

Implementation Of The Pattern Guessing Game (Letters) In Introducing Letters To Children Aged 5-6 Years At Kejora Paud In The 2025 Academic Year

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Abstract

This study aims to describe the implementation of guessing game patterns (letters) in introducing letters to children aged 5-6 years at PAUD Kejora. This research was conducted at PAUD Kejora group B with 10 students. This type of research is qualitative research with a case study approach, the data collection techniques used in this research are observation, interviews, and documentation. Information collected comes from accompanying teachers, principals and students. The data analysis technique used in this research is through several stages including 1) Data condensation. 2) Data Presentation, and 3) Drawing Conclusions. The results of this study describe the results of the implementation of the Guess the Pattern (Letters) Game proved effective as a method of letter recognition for children aged 5-6 years. This game-based approach successfully fulfills the ideal learning principles, including active participation (BSH), immediate feedback, and high intrinsic motivation. The combination of game-based learning, outbound, interactive lectures and Q&A created a multisensory learning experience, improving letter memory retention (MB) and fine motor skills (BSH). Although there were challenges, such as difficulty distinguishing similar letters (MB) and technology dependency (MB), the differentiation approach and outdoor learning successfully mitigated their impact. Key enabling factors, such as: multisensory stimulation, high engagement (BSH), and group collaboration (BSB), play an important role in creating a holistic learning ecosystem. However, cognitive, motor and emotional regulation challenges require more systematic strategies, such as strengthening sensomotor activities and intensive mentoring. Overall, the implementation of this game shows that a game-based approach in an outdoor setting is able to optimize children's cognitive, motor and socio-emotional development, although it requires adjustments to overcome the obstacles that arise.

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1. INTRODUCTION

Early childhood education is a service provided to children from birth to six to eight years of age. In line with this, Child Education is stated in the Republic of Indonesia Law Number 20 of 2003 Article 1 Paragraph 1 concerning the Education System, explaining that: "Efforts for children from birth to six years of age to help physical and mental growth and development (Rosidah, 2017). by providing educational stimulation so that students are prepared for further learning is the definition of early childhood education." Education for children begins when children are zero to six years old.

The Ministry of National Education states that childhood is a time when the first foundation is laid for physical development, cognitive development, language development, social skills

development, self-concept development, discipline development, independence development, artistic development, moral development, and religious values. Therefore, conditions and stimulation that meet children's needs are needed to achieve optimal growth and development. If children are given the right stimulation during this period, it will become an important asset for their future development. This period allows children to learn more quickly and optimally, including learning language and recognizing letters (Satya, W, 2006).

The ability to identify letters is a simple skill. However, it is crucial for kindergarten children to master this skill, as letter recognition is a fundamental element in developing reading skills (Siregar Alfitriani, 2018). According to (Puspitorini, 2018), children do not magically learn to read simply by looking at print; instead, they require encouragement and practice, so they need to be provided with ongoing understanding and stimulation.

One way to develop early childhood letter recognition skills is through play. According to Trisniawati (2014), play is an activity, with or without the use of objects, that provides enjoyment, information, and even imagination. Play is an early means of learning because a child's world is play. Through play, children learn about themselves and their surroundings, gaining experience and developing stimulus responses appropriate to their age.

Playing is an activity that is done spontaneously and directly, or an activity that is done through interaction with other people or objects around them, done happily, of one's own free will, full of imagination, using the five senses and all parts of the body. By playing, it will provide new experiences and insights to children that can be applied again to their surroundings, of course with games that can help introduce letters, namely through the method learning-based games (Fitriyani et al., 2022).

By using learning-based games is a method that is suitable for application in the teaching and learning process to improve the affective, cognitive and psychomotor aspects (Rosalina, 2016) method game based learning is a learning method using games. This method is used in the learning process to eliminate boredom (ice breaker) (Haryati, M. H, 2020). One example game based learning that is game guess the pattern.

