Universitas Muhammadiyah Surabaya

ARTIKEL

THE EFFECT OF USING MOVABLE ALPHABETH ON THE ABILITY TO RECOGNIZE LETTER IN 4-YEAR- OLD CHILDREN

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Diajukan Untuk Memenuhi Salah Satu Syarat Memperoleh Gelar Sarjana Pendidikan

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2026

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MOTO :

"Teknologi bukan pengganti guru, tetapi sahabat dalam menciptakan pengalaman belajar yang lebih bermakna."

"Setiap anak adalah bintang yang bersinar. Tugas pendidikan adalah membantu mereka menemukan cahayanya melalui pembelajaran yang menyenangkan."

PERSEMBAHAN :

Karya sederhana ini penulis persembahkan dengan penuh rasa syukur dan cinta kepada:

1. Tuhan Yang Maha Esa atas rahmat, kesehatan, dan kekuatan yang diberikan selama proses penyusunan skripsi ini.
2. Suami dan anak tercinta, atas doa, kasih sayang, dan dukungan yang tiada henti menjadi sumber semangat dan keteguhan dalam menyelesaikan setiap langkah kehidupan.
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Semoga karya kecil ini menjadi langkah awal dalam berkontribusi bagi kemajuan pendidikan anak usia dini di Indonesia.

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(Nenny Setya Parmawati)

ABSTRAK

Penelitian ini mengkaji permasalahan yang masih sering ditemukan dalam pendidikan anak usia dini (PAUD), khususnya penggunaan pendekatan pembelajaran yang berpusat pada guru sehingga membatasi partisipasi aktif anak dalam proses belajar. Penelitian ini bertujuan untuk mengevaluasi pengaruh penggunaan Montessori Movable Alphabet terhadap kemampuan mengenal huruf pada anak usia 4 tahun. Metode yang digunakan adalah pendekatan kuantitatif dengan desain kuasi eksperimen One-Group Pretest–Posttest. Subjek penelitian berjumlah 16 anak yang dipilih melalui teknik purposive sampling. Data kemampuan mengenal huruf dikumpulkan menggunakan lembar observasi berbasis skala Likert dengan rentang nilai 1 sampai 5. Selain itu, pelaksanaan kegiatan pembelajaran menggunakan Movable Alphabet dinilai melalui instrumen observasi terstruktur. Analisis data dilakukan menggunakan uji Paired Sample t-Test untuk menguji hipotesis penelitian. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik pada kemampuan mengenal huruf anak setelah intervensi, dengan nilai signifikansi
sebesar 0,000 ($p < 0,05$), yang menunjukkan adanya perbedaan yang bermakna antara nilai pre-test dan post-test. Dengan demikian, dapat disimpulkan bahwa penggunaan Movable Alphabet secara signifikan dapat meningkatkan kemampuan mengenal huruf dan literasi awal anak. Penelitian ini merekomendasikan penggunaan Movable Alphabet sebagai salah satu alternatif strategi pembelajaran yang efektif dalam pendidikan anak usia dini. Selain itu, penelitian ini juga memberikan kontribusi terhadap literatur dengan menunjukkan efektivitas Montessori Movable Alphabet dalam meningkatkan kemampuan mengenal huruf pada anak usia dini.

Kata kunci: Metode Montessori, Movable Alphabet, Pengenalan Huruf, Pendidikan Anak Usia Dini, Penelitian Kuantitatif

ABSTRACT

This study investigates the persistent challenges in early childhood education (ECE) institutions, primarily the reliance on teacher-centered learning methodologies that inhibit children's active participation in the educational process. The research aims to evaluate the impact of the Montessori Movable Alphabet on letter recognition skills among 4-year-old children. A quantitative approach was utilized, employing a quasi-experimental One-Group Pretest–Posttest design with 16 children selected through purposive sampling. Data on letter recognition abilities were gathered using observation sheets based on a Likert scale ranging from 1 to 5. Additionally, the implementation of learning activities utilizing the Movable Alphabet was assessed through structured observation instruments. Data analysis was conducted using a Paired Sample t-Test to examine the research hypothesis. The findings revealed a statistically significant enhancement in letter recognition skills following the intervention with a significance value of 0.000 ($p < 0.05$), indicating a marked difference between pre-test and post-test scores. Consequently, it is concluded that activities involving the Movable Alphabet substantially improve children's letter recognition and early literacy skills, thereby advocating for its incorporation as an alternative instructional strategy in ECE settings. Notably, this study adds to existing literature by demonstrating the efficacy of the Montessori Movable Alphabet specifically in the context of letter recognition in early childhood education.

Keywords:. Montessori Method, Movable Alphabet, Letter Recognition, Early Childhood Education, Quantitative Research

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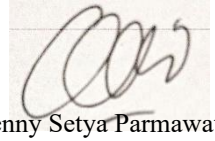

Nenny Setya Parmawati
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DAFTAR LAMPIRAN

THE EFFECT OF USING MOVABLE ALPHABETH ON THE ABILITY TO RECOGNIZE LETTER IN 4-YEAR-OLD CHILDREN

Nenny Setya Parmawati[1)*], Ratno Abidin[2], Gusmaniarti[3], Wahono[4]
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Abstrak

