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Development of Anagram Flash Cards to Stimulate Early Literacy in Children Aged 5–6 Years

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Abstract

This study addresses the problem of low early literacy skills among children aged 5–6 years in early childhood education units in Suka Karya Village, Jambi City, and aims to develop anagram flash card media to stimulate early literacy skills, including recognition of letters a–z, initial letters, and emergent writing. Using the ADDIE development model, limited to the teacher practicality test stage (analysis, design, development, and implementation), data were collected through teacher interviews, expert validation, and teacher response questionnaires. The results show that the developed anagram flash card media are considered very feasible, practical, and effective in supporting early literacy learning for children aged 5–6 years, as evidenced by material and media expert validation scores that increased at each assessment stage. In material validation, expert validator 1 rated the media at 80.56% and 88.89% (both very feasible), while expert validator 2's ratings increased from 63.83% (feasible) to 77.78% and 94.44% (both very feasible). In media validation, expert validator 1's assessment rose from 91.67% to 100%, and expert validator 2's ratings moved from 95% to 90% and then 98.33%, all within the very feasible category. Teacher responses further indicated very high practicality, with a feasibility rating of 91.67%. These

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findings indicate that the anagram flash card media underwent significant improvement throughout the development process and are highly suitable for classroom use, contributing to the enhancement of children's early literacy skills and underscoring the importance of innovative, multisensory media tailored to developmental stages in early childhood education. Future research is recommended to apply this media to larger samples and conduct direct classroom trials to strengthen empirical evidence of its effectiveness.

Keywords: Anagram Flash Cards; Early Literacy; Early Childhood Education; Learning Media; ADDIE Model

INTRODUCTION

Education is a learning process that involves the transfer of knowledge, abilities, and skills that shape individuals (Ngole et al., 2021). Education is not only understood as a process of acquiring knowledge, but also as a vehicle for shaping character, developing personal potential, and preparing future generations to be able to adapt to the dynamics and developments of the times (Harianja & Utami, 2025). Hasan et al. in (Amanda et al., 2024), stated that during classroom learning, the main component that plays an important role is learning media, because media is used as a tool to assist teachers in delivering each subject matter so that it can provide direct benefits to children. There are many types of learning media, each with different purposes. Learning media used by teachers as teaching aids can take the form of games, pictures, posters, and other media, which are useful for imparting knowledge, thereby helping children acquire knowledge in accordance with the learning plan (Siregar, 2019).

In Indonesia, Early Childhood Education (PAUD) plays a vital role as the foundation of early education, which aims to provide optimal stimulation for children's growth and development and prepare them for elementary school (Jaoza & Kanda, 2024). To support children's development in all aspects, Yuliani (Aini et al., 2024), argues that children must attend early childhood education (PAUD) as an effort to lay the foundation for their growth and development in various aspects, namely physical, cognitive, social, language, emotional, and communication, in accordance with the developmental stages of early childhood. In this context, early childhood development serves as a basic reference in understanding which aspects need to be developed in each child. In line with Sofyan (2015), opinion, that aspects of early childhood development are the main components in child development, as a

reference for what needs to be developed in each early childhood individual. Early childhood development encompasses various dimensions that are observed during the process of holistic growth and development. These developmental aspects include: (1) physical, (2) language, (3) emotional, (4) social, (5) motor, (6) moral, and (7) cognitive. In addition, there is also development in other aspects such as play activities, creativity, interests, gender identity, and the formation of fundamental personality traits.

In this context, early literacy skills are a crucial focus, as they refer to basic literacy competencies and foundations before children are taught to read and write (Sumardi et al., 2017; Yuliastuti, 2020). Although the 2022 PISA study report shows an improvement in Indonesia's literacy position compared to the 2018 results (Kemendikbudristek, 2023), the issue of early literacy development in young children in the country remains a hot topic because there are many cases of low and suboptimal development. The urgency to address this problem is reinforced by social demands, where most parents prioritize their children's readiness in reading and writing before entering early elementary school (Hapidin et al., 2024). In addition, the early childhood education curriculum emphasizes the importance of learning skills in stimulating children's literacy development from an early age. Literacy plays a very important role in children's future development, as literacy skills in early childhood are closely related to the development of language and communication skills (Siregar & Utami, 2023).

