

The Effectiveness Of Picture Word Inductive Learning Model (IKB) In Improving Literacy Ability In Early Childhood

Kartika Fajriani^{1*}, Syamsul Bachri Thalib², Darman Manda³

¹*Doctor of Education Program, Makassar State University, Indonesia, e-mail: fajrianikartika111@gmail.com*

²*Lecturer of Post-Educational Sciences, Makassar State University, Indonesia, e-mail: syamsult@yahoo.com*

³*Lecturer of Post-Educational Sciences, Makassar State University, Indonesia, e-mail: darmanmanda@unm.ac.id*

ABSTRACT

Learning literacy for early childhood is very important. It aims to improve reading and understanding a word and even a text from an early age. Therefore, various learning models are very important to support the literacy skills of students at an early age. To find out the description of the need for an appropriate learning model to improve literacy skills in early childhood, it is necessary to explore and try out an appropriate learning model, in this case, the pictorial word inductive learning. Besides being an effort to find out the prototype of the learning model, it is also to find out the effectiveness of the Inductive Word Picture learning model to improve literacy skills in early childhood. This research is the development of learning creativity, the Inductive Word Picture learning model is a learning model that can be measured its validity and effectiveness. Therefore, this study uses a qualitative descriptive method, the method used for in-depth research on an applied learning model. From the learning process, the learning outcomes can be derived in depth through the variable data obtained in the sample of the research object. So the hypothesis in this study is the effectiveness of the pictorial word learning model (IKB) in improving literacy skills in early childhood, concerning the research methodology used. To find out, it is necessary to do research in detail by the research methodology that will be used, so that the hypothesis in this study is answered and can answer the prototype of the learning model in improving the literacy skills of students at an early age.

Keywords: Effectiveness, Picture Word Inductive Learning, Early Childhood

I. INTRODUCTION

Early childhood education is contained in Article 28 of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System. The Ministry of Education and Culture has a direction for 2011-2045 PAUD development which is divided into 5 stages, namely: (1) service expansion stage from the 2002 - 2011 year, (2) quality stabilization stage from 2011 - 2015, (3) quality standardization stage national quality from 2015 - 2025 years, (4) international quality

standard stage in 2025 - 2035, and (5) plenary service stage in 2035 - 2045. (Guidelines for Application of PAUD Curriculum: 2013). In line with such a long-term development direction, it is hoped that in 2045 when Indonesia reaches the 100th anniversary of independence, Indonesian children will grow and develop into competitive intelligent human beings. The resulting output will be directed not only to the achievement of cognitive, affective, and psychomotor abilities but rather to language skills so that the results are optimal which is

directed to 21st-century learning known as the effect of the industrial revolution 4.0.

The low interest in reading based on UNESCO data for the Indonesian people who like to read is 0.001% or in other words, out of 1000 Indonesians, only 1 person likes to read (Kemendikbud, 2018). It is the responsibility of all educators in the current era of globalization, where very rapid progress in the field of informatics and human resources is needed to answer the challenges of the 21st century, human resources are needed who have skills in life and career, skills in learning that include 4 C's, namely: Critical thinking, Communication, Collaboration, Creativity, and skills in mastering technology, information, and media. In other words, 21st-century skills are needed to solve complex problems, collaborate and communicate well with others, acquire new skills and information independently, and quickly adapt to changing conditions to compete in the global economy (Gewertz, 2008; Tindowen & Bassig). , 2017). To support all of this, it is necessary to prepare good language skills from an early age, because the language will be a communication tool to convey one's thoughts, feelings, and desires to others. In addition, language is also used to seek information and convey information.

Mastery of language is a great achievement experienced by children. (According to Seefald and Wasit in Beaty, 2014), at the age of children who are already in a preschool program, language skills in early childhood have a significant impact on their progress in the future. When children enter Kindergarten education, they are 4-5 years old. This period is the golden age of child development. This age has great potential to optimize all aspects of its development, namely social-emotional and moral aspects, language, cognitive, artistic, and physical aspects of motor skills. All aspects of development are expected to be developed in a balanced manner between one aspect and another (Mediyawati, 2020).