Penelitian ini mengkaji permasalahan yang masih sering ditemukan dalam pendidikan anak usia dini (PAUD), khususnya penggunaan pendekatan pembelajaran yang berpusat pada guru sehingga membatasi partisipasi aktif anak dalam proses belajar. Penelitian ini bertujuan untuk mengevaluasi pengaruh penggunaan Montessori Movable Alphabet terhadap kemampuan mengenal huruf pada anak usia 4 tahun. Metode yang digunakan adalah pendekatan kuantitatif dengan desain kuasi eksperimen One-Group Pretest–Posttest. Subjek penelitian berjumlah 16 anak yang dipilih melalui teknik purposive sampling. Data kemampuan mengenal huruf dikumpulkan menggunakan lembar observasi berbasis skala Likert dengan rentang nilai 1 sampai 5. Selain itu, pelaksanaan kegiatan pembelajaran menggunakan Movable Alphabet dinilai melalui instrumen observasi terstruktur. Analisis data dilakukan menggunakan uji Paired Sample t-Test untuk menguji hipotesis penelitian. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik pada kemampuan mengenal huruf anak setelah intervensi, dengan nilai signifikansi
sebesar 0,000 ($p < 0,05$), yang menunjukkan adanya perbedaan yang bermakna antara nilai pre-test dan post-test. Dengan demikian, dapat disimpulkan bahwa penggunaan Movable Alphabet secara signifikan dapat meningkatkan kemampuan mengenal huruf dan literasi awal anak. Penelitian ini merekomendasikan penggunaan Movable Alphabet sebagai salah satu alternatif strategi pembelajaran yang efektif dalam pendidikan anak usia dini. Selain itu, penelitian ini juga memberikan kontribusi terhadap literatur dengan menunjukkan efektivitas Montessori Movable Alphabet dalam meningkatkan kemampuan

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Abstract

This study investigates the persistent challenges in early childhood education (ECE) institutions, primarily the reliance on teacher-centered learning methodologies that inhibit children's active participation in the educational process. The research aims to evaluate the impact of the Montessori Movable Alphabet on letter recognition skills among 4-year-old children. A quantitative approach was utilized, employing a quasi-experimental One-Group Pretest–Posttest design with 16 children selected through purposive sampling. Data on letter recognition abilities were gathered using observation sheets based on a Likert scale ranging from 1 to 5. Additionally, the implementation of learning activities utilizing the Movable Alphabet was assessed through structured observation instruments. Data analysis was conducted using a Paired Sample t-Test to examine the research hypothesis. The findings revealed a statistically significant enhancement in letter recognition skills following the intervention with a significance value of 0.000 ($p < 0.05$), indicating a marked difference between pre-test and post-test scores. Consequently, it is concluded that activities involving the Movable Alphabet substantially improve children's letter recognition and early literacy skills, thereby advocating for its incorporation as an alternative instructional strategy in ECE settings. Notably, this study adds to existing literature by demonstrating the efficacy of the Montessori Movable Alphabet specifically in the context of letter recognition in early childhood education.

Keywords:. Montessori Method, Movable Alphabet, Letter Recognition, Early Childhood Education, Quantitative Research

INTRODUCTION

Early childhood education (ECE) plays a crucial role in laying the foundations for children's overall development, especially in language and cognitive domains. One vital language skill that must be nurtured from an early age is the ability to recognize letters, which acts as a prerequisite for early literacy development (Karima & Kurniawati, 2020). According to Piaget's theory of cognitive development, children around the age of four are typically in the preoperational stage, where their learning is most effective through concrete experiences and direct activities. Similarly, Montessori's educational philosophy emphasizes the importance of tactile and hands-on learning, suggesting that children learn best when they can manipulate educational materials directly (Amini, 2020).

Despite the acknowledgment of these developmental theories, many ECE settings still adopt traditional, teacher-centered instructional methods that present letter recognition in abstract and disengaging ways. Research indicates that such approaches may lead to diminished motivation among four-year-olds, causing them to lose interest in learning to recognize letters (Politi, 2023). This conventional method of teaching often results in passive learning experiences, thereby hindering children's ability to distinguish and identify letter shapes optimally. The lack of engaging, concrete learning environments can impede crucial literacy milestones, presenting a significant gap in educational practices (Agustinah et al., 2023).

To address this gap, there is a pressing need for ECE institutions to adopt innovative approaches that stimulate active learning and engagement. The use of Educational Play Tools (APE), such as the Movable Alphabet, offers a promising solution. The Movable Alphabet is visual and manipulative, transforming abstract concepts into tangible experiences, enabling children to engage with letters through activities that involve holding, arranging, and moving them (Purwanti et al., 2020). Research has confirmed that visual and manipulative learning tools can enhance comprehension, increase attention, and significantly boost student motivation to learn. Notably, initial observations reveal that numerous four-year-old children struggle to recognize letters, particularly those that share similar shapes, underscoring the urgency of intervention in changing learning methodologies (Alya Maharani, 2025).

This study seeks to empirically examine the effect of using the Montessori Movable Alphabet on the letter recognition abilities of early childhood learners

(Darnis et al., 2023). By utilizing this innovative instructional strategy, there is an opportunity to not only enhance children's letter recognition skills but also align with contemporary educational policies that advocate for child-centered approaches in early learning environments.(Andini & Mubin, 2022).

Notably, this research contributes to the existing literature by providing empirical evidence regarding the effectiveness of a Montessori-based learning tool specifically adapted for letter recognition skills in early childhood education. Hence, the objective of this research is to evaluate the influence of the Movable Alphabet on the letter recognition capabilities of four-year-old children, offering insights that could shape educational practices and curricular policies in ECE settings.

