

ABSTRAK

PENGEMBANGAN MODUL AJAR DASAR LITERASI MENGENAL HURUF DENGAN MEDIA SENSORIAL UNTUK PAUD

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Literasi adalah kemampuan membaca, menulis, memahami isi bacaan, dan menggunakan informasi dalam berbagai konteks kehidupan. Berdasarkan kuesioner analisis kebutuhan yang dilakukan kepada guru di TK Pelita Kasih, TK Kanisius Kadirojo, dan TKIT Al-Qodir ditemukan informasi bahwa guru membutuhkan modul ajar pada Capaian Pembelajaran elemen Dasar Literasi sub elemen pramembaca dan pramenulis. Penelitian ini bertujuan untuk 1) Mengembangkan Modul Ajar Dasar Literasi materi mengenal huruf dengan media *sensorial* untuk PAUD dan 2) Mengetahui kualitas Modul Ajar Dasar Literasi materi mengenal huruf dengan media *sensorial* untuk PAUD.

Penelitian ini berjenis penelitian *Research & Development* (R&D) yang menggunakan model ADDIE, terdiri dari: 1) *Analyze*, memetakan kebutuhan guru dengan memberikan kuesioner analisis kebutuhan terbuka kepada guru di TK Pelita Kasih, TK Kanisius Kadirojo, dan TKIT Al-Qodir; 2) *Design*, menyusun rancangan desain dengan membuat kisi-kisi isi modul ajar; 3) *Develop*, menyusun modul ajar dan memvalidasi kepada tiga ahli; 4) *Implement*, melaksanakan uji coba di TKIT Al-Qodir; 5) *Evaluate*, menganalisis proses, produk, dan hasil penilaian capaian perkembangan anak.

Kualitas pengembangan Modul Ajar Dasar Literasi mendapat skor 3,67 dari dosen dan guru TK; skor 3,73 dari ahli bahasa. Jadi, rerata yang diperoleh secara keseluruhan mendapatkan skor 3,69 yang termasuk dalam kategori “Sangat Baik”. Modul layak diujicobakan setelah revisi. Uji coba produk modul ajar dilaksanakan di TKIT Al-Qodir pada kelas TK B dengan jumlah peserta didik 17 anak. Hasil analisis evaluasi menyatakan bahwa 23% anak berada pada capaian perkembangan “Mulai Berkembang” pada aspek kognitif, sehingga kemampuan belajarnya masih perlu ditingkatkan.

Kata Kunci: Modul Ajar, Dasar Literasi, PAUD

ABSTRACT

DEVELOPMENT OF A BASIC LITERACY TEACHING MODULES FOR RECOGNIZING LETTERS USING SENSORIAL MEDIA FOR EARLY CHILDHOOD EDUCATION

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Literacy is the ability to read, write, comprehend reading materials, and use information in various life contexts. Based on a needs analysis questionnaire conducted with teachers at Pelita Kasih Kindergarten, Kanisius Kadirojo Kindergarten, and Al-Qodir Islamic Integrated Kindergarten (TKIT), it was found that teachers require a teaching module for the Learning Achievement in the Basic Literacy element, specifically the pre-reading and pre-writing sub-elements. This study aims to: 1) Develop a basic literacy teaching module on letter recognition using sensorial media for early childhood education, and 2) Determine the quality of the basic literacy teaching module on recognizing letters using sensory media for early childhood education.

This research is a type of Research & Development (R&D) study that employs the ADDIE development model, which consists of: 1) Analyze, mapping teachers' needs by distributing open-ended needs analysis questionnaires to teachers at Pelita Kasih Kindergarten, Kanisius Kadirojo Kindergarten, and Al-Qodir Islamic Integrated Kindergarten; 2) Design, drafting the module content outline; 3) Develop compiling the teaching module and validating it with three experts; 4) Implement, conducting a trial run at Al-Qodir Islamic Integrated Kindergarten; 5) Evaluate, analyzing the process, product, and results of children's developmental progress assessments.

The quality of the basic literacy teaching module development received a score of 3.67 from lecturers and kindergarten teachers, and a score of 3.73 from a language expert. The overall average score was 3.69, which falls into the "Excellent" category. The module was deemed feasible for trial implementation after revisions. The module trial was conducted at TKIT Al-Qodir in a TK B class with 17 students. Evaluation analysis results indicated that 23% of the children were at the "Beginning to Develop" level in cognitive aspects, suggesting that their learning ability can still needs to be improved.

Keywords: Teaching Module, Basic Literacy, Early Childhood.