E-CHIEF JOURNAL
EARLY CHILDHOOD AND FAMILY PARENTING JOURNAL

DEVELOP EARLY LITERACY SKILLS THROUGH COOPERATIVE LEARNING MODELS, MONTESSORI GAME METHODS AND SANDPAPER LETTERS MEDIA

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Abstract
This research was motivated by the low results of children's language development in the aspect of early literacy in recognizing and imitating (writing by mentioning) letters that are still not developed. The purpose of this study is teacher activity, child activity, and child development results in showing children's activities in recognizing and imitating (writing by mentioning) letters. This research approach uses a qualitative approach, the type of research is Classroom Action Research (PTK) which is carried out in 2 cycles. This research was conducted at Suka Maju Kindergarten, Lunjuk HST Village for the 2021/2022 school year in group A, which amounted to 12 children consisting of 4 boys and 8 girls. Data collection techniques are carried out by observation, interviews, performances, and evaluation through LKPD. The results showed that teacher activity obtained very good categories, children's activities obtained very active categories, and the results of the development of aspect early literacy aspects obtained categories developed as expected (BSH) and developed very well (BSB). The conclusion of this study is the use of cooperative learning models, Montessori game methods and sandpaper letters media in developing aspects of early literacy (recognizing and imitating) in group A children of Suka Maju Kindergarten Lunjuk HST Village.
Keywords: Early Literacy, Cooperative Learning Model, Montessori Method, Media Sandpaper Letters

INTRODUCTION

Teaching is one of the necessities of life that is expected to grow human skills through mastery. The training combines the journey of life and human cooperation with the climate to grow everything possible according to the stage of development so that it goes well. In Law Number 20 of 2003 concerning the National Education System that Youth development is a formation aimed at children from birth to the age of six years which is brought out through the provision of instructive improvements to help physical and deep development and improvement so that children have the preparation for entering further training (Sujiono, 2013: 6).

The importance of language development for early childhood (Anisa &; Faqihatuddiniyah, 2022; Fatimah &; Mahmuddin, 2021; Fauziah &; Rahman, 2021; Handayani, 2016; Hayati et al., 2020; Yulianti &; Rachman, 2022)**.** One of the abilities that teenagers must master is reading skills and early abilities, which are very basic abilities for children to dominate as an excuse to study various subjects. This justifies the need to find a way of looking at education in young people, especially young people. Learning letter recognition in early education is completed by presenting letters that are the reason for learning, through letter recognition children will want to understand the state of letters so that children can form certain syllables and words.

Research by Bowles, et al (2014) showed that children have difficulty learning lowercase letters rather than uppercase letters, so they are considered as extras such as the letters b, d, p, q and l because they have little contrast. Young children often find problems when faced with letters that have similar shapes. This will be a problem if it is not considered as expected because the child will have problems being recorded as hard copy and reading.

To encourage its implementation in cultivating further early abilities, children must be coordinated so that children's abilities improve. Experts for early skills according to Permendikbud Number 137 of 2013 Language improvement achievement standards for children aged 4-5 years include: looking at pictures; feeling the surrounding articles; creating basic scribbles; and imitation (making by speaking), this ability is important

for children to master as a motivation to achieve reading and composing skills. Children need to constantly understand the letters of different letters before they emerge as fun columnists and readers. Children who can understand and name letters sequentially are clearer about how to read most proficiently compared to children who do not have bad thoughts about various letters (Wasik, 2012).

In this survey, experts focused on further developing language skills at the level of 1) capturing images. Similarly, 2) replicating (organizing by articulating) consonants, e.g. b, d, m, n that make it difficult for children to remember them given their similar structure, consequently using sandpaper learning media with the achievement of increasing children's ability to learn. exercises to master the use of Montessori strategies.

Based on observations that have been made by experts in group A aged 4-5 years with a total of 12 children. In language improvement related to early skills, there are still children in group A who cannot understand and imitate (makeup by saying) pictures of consonants such as b, d, m, and n. This is because they do not have the option to see letters that are almost similar in shape, such as the letters b and d, m and n. This will generally be seen in young people whose basic instructional capacity is underdeveloped. The result of the expansion of semantic knowledge in youth coaching is to see, and imitate (sort by reference) pictures of consonants b, d, m, and n which are generally relatives of TK Suka Maju Desa Lunjuk Hulu Sungai Tengah, although children aged 4-5 years must be able to know abilities, especially children can see pictures and children can imitate (arrange by reference) consonant images.