METHODS

This research utilized a descriptive quantitative approach employing a quasi-experimental One-Group Pretest–Posttest Design. The study sample consisted of 16 four-year-old children from a local early childhood education institution, selected through purposive sampling.

The study comprised several structured learning sessions utilizing the Montessori Movable Alphabet, with a focus on promoting letter recognition among participants. Each session included:

a. Session One: Introduction to the Movable Alphabet. The children were shown how to manipulate the letters, facilitated by guided exploration where they could hold and arrange letters to form simple words.
b. Session Two: Recognition activities using letter shapes. Children participated in games where they matched letters to pictures, enhancing their visual recognition and memory.
c. Session Three: Independent letter-building exercises where children created their own words. Activities encouraged self-directed learning, involving arranging letters on mats to spell out chosen words.
d. Session Four: Group activities focusing on phonetics. Participants were encouraged to pronounce the letters they formed while interacting with peers, reinforcing both auditory and kinesthetic learning styles.

For data collection tools, the observation sheets utilized to measure children's letter recognition abilities underwent rigorous testing for validity and reliability. The validity was confirmed with a correlation coefficient I of 0.85,

suggesting a high level of agreement between items and the overall measure. Additionally, the reliability of the observation sheets was assessed, yielding a Cronbach's alpha (α) score of 0.92, indicating excellent internal consistency (Stramkale, 2021).

The data collected were analyzed using the Paired Sample t-Test to examine the difference in children's letter recognition abilities before and after the intervention. This statistical method allowed for the comparison of pretest and posttest scores, revealing whether the Movable Alphabet effectively enhanced the children's letter recognition skills (Torrejas et al., 2025).

The data collection instrument was a structured observation sheet with a Likert scale (1–5) that measured letter recognition abilities, including the ability to name, identify, and distinguish letter shapes. The instrument underwent validity and reliability testing before use.

Table 1. Structured Observation Instrument by Researchers on the Variable of Letter Recognition Ability (Y)

No.	Dimensions/Aspects	Letter Recognition Ability Indicators	Observed Statements/Behaviors	Skala Likert
1.	Letter Naming	Knowing and correctly naming letters.	The child correctly names the letters (A-Z) shown by the observer.	1-5
			The child names the first letter of his/her own name.	1-5
2.	Letter Shape Recognition (Symbols)	Recognizing and distinguishing the physical forms of letters.	The child is able to select the requested letter from a group of random letters (shape identification).	1-5
			The child is able to distinguish between letters that are almost identical in shape (e.g., b/d, p/q).	1-5

			The child is able to copy the letters shown (prerequisite for writing).	1-5
3.	Letter Sound Recognition (Phonemes)	Identifying and naming the sounds of letters when spoken.	The child clearly pronounces the vowel sounds (/a/i/u/e/o/) when pointed to.	1-5
			The child pronounces the consonant sounds pointed out by the observer.	1-5
4.	Association of Letter Symbols with Sounds	Connecting the symbols of letters seen with the sounds of letters (the relationship between symbols and sounds).	The child is able to match letters with pictures that have the same initial sound (e.g., the letter 'B' with a picture of a ball).	1-5
			The child is able to say a word (e.g., "table") and point to the corresponding initial letter.	1-5

Source: Researcher's Findings (2025)

Table 2. Scoring of the Letter Recognition Ability Variable (Y)

Skala Likert	Quality Description	Score
5	Developing Very Optimally	5
4	Developing Very Well	4
3	Developing as Expected	3
2	Starting to Develop	2
1	Not Yet Developing	1

Source: Sugiyono (2023)

Initial data collection or pretest (O1) was conducted in the third week. This observation aimed to determine the extent of the 16 children in Group B's ability to recognize letters before being given intervention in the form of Movable Alphabeth media. The following is a table summarizing the pretest (O1) scores for letter recognition ability before the movable alphabeth intervention:

Table 3. Summary of Pretest (O1) Instrument Scores Ability to Recognize Letters Before the Movable Alphabet Intervention

No	Child's Name	P1	P2	P3	P4	P5	P6	P7	P8	Total Score	Category
1	Jennifer	1	2	1	1	2	2	1	2	12	Low
2	Nicole	2	2	2	1	2	2	2	2	15	Low
3	Emily	1	2	1	1	1	2	1	1	10	Low
4	Cellyne	3	3	2	1	2	3	2	2	18	Moderate
5	Edward	2	2	1	2	2	2	2	1	14	Low
6	Arthur	3	3	3	2	2	3	2	2	20	Moderate
7	Aeon	1	2	1	1	2	2	1	1	11	Low
8	Joselle	2	2	2	2	2	2	2	2	16	Low
9	Kai	2	2	2	1	1	2	2	1	13	Low
10	Karen	3	3	2	2	2	3	2	2	19	Moderate
11	Kayson	2	2	2	2	2	2	2	1	15	Low
12	Lindsey	3	2	2	2	2	2	2	2	17	Moderate
13	Louis	2	2	2	1	2	2	2	1	14	Low

14	Nathania	3	3	3	2	3	3	2	2	21	Moderate
15	Frederica	1	2	1	1	2	2	2	1	12	Low
16	Sammy	2	2	2	2	2	2	2	2	16	Low
					Total Score					243	
					Average					15,18	Low

Source: Author's findings (2025)