Language has a use, namely being a communication tool to convey one's thoughts, feelings, and desires to others. In addition, language is also used to seek information and convey information. If a child is unable and unskilled in language, then he will not be skilled

in communicating, conveying the results of his thoughts, feelings, and desires. Early childhood language skills can be seen from the ability to understand language, express language, and literacy. Indicators of achievement of children's development, especially in language skills in literacy aspects for kindergarten age, especially 5-6 years, include mentioning letter symbols, recognizing letter sounds, understanding letter sounds and shapes, reading own name, writing own name, and being able to understand the meaning of words. in the story. By looking at the indicators of achievement of the developmental aspects of literacy, especially in children aged 5-6 years in terms of language, not all children will easily do these things if their abilities have not developed and do not receive proper stimulation according to the characteristics and needs of their level of development. his age. Emotional social development is very important to develop because children's ability to manage emotions and interact socially with other people is needed when children enter the surrounding environment. Without the ability to manage emotions and the ability to perform good social interactions, children will find it difficult to adapt to their social environment. This ability will also help children to find their identity and role in real life (Radliya, et al, 2017).

The importance of implementing early childhood education is based on Law Number 20 of 2003 concerning the National Education System, that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through the provision of educational stimulation through education to help physical and spiritual growth and development so that children have the readiness to enter further education. (Tarigan, 2009) states that the more skilled a person is in language, the brighter and clearer his mind will be. Children who have mastered language skills from an early age will cause children to become learners throughout their lives (Bruns & Pierce, 2007). Stimulation to develop language skills should start early because children are always in the process of speaking (Crim, C., Hawkins, J. T., Rosof, H. B., Copley, J., & Thomas, E., 2008). The language process in early childhood will be

colored more with patterns and concepts imitating what is seen or heard (Suryani, 2020).

The early years of a child's life or what is often known as an early age is the most appropriate period in laying the foundations for the development of children's abilities. This is because this period is a golden age or what is often referred to as the golden age, which is a period of development and growth that is very decisive for children in their future. The characteristic possessed by early childhood is great curiosity. This makes him always have the desire to develop his potential to learn. Children have creativity that must be developed, so they need appropriate and varied learning stimuli. Children seek meaning from words and language that they get through interactions with adults and their peers, children try to process what they feel, and they try to reach out to language as a source of meaning (Bruce Joyce, Marsha Weil, Emily Calhoun: 2009).

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014, it is stated more fundamentally regarding the direction of development that must be achieved in early childhood, namely, six aspects must be achieved by children when they are in the level of non-formal or pre-school education, these six aspects are religious values, and moral, physical-motor, cognitive, language, social-emotional, and artistic.

Based on Permendikbud Number 137 of 2014, there are three scopes of language development, namely understanding language, expressing language, literacy, or recognizing letters. Permendikbud No. 137 of 2014 concerning National Standards for Early Childhood Education In Chapter III article 5 paragraph (2) STPPA is a reference used in developing the PAUD curriculum. Literacy activities or recognizing letters are an integrated unit of activity that includes several activities such as mentioning known letter symbols, recognizing the sounds of the initial letters of the names of objects around them, mentioning groups of pictures that have the same initial sound/letter, understand the relationship between the sound and form of letters, read their names, write their names, understand the meaning of words in stories. In the Regulation

of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2013 concerning National Standards for Early Childhood Education, article 10 reads: "literacy, includes understanding the relationship between letter shapes and sounds, imitating letter shapes, and understanding words and stories".

According to Yudiana and Putri (2020), reading and writing skills and creativity are difficult levels of learning. So reading and writing skills and abilities require a more complicated process. In addition to the steps of the learning process, the selection of the right learning model can also help the process of learning to read and write. Although many learning models are practiced in various learning activities, the achievement of children in developing reading and writing skills is still low. The picture-word inductive learning model is an alternative learning model that can be used, which serves to facilitate children's understanding in developing their literacy skills.