The issue of suboptimal early literacy development requires a response through learning efforts that are consistently able to provide appropriate stimulation from an early age. Based on a needs analysis conducted by researchers at three PAUD institutions in Suka Karya Village, Jambi City, it was found that the early literacy skills of 5-6 years old children were not optimal, with the lowest percentage ranging from 32% to 50%, indicating that more than 50% of children still needed additional stimulation. This condition is largely due to the use of conventional, boring learning media and techniques, as well as the use of materials that are not durable, making them less able to spark children's enthusiasm for learning. In fact, learning media plays an important role in facilitating information, providing motivation, creating a meaningful atmosphere, and providing learning experiences for children (Kemp and Dayton in Pagarra et al. (2022). Therefore, the researchers' response to this problem is to conduct research on the development of more renewable, attractive, and interactive media to support the process of stimulating early literacy in children.

A number of previous studies have proven that flash cards are effective in stimulating early literacy. Durahman (2022) found that modified flash cards were proven to improve early literacy in young children. In addition, Nihla (2023) research shows the feasibility of augmented reality-based flash cards in stimulating early literacy, while (Sarwadan et al., 2025) found significant improvements through letter card media. Modifying flash cards using various methods has also resulted in improvements in early literacy in children (Mayasari, 2025a). However, a gap found in these relevant studies is the absence of research that specifically uses flash cards modified with anagram techniques that directly involve interactive activities of recognizing letter symbols, initial letters, and early writing on the cards. This gap is the basis for presenting innovative development products. The uniqueness of this research lies in the development of flash cards combined with anagram techniques, which is a modification that has the potential to improve learning. Theoretical support shows that the use of anagram media can have a positive impact on vocabulary skills and stimulate children's active involvement in learning (Istiqomah, 2021; Oktaviani & Yanti, 2022). Philosophically, this anagram flash card media is designed in accordance with the characteristics of 5-6 years old children who learn through play, and is in line with the principles of multisensory learning that involves visual, verbal, and kinesthetic aspects in one interactive activity (Nurjani & Rahmah, 2025). This concept is important because language development, which includes early literacy, is the most crucial aspect as a foundation and primary tool for children in communicating and supporting all other aspects of development (Talango, 2020).

Based on the background, urgency of the problem, and research gaps described above, this development study aims to determine the design and feasibility of anagram flash cards developed as a learning medium to stimulate early literacy in 5-6 years old children, as well as to measure teachers' responses to this medium.

METHODS

This study uses a Research and Development (R&D) approach with the ADDIE development model. Research and Development (R&D) is a systematic procedure used to produce new products or improve existing products (Okpatrioka, 2023). The ADDIE model was chosen because each stage is interrelated and has clear development objectives, starting from the Analysis, Design, Development, Implementation, and Evaluation stages

(Zamsiswaya et al., 2024). However, this study is limited to the implementation stage, while the evaluation focuses on practicality tests through teacher responses, thus not covering the evaluation of children's learning outcomes. The main objective of this study was to develop anagram flash card media to stimulate early literacy in children aged 5-6 years. The research was conducted in Suka Karya Village, Jambi City, at three kindergarten institutions, namely TK Negeri Pembina 2, RA Al-Ikhlas, and TK Halimatusadiah. The research subjects were determined using purposive sampling, including 2 material expert validators and 2 media expert validators, as well as 9 teachers and 3 principals as subjects for testing the practicality of the media. The research data consisted of qualitative data in the form of comments, suggestions, and corrections from experts and teachers, as well as quantitative data obtained through numerical questionnaire scores. The main tool used was a Likert scale questionnaire with a score range of 1-4, which was given to expert validators to assess the feasibility of the media and to teachers to assess its practicality. The rating scale index values used as a reference were 0% - 24.9% (Infeasible), 26% - 49.9% (feasible), 51% - 74.9% (feasible), and 76% - 100% (very feasible) (Erinsyah et al., 2024). Qualitative data served as the basis for media refinement, while quantitative data was analyzed using descriptive statistics by calculating the percentage of respondents' scores, which were then classified into a four-category rating scale (from less feasible to very feasible) to determine the level of feasibility and practicality of the anagram flash card media.

