

Development of Flashcard Media Assisted by a Letter Board to Improve Reading Skills of Upper Elementary Students with Reading Difficulties

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Abstrak. Penelitian ini dilatarbelakangi oleh adanya peserta didik kelas VI di SDN Kebon Jahe yang belum mengenal huruf abjad dan memiliki kemampuan membaca dasar yang rendah. Kondisi tersebut menunjukkan perlunya media pembelajaran yang sesuai dengan kebutuhan peserta didik. Penelitian ini bertujuan mendeskripsikan pengembangan dan penggunaan media flashcard berbantuan papan huruf untuk membantu kemampuan membaca permulaan. Penelitian menggunakan metode *Research and Development* (R&D) dengan model ADDIE. Subjek penelitian adalah satu peserta didik kelas VI yang mengalami kesulitan membaca dasar. Media yang dikembangkan dirancang untuk memberikan stimulasi visual dan kinestetik dalam pembelajaran membaca. Hasil validasi media menunjukkan adanya peningkatan. Validasi media memiliki validitas 78,4%, sementara materi memiliki validitas 87%, sehingga media dinyatakan layak untuk digunakan. Berdasarkan hasil validasi ahli media dan materi serta respon peserta didik, media flashcard dan papan huruf dapat dinyatakan valid, praktis dan efektif dalam menunjang kemampuan membaca permulaan peserta didik. Hasil implementasi menunjukkan adanya perkembangan kemampuan membaca peserta didik. Pada tahap pretest, peserta didik hanya mampu mengenali 5 huruf abjad. Setelah pembelajaran menggunakan media selama empat kali pertemuan, peserta didik mampu mengenali huruf A-Z, melafalkan bunyi huruf dengan lebih tepat, serta mulai membaca kosa kata sederhana. Peserta didik juga menunjukkan respons positif dan lebih antusias selama pembelajaran berlangsung.

Kata kunci: Media Pembelajaran, *Flashcard*, Papan Huruf, Membaca Permulaan.

Abstract. This Research was motivated by the fact that some sixth-grade Elementary students at Kebon Jahe were not yet familiar with the alphabet and had poor basic reading skills. This situation highlights the need for learning materials tailored to the students' needs. The purpose of this study is to describe the development and use of flashcard materials supplemented with an alphabet board to support early reading skills. The study employed the Research and Development (R&D) method using the ADDIE model. The research subject was a single sixth-grade student experiencing difficulties with basic reading. The developed media was designed to provide visual and kinesthetic stimulation in reading instruction. The results of the media validation indicated an improvement. The media validation has a validity of 78.4%, while the content has a

validity of 87%, thus deeming the media suitable for use. Based on the results of the validation by media and material experts, as well as student feedback, the flashcards and letter boards can be deemed valid, practical, and effective in supporting students' early reading skills. The results of the implementation indicate an improvement in students' reading skills. In the pretest phase, students were only able to recognize 5 letters of the alphabet. After four sessions of learning using the media, students were able to recognize the letters A–Z, pronounce the sounds of the letters more accurately, and begin reading simple vocabulary. Students also showed positive responses and were more enthusiastic during the learning process.

Keywords: Learning Media, Flashcards, Letter Boards, Beginning Reading

INTRODUCTION

Reading is a crucial basic skill for elementary school students because it serves as the foundation for developing reading and writing skills. Early on, letter recognition is crucial for success in learning to read and write. Failure to master this skill in a timely manner can lead to learning gaps that hinder students' academic development. Ideally, students in higher grades, such as grades IV, V, and VI, should have mastered beginning and transitional reading skills (Lestari et al., 2021). Ideally, basic reading skills should be completed in the early grades of elementary school. However, in reality, there are still students in higher grades who have not yet mastered these basic reading skills. Research findings revealed a case involving a sixth-grade student who was unfamiliar with the alphabet and numbers. According to Lena et al. (2023), reading difficulties in higher grades are generally triggered by a lack of reading practice and inadequate support from the child's environment. Interviews with the homeroom teacher revealed that this student received insufficient attention at home due to neglect from his parents, who preferred working with neighbors rather than attending school. This unsupportive environment aligns with the findings of Khatimah et al. (2025) stated that low student literacy skills are often caused by a lack of reading habits at home and a lack of active parental involvement in supporting students' learning. This means that these impacts are influenced by several internal and external factors, such as parental role, motivation, and so on.