Children will have difficulty reading normally because there are several factors, including lack of opportunity to practice with letters, lack of opportunity to develop reading comprehension strategies, often practice reading beyond their abilities, and having negative experiences with reading or being forced/forced to read outside their interests such as how to read, learn to read and recognize letters conventionally. For this reason, the PAUD curriculum is very important in literacy mastery. Early literacy is a term used to describe a child's ability to use letters or to read and write that was mastered before the child learned how to read and write.

According to Anderson in Dhieni (2010) "Reading is a process to understand the meaning of a piece of writing. The process experienced in reading is in the form of restatement and interpretation of activity starting from recognizing letters, words, expressions, phrases, sentences, and discourses and connecting them with their sounds and meanings. So it can be concluded that reading activities are related to (1) letter or script recognition, (2) the sound of letters or a series of letters, (3) meaning or intent, and (4)

understanding of meaning or intent based on the context of discourse. Before the reading stage, it is necessary to have mastery of the ability to recognize early literacy in early childhood. Early literacy is a sign that children are ready to read and write, even from the age of one or two years, they are already in the process of becoming literate. This is something that must be improved and completed when the child is in PAUD or TK.

Literacy is the foundation structure for mastering the ability to read and write and have fun arithmetic. This state of early literacy must be well developed in PAUD and not be diverted by conventional literacy mastery which will tire children and lead to negative experiences of reading and writing. Early literacy can be developed from infancy and at an early age through adult participation in meaningful activities involving speaking and literacy. Literacy can build prospective readers who are interested in reading by mastering: 1) spoken language; 2) Literary environment; 3) Alphabet knowledge through singing; 4) The meaning of the sound; 5) Visual comprehension-images of balls, fruit, flowers; 6) The concept of printed materials (Writings that are familiar to children, such as TV, Dora, spiderman); 7) Written language-knowledge of books; 8) As if reading – imitating reading, and 9) As if writing– imitating writing.

The early childhood period is a sensitive period for all child development so in literacy development activities it is expected that the teacher's role will be more stimulating, guiding, and nurturing by providing meaningful, safe, comfortable, and enjoyable play according to the child's developmental stage, so that children can grow more a lot of vocabulary mastery. Children can tell stories, not only the teacher who tells stories. Children are also able to reread creative imaginative books and can explore the richness of language, and can enjoy a literate environment.

According to (Glen, 2012) in his research on language development, literacy is more effectively given at an early age in the age range of 4 to 6 years, when children require readiness for school to the next stage. Literacy skills in children are very important because of the early stages in children's language, and

language is a means for children to communicate with the environment and the people around them. With language, children learn to translate their experiences into symbols that can be used as a means for them to communicate and think (Susanto, 2014).

According to Anderson in Dhieni (2010) "Reading is a process to understand the meaning of a piece of writing. The process experienced in reading is in the form of restatement and interpretation of activity starting from recognizing letters, words, expressions, phrases, sentences, and discourses and connecting them with their sounds and meanings. So it can be concluded that reading activities are related to literacy activities which are an integrated unit of activity that includes several activities such as; 1) mention the familiar letter symbols; 2) recognizing the sound of the initial letters of the names of objects around them; 3) mentioning groups of pictures that have the same initial sound/letter; 4) understand the relationship between the sound and form of letters; 5) read your name; 6) write your name, and; 7) understand the meaning of words in the story.

These four components are part of the scope of children's literacy abilities. When a child enters elementary school, the child's language skills will develop well and can help him in the learning process in elementary school. considering that in PAUD students are introduced to pictures, letters, numbers, and vocabulary that they recognize with early literacy methods through fun play activities.

Early childhood has characteristics of different developmental stages from later ages so that the introduction of letters or literacy is made into a fun activity for children through interesting media, then the introduction of letters or literacy in early childhood is the initial basis for abilities before being taught about reading and writing. write. Early childhood is taught about literacy through appropriate learning according to the child's developmental stage.