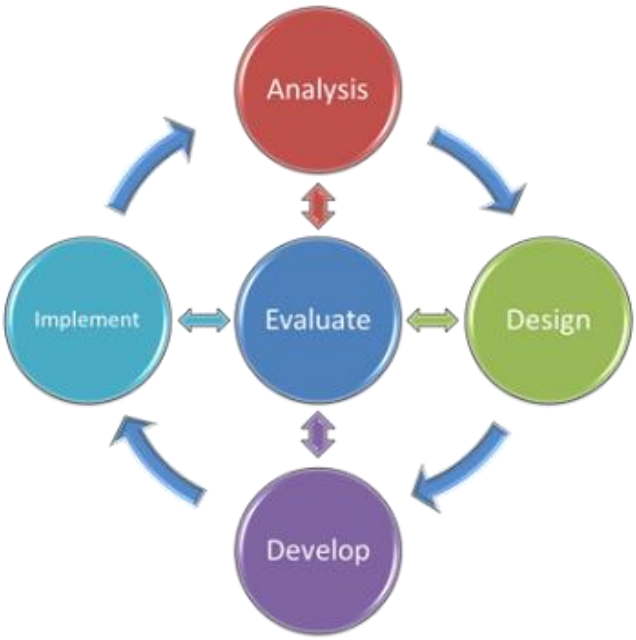


Figure 1. ADDIE Development Model Scheme

Source: pressbooks.com

RESULTS

This study produced a product in the form of anagram flash cards designed as an innovative learning medium to stimulate early literacy skills in children aged 5-6 years. The development of this medium was based on the learning needs in early childhood education units, which require media that is not only visual but also capable of actively involving children through manipulative activities in writing letter sequences into meaningful and simple words. The research results are presented systematically based on the stages of research and development using the ADDIE model, which includes the stages of needs analysis, product design and development, validation by subject matter experts and media experts, and testing of the practicality of the media by teachers as direct users in the classroom. All research results are supported by empirical evidence, in the form of feasibility assessment data by expert validators, as well as the results of teacher response questionnaires after using anagram flash cards in the learning process. Thus, the presentation of these research results is expected to provide a comprehensive picture of the quality, feasibility, and practicality of the media developed to stimulate early literacy in children aged 5-6 years.

Result 1 Analyze

The results of the needs analysis show that the early literacy skills of 5-6 years old children in three kindergartens in Suka Karya Village are still not optimal. At Pembina 2 Public Kindergarten, the achievement of the seven early literacy indicators ranged from 32.35% to 43.14%, at RA Al-Ikhlas from 36.77% to 50%, and at Halimatusadiah Kindergarten, 45%–55%, with the main weaknesses being in the ability to recognize vowels and consonants, group pictures based on initial letters, and understand the relationship between sounds and letter shapes. Media analysis shows that 100% of teachers still use conventional media made of non-durable materials with singing, storytelling, and question-and-answer methods. All institutions (100%) have implemented the Merdeka Curriculum in accordance with Permendikbud Number 137 of 2014. Market analysis results show that the flash cards in circulation are dominated by picture and letter cards with one-way activities and minimal manipulation. These findings confirm the need to develop innovative and interactive anagram flash cards to stimulate children's early literacy more optimally.

Result 2 Design

The anagram flash card media was developed based on the results of a needs analysis in three kindergarten institutions in Suka Karya Village. The product was designed in the

form of 8×12 cm cards made of 260 gsm art paper that was laminated, making it durable and reusable. Each card has two sides: the front side contains simple pictures and words, while the back side contains random letters (anagrams) that children must arrange into the correct words.

The visual design was created with the characteristics of early childhood in mind, using contrasting colors, concrete images, and easy-to-read fonts. The media also includes level codes (easy, medium, and advanced) to help teachers adjust the use of the media to the abilities of 5-6 year old children.

Table 1. Flash Card Anagram Design Story Board

Section	Design	Description
Front		• Pictures of objects with an environmental theme for children aged 5-6 years. • Simple words (two to three syllables) to represent the pictures. • Objectives: a. Recognize vocabulary. b. Associate pictures with words. c. Understand the concept of word forms. d. Remember letters through interesting visualizations.
Back		• Random letters from the first part of the word (anagram). • Empty answer box, where children write the letters to form a simple, correct word. • Objective: a. Practicing phonemic analysis to distinguish between vowels and consonants. b. Ability to distinguish between letters. c. Ability to form simple words. d. Fine motor skills through writing activities. e. Active early literacy skills.

Result 3 Development

The product developed in this study is an anagram flash card, an innovative learning tool that integrates flash cards with anagram techniques to stimulate early literacy skills in children aged 5–6 years. This media not only displays images and words, but also includes letter arrangement activities that encourage children to actively participate in learning.

a. Product Creation

The product was developed based on a storyboard that had been prepared, then realized in the form of printed media according to the specified specifications. The media design was created using the Canva application for card layout and ibis Paint for image illustrations, then printed on 260 gsm A3 art paper and laminated for durability. Two drafts of the initial product were printed and then validated by subject matter experts and media experts to ensure the suitability of the content, appearance, and function of the media before use in learning.

