their knowledge and understanding, as well as uncover written messages conveyed in reading texts. The learning activities in reading should be directed so that children can enjoy the reading activity and achieve a sufficient understanding of the content. (L. K. Sari et al., 2022). Reading is a process that involves physical and mental activities and involves an interactive understanding process of the meanings contained in the author's writing. (Setyowati & Imamah, 2023).

Basic reading skills refer to the fundamental abilities that must be mastered by readers who are in the beginning stages of reading. This ability includes mastery of the alphabetic code, where readers can read letters, recognize language sounds, and combine phonemes into syllables or words. (Nisa Umami SY, 2024). Reading in early childhood is a process where they convert letter symbols into spoken language. This ability involves understanding that what is spoken can be represented by letter symbols, and the ability to blend those sounds into words. Teaching children is very important because it helps them in the future. (Andriyana & Warih Windasari, 2024). One of the language skills is reading. Reading in early childhood should develop from the child's own interests and needs, and be adjusted to their developmental stage. The process of learning to read should be enjoyable, so that the child feels like they are playing. During this time, children's ages are often associated with cheerfulness, fun, and excitement. (Astuti et al., 2021). For this, the necessary learning media is required to stimulate children so that learning

to read becomes easier and more enjoyable for both the children and the teachers teaching them. Until the children do not realize they are learning to read. The media to be used can provide a stimulating enthusiasm or motivation for the children to learn easily and pleasantly, so that they do not feel bored or tired during the learning process.

Learning media are tools that serve as aids in the learning process both inside and outside the classroom. They are also defined as part of learning resources or physical vehicles that place instructional material around children and have the capability to enhance their developmental aspects. Azhar in According to Gagne and Briggs in (Gading et al., 2019), learning media includes tools that are physically used to convey the content of teaching in detail, which consists of books, photos, and images, as well as many other visual media. It is very important for teachers to use learning media when delivering material to their students, especially children aged 0 to 6 years, so that they become interested and happy.

One enjoyable learning media for children is flannel board media. Flannel board media is a square-shaped medium of various colors that contains various letters, syllables, words, and shapes that can be attached and detached. Flannel board media is a tool/object that can attract children's interest in reading because children see engaging visuals, thus enhancing their attraction to reading and improving their reading abilities. (Anggy Giri Prawiyogi et al., 2024). A flannel board is a two-dimensional visual learning tool made from flannel fabric attached to a board or plywood, then cut-out pieces of flannel or cardstock are made for the back of relevant images. Flannel boards can be used to teach letters or words easily and can be used repeatedly. (Aryani et al., 2023). Felt board media has many benefits, including clarifying message delivery, overcoming space limitations, reducing passive attitudes in children, being usable for various types of learning, and encouraging children to learn actively. (Azizah et al., 2024).

Another interesting media presented by (L. K. Sari et al., 2022) is picture word cards used in learning activities as a medium through play activities. Word cards are media specifically created from paper. On these cards, letters, numbers, and pictures are written with the aim of supporting reading learning in children. Teachers can design these word cards with various latest innovations that are

suitable for the children's character, so that children's reading abilities can develop maximally and efficiently. (Nisa Umami SY, 2024). The various colors, images, and letters from both media, namely felt boards and flashcards, are very interesting to apply in reading learning. According to Arsyad in (L. K. Sari et al., 2022), the function of flashcard learning media is to train the development and ability of the right brain in remembering words and images, thus improving vocabulary and reading skills of students/children from an early age. The use of illustrated flashcards in learning can also provide a new enthusiasm when taught to children. In addition, the use of flashcards can help students understand letters and syllables that are introduced gradually according to the student's development. (Setyowati & Imamah, 2023).