Literacy skills in early childhood based on the description above are very important to be optimized, considering that at that time the child's brain is in very amazing times and has unlimited potential to be developed. However,

in reality, not all children have adequate memory and concentration skills so literacy skills are also low. This is my initial observation in group B at several Kindergartens (TK) in the city of Samarinda who have literacy abilities that are not as expected. Of the 23 children observed, 10 of them still need additional stimulation in recognizing letters. Among the difficulties faced by children are not being able to distinguish letters that have similar sounds or shapes, for example, “b with d”, “b with p”, “f with v”, “g with j”, “m with n”, “m with”. Difficulties are also seen when the teacher gives a guessing game of letters and guessing words wherein the game the teacher gives a letter from the beginning of the word that is the same as the word according to the picture and asks the child to name the letter but not all children can pronounce it correctly. Likewise, for words, the teacher mentions one initial letter and asks the children to make words, but some children are still having difficulties so they mention the vocabulary that has been mentioned by their friends.

In early childhood language development, at this stage, some parents are demanding pre-school children to be able to read, not only recognize letters but children must be fluent in reading, this becomes a dilemma for PAUD teachers. In addition, the demands from the elementary school are that kindergarten graduates must be able to read and count before entering elementary school. Moreover, with the use of the 2013 Curriculum, where learning is carried out on a thematic basis, so like it or not, every kindergarten graduate child must be ready to take part in learning with the curriculum. So preschool teachers carry out the literacy learning process through fun play, appropriate methods, and also contemporary media to introduce early literacy to early childhood with a delivery that attracts children's interest and curiosity, and is by the needs of early childhood character development.

Stimulating literacy skills for early childhood requires a variety of supportive activities according to the character and needs of children according to their age. If it is associated with Piaget's theory (in Solso, Maclin & Maclin, 2007) suggests that early

childhood aged 2-7 years are still in the pre-operational stage. Where at this stage the child learns something about his environment through symbols or pictures. At this stage, the child has not been able to learn abstract things that need pictures to bridge. This phenomenon is the basis for the need for an appropriate learning model to meet the needs of early childhood by the stages, but rather to language skills in early childhood which include the development of understanding language, expressing language, and literacy. For children's achievement to develop according to expectations and develop very well in aspects of language development, a very important ability to be mastered by early childhood is especially mature literacy skills, so that children are ready to learn to the next stage, namely the reading and writing stage.

The Picture Word Inductive Learning Model (IKB) is a learning model for processing information to improve reading and writing skills at an early stage. This model was developed so that students can learn words, sentences, and paragraphs from an image (Joyce, 2009). The Picture Word Inductive Learning Model (IKB) was designed from research on how students can learn from an image that can be interpreted specifically for each part so that it can be assembled into the form of students' thoughts and interpretations more generally. In carrying out the Picture Word Inductive Learning model, it is required for teachers to prepare designs and learning media properly by the stages of development and characteristics of Early Childhood. However, in this study, the author focuses more on developing literacy as preparation for early reading and writing skills, this is by the research subjects who are early childhood children who are still at the Kindergarten (TK) level.

Inductive Pictorial Words (IKB) is a solution to present a pleasant learning atmosphere for students, then the method or method that must be applied must be as fun and interesting as possible, so that language development within the scope of students' literacy development increases and they feel they are learning while playing and playing at the same time. study. The IKB learning method, whose main characteristic is by showing

pictures, will also occasionally be shown videos, is intended to not only fulfill children's needs for games and entertainment but also the need for knowledge through the delivery of more concrete and interesting material, especially in the form of moving pictures or videos that interesting that can display sounds and sounds. Using moving images or videos here, the researcher attempts to display stimuli that can be processed with many different senses.

Edgar Dale in Azhar Arsyad (2007) estimates that the acquisition of learning outcomes through the sense of sight is around 75%, through the sense of hearing around 13%, and through the other senses around 12%.⁵ So the more five senses are used to receive and process information, the more likely the information is understood and can be retained in memory. Display pictures, learning will attract the attention of students, learning will be clearer in meaning so that it can be better understood by students, approaches in teaching will be more varied.