After providing intervention using Movable Alphabeth media for 8 meetings, the researcher collected final data or posttest (O2) in January 2026. The following is a recapitulation table of the posttest (O2) instrument for letter recognition ability after the movable alphabet intervention:

Table 4. Recapitulation of Posttest (O2) Instrument

Letter Recognition Ability After Movable Alphabet Intervention

No	Child's Name	P1	P2	P3	P4	P5	P6	P7	P8	Total Score	Category
1	Jennifer	4	4	4	4	4	4	4	4	32	Good
2	Nicole	4	5	4	4	4	5	4	5	35	Very Good
3	Emily	3	4	3	4	3	4	4	3	28	Good
4	Cellyne	4	5	4	4	4	4	5	4	34	Very Good

5	Edward	4	4	4	3	4	4	4	3	30	Good
6	Arthur	4	4	4	4	4	5	4	4	33	Very Good
7	Aeon	3	4	3	3	4	4	3	3	27	Good
8	Joselle	4	4	4	4	4	4	4	4	32	Good
9	Kai	4	4	3	4	4	4	3	3	29	Good
10	Karen	5	5	4	4	4	4	5	4	35	Very Good
11	Kayson	4	4	4	4	3	4	4	4	31	Good
12	Lindsey	4	4	4	4	5	5	4	4	34	Very Good
13	Louis	3	4	3	4	4	4	3	3	28	Good
14	Nathania	5	5	4	4	4	5	4	4	35	Very Good
15	Frederica	4	4	4	3	4	4	4	3	30	Good
16	Sammy	4	4	4	4	4	5	4	4	33	Very Good
				Total Score						506	
				Average						31,62	Good

RESULTS AND DISCUSSION

Based on the statistical analysis conducted, the application of Movable Alphabet media has demonstrated a significant impact on enhancing letter recognition skills among four-year-old children at KB Sayang School. This assertion is substantiated by the results of the Paired Sample T-Test, which yielded a significance (Sig. 2-tailed) value of 0.000, indicating that the alternative hypothesis (Ha) is accepted, as 0.000 is less than the threshold of 0.05. Moreover, the remarkable increase in the average scores from 15.18 (Pretest) to 31.62 (Posttest) confirms that the intervention can lead to substantial improvements in children's emergent literacy skills (Mutiara Abdullah et al., 2024).

The findings align with Montessori's educational philosophy, which emphasizes learning through active engagement with tactile materials—such as the Movable Alphabet. According to Montessori, children learn best in environments that stimulate their senses and allow them to manipulate physical objects, thus making abstract concepts more accessible (Hervina & Rivo Panji Yudha, 2025). This multisensory approach not only fosters cognitive skills but also enhances motivation and retention of knowledge, as supported by prior studies that showed significant improvements in literacy skills when children are engaged in interactive learning experiences (Pagaloran & Ishartiwi, 2025).

The dramatic improvement in letter recognition scores can also be explained from both pedagogical and psychological perspectives. From a pedagogical standpoint, engaging children with the Movable Alphabet allows for experiential learning opportunities (Tan et al., 2025). When children physically interact with letters, they construct their understanding by associating letters with their corresponding sounds and meanings, enhancing their phonological awareness. Psychologically, this method caters to the developmental stage of four-year-olds, who are generally in the preoperational phase of Piaget's cognitive development theory. This stage calls for concrete experiences where children benefit from direct, hands-on activities (Nikmah et al., 2025).

Moreover, when comparing this study with previous research, it is clear that interventions using multisensory strategies consistently lead to better outcomes in early literacy development. For example, (Ibrahim & Saleh, 2025)found that the Montessori method combined with movable alphabet media significantly improved reading skills among elementary school students, underscoring the efficacy of similar interactive educational tools in diverse age groups. Furthermore, the integration of

play-based learning also correlates with increased letter recognition, as evidenced by studies highlighting the benefits of engaging children through games and hands-on activities that promote active learning (Khair et al., 2025).

Table 5. Summary of Pretest Results (O1)

No	Score Category	Score Range	Frequency (f)	Percentage (%)
1	Excellent	33 – 40	0	0
2	Good	25 – 32	0	0
3	Fair	17 – 24	5	31,25%
4	Poor	8 – 16	11	68,75%
	Total		16	100%

Source: Author's findings (2025)

Based on the table summarizing the pretest scores (O1), it can be seen that the ability to recognize letters among 16 children at KB Sayang School before being given the Movable Alphabet intervention was still at a limited level. The data shows that the group's average score was only 15.18, which is classified as Low. The distribution of individual scores ranged from 10 to 21, with the highest score achieved by Nathania with a score of 21 (Fair), while the lowest score was obtained by Emily with a score of 10 (Low). This condition indicates that the early literacy awareness of 4-year-old children at the research location still requires more intensive and systematic stimulation. It can be concluded as follows

Table 6. Summary of Posttest Results (O2)

No	Score Category	Score Range	Frequency (f)	Percentage (%)
1	Very Good	33 – 40	7	43,75%

2	Good	25 – 32	9	56,25%
3	Fair	17 – 24	0	0

The data obtained were analyzed using a Paired Sample t-Test after meeting the prerequisites of normality and homogeneity.