Based on the information obtained, students are still promoted to the next grade based on psychosocial considerations (empathy) and efforts to fulfill the Curriculum policy that emphasizes the continuity of the learning phase without repeating a grade to maintain the child's psychological condition. Holding

students back from moving up a grade is often considered ineffective because it can trigger feelings of inferiority and increase the risk of children dropping out of school. Therefore, concrete learning media such as *Flashcards* assisted by Letter Boards that are appropriate to the visual-kinesthetic needs of students are needed to catch up on this lag. These findings confirm that reading difficulties not only occur in lower grades, but can also continue into higher grades if the fundamental problem (letter/alphabet recognition) is not addressed properly (Lena et al., 2023; Latifah et al., 2023).

Reading difficulties are a major factor due to complex barriers. This problem not only threatens students' academic achievement but also affects their motivation and self-confidence. The main difficulties experienced by students are the inability to recognize letters (the alphabet) and read, which are fundamental cognitive aspects of early literacy. Even though students are already in sixth grade, the root of the problem is still at the beginning reading stage. Reading ability is one of the literacy skills that refers to written language. Literacy in the broad sense encompasses listening, speaking, reading, and writing skills. Beginning reading is a basic stage that involves the ability to recognize letters (phonemes) and arrange them into syllables, words, and even simple sentences (Hasanah et al., 2025).

Sixth-grade students who experience reading difficulties tend to have low motivation, especially if they realize their abilities are far behind those of their peers. Shame and lack of self-confidence become psychological barriers. This is in line with research by Lena et al. (2023) that one of the factors causing reading difficulties in upper-grade students is a lack of motivation and interest in reading. This is exacerbated by a lack of support from the learning environment that does not fully support a culture of literacy, especially in terms of facilities and the sustainability of school programs. Limited facilities, such as the absence of a library, have a direct impact on students' minimal exposure to books and a conducive environment for reading. This is in line with the views of Fatimah & Azizah (2025) who highlighted several challenges in implementing the School Literacy Movement (GLS) in elementary schools, including limited literacy facilities (facilities/libraries) and lack of parental participation. This is supported by Khatimah et al. (2025) who stated that low literacy is influenced by limited

facilities and interesting reading materials, as well as a lack of variety in learning methods used by teachers.

To find the problem of reading difficulties in elementary school students, solutions are needed in the form of innovative, varied, and engaging learning media that can optimally facilitate students' learning needs (Khatimah et al., 2025). Various studies have shown that the use of visual and manipulative media, such as letter or picture cards (flashcards), is effective in improving students' beginning reading skills (Nurfadillah et al., 2023). Flashcard media provides a concrete, simple, and enjoyable learning experience that can increase students' motivation, attention, and interest in learning during the learning process (Nurcahya & Hadijah, 2020).

However, a review of previous research indicates that most studies on the use of flashcards still focus on lower-grade students and early reading instruction in a classroom setting. Research specifically examining individual interventions for upper-grade students experiencing basic literacy difficulties is relatively limited. However, upper-grade students who have not yet mastered reading skills require different treatment because the challenges they experience are not only related to letter recognition but also include aspects of concentration, visual discrimination, letter memory, and learning motivation.

Lena et al. (2023) emphasized that managing children with reading difficulties in higher grades requires specific learning media and strategies tailored to the characteristics of the students' disabilities. Consistent with these findings, Asmaryadi et al. (2024) found that the use of visual-based smart guidance boards effectively helped improve children's focus and concentration in recognizing letter shapes. Furthermore, research by Adella and Lestari (2024) showed that the use of visual aids that present simple text in a repetitive and structured manner had a positive impact on improving the vocabulary of students with dyslexia in elementary school.