The innovation of using images in videos in the Picture Word Inductive Learning (IKB) model to improve early childhood literacy skills, is expected in the learning process to help students in developing their literacy because with videos we can show pictures, sounds, and more real forms of an object. object or event. The potential of the video approach in education is very much, including to improve learning achievement, increase efficiency, as well as the quality of learning and teaching. In addition, with the creativity of the teachers, videos also have the potential to be used in teaching various abstract, dynamic and difficult learning materials.

The Picture Word Inductive Learning Model (IKB) to improve early childhood literacy skills requires treatment that is supported by appropriate and appropriate learning tools. The application of the picture word inductive learning model to improve literacy skills in early childhood is always implemented with a pleasant nuance. In other words, through the inductive learning model, children feel they are playing while learning or learning while playing.

In line with that (Joyce, Weil & Chalhoun, 2011) suggests that children learn early literacy or language naturally. In other words, the literacy period of children starts from their birth to the age of six, wherein this period children acquire reading knowledge not through teaching, but through daily behavior and habits, as well as by observing and participating in activities related to reading. literacy. This is in his opinion (Triyono, 2005) who stated that throughout the early years of a child's life, a lot of knowledge is present in the form of symbolic images through the form of games. He further stated that a lot of children's initial knowledge is obtained through playing activities. Piaget in (Morrison, 2011) suggests playing is one of the right strategies for children to learn to understand their environment and world. Through fun learning, children can individually receive and absorb the information conveyed in the learning process. Learning that is by the needs of the child makes the child not feel burdened and he feels he is playing. In addition, a child must begin to learn to develop his competence. According to Purwaningrum, et., al. (2019) Competencies must be mastered so that the learning process runs well, one of which is reading comprehension which emphasizes the importance of vocabulary and knowledge that has been mastered before when someone interacts with written texts. Children who have problems with language are most likely to have problems with their attention and attention, both of which play an important role for children to understand instructions.

The pictorial word recognition model is the focus of developing vocabulary, how to store and transfer these words into a child's memory. Therefore, according to Purwaningrum, et., al. (2019) This development needs an attitude from educators who are more active in growing activeness in early childhood. Active educators will bring a child's external environment that is rich in language into the mind and make the child's mind more open to the language used, according to Hurlock (1987:335) who argues that one of the locations of children's success in learning is by positioning children in situations and environments. conducive environment as well as the availability of models and media that are

suitable for children's needs. Thus, children quickly absorb information so that activities to increase early childhood literacy skills will be packaged as something fun for children. To achieve the maximum level of literacy ability, an appropriate model is needed, namely the Picture Word Inductive Learning (IKB) model to improve early childhood literacy skills.

The learning tools developed in this study include lesson plans, teacher books, student books, LKPD, and instructions for using learning models and image-based media. The learning device is to support the learning process so that learning can run smoothly, effectively, and efficiently.

2. RESEARCH METHOD

The research methodology used in this research is the descriptive qualitative method. So that an in-depth study of the use of the pictorial word inductive learning model to improve early childhood literacy skills can be done through the following descriptions of the points:

2.1. IKB Learning Model and Its Validity

According to Bruce, Marsha, and Emily (Ulya, 2013), the pictorial word inductive model is one of the learning models that deals with efforts to develop vocabulary, and how to transfer these words into long-term memory. The picture-word inductive model takes a direct approach to vocabulary development. Children are asked to read by spelling on the vocabulary in the picture, then the child writes it down. This model will train children to read and develop vocabulary, this model is the use of pictures as a stimulus for language experience, so activities in the classroom need to be developed to be applied in the arts of language, especially to train novice readers in reading and writing fluently. good. From the explanation above, it can be concluded that the pictorial word inductive model takes a direct approach to students, in this model it will train children to read and develop vocabulary, this model uses images as a stimulus, using images that are displayed in the form of animations through laptop viewing. How students can read and write (especially in terms of their language development, their teaching and learning process in reading and writing).