Table 7. Gain Score Calculation Table

No.	Child's Name	Pretest (O1)	Posttest (O2)	Gain (d = O2 – O1)	d^2
1	Aeon	12	32	20	400
2	Arthur	15	35	20	400
3	Axel	10	28	18	324
4	Cellyne	18	34	16	256
5	Edward	14	30	16	256
6	Frederica	20	33	13	169
7	Jennifer	11	27	16	256
8	Joselle	16	32	16	256
9	Kai	13	29	16	256
10	Karen	19	35	16	256
11	Kayson	15	31	16	256
12	Lindsey	17	34	17	289
13	Louis	14	28	14	196

No.	Child's Name	Pretest (O1)	Posttest (O2)	Gain (d = O2 – O1)	d^2
14	Nathania	21	35	14	196
15	Nicole	12	30	18	324
16	Sammy	16	33	17	289
	Total	∑O1=243	∑O2=506	∑d=263	$\sum d^2$=4379

Source: Author's findings (2025)

Based on the gain score calculation table above, there was a significant improvement in letter recognition skills at KB Sayang School after the Movable Alphabet media intervention.

Table 8. Summary of Pretest and Posttest Comparison

Description	Pretest (O1)	Posttest (O2)	Difference (Gain)
Total Score	243	506	+263
Average	15.18	31.62	+16.44
	Percentage Increase		108%

This improvement occurred because Movable Alphabet allows children to interact directly with letter symbols through manipulative activities. This is in line with the Montessori learning principle, which emphasizes the importance of multisensory experiences in helping children understand abstract concepts. Through activities of arranging and moving letters, children not only recognize the shapes of letters, but also build understanding gradually and meaningfully. The following is a graph of the Pre-Test results:

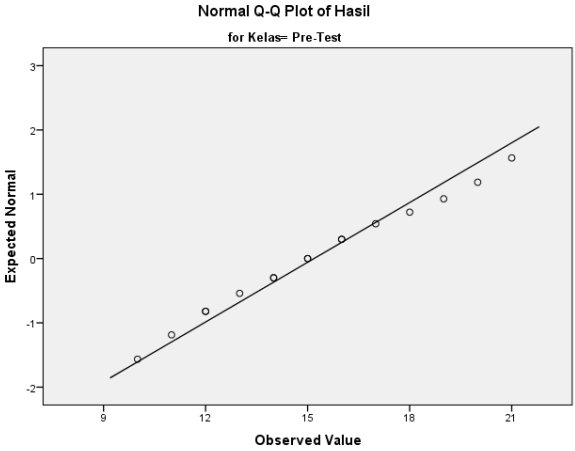

Figure 1. Normal Q-Q Plot Graph of Pre-Test Results
Source: Author's calculations (2025)

In Figure 1 (Pre-Test), the data points appear to be located around and following the diagonal line. This indicates that the distribution of pre-test scores tends to approach a normal distribution. There are no significant extreme deviations, so the pre-test data can be considered normally distributed.

The following is a Normal Q-Q Plot graph of the post-test results:

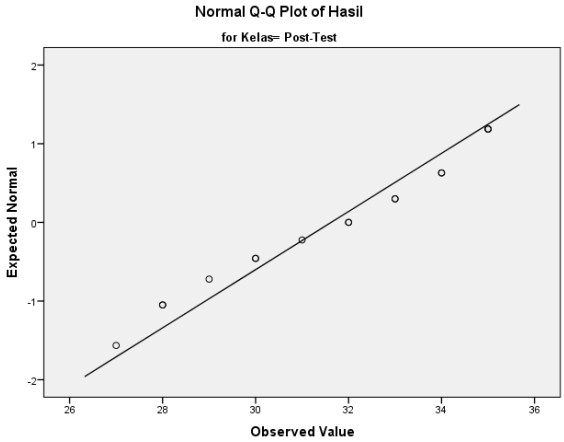

Figure 2. Normal Q-Q Plot Graph of Post-Test Results

In Figure 2 (Post-Test), a similar pattern is also visible, with the data points largely following the diagonal line. Although there are slight deviations at some points, these deviations are within reasonable limits. Thus, the post-test data also meets the assumption of normality.

Table 9. Homogeneity Test Results (Levene's Test)

Variabel Kemampuan Mengenal Huruf	Levene Statistic	df1	df2	Sig. (2-tailed)	Keterangan
Pretest dan Posttest	0,268	1	30	0,608	Homogen

Source: Author's calculations (2025)

Based on the table above, the calculation results show a significance value (Sig.) of 0.608. Because the value 0.608 > 0.05, it can be concluded that the data on letter recognition ability in 4-year-old children at KB Sayang School has homogeneous variance.

This indicates that the distribution of data before and after the intervention is consistent. The following table shows the results of the Paired Sample T-Test:

Table 10. Results of the Paired Sample T-Test

Pasangan Data	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pretest-Posttest	-16,438	1,931	-34,048	15	0,000

Source: Author's findings (2025)

Based on the table above, the results of the analysis using the Paired Sample T-Test show that the mean difference between the pretest and posttest is -16.438. This negative value indicates that there was a significant increase in scores after the treatment was administered, with a standard deviation of 1.931. This increase shows that there was a positive change in the research subjects' abilities after the intervention was carried out.

DISCUSSION

The study results showed that the use of a moving alphabet significantly improved letter recognition skills in four-year-old children at KB Sayang School Surabaya. This was evident in the children's improved ability to recognize, name, and use letters in various letter recognition tasks after using this standard learning (Sessiani, 2022).