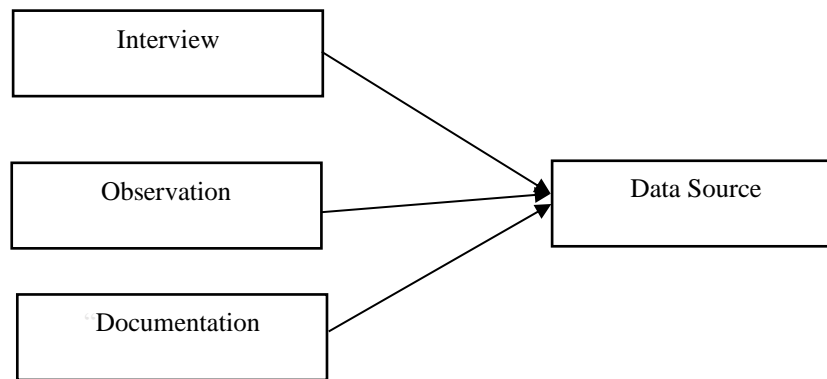
TK IT HASMI Kindergarten in Tamansari District, Bogor is one of the schools that uses flannel boards and word cards as media. TK IT Hasmi strives to combine these two types of media as the basis for the curriculum framework. The combination of the flannel board and word cards is aimed at optimizing children's reading abilities through a varied learning approach that is not monotonous. Among the steps for implementing learning activities using flannel boards and word cards simultaneously at TK IT Hasmi are as follows: (1) The teacher prepares the flannel board and word cards, and all its items, and images according to the theme have been well prepared, (2) The teacher invites the children to arrange words according to the images of the syllable cards on the flannel board. The teacher gives more time to children who find reading difficult. Children are given time/opportunity to look at, arrange/stick, or remove/unstick the letter elements. ((3) The teacher creates games so that students do not get bored while learning to read, (4) Explains the rules of the game, (5) The game is played in groups, the children are divided into appropriate groups. (6) Each child in a group takes turns placing letters on the felt board according to the provided word cards. The researcher observes that both educational/media games have their own advantages in enhancing reading skills in early childhood. The felt board offers an interactive/communicative and enjoyable learning experience, while the word cards provide learning through play. With both media, children are able to arrange and compose letters into syllables, and syllables into simple sentences.

The results of the observation during the learning process using this media make children enjoy reading activities and are able to develop their reading skills. In addition, with this media, the reading learning activities become more enjoyable and more active and enthusiastic. This is evidenced by the initial observations of the researcher where children engaged in learning activities and steps above with great enthusiasm and full of activity. Therefore, the researcher is interested in further investigating the application of using felt boards and word cards in developing reading skills in children at TK IT HASMI, Tamansari District, Bogor.

## **METHODOLOGY**

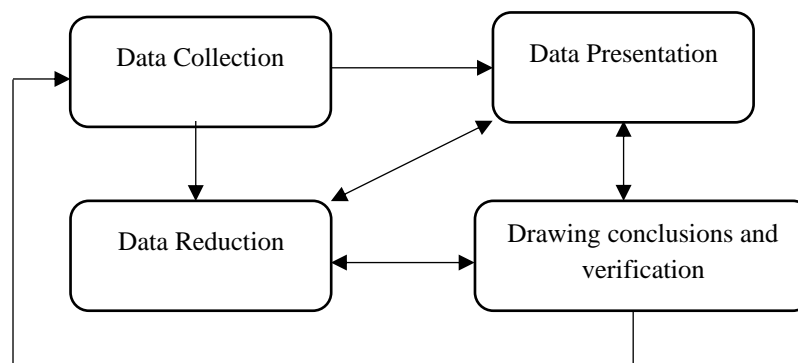
The type of research used is research with a qualitative descriptive approach. Qualitative descriptive research aims to describe ongoing events, without seeking relationships or conducting specific tests. In this qualitative approach, the main goal is to provide a descriptive account concerning the use of flannel board media and word cards on the reading abilities of children in class B2 at TK IT HASMI. This qualitative approach also aims to develop concepts that can evolve into theories. In this research, the researcher attempts to understand the role of using flannel board media and word cards in the reading abilities of children in class B2 at TK IT HASMI, Tamansari, Bogor. In this case, the researcher refers to matters related to letters in developing children's reading skills through flannel board media and word cards to obtain descriptive information and data in the form of behavioral data, external data, and documentation that can be understood according to the situation of the place, time, and environment present at school.

The data collection techniques that have been formulated are observation, interviews, and documentation studies. The research is conducted directly so that the data obtained is of high quality. At this stage, the researcher acts as the main instrument during the research process or data collection, where the researcher will play an active role in data collection throughout the research activities.