In conditions in the field during observation and interview recognizing and imitating are still not well developed in all children. This is due to the inability of children to recognize and imitate consonant symbols shown by teachers. The way the teacher shows the sentence written on the blackboard which then tells the child to imitate the writing and write it in the children's book still cannot be implemented properly by the child so this method becomes effective because there is no varied learning

media. The results of the development of aspects of recognizing and imitating (writing by mentioning) consonants as a whole grade A students of Suka Maju Kindergarten Lunjuk HST amounted to 12 children of group A, only 1 child scored 13-15 or BSB, 2 children who scored 10-12 or BSH, 3 children who scored or 7-9 MB, 5 children who get a score of 4-6 or BB.

To solve this problem, we want one of the models, techniques, and media that fits the goal that later children can master and understand parts of language in early skills. One of the models, strategies and media used in the exam is the assistive learning model, Montessori game strategy and sandpaper letter media.

Model Cooperative Learning is learning through joint exercises, learning models with local area learning, especially by forming local area learning or gathering learning (Thobroni: 2013). A valuable learning system that remembers children's collaborations for small social occasions to interact with each other. With a valuable learning system, it will allow the teachers to handle the class better and the children can benefit each other. In this study, wider relationships will be established, especially cooperation and correspondence between teachers and students, young people and students, and adolescents and teachers.

Montessori is a learning technique for children that in its planning relies on speculation of child development. An education system that helps each child by fulfilling his assumptions in all his daily problems. This procedure is a young remedial system started by Dr. Maria Montessori, an Italian teacher, subject matter expert, and specialist in the late 19th and mid-20th centuries. Not only can Montessori procedures be applied in preschool and elementary schools, but home guards can also apply Montessori techniques. Similarly, this strategy also emphasizes the independence and activeness of children with direct learning through rewarding activities and cooperative play.

METHOD

This research was in Group A at Suka Maju Kindergarten, Lunjuk Village, Hulu Sungai Tengah District, which amounted to 12 children in the second semester of the

2021/2022 academic year for 4 meetings. The factors studied from teacher activity include: 1) Teachers deliver material and learning objectives, 2) Teachers prepare media by inviting children to play with sandpaper letters, 3) Teachers ensure children who do not know consonants, 4) Teachers direct children to groups, 5) Teachers and children work together to complete tasks, 6) Teachers see which children are active and which are passive, 7) The teacher repeats what the child does not understand, 8) The teacher evaluates the conclusions of the material.

Factors studied from children's activities include: 1) children listen to directions to play, 2) children make groups, 3) children play Sandpaper Letters, 4) children imitate and convey memories of letters he has seen. Factors to improve children's early literacy skills studied are: 1) Children can pronounce consonant letter symbols b, d, m, n well, 2) Children can match colours with consonants b, d, m, n correctly, 3) Children can imitate consonant letter symbols b, d, m, n correctly.

Teacher training in learning should find lasting success if they arrive at a perceptual value class with a range of 27-36 which can be said to be the "excellent" category. A child's activity is categorized as successful if the observation score is 82-100% with the criteria "Very Active". The results of developing language skills in early literacy are said to be successful if the assessment ≥ a score of 10-12 which means developing as expected by individually reaching 80% and if getting a score of 13-15 which means children develop very well individually if they reach 82%.

The method of collecting subjective information uses perception sheets for teacher and student exercises. Quantitative information is collected using assessment sheets, tests of which are compiled individually. The information check strategy of the teacher exercise has a score range with 4 models, namely 30-36 very good standards, 23-29 good measures, 16-22 very good rules, and 9-15 bad rules. Children's practice has a score challenge with 4 rules, specifically 13-15 highly dynamic models, 10-12 dynamic measures, 7-9 respectable dynamic standards, and 4-6 less dynamic rules.