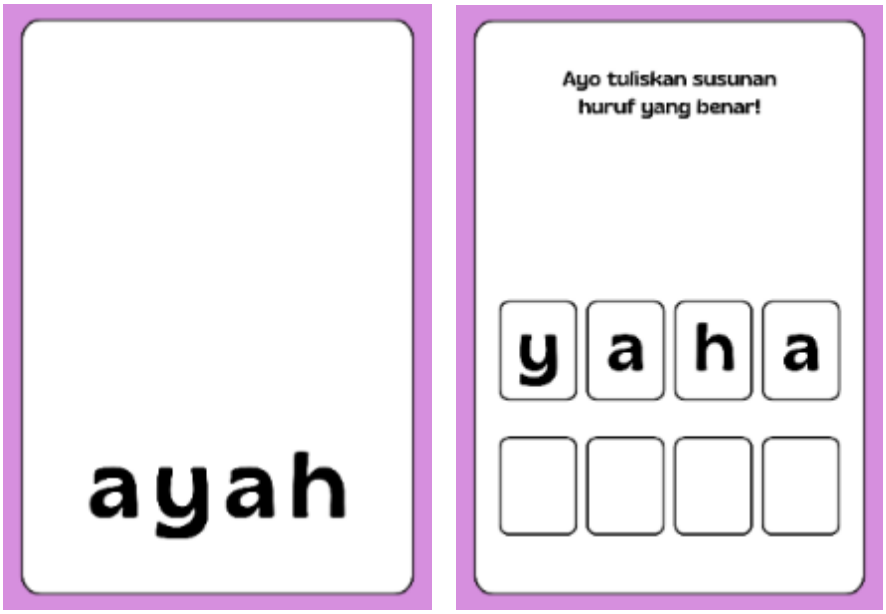


Figure 2. Design of the Front and Back Frames of the Anagram Flash Card



Figure 3. Image Design on Anagram Flash Cards

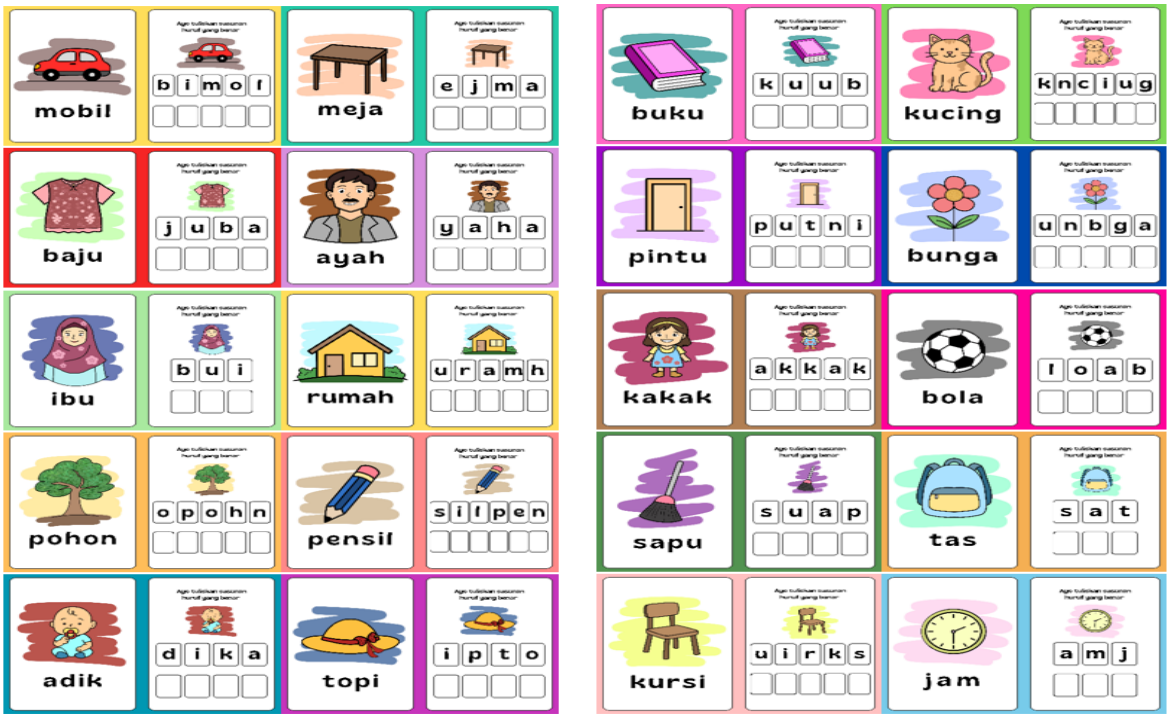


Figure 4. Flash Card Anagram Design Before RevisionProduct Validation

The suitability of anagram flash cards was tested through validation by subject matter experts and media experts. Validation was carried out in stages to obtain optimal product improvements.