2.2. IKB Learning to Improve Literacy Ability of Early Childhood Students

Early childhood literacy skills (AUD) are based on children's adaptation to various induction creativity in learning. The learning creativity in question is learning with the picture word inductive learning model. Picture word inductive learning has advantages that support literacy abilities. The advantage is that children can analyze letters which are then assembled into words and can describe them through what they see. The results of this study are in line with research conducted by Desmareza (2012) about increasing children's social-emotional development through montage games, which shows that montage games can improve children's social-emotional development.

3. RESULT AND DISCUSSION

Based on the results of data analysis on AUD's literacy ability, it has been proven that there is an effect of implementing the pictorial word inductive learning model on literacy skills in early childhood. The picture-word inductive learning model is an alternative learning model that can be used, which serves to facilitate children's understanding in developing their literacy skills. The picture-word inductive learning model is one of the models developed to introduce early literacy skills to early childhood. The National Institutes of Children and Human Development (in Nuraeni, 2016) explains that early literacy is the ability to read and write before children can read and write.

Through the use of the pictorial word inductive model, children are more motivated to learn because the use of pictures can attract children's attention, this model can also develop several skills, namely vocabulary skills (vocabulary skills), print motivation skills (interested in symbols/printed writing), print awareness skills (skills to recognize and awareness of writing), narrative skills (ability to tell stories), letter knowledge skills (skills to recognize letters), and phonological awareness skills (phonological awareness). The results of this study are in line with previous research conducted by Bali, et al. (2016) regarding the development of a picture-word inductive learning model for the introduction of AUD

literacy skills, which showed that a valid pictorial word inductive learning model was used to introduce AUD literacy skills, an influential/effective picture word inductive learning model to improve AUD literacy skills.

The Picture Word Inductive Learning Model (IKB) to improve early childhood literacy skills requires treatment that is supported by appropriate and appropriate learning tools. The application of the picture word inductive learning model to improve literacy skills in early childhood is always implemented with a pleasant nuance. In other words, through the inductive learning model, children feel they are playing while learning or learning while playing. This is in his opinion (Triyono, 2005) who stated that throughout the early years of a child's life, a lot of knowledge is present in the form of symbolic images through the form of games. He further stated that a lot of children's initial knowledge is obtained through playing activities. Piaget in (Morrison, 2011) suggests playing is one of the right strategies for children to learn to understand their environment and world.

The inductive learning model becomes very effective when the object of research is really under maximum assistance. An illustration of the use of the inductive learning model in improving the literacy skills of early childhood students is as shown in the following chart:

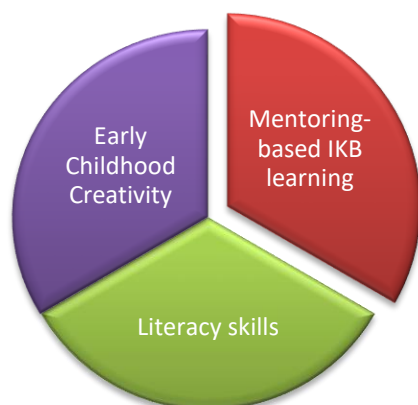


Figure 1. IKB Learning Circle Overview
Sources: Researchers, 2021

In the context of learning dominance, according to Desmareza's research (2012) that the Induction Learning Model can improve

children's social and emotional abilities and development, which means that various induction approaches can have a strong influence on the development and abilities of early childhood students.