**Figure 1. Data Collection Technique**

In this study, data analysis was performed through a descriptive approach, involving the collection of data relevant to the current phenomenon. Furthermore, this data was organized, processed, and analyzed to provide a better picture of the subject under study. (Sugiyono, 2016). The research used data collection techniques indicated by the model of Miles, Huberman, & Saldana, which includes collection, reduction, presentation, and conclusion drawing.



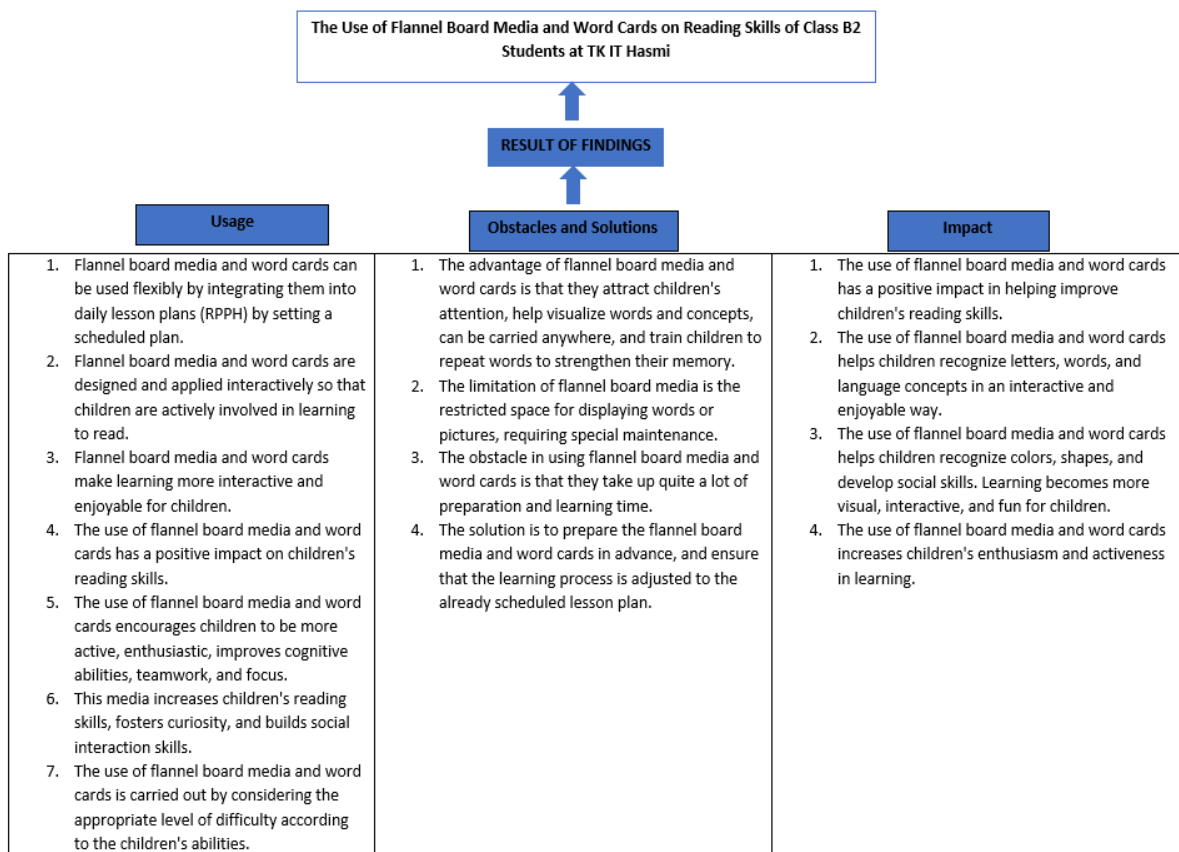
**Figure 2. Research Framework (Miles, M.B. Hubmen, A.M, & Saldana, 2014)**

The data obtained has validity and has a degree of confidence; this research employs 4 techniques, namely data triangulation, persistent observation, using references, and member checking.