Table 2. Assessment Scale Index Value

No.	Assessment Scale	Criteria	Score
1.	0% - 24,9%	Infeasible	1
2.	25% - 49,9%	Moderately Feasible	2
3.	50% - 74,9%	Feasible	3
4.	75% - 100%	Very Feasible	4

Source: (Erinsyah et al., 2024)

1. Subject Matter Expert Validation

Subject matter validation was conducted by two validators using nine assessment indicators. The validation results showed an increase in the percentage of feasibility after revisions were made, as follows:

Table 3. Results of Content Expert Validation

Validator	Validation Stage	Percentage	Category
Validator 1	Validation I	80,56%	Very Feasible
	Validation II	88,89%	Very Feasible
Validator 2	Validation I	63,89%	Feasible
	Validation II	77,78%	Very Feasible
	Validation III	94,44%	Very Feasible
	Total	405,56%	Very Feasible
	Mean	81,11%	

Based on the data in Table 3, subject matter expert validation was conducted twice with validator 1 and three times with validator 2. The validation results showed an increase in scores at each stage after product revision. Validator 1 gave a feasibility percentage of 80.56% in the first validation and increased to 88.89% in the second validation, both of which were classified as very feasible. Meanwhile, validator 2 gave a suitability percentage of 63.83% in the first validation with a feasible category, then increased to 77.78% in the second validation with a very feasible category, and experienced a significant increase in the third validation to 94.44% with a very feasible category. Overall, the improvement in validation results from both validators showed a final result of 81.11% with a "very feasible" category.

This proves that improvements to the anagram flashcard material are effective in improving product quality, making it highly feasible for use as a learning medium to stimulate early literacy in children aged 5-6 years.

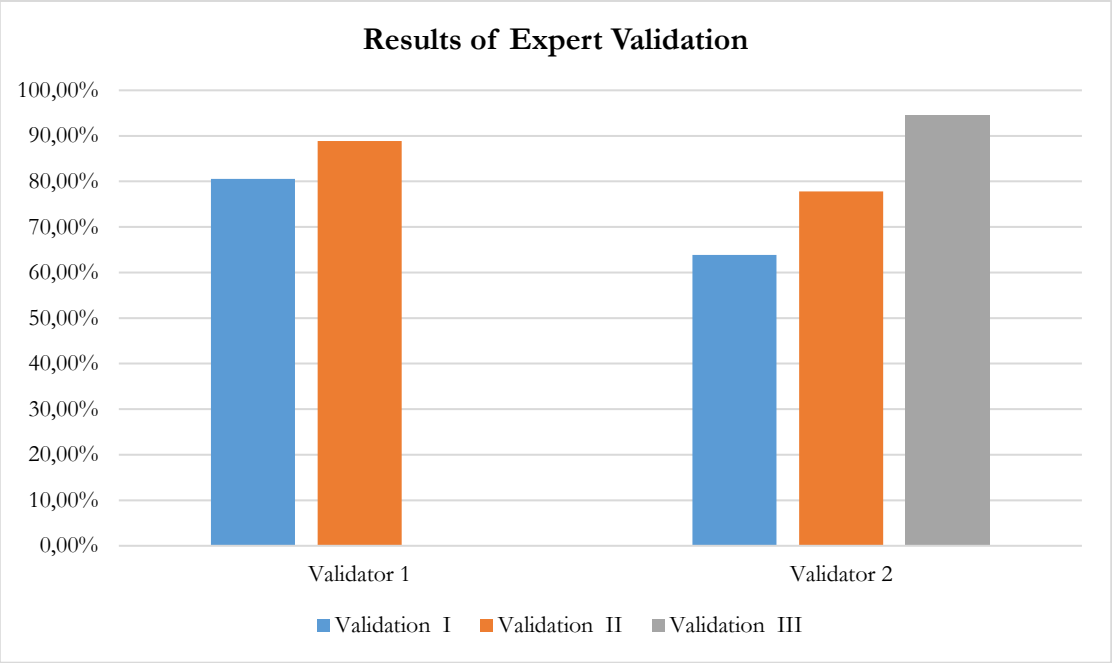


Figure 5. Graph of Expert Validation Results

2. Media Expert Validation

Media expert validation was conducted by two validators using 15 assessment indicators covering aspects of design, readability, color, and media appeal, as follows:

Table 4. Media Expert Validation Results

Validator	Validation Stage	Percentage	Category
Validator 1	Validation I	91,67%	Very Feasible
	Validation II	100%	Very Feasible
Validator 2	Validation I	95%	Very Feasible
	Validation II	90%	Very Feasible
	Validation III	98,33%	Very Feasible
	Total	475%	Very Feasible
	Mean	95%	