RESULTS & DISCUSSION

Teacher Activity

Based on the findings obtained, shows that teacher activities in carrying out learning using the cooperative learning model, Montessori game method and sandpaper letters media have increased in each meeting, as can be seen in the following table:

Table 1. Recapitulation of Teacher Activities

Meeting	%	Criteria
1	50%	Good enough
2	69%	Good
3	81%	Very good
4	89%	Very good

This shows an increase in teacher activity at each meeting, from a percentage of 50% to reach a percentage of 89% where teachers have achieved the criteria of "Very Good". The learning activities that the teacher does are appropriate so that the teacher gets a score of 4 in the implementation so that it can be said to be successful.

The expansion of the teacher's activities to the present state is because, after the learning exercise, the teacher usually seeks to do the completed self-reflection at the meeting before his or her so that the teacher can establish the main areas of strength for the environment for the child. Suriansyah's assessment (2015: 39) states that a specialist teacher generally considers the learning practices he has done. For this situation, the teacher surveys what should be improved from the completed activities.

The exercises carried out by teachers in learning are increasingly far-reaching, the improvement that occurs is inseparable from the teacher's efforts to continue to improve each meeting considering the impression that the exercise has been completed. This is to Suriansyah's assessment (2014: 5) which says that teachers not only act as models or true models for the children they lead but also as heads of learning.

Teachers are instructors, tutors, guides and designers of instructive plans who can build conditions with a rewarding learning environment, especially an exciting, fun, safe learning climate, as well as in exploring the limits of participation by making room. for the child to think creatively. in addition, imaginative (Sari and Rini, 2020).

Suriansyah (2014) teachers are an important part of the findings completed to determine strategies for their implementation. In addition to a mature plan, teachers also play an important role in the results of creating meetings.

The procedure of Montessori games as shown by Montessori speculation reveals that showing children must remember that they are individuals unprecedented and will be imaginative in their abilities. The effort as adults (teachers and caregivers) is to provide techniques to engage learning and work with them when they are ready to learn something (Sari and Rini, 2022).

The reason for aiding learning as well as building positive connections, is to make people who have exceptional character and a sense of duty. Another important key to fruitful learning is to demonstrate to children the ability to participate and collective effort. These helpful capabilities transmit connections, work, and effort. Labour relations work can be done by making correspondence between bunches of individuals, while labour work is completed by making correspondence between bunches of individuals, while task assignments are carried out by dividing affairs between individual bunches during movement. (Huda:2015).

Media as a tool in teaching and encouraging experience is a situation that does not need to be taken pains to address. Because teachers need to help teachers' efforts in conveying the message of learning materials given by teachers to students. Teachers understand that without the help of media, points will be difficult for every child to process and understand, especially subjects that are confusing or complex (Djamarah et al, 2013).

Children's Activity

The results of the class action study proved that there was an increase in children's activity after learning using a cooperative learning model with the Montessori sandpaper letters game method turned out to have increased with the criteria of "very active". This implies that the child's actions have been victorious in terms of making signs of progress, specifically "very dynamic".

Children's learning outcomes are also inseparable from the teacher's foresight in choosing a learning model. The learning model applied by the teacher in this test is to utilize a useful learning model with Montessori game strategies and sandpaper letter model media used to make children interested, and dynamic and better understand the revelations made by the teacher. In this survey (Sari and Rini, 2022).

Cooperative Learning is a learning strategy that involves children in small gatherings to speak. With a beneficial learning system, it will allow the teachers to handle the class more successfully and the child can benefit from each other. In this survey, a broader joint effort will be finalized, especially the relationship and correspondence between teachers and students, children with students, and children with teachers. Young children have different attributes than adults in the way they act. Similarly, in terms of learning, children also have qualities that are not equal to adults. The idea of a child's learning approach is an honour that must be felt and used as a source of insight in planning and implementing learning for the younger generation.

This improvement in learning outcomes is also caused by valuable discussions, children will offer views and propose to their friends, according to that assessment, accordingly (Damayanti and Apriyanto, 2017) Cooperative means working together to achieve goals in a fast and profitable manner. This learning model features fun activities for children such as getting together, focusing on points, and managing the most accommodating problems.

Fadillah (2013: 58) one trait that is no less important and must be felt by every parent and teacher is that young people like to imitate and play. These two qualities are fully visible in influencing the improvement of young people. He likes to imitate what children find in a person and it is very important for him that children will imitate and do what he sees.