Theoretically, movable alphabet media is part of the Montessori approach, designed to develop early literacy skills through multisensory experiences. Children not only see letters visually but can also manipulate and assemble them directly, increasing their physical and cognitive engagement. This approach supports constructivist learning theory, which emphasizes the importance of children's active involvement in the learning process (Dwi Suryani, 2022).

The movable alphabet media works effectively because it aligns with the principles of emergent literacy, where the ability to

recognize letters is one of the main foundations that must develop before children learn to read and write formally. Other components of emergent literacy are visual letter recognition, the ability to connect letter symbols with sounds (phonemic awareness), and motivation to interact with letter media, all of which are supported by the use of manipulative tools such as the movable alphabet (Lusianah1 et al., 2025).

Thus, the movable alphabet has been proven to be an effective learning medium in helping early childhood children, including those aged 4 years, develop letter recognition skills — because it fulfills the principles of manipulative and multisensory learning in early literacy and supports the holistic development of individual children (Lumbin et al., 2023).

CONCLUSION

In summary, the significant enhancement in letter recognition skills observed in this study is attributable to the implementation of the Movable Alphabet within a framework that embraces Montessori principles and multisensory learning. The results not only reaffirm the efficacy of interactive and manipulative educational tools in early childhood literacy but also underscore the critical need for pedagogical shifts away from traditional teaching methodologies. By engaging children in meaningful and enjoyable ways, educators can create a solid foundation for literacy that will serve children well as they progress through their educational journeys. The implications of these findings call for a broader adoption of active learning strategies within ECE curricula to further promote early literacy development.

ACKNOWLEDGEMENTS

The authors would like to thank all parties who provided support and contributions to the implementation and preparation of this research. Special thanks go to the principal and teachers of KB Sayang School Surabaya for their permission, assistance, and cooperation throughout the research process.

The author also expresses his gratitude to the children of KB Sayang School Surabaya who participated in this research, as

well as to other parties, not mentioned individually, for their support, advice, and encouragement. He hopes this research will be beneficial and contribute to the development of science, particularly in the field of early childhood education.

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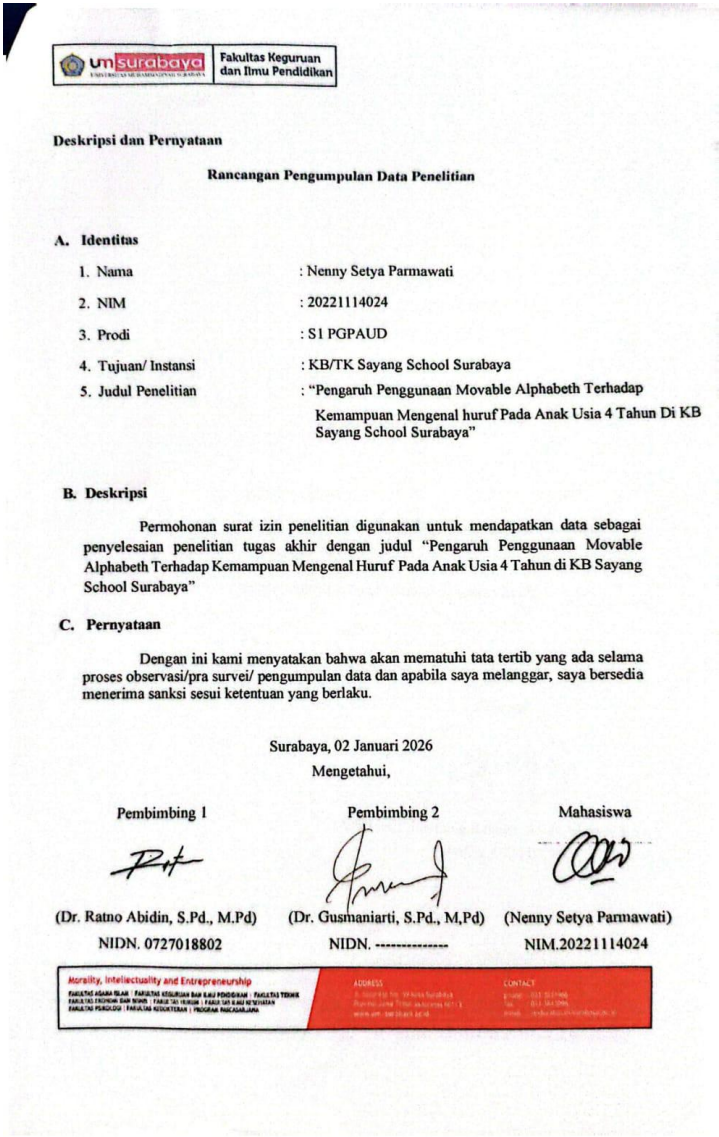
LAMPIRAN

Lampiran 1. Surat Izin Observasi



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Deskripsi dan Pernyataan

Rancangan Pengumpulan Data Penelitian

A. Identitas

1. Nama : Nenny Setya Parmawati
2. NIM : 20221114024
3. Prodi : S1 PGPAUD
4. Tujuan/ Instansi : KB/TK Sayang School Surabaya
5. Judul Penelitian : "Pengaruh Penggunaan Movable Alphabeth Terhadap Kemampuan Mengenal huruf Pada Anak Usia 4 Tahun Di KB Sayang School Surabaya"

B. Deskripsi

Permohonan surat izin penelitian digunakan untuk mendapatkan data sebagai penyelesaian penelitian tugas akhir dengan judul "Pengaruh Penggunaan Movable Alphabeth Terhadap Kemampuan Mengenal Huruf Pada Anak Usia 4 Tahun di KB Sayang School Surabaya"

C. Pernyataan

Dengan ini kami menyatakan bahwa akan mematuhi tata tertib yang ada selama proses observasi/pra survei/ pengumpulan data dan apabila saya melanggar, saya bersedia menerima sanksi sesui ketentuan yang berlaku.