Based on the results of this research, flashcard media assisted by a letter board was chosen as an alternative solution in this research. This media is designed by integrating the visual power of flashcards and manipulative activities on the letter board to produce a more interactive learning experience. Students not only see and recognize letters through visual cards, but also actively arrange, match, and manipulate the letters on the board provided. This

combination of visual and kinesthetic activities is expected to help students understand the relationship between letter symbols, sounds, and word forms more meaningfully.

Flashcard media is an effective visual media for improving reading skills, especially in the aspects of letter recognition and vocabulary (Asmaryadi et al., 2024). The effectiveness of this media lies in its ability to present information briefly, clearly and interestingly, thereby facilitating the process of storing information in students' memories (Kinasih et al., 2023). In this research, flashcards were combined with letter boards to strengthen students' motor and kinesthetic involvement. This combination is important because the research subjects showed difficulty in distinguishing similar letter shapes and experienced obstacles in connecting letter symbols with the corresponding sounds. Therefore, it is hoped that the use of letter boards can help students gain a more concrete and multisensory learning experience.

The novelty of this research lies in the development of a letter board-assisted flashcard media specifically designed for upper-grade elementary school students experiencing reading difficulties. Unlike previous research that generally focused on early reading instruction in lower grades, this study targets sixth-grade students who still experience basic literacy barriers. Furthermore, the developed media integrates visual, kinesthetic, and manipulative approaches in one learning tool so that it not only functions as a medium for letter recognition but also as a remedial tool to help students overcome reading difficulties individually. Thus, this research provides a new contribution to the development of adaptive literacy learning media for upper-grade students who still experience delays in reading ability.

Based on the description above, this research aims to describe the process of developing flashcard media assisted by letter boards and analyze the effectiveness of its use in improving letter recognition and reading skills in sixth-grade students at Kebon Jahe Elementary School. Through this study, it is hoped that valid, practical, and effective learning media can be produced as an alternative solution in helping students who have difficulty reading, so that the literacy skill gap in elementary schools can be minimized.

RESEARCH METHODOLOGY

The research used the ADDIE R&D model, a widely used approach in curriculum and learning design and development (Zam Siswaya et al., 2024). ADDIE is an acronym for five stages: Analysis, Design, Development, Implementation, and Evaluation.

In the analysis stage, researchers conducted observations and interviews to identify learning problems and student needs. The design stage involved developing a media plan, including determining content, components, and presentation. Next, in the development stage, flashcard media using a letter board was developed using the Canva application and validated by subject matter and media experts. The implementation stage involved trial use of the media with students. The evaluation stage aimed to assess the feasibility and effectiveness of the media and make improvements based on the trial results and feedback obtained.

The research was conducted at Kebon Jahe Elementary School, with a sixth-grade student experiencing basic reading difficulties, not yet fully recognizing letters, and exhibiting slow learning characteristics. Individual testing was conducted to observe media use, student responses, and the media's effectiveness in supporting letter recognition and reading skills.

The research data includes: (1) data on learning needs and obstacles obtained through observation and interviews with class teachers; (2) data on media feasibility obtained from validation sheets from material experts and media experts using a Likert scale; and (3) data on student responses and development of abilities obtained through observation during the trial. Qualitative data were analyzed descriptively through reduction, presentation, and drawing conclusions, while quantitative data were analyzed using a feasibility percentage to determine the level of validity of the media developed.

RESULTS AND DISCUSSION

Results

1. Analysis Stage

The analysis phase was conducted to identify learning problems, student characteristics, and media needs to be developed. Data was obtained through

observation, interviews with classroom teachers, and pre-tests of student reading ability.

Table 1.
Results of Media Development Needs Analysis

Analysis Aspects	Findings
Research subjects	Class VI students of Kebon Jahe Elementary School
Ability to recognize letters	Not yet familiar with most of the letters of the alphabet
Pretest results	Only able to name 5 recognized letters of the alphabet
Reading ability	Not yet able to read simple letters and words correctly
Learning barriers	Difficulty distinguishing letter shapes, low motivation to learn, and slow in understanding the material
Environmental factors	Lack of guidance and learning support from parents at home
Learning needs	Media that is interesting, easy to use, visual, and can help with gradual letter recognition

The analysis results indicate a significant gap between students' literacy skills and the competencies they should have mastered by sixth grade. Based on these findings, learning media are needed that can provide concrete, engaging, and student-specific learning experiences to help improve letter recognition and basic reading skills.