## RESULTS AND DISCUSSION

The data reduction carried out in this research is the process of selecting and simplifying the data collected from the overall interviews, observations, and documentation. This process aims to filter out relevant and significant information from the total data obtained. Next, this research includes three sub-focus areas which can be seen in the following image:

**Figure 3. Research Sub Focus**



After conducting research, it was found that the purpose and benefits of using flannel board media and word cards in TK IT HASMI are to foster enthusiasm, allowing children to interactively recognize difficult letters. By recognizing these letters, children are able to connect one letter with another to form syllables, and then combine syllables into simple sentences so that they are able to read, thereby enhancing their reading skills. This is in line with the opinion of (Ramadani, 2022) that by using this flannel board media, children can differentiate letters, read word by word and sentence by sentence, as well as spell letters better and read sentences



well. Another opinion about the purpose and benefits of word cards, as stated by (Halimah, 2016), is that the use of word card media helps develop reading skills, makes learning enjoyable, and motivates children to learn.

In this study, teachers at TK IT HASMI have carefully and meticulously planned the use of felt board media and word cards. They consider the material to be taught in relation to the learning objectives they want to achieve, choose topics and materials that are easy for children to understand, and design activities that support interaction and active participation of the children. This approach is in line with research that shows the importance of thorough planning in the use of learning media to achieve optimal outcomes. (Hasanah & Nurhasanah, 2018) The use of felt board media can make it easier for children to learn actively, making them more enthusiastic about learning, as well as helping to foster understanding and develop children's abilities to recognize letters. In addition, the planning of word card media usage according to (Prapmawati & Atiningsih, 2022) Children are more enthusiastic about learning when using word card media in a play-based learning concept. With this approach, they do not easily feel bored, making the learning process more enjoyable and effective.

The usage time is conducted flexibly. This medium is used according to the learning topic being taught, with the aim of enabling interactive usage. Teachers can ensure that the flannel board and word cards are used effectively and are relevant to the desired learning objectives. This is in accordance with the research conducted by (Hasanah & Nurhasanah, 2018) which found that engaging activities using flannel boards, either individually or in groups, can increase achievement scores in beginning reading learning. This is also consistent with reading activities using word card media as stated by (S. P. Sari, 2014) who stated that the use of word card media in learning provides understanding to children that the reading process includes activities of recognizing letters, syllables, and words. Reading should be taught according to the stages of reading.

The implementation process is carried out flexibly by considering relevant learning topics. With this flexible approach, flannel board media and word cards can provide an engaging learning experience while effectively and enjoyably supporting children's reading abilities development. The media is designed to be

used interactively, encouraging children to actively participate in the reading learning process. This aligns with what has been stated by (Bakhtiar MY, 2016b) regarding the benefits of a planned and adaptive approach in the use of learning media, as found by Bachtiar, indicating that a planned approach helps improve the effectiveness and efficiency of students' learning activities.

In the development conducted regarding the use of felt boards and word cards in enhancing children's reading skills at TK IT HASMI, the use of these media allows students to learn in a very/more interactive and enjoyable way. The activities designed in reading lessons using this media can increase children's activity, make them more enthusiastic, enhance their social skills, and are more enjoyable for children. Most importantly, the use of this media helps improve/develop skills for children. This is consistent with the research. (Nurmi, 2021) In their research, it was found that the development related to the use of flannel boards is that flannel boards can help improve/develop reading skills in students. Another opinion about word cards states that by using word cards, children are able to differentiate the sounds of words, recognize the symbols of letters corresponding to the letters, and are able to read the syllables presented on the word cards. (Prapmawati & Atiningsih, 2022).

The results of this study show that the use of word cards and felt board media has a positive impact on developing reading skills in children at TK IT HASMI, Tamansari District, Bogor. The use of this media can increase children's engagement in learning, foster children's enthusiasm, enhance children's creativity, be enjoyable for children, and, importantly, develop children's reading abilities. Through interaction with this media, children become more cognitively active, in asking questions, answering questions, and solving problems. This media encourages them to think quickly, make decisions, and stimulate reading abilities in children. This assessment confirms that felt board media and word cards provide a significant contribution to helping develop early childhood reading skills. This is relevant to another study titled "Beginning Reading Skills through the Use of Flannel Board Media and Children Aged 4-5 Years at TKI Nurul Hidayah Bekasi Jaya Indah." The relevance to this study lies in the similarity of the observation objects, namely the reading abilities of children aged zero to six years, as well as the same location in kindergarten and the qualitative research approach. The

difference is that the previous study only used flannel boards as media, while this study observes the effects of two interactive educational media, namely flannel boards and word cards.