Surabaya, 02 Januari 2026

Mengetahui,

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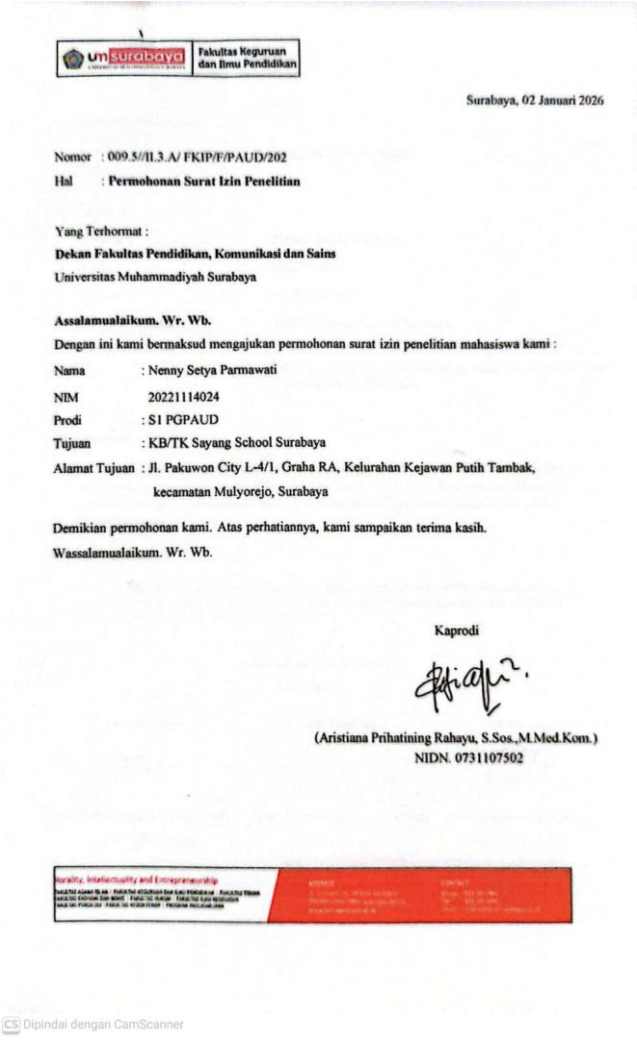
(Dr. Ratno Abidin, S.Pd., M.Pd)	(Dr. Gusmaniarti, S.Pd., M.Pd)	(Nenny Setya Parmawati)
NIDN. 0727018802	NIDN. ----------	NIM.20221114024

Morality, Intellectuality and Entrepreneurship

Lampiran 2. Surat Ijin Penelitian



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Universitas Muhammadiyah Surabaya

Assalamualaikum. Wr. Wb.
Dengan ini kami bermaksud mengajukan permohonan surat izin penelitian mahasiswa kami :

Nama : Nenny Setya Parmawati
NIM 20221114024
Prodi : S1 PGPAUD
Tujuan : KB/TK Sayang School Surabaya
Alamat Tujuan : Jl. Pakuwon City L-4/1, Graha RA, Kelurahan Kejawan Putih Tambak, kecamatan Mulyorejo, Surabaya

Demikian permohonan kami. Atas perhatiannya, kami sampaikan terima kasih.
Wassalamualaikum. Wr. Wb.

Kaprodi

(Aristiana Prihatining Rahayu, S.Sos.,M.Med.Kom.)
NIDN. 0731107502

Morality, Intellectuality and Entrepreneurship

Lampiran 3. Hasil Observasi

Hasil Observasi di kelas KB

Table 7. Gain Score Calculation Table

No.	Child's Name	Pretest (O1)	Posttest (O2)	Gain (d = O2 – O1)	d^2
1	Aeon	12	32	20	400
2	Arthur	15	35	20	400
3	Axel	10	28	18	324
4	Cellyne	18	34	16	256
5	Edward	14	30	16	256
6	Frederica	20	33	13	169
7	Jennifer	11	27	16	256
8	Joselle	16	32	16	256
9	Kai	13	29	16	256
10	Karen	19	35	16	256
11	Kayson	15	31	16	256
12	Lindsey	17	34	17	289
13	Louis	14	28	14	196
14	Nathania	21	35	14	196
15	Nicole	12	30	18	324

No.	Child's Name	Pretest (O1)	Posttest (O2)	Gain (d = O2 – O1)	d^2
16	Sammy	16	33	17	289
	Total	$\sum O1=243$	$\sum O2=506$	$\sum d=263$	$\sum d^2=4379$

Source: Author's findings (2025)

Based on the gain score calculation table above, there was a significant improvement in letter recognition skills at KB Sayang School after the Movable Alphabet media intervention.

Lampiran 4. Hasil Dokumentasi

Foto pembelajaran sebelum menggunakan Movable Alphabeth

Foto setelah menggunakan Movable Alphabeth

Lampiran 5. Letter of Accepted (LOA)

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SURAT KETERANGAN PENERIMAAN ARTIKEL

Kepada Yth. Bapak/Ibu. **Nenny Setya, Ratno Abidin, Gusmaniarti, Wahono**

Bersama ini, Pimpinan Redaksi **Jurnal Amal Pendidikan** menyampaikan bahwa Artikel Bapak/Ibu kirimkan dinyatakan **DITERIMA** untuk dipublikasikan pada **Jurnal Amal Pendidikan**.