2. Design Stage

The design phase was conducted based on the results of the needs analysis. At this stage, researchers designed flashcard media with the aid of a letter board as a solution to help students recognize letters and read gradually.

Table 2.
Flashcard Media Design Results Using Letter Boards

Media Components	Description
Letter flashcards	Displays the letters of the alphabet in large and easy to read size
Picture flashcards	Contains images associated with certain letters or words to strengthen understanding
Letter board	Used to arrange and match letters into simple words.
Visual design	Using attractive colors, simple illustrations, and a clear layout
Material	Recognition of letters of the alphabet and formation of simple words
Design application	Canva
Usage strategy	Students recognize letters using flashcards, then match and arrange the letters on the letter board.

Based on this design, media was developed by integrating visual and kinesthetic activities. Flashcards serve as visual stimuli to introduce letters and words, while letter boards are used to train students in actively recognizing, matching, and arranging letters. This design is expected to produce media that is engaging, easy to use, and effective in supporting the improvement of students' basic reading skills.



Figure 1a.
Initial media design

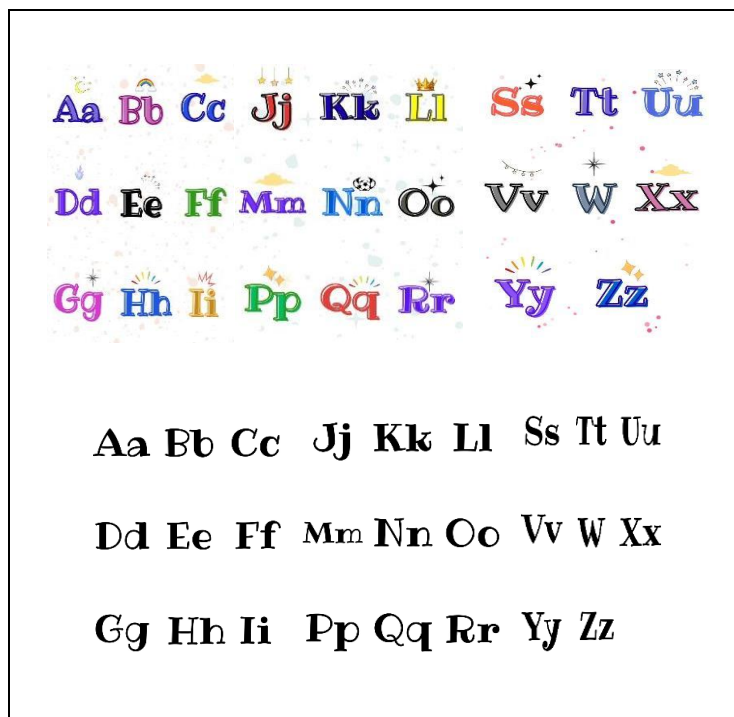


Figure 1b.

Initial media design

3. Development stage

The development phase aims to translate the media design developed during the design phase into a product ready for use in learning. The developed media consists of flashcards, supported by letter boards, with engaging visual designs, bright colors, and illustrations tailored to the learner's characteristics. The entire media development process was conducted using the Canva app.

After the initial product was completed, the media was validated by two validators, a lecturer and an elementary school teacher. The validation was conducted in two stages to obtain comprehensive feedback on the material and media aspects.

Table 3.

Media Eligibility Criteria

Percentage	Validity Category	Practicality Category
81%–100%	Very Valid	Very Practical
61%–80%	Valid	Practical

41%–60%	Quite Valid	Quite Practical
21%–40%	Less Valid	Less practical
0%–20%	Invalid	Impractical

Table 4.