The flannel board and word card media have advantages in use at IT HASMI Kindergarten, namely that the flannel board can be used to display images that attract children's attention, helping to visualize the words and concepts being taught. The flannel board and word card media are also easy to modify. This study aligns with research (Itah Fahitah, 2021) that the advantages of flannel boards are that words and letter items can be removed and attached as desired, thereby enhancing children's vocabulary and reading skills. On the other hand, word cards have the advantage that words or images can be moved or changed as needed. The sensory stimulation from touching and moving the words or pictures on a flannel board can provide additional sensory stimulation to the child, helping to strengthen the connection between visualization and the words being learned. The cards are easy to carry and can be used anywhere, in various environments. They can be used for repeated practice of words, helping to reinforce the memory of the words that will be taught. This is consistent with what has been said. (Wibowo, 2022) The advantages of flashcards are that they are portable, easy to create and use, easy to remember, and enjoyable as a learning medium, especially in language learning and reading.

However, there are drawbacks in the use of flannel boards and word cards that need to be addressed. The limitation of flannel boards that the researchers found is that flannel boards have a capacity limitation in displaying words or images. This can limit the variety or amount of material taught in a single session. In addition, flannel boards require special maintenance to keep the cleanliness and durability of the flannel board and the elements used, and the time to prepare them can take a long time. This is in line with research. (Nurmi, 2021) that the drawbacks of flannel boards are that they require a long time to prepare, they are not inexpensive, and they are less clear when displayed from a considerable distance. Whereas the disadvantages of word cards in the research conducted by the researcher are that the word cards directly manipulate the words or images, they can be lost or damaged, thus requiring periodic maintenance and replacement. This is in line with the

research. (Pusparani, 2022) and (Khairunnisak, 2015) who stated that the size of the word cards is limited, easily damaged, and is only in visual form with no audio.

In the use of flannel board media and word cards, there are obstacles in its use at TK IT HASMI. The obstacles include that the flannel board media and word cards must be used simultaneously; if not used together, they do not create active and interactive learning. Another obstacle relates to the time needed for using flannel board media and word cards, which requires additional duration in the preparation and implementation of learning. Teachers may need to manage time carefully so that the use of flannel board media and word cards does not disrupt the existing learning schedule. To address these obstacles, TK IT HASMI has solutions that can be taken, namely using both flannel boards and word cards together, or they can also be used with other media, such as interactive storybooks. Teachers need to prepare the flannel board and word cards before the learning implementation to avoid disrupting the schedule of other classes. Teachers must manage time carefully so that the use of flannel board media and word cards does not interfere with the existing learning schedule. Previous research conducted by (Nurmi, 2021) stated that preparing for lessons before conducting them is a necessity. Therefore, in accordance with the previous research, the solution to this obstacle is that the flannel board and word card media must be prepared one day before the learning implementation so that other learning activities are not disturbed.

The impact of using flannel boards and word cards in developing children's reading skills at TK IT HASMI shows great potential for both media. This use can assist in the development of reading skills for children aged zero (0) to six (6) years. Flannel boards and word cards help children recognize letters, words, and language concepts in an interactive and enjoyable way, serving as an effective and engaging tool to help preschoolers develop their reading skills in a fun and impactful manner at TK IT HASMI in Bogor District. This research aligns with the study by (S. P. Sari, 2014), which states that the use of flannel boards helps children improve their reading abilities. Another study conducted by (Saeful Rahmat & Heryani, 2014) regarding the impact of word cards found that the use of word cards can help children's reading development and vocabulary acquisition more effectively with

conventional learning. Flashcards provide a very interactive and enjoyable learning experience, which supports children in developing their reading skills and enriching their vocabulary more effectively.

## CONCLUSION

The implementation of learning using felt boards and word cards greatly assists in developing children's reading abilities. With this media, children are invited to actively participate in the activities. They are encouraged to place letter items according to the images on the word cards provided by the teacher, in line with the material prepared before the learning activities (lesson plan). During the learning process using the felt board and word cards, the children appeared enthusiastic, happy, and were stimulated to participate actively. Thus, this media helps children improve their reading skills and also encourages them to enjoy learning activities.

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