Learning Outcome

The results of early literacy development using the cooperative learning model at each meeting increased from Undeveloped (BB) to Developed as Expected (BSH). Which results show that at each meeting there is an increase in meetings. Improving the development of children's early

literacy skills in recognizing and imitating (writing by mentioning) letters using the model of cooperative learning.

Language is described as correspondence with others, in this sense incorporating all means to relate to delivery, in which considerations and feelings are conveyed as verbal, creation, movement or progress by using words, images, pictures, pictures or materials (Fadlillah, 2014: 46).

By utilizing useful learning models with Montessori sandpaper game techniques, it is possible to develop a portion of children's early training. This is solid with the previous research by Romiyati (2021) find out how to cultivate the ability to see the underlying skills through syllabic games with a y learning model and to know the importance of boundary expansion exercises to see in time through syllabic games, with the horse game learning model. This audit uses Classroom Action Research (PTK) in two gathering designs. The results of the research show the development of the ability to see early.

The improvements occurring across all contemplated viewpoints, particularly educator exercises, child exercises and formative outcomes have addressed the speculations in this review, specifically "Assuming you apply the cooperative learning model to the Montessori sandpaper letters game method of observing and imitating (pronunciation). by referencing) the letters in Kindergarten Group A Suka Maju Desa Lunjuk HST, then the activities and results of development children will increase and be acceptable. Based on the description above, we can see a trend of improvement in all aspects, as shown in the following trend chart:
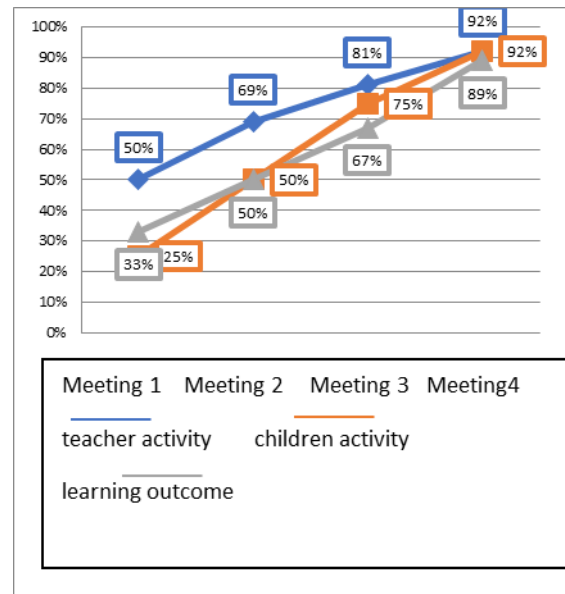
Graph 1: the trend of improvement in aspects

Based on the graph above, it can be seen that the level of all angles studied, particularly teacher practice, child practice, and child development outcomes will generally improve at each meeting because the teacher usually strives and strives to constantly work on the nature of learning at each meeting. In the educator movement, each association, in general, will increase because teachers strive to work on the nature of learning in each association. In training children also experience improvement, this is because teachers can provide exercises that make children more dynamic in exercises in educational experiences. In this way, the improvement of the teacher's movements and the children's exercises at each meeting also affects the improvement of formative results at each meeting.

Given the consequences of the homeroom activity research led in this review, it tends to be considered to find lasting success and speculation stating that "using a cooperative learning model with sandpaper letters media Montessori play method to develop children's early literacy in recognizing and imitating (writing by pronunciation) letters in group A kindergarten Suka Maju HST Desa Lunjuk" will develop very well and acceptable.

CONCLUSION

Based on the results of classroom action research conducted on group A children of Suka Maju Kindergarten Lunjuk HST Village using a cooperative learning model, the Montessori game method with sandpaper letters media can be drawn several conclusions; 1) teacher activity is improving and increasing and achieving specified success indicators; 2) children's activities getting better and improving and achieving the specified success indicators; 3) The results of the development of early literacy aspects of children are by success indicators, namely with the category of developing as expected with a score of 10-12 and obtaining a score of 13-15 with the category of developing very well. Based on these conclusions, the results of this study can be used as consideration for choosing a learning model that is more by the time frame of child development, and it is recommended to apply a useful learning model with games Montessori and sandpaper media in learning.

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