Phase I Validation Results

Aspect	Maximum Score	Score Obtained	Percentage	Category
Media	65	33	50.7%	Quite Valid
Material	85	55	64.7%	Valid

The results of the first phase of validation indicated that the media still needed several improvements, particularly in terms of its appearance and presentation. Therefore, revisions were made based on the validator's suggestions and input.

Table 5.

Phase II Validation Results

Aspect	Maximum Score	Score Obtained	Percentage	Category
Media	65	51	78.4%	Valid
Material	85	74	87.0%	Very Valid

Based on the results of phase II validation, scores improved in both assessed aspects. Media validation percentage increased from 50.7% to 78.4%, while material validation percentage increased from 64.7% to 87.0%. These results indicate that the developed media has met the eligibility criteria and is ready for use in the trial phase.

4. Implementation Stage

This stage was conducted to determine the effectiveness of flashcard media assisted by letter boards in improving students' reading skills. The trial was conducted over four meetings, involving one sixth-grade student Elementary School at Kebon Jahe who was experiencing reading difficulties as the research

subject. Data were collected through direct observation and oral tests using a reading ability checklist. The results of the observations showed an increase in student abilities after using the developed media.

Table 6.
Development of Students' Reading Ability

Ability Aspect	Before Treatment	After Treatment
Getting to know the letters of the alphabet	Get to know 5 letters	Recognize all letters A-Z
Distinguishing letter shapes	Still often confused (bd, pq)	Able to distinguish letters correctly
Pronouncing letter sounds	Not consistent yet	Able to pronounce phonemes correctly
Reading syllables	Not yet able	Starting to be able to read simple syllables
Reading simple words	Not yet able	Able to read two-syllable words

In addition to improving reading skills, students also demonstrated positive responses during learning. They appeared more focused, active, and enthusiastic in participating in learning activities using flashcards and letter boards. These findings indicate that the developed media provides a more engaging learning experience and helps students gradually grasp the material.

5. Evaluation Stage

The evaluation phase was conducted to assess the effectiveness of the developed media based on the results of trials with students. The evaluation showed that the use of flashcards with the aid of letter boards had a positive impact on students' basic literacy skills.

Table 7.
Media Evaluation Results

Evaluation Aspects	Results
Mastery of the alphabet	Students are able to recognize all the letters A–Z
Letter sound recognition	Able to pronounce letter sounds correctly
Reading ability	Able to read syllables and simple words
Focus on studying	Improve during the learning process
Motivation to learn	Shows greater enthusiasm and interest in learning
Media eligibility	Suitable for use as a medium for basic reading learning

Based on the evaluation results, the letter board-assisted flashcard media was deemed feasible and effective for improving letter recognition and basic reading skills in upper-grade students who have reading difficulties. This media not only helps improve cognitive aspects but also increases students' attention and motivation during the learning process.

Discussion

The results of the research showed that the developed flashcard media assisted by a letter board was able to improve the ability to recognize letters and basic reading in sixth grade students who had difficulty reading. This improvement was seen from the ability of students who initially only knew five letters of the alphabet to be able to recognize all letters A–Z, distinguish letters that have similar shapes, pronounce letter sounds correctly, and read syllables and simple words. These findings indicate that providing learning stimulation that is appropriate to the characteristics of students can help overcome literacy delays that are still found in upper grades of elementary school.

The success of the developed media is inseparable from the characteristics of flashcards, which present information in a simple, concrete, and easy-to-understand manner. Kinasih et al. (2023) explained that picture cards are effective in early reading instruction because they present information concisely

and engagingly, making it easier for students to remember the symbols and meanings they learn. These findings align with the results of this study, where students demonstrated improved letter recognition abilities after repeated practice using flashcards. From a cognitive perspective, visual presentation of information facilitates the process of encoding information into long-term memory, making it easier for students to remember the shapes and sounds of letters.