In the context of the results of the inductive learning model on improving early childhood literacy skills as follows:

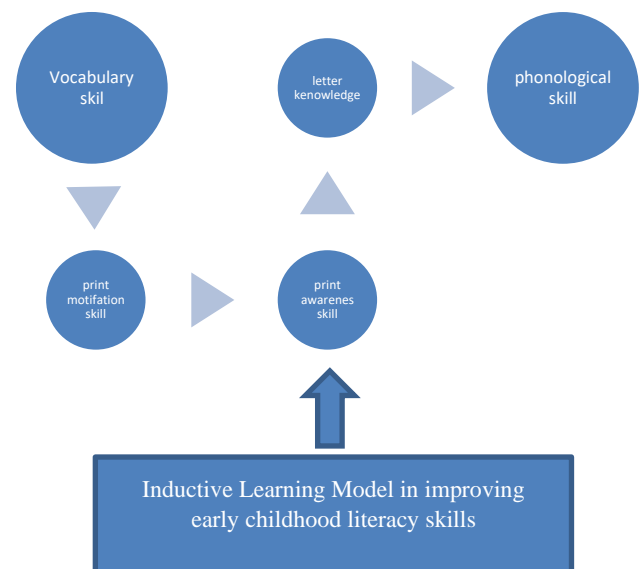


Figure 2. Inductive Learning Outcome Process

Sources: Processed by Researchers, 2021

In other words, inductive learning to improve literacy skills of early childhood students can produce literacy skills in the context of vocabulary skills (vocabulary skills), print motivation skills (interested in symbols/printed writing), print awareness skills (skills to recognize and be aware of writing), narrative skills (the ability to tell stories), letter knowledge skills (skills to recognize letters), and phonological awareness skills (phonological awareness).

The following is a comparison of data related to early childhood development in understanding literacy using picture word inductive learning, which is presented in the form of a percentage from the explanation of the discussion above:

Table 1. Comparison of Learning Outcomes with the Use of Picture Word Inductive Learning in Early Childhood

No	Rating Indicator	Total achievements of pre-implementation of IKB	Number of Achievements After the Implementation of IKB I	Number of Post-IKB II Achievements
1	Can say words by sounding the names of the letters in the word	13%	43,5%	78,24%
2	Able to say the letters a - z coherently	30,44%	78,2%	86,9%
3	Able to connect pictures with words	17,4%	73,9%	86,97%
4	Able to show the requested letter	22,82%	61,9%	82,6%
Average Success of Each Cycle		22,82%	61,9%	82,6%

Sources: Researchers Assessment, 2021

From the table above, a general description of the achievement of early reading skills through the Picture Word Inductive Learning Model for early childhood is obtained, in this case, it is carried out at B2 TK Darma Bahagia, then, the assessment indicator 1, namely "can say words by sounding the names of the letters in the word" achievement increased from 13% in the pre-cycle to 43.50% in the first cycle and increased again to 78.24% in the second cycle. In the assessment indicator 2, namely "able to mention the letters a - z coherently" increased from 30.44% in the pre-

cycle to 78.20% in the first cycle and increased again to 86.90% in the second cycle. In the assessment indicator 3, namely "able to connect pictures with words" increased from 17.40% in the pre-cycle to 73.90% in the first cycle, and 86.97% in the second cycle. In the assessment indicator 4, which is "able to show the requested letter", it increased from 22.82% in the pre-cycle to 61.90% in the first cycle, then increased again to 82.60% in the second cycle. The average yield after the four indicators were added up also increased from 22.82% in the pre-cycle to 61.90% in the first cycle, then increased again to 82.60% in the second cycle.

4. CONCLUSION

From the results and discussion in this study, it can be found that the pictorial word induction learning model influences increasing the literacy skills of students at an early age. However, there are some important inputs so that this learning model can be a solution to improve children's literacy skills at an early age. For early childhood education institutions, the picture-word induction learning model is an interesting thing for early childhood. So it is necessary to be a model and efforts to develop learning models in early childhood education.

Previous research and data from the results of this study indicate that there is an increasing percentage of completeness in the practice of the picture-word Inductive learning model. In addition, the results of previous studies are strengthened by in-depth theoretical studies.

Therefore, the suggestion in this study is that teachers should use interesting and varied media to develop the reading skills of early childhood children. In addition to the teacher playing an active role, the teacher should also provide a stimulus too early childhood children to practice reading well. The literacy ability of early childhood is influenced by the teacher's processes and strategies in learning.

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