

ABSTRAK

Dyah Ayu Putri Lestari. 2026. *“Meningkatkan Kemampuan Mengenal Huruf Vokal melalui Permainan Bowling pada Anak Usia 4-5 Tahun di TK Islam Terpadu Raden Syahid IV Gandri, Kab. Ngawi”*. Skripsi. Program Studi Pendidikan Anak Usia Dini, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Fida Chasanatun, M.Pd. , (II) Hermawati Dwi Susari, S.Psi., M.Pd.

Rendahnya kemampuan mengenal huruf vokal anak usia 4–5 tahun di TK Islam Terpadu Raden Syahid IV Gandri. Hasil observasi awal menunjukkan bahwa sebagian besar anak masih mengalami kesulitan dalam menyebutkan, mengenali, membedakan, dan mencocokkan huruf vokal A, I, U, E, dan O. Salah satu penyebabnya adalah penggunaan media pembelajaran yang kurang bervariasi sehingga anak kurang aktif dan kurang tertarik dalam mengikuti pembelajaran.

Penelitian ini bertujuan untuk mendeskripsikan penerapan permainan bowling huruf dalam meningkatkan kemampuan mengenal huruf vokal serta mengetahui kelebihan dan kekurangan penggunaan permainan bowling huruf pada anak usia 4–5 tahun di TK Islam Terpadu Raden Syahid IV Gandri. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, yaitu tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 7 anak kelompok usia 4–5 tahun. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Data dianalisis secara kualitatif dan kuantitatif deskriptif dengan menghitung persentase pencapaian perkembangan anak.

Hasil penelitian menunjukkan bahwa penerapan permainan bowling huruf dapat meningkatkan kemampuan mengenal huruf vokal anak. Persentase kemampuan mengenal huruf vokal meningkat dari kondisi prasiklus ke Siklus I, dan Siklus II sehingga telah memenuhi indikator keberhasilan penelitian. Permainan bowling huruf mampu meningkatkan keaktifan, motivasi, konsentrasi, dan kepercayaan diri anak selama proses pembelajaran karena memberikan pengalaman belajar yang menyenangkan melalui kegiatan bermain. Berdasarkan hasil penelitian bahwa permainan bowling huruf efektif digunakan sebagai media pembelajaran untuk meningkatkan kemampuan mengenal huruf vokal pada anak usia 4–5 tahun di TK Islam Terpadu Raden Syahid IV Gandri.

Kata Kunci: *kemampuan mengenal huruf vokal, permainan bowling huruf, anak usia dini*

ABSTRACT

Dyah Ayu Putri Lestari. 2026. *“Improving Vowel Recognition Skills through Bowling Games in Children Aged 4–5 Years at IT Raden Syahid IV Gandri Kindergarten, Ngawi Regency”*. Undergraduate Thesis. Early Childhood Teacher Education Department, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Fida Chasanatun, M.Pd., (II) Hermawati Dwi Susari, S.Psi., M.Pd.

The low ability to recognize vowel letters among children aged 4–5 years at IT Raden Syahid IV Gandri Kindergarten was the primary concern of this study. Initial observation results showed that most children still experienced difficulties in pronouncing, recognizing, distinguishing, and matching the vowel letters A, I, U, E, and O. One of the contributing factors was the lack of variety in learning media, which caused children to be less active and less engaged during the learning process.

This study aims to describe the implementation of the letter bowling game to improve vowel recognition skills, as well as to identify the strengths and weaknesses of using the letter bowling game among children aged 4–5 years at IT Raden Syahid IV Gandri Kindergarten. This research utilized Classroom Action Research (CAR) based on the Kemmis and McTaggart model, conducted in two cycles comprising planning, action, observation, and reflection phases. The subjects consisted of 7 children aged 4–5 years. Data collection techniques included observation, interviews, and documentation. Data were analyzed qualitatively and using descriptive statistics by calculating the percentage of children’s developmental achievement.

The results showed that the implementation of the letter bowling game significantly improved children's vowel recognition skills. The percentage of vowel recognition skills increased from pre-cycle to Cycle I and Cycle II, successfully meeting the study's success indicators. The letter bowling game enhanced children's active engagement, motivation, concentration, and self-confidence during the learning process by providing an enjoyable learning experience through play. Based on the findings, the letter bowling game is effective as a learning medium to improve vowel recognition skills in children aged 4–5 years at IT Raden Syahid IV Gandri Kindergarten.

Keywords: vowel recognition skills, letter bowling game, early childhood.