In addition to the visual aspect, the effectiveness of the media is also influenced by the presence of a letter board that provides a kinesthetic learning experience. Students not only see letters, but also touch, select, match, and arrange letters into syllables or simple words. This activity allows for multisensory learning that involves various senses simultaneously. This finding supports the research results of Asmaryadi et al. (2024) which stated that visual-based smartboard media can help improve students' concentration and make it easier for them to recognize letter shapes. Thus, the integration of flashcards and letter boards in this study provides a richer learning experience than using visual media alone because it involves motor elements that strengthen the learning process of reading.

The improvement in students' reading skills also indicates that the developed media is able to address the characteristics of the reading difficulties experienced by the research subjects. According to Lena et al. (2023), high-grade students who experience reading difficulties generally face obstacles in recognizing letters, connecting symbols with sounds, and reading words fluently. This condition was found in research subjects who were unable to recognize most of the letters of the alphabet even though they were in sixth grade. After being given intervention using flashcard media assisted by letter boards, these obstacles gradually decreased. This finding indicates that reading difficulties in high grades are not always caused by limited intellectual abilities, but can be influenced by a lack of learning experiences that are appropriate to the students' needs.

The results of this research also show that the use of appropriate learning media can help overcome factors inhibiting literacy originating from the learning environment. Based on observations and interviews, low parental support and

a lack of learning assistance at home are among the causes of delays in students' reading abilities. This finding aligns with research by Khatimah et al. (2025), Fatimah and Azizah (2025), and Lestari et al. (2021), which states that a low family literacy culture, a lack of learning assistance, and minimal reading stimulation are factors contributing to low literacy abilities in elementary school students. Therefore, the success of the media in this study demonstrates that schools can act as compensatory environments that provide literacy learning experiences that students do not receive at home.

In addition to improving reading skills, media use also impacts students' affective aspects. During the implementation process, students demonstrated increased focus, enthusiasm, and engagement in learning. This condition can be explained by learning motivation theory, which emphasizes the importance of engaging stimuli to build student attention and engagement. Nurcahya and Hadijah (2020) explain that a pleasant learning atmosphere and providing engaging learning experiences can increase student motivation. In this study, the use of attractive colors, manipulative activities, and opportunities to interact directly with media made students more active and confident during the learning process.

The findings of this research reinforce the findings of Nurfadillah et al. (2023), Rohimah et al. (2023), and Adella and Lestari (2024), which demonstrated that flashcards are effective in improving the reading skills of elementary school students, including those with learning disabilities. However, this study offers a distinct contribution by developing flashcards combined with a letter board and implementing them for upper-grade students who are still experiencing basic reading difficulties. While most previous studies have focused on lower-grade students, this study demonstrates that the visual-kinesthetic approach is also effective as a remedial strategy for upper-grade students who have not yet achieved basic literacy competencies. Therefore, this research provides an empirical contribution demonstrating that the development of multisensory media can be an alternative, adaptive learning solution to address the literacy gap in elementary school students.

CONCLUSION

This research produced a learning media in the form of a flashcard assisted by a letter board developed using the ADDIE model to help upper grade elementary school students who have difficulty reading. The validation results showed that the developed media met the criteria for being suitable for use, indicated by an increase in the results of media expert validation from 50.7% to 78.4% and material expert validation from 64.7% to 87.0% after revision. The implementation results showed that the media was able to significantly improve students' basic reading skills, which was marked by an increase in the ability to recognize letters of the alphabet from only 5 letters to all letters A–Z, the ability to distinguish letters that have similar shapes, the ability to pronounce letter sounds correctly, and the ability to read syllables and simple words. In addition to having an impact on cognitive aspects, the use of media also increased students' focus, motivation, and involvement during the learning process.

These findings indicate that the integration of flashcards and letter boards can provide a more concrete, interactive learning experience, and is tailored to the needs of students experiencing basic literacy challenges. Therefore, the developed media has the potential to be an alternative remedial learning solution for upper-grade students who have not yet achieved basic literacy competencies. However, this study is still limited to a single subject and a relatively short implementation time. Therefore, further research is recommended to test the media's effectiveness on a larger number of students, involve a comparison group, and implement the media over a longer period of time to obtain stronger empirical evidence regarding its contribution to improving elementary school students' literacy skills.

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