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Edisi Terbitan	:	**Volume 7 Nomor 1 : Edisi April 2026**

Kami sampaikan pula bahwa artikel ini telah melalui proses submit, review, revisi daring penuh dan proses review menggunakan sistem *double blind review*. Jurnal Amal Pendidikan telah terakreditasi secara nasional dengan peringkat 4 (**Sinta 4**) sesuai SK Dirjen Dikti Kemdikbudristek Nomor 79/E/ KPT/2023. Informasi lainnya terkait editing dan publish artikel jurnal dapat dipantau pada website *Open Jurnal System* Jurnal Amal Pendidikan.

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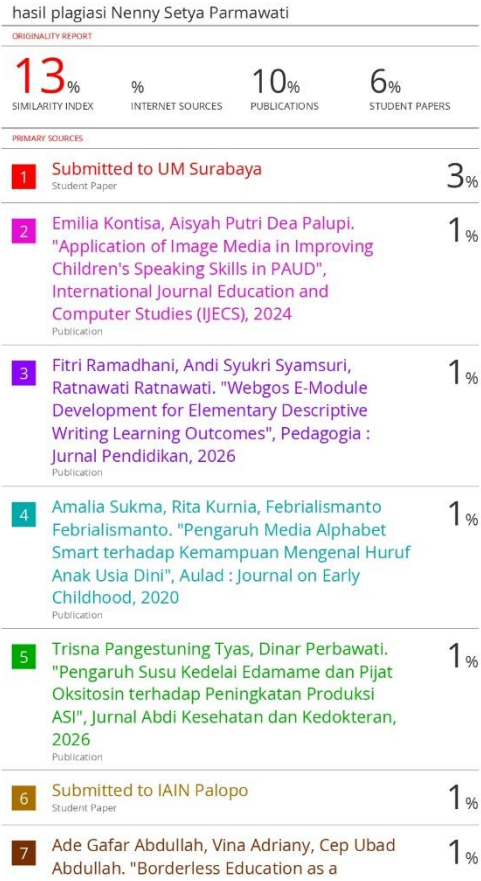
Lampiran 6. Hasil Plagiasi



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4	Amalia Sukma, Rita Kurnia, Febrialismanto Febrialismanto. "Pengaruh Media Alphabet Smart terhadap Kemampuan Mengenal Huruf Anak Usia Dini", Aulad : Journal on Early Childhood, 2020 Publication	1%
5	Trisna Pangestuning Tyas, Dinar Perbawati. "Pengaruh Susu Kedelai Edamame dan Pijat Oksitosin terhadap Peningkatan Produksi ASI", Jurnal Abdi Kesehatan dan Kedokteran, 2026 Publication	1%
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7	Ade Gafar Abdullah, Vina Adriany, Cep Ubad Abdullah. "Borderless Education as a	1%

Lampiran 7. Surat Keterangan Bukti Bebas Plagiasi

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SURAT KETERANGAN BUKTI BEBAS PLAGIASI

Naskah tugas akhir / skripsi / karya tulis / tesis*) yang diserahkan atas :

N a m a : Nenny Setya Parmawati
N I M : 20221114024
Fakultas/Prodi (PG-PAUD) : Fakultas Keguruan dan Ilmu Pendidikan/(S1) Pendidikan Guru PAUD
Alamat : Pakis wetan IV/19 Surabaya
Judul : The Effect Of Using Movable Alphabeth On The Ability To Recognize Letters In 4- Year- Old Children

telah **diserahkan dan memenuhi kriteria** batas maksimal yang sudah ditentukan.

Surabaya, 07 April 2026

Petugas perpustakaan

Ardi Surya H. K.

Mahasiswa

Nenny Setya Parmawati

Mengetahui,
Kepala Perpustakaan

Dr. Rahmo Abidin, S.Pd., M.Pd.

Lampiran 8. Biodata Diri

BIODATA

Nenny Setya Parmawati, lahir di Surabaya pada 22 Januari 1982, adalah anak pertama dari pasangan Bapak Nono Suyitno dan Ibu Sunarsih. Sebagai kakak dari Danang Satya, dan Novita kartika., Nenny tumbuh dalam keluarga yang mengutamakan nilai-nilai sosial. Nenny melanjutkan pendidikannya di Universitas Muhammadiyah Surabaya, dan berhasil meraih gelar sarjana Pendidikan Guru Pendidikan Anak Usia Dini (S1) pada tahun 2026 setelah menyelesaikan studi selama 4 tahun.

Sebelumnya, Nenny menempuh pendidikan dasarnya di SDN Dr. Sutomo VI pada tahun 1989, kemudian melanjukan ke SMPN 10 pada tahun 1995, dan lulus dari SMK Pariwisata Prapanca pada tahun 2000. Selain aktif dalam kegiatan akademik Nenny adalah seorang ibu rumah tangga dengan dua anak serta seorang guru KB/TK, Nenny dikenal sebagai pribadi yang tegas, disiplin juga penyayang serta berdedikasi tinggi dan selalu berusaha memberi kontribusi positif bagi masyarakat sekitarnya.