Based on Table 4, media expert validation was conducted twice by validator 1 and three times by validator 2. The validation results from both media validators showed that the anagram flash card media had a very high level of feasibility in all stages of assessment. Validator 1 gave a feasibility percentage of 91.67% in the first validation and increased to 100% in the second validation, both of which were classified as very feasible. Meanwhile, validator 2 gave a feasibility percentage of 95% in the first validation, 90% in the second validation, and increased again to 98.33% in the third validation, all of which were classified as very feasible. Overall, the validation results show consistency in assessment with a final score of 95% in the "highly feasible" category in terms of design, visual appearance, readability, and media appeal. The increase in scores at each stage of revision also shows that the improvements made have successfully enhanced the quality of the media, making it ready for use in early literacy learning for children aged 5-6 years.

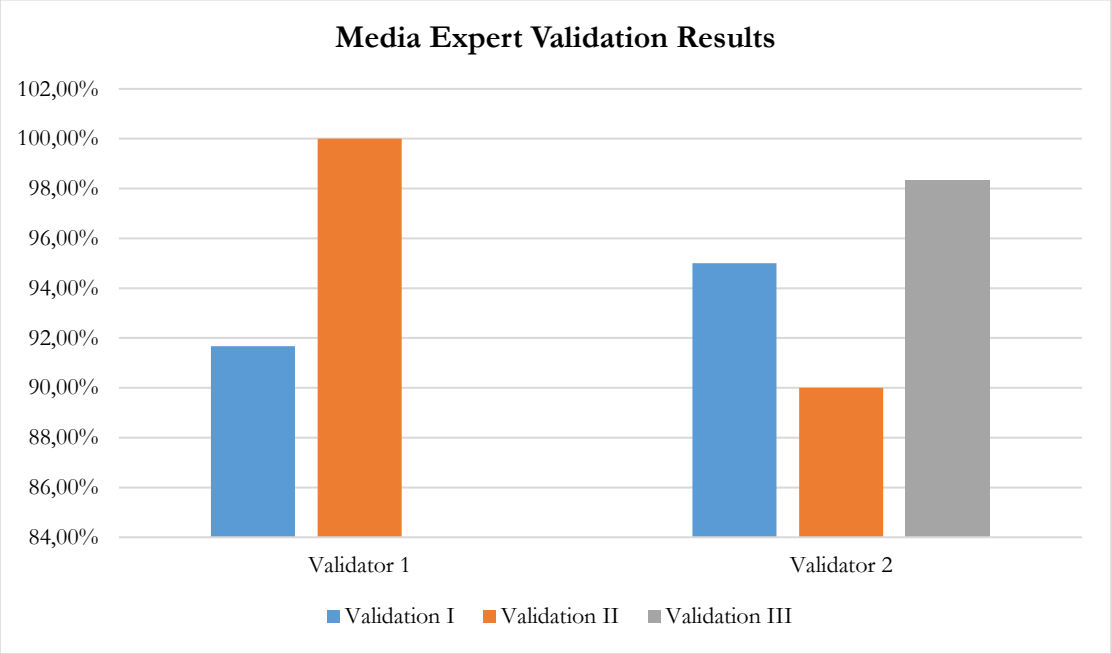


Figure 6. Media Expert Validation Results Chart

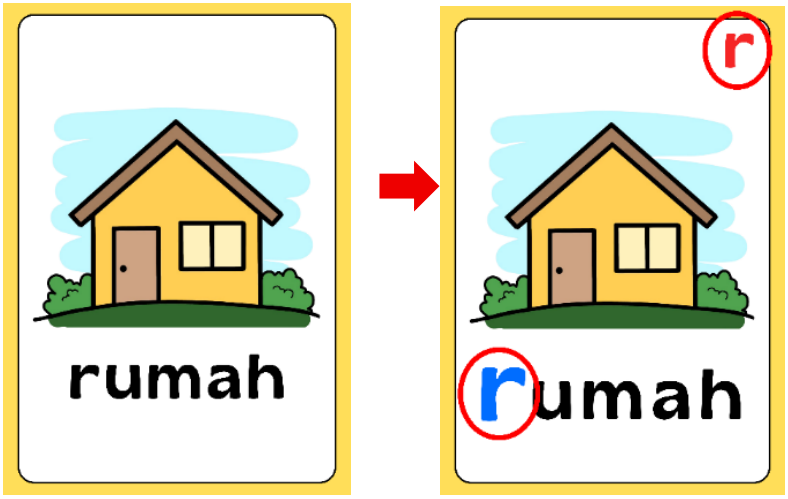


Figure 7. After revising the coloring, layout, and font

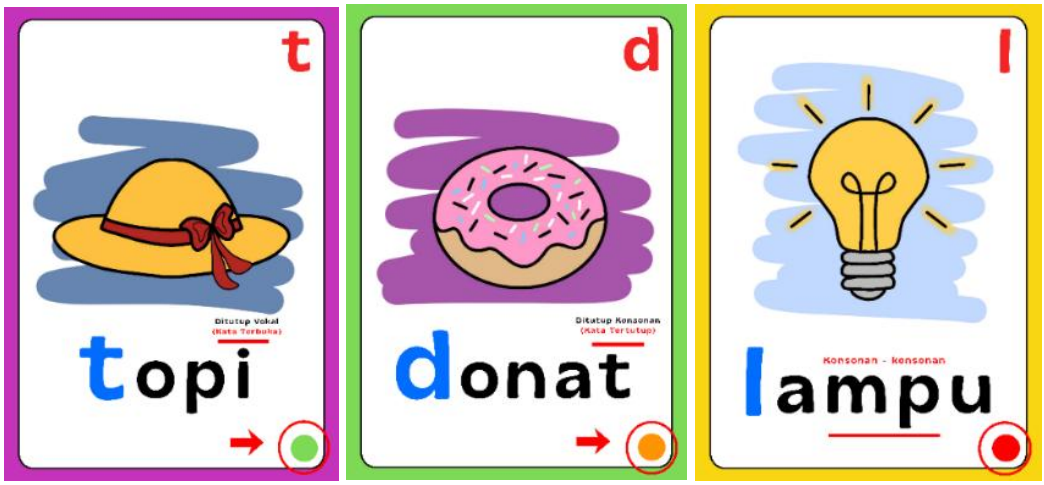


Figure 8. After Revising The Level Assignment

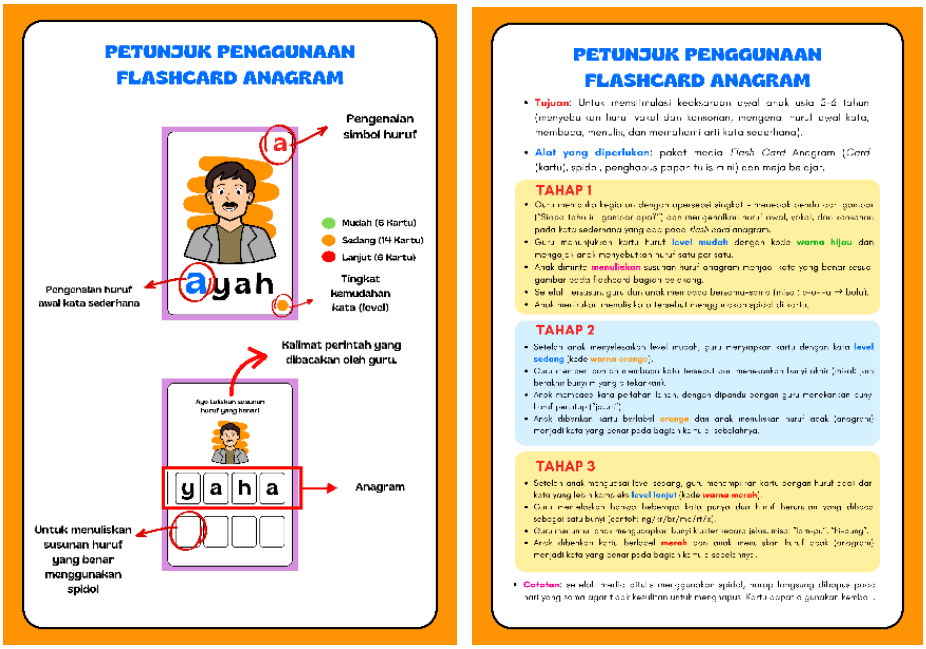


Figure 9. Instructions for Use

3. Practicality of Media Based on Teacher Responses

A practicality test was conducted on 12 teachers from 3 kindergarten institutions in Suka Karya Village, Jambi City, through a teacher response questionnaire after using anagram flash cards in learning. The aspects assessed included ease of use, clarity of material, media display, and usefulness in stimulating early literacy in children aged 5-6 years. The following are the results of the teacher practicality test through an assessment questionnaire with 12 assessment indicators, as follows:

Table 5. Results of Practicality Assessment by Teachers in Trials

Respondent Name	Total Score	Highest Score	Percentage
EY, M.Pd	43	48	89,58%
S, S.Pd	48	48	100%
HS, S.Pd	46	48	95,83%
NV, S.Pd	44	48	91,67%
E, S.Pd	44	48	91,67%
RM, S.Pd	47	48	97,92%
YW, S.Pd	47	48	97,92%
RG, S.Pd	46	48	95,83%
WR, S.Pd	45	48	93,75%
A, M.Pd	41	48	85,42%
NJ, S.Pd	45	48	93,75%
ESN, S.Pd	32	48	66,67%
Total	528	576	1100,01%
Mean	44	48	91,67%
			Very Feasible

Based on the table of practicality assessment results by teachers in the trial, the result was 91.67% with the category "very feasible." Each teacher not only gave a score but also provided comments and suggestions on the development product in this study. With that, it can be concluded that the anagram flash card media is "very feasible" to be used to stimulate early literacy in children aged 5-6 years.

DISCUSSION

This study aims to develop and test the feasibility of anagram flash cards as a learning medium to stimulate early literacy skills in children aged 5-6 years. The results show that the developed medium is very feasible and practical, based on expert validation of the suitability of the material and medium, as well as the responses of teachers as direct users. These findings indicate that the research objective has been achieved, namely to produce learning media that is in line with the early literacy development needs of young children.

The results of expert validation of the material and media indicate that the anagram flash card media has met the aspects of material substance, visual appearance, letter clarity, and suitability with the early literacy indicators for children aged 5-6 years as stated in Permendikbud Number 137 of 2014. There are seven indicators of early literacy for children aged 5-6 years, ranging from letter symbol recognition to beginning reading and writing, which are systematically integrated into media use activities. This shows that anagram flash cards not only function as visual aids, but also as a means of active learning that encourages children to connect sounds, symbols, and the meanings of simple words.

Theoretically, these findings are in line with the view that early literacy is an important foundation in children's literacy development, which includes mastery of phonemes, letter symbols, and early reading and writing skills (Amini, 2017; Haryati & Tejaningrum, 2020). The activity of writing random letter combinations into meaningful words through the anagram technique helps children understand the relationship between sounds and letter forms in a concrete way. This supports Piaget's cognitive development theory (Natalia & Kurniawaty, 2022), which states that children aged 5-6 years are in the operational stage, where learning will be effective if presented through the symbols of a word.

When compared to previous studies, the results of this study are consistent with the findings of (Durahman, 2022; Nihla, 2023; Mayasari, 2025b), which state that the use of modified flash cards is effective in stimulating early literacy skills in young children. However, this study has its own uniqueness through the integration of anagram techniques into flash cards, so that children not only recognize letters and words, but also actively compose and analyze word structures. Thus, the developed media offers novelty compared to conventional flash cards, which tend to be one-dimensional and repetitive.

The results of the practicality test showed that teachers responded very positively to the use of anagram flash cards. Teachers considered this medium to be easy to use, flexible,

and capable of increasing children's focus and enthusiasm during learning. These findings are in line with the research by Nurasyiah et al. (2023) and Rini et al. (2025), which showed that flash cards are practical for teachers to use and effective in supporting early childhood language learning. The difficulty levels on the media also help teachers gradually adjust learning activities to children's abilities, in accordance with the principles of phonics and simple patterns (KVKV) (Yulia & Suhardini, 2021; Novianti, 2021).

However, this study has several limitations. The media trial is still limited to teacher responses and does not involve quantitative measurement of children's early literacy skills through experimental design. In addition, the media content is still limited to certain themes, so further development is needed to expand the variety of learning content.

CONCLUSION

This study concludes that the anagram flash card media developed through the ADDIE model has proven to be feasible and practical for use as a learning medium to stimulate early literacy skills in children aged 5-6 years. This media is designed in accordance with early literacy indicators, has an attractive visual appearance, and facilitates manipulative activities that support letter recognition, letter sounds, reading, and early writing. Expert validation and practicality tests show that the media is very feasible and has received positive responses from teachers.

Scientifically, this study provides practical and pedagogical contributions to the development of early childhood education learning media, particularly through the integration of anagram techniques into flash card media as a more active and meaningful approach to early literacy learning. The developed media enriches early literacy learning alternatives and reinforces previous findings regarding the effectiveness of visual and manipulative media in early childhood learning.

For further research, it is recommended that the effectiveness of anagram flash cards be tested through experimental designs to measure improvements in children's literacy skills more objectively. In addition, media development can be expanded to digital forms or developed for other developmental aspects, such as vocabulary, phonology, or advanced early reading, so that the benefits of the media can be more widespread and sustainable.

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