According to (Adawiah, 2023) the game Guessing patterns or pictures is a fun play activity using picture media in the form of imitations of things (people, animals, plants and so on). According to (Safitri and Ana Nur, n.d.) the game game Guessing patterns or pictures is an activity that channels energy with various rules that must be followed by the participants. Handini defines it as game Guessing patterns (letters) is a very unique skill and plays an important role in the development of science and as a communication tool for every human being's life.

However, the reality in the field based on a preliminary study conducted at PAUD Kejora on Monday, February 10, 2025, due to the lack of interest and motivation of students and the large number of students who do not yet know the letters. Therefore, the researcher conducted game guess the pattern in introducing letters to children because with game Guessing this pattern will provide a sense of joy, new experiences and arouse interest in children so that the indicators to be achieved will be easily stimulated such as children can recognize letter symbols (names, sounds and shapes of letters), children are able to connect letters, and are able to write letters. Of course, with a pleasant atmosphere so that children will not feel burdened in following every teacher's direction. That way, children will be better prepared to take the next level of education (elementary school).

These results are reinforced by the results of interviews conducted by researchers with Kejora PAUD teachers on Monday, February 10, 2025. There are several problems in the schools studied, such as the lack of interest and motivation in learning for children, parents who expect their children to be able to read and write, and demands from the educational level (elementary school) which requires children to be able to read and write. This requires teachers to be able to design games that are interesting, fun, appropriate to the characteristics of children and educational. So that letter

recognition (names, shapes, sounds) can be instilled from pre-school to support early childhood letter recognition through play.

Based on the description above, the researcher aims to explain how the process of recognizing letters through Game Guess the pattern in children aged 5-6 years at PAUD Kejora and to analyze the right method in introducing letters to children aged 5-6 years at PAUD Kejora in addition to finding out what supporting and inhibiting factors were found when introducing letters to children aged 5-6 years at PAUD Kejora in the 2024/2025 Academic Year.

2. MATERIALS AND METHOD

The type of research used in this study is a case study, stating that the qualitative research method is a research method based on post-positivism or interpretive philosophy, used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses. (Sugiyono, 2017)

The approach used was a qualitative case study, a descriptive approach that tends to utilize analysis. This type of research is temporary, tentative, and can evolve or change after the researcher is in the field. A qualitative approach is defined as a naturalistic research method because the research is conducted in natural settings (Vivi, 2020). The focus of this research is on letter recognition in children aged 5-6 years.

This research was conducted at PAUD KEJORA, Genggeling Village, Gangga District, North Lombok Regency, in the 2024/2025 academic year. The total number of students at PAUD Kejora this year was 27 students, both in group A and group B, with 17 students in group A and 10 in group B. To facilitate the researcher's research, the sample focused on group B students with a population of 10.

Data analysis in a qualitative approach is conducted during data collection and after completion within a specified period. This analysis can be conducted through direct interaction and face-to-face interviews, resulting in more accurate data analysis.

Interactive is a model developed by Miles and Huberman (1992) and refined in 2014 (Miles & Saldana, 2014). Interactive refers to continuously connecting data analysis components until data saturation is reached or no further data is available. Therefore, producing good data requires several stages of analysis. There are three stages in qualitative data analysis: data condensation, data presentation, and conclusion drawing.

3. RESULTS

RESEARCH FINDINGS

1. The Process of Implementing the Guess the Pattern Game in Introducing Letters to Children Aged 5-6 Years at PAUD Kejora

Based on the results of observations and interviews conducted at PAUD Kejora, the implementation of the Guess the Pattern Game (Letters) has been proven effective in introducing letters to children aged 5-6 years. This game has characteristics that support learning, such as clear objectives, active interaction, immediate feedback, high motivation, and collaboration between students. Teachers and principals stated that this method is suitable for the play-oriented world of children, thus increasing student enthusiasm and participation. The implementation process involves the use of natural materials such as sand and leaves, which not only enrich the learning experience but also train independence and cooperation. As a result, most students, especially group B2, are able to recognize, write, and

differentiate letters with similar shapes (such as b, d, p), although some students in group B1 still need further assistance.

Overall, the Guess the Pattern (Letter) Game successfully creates fun and contextual learning. This approach not only strengthens children's cognitive abilities in recognizing letters but also develops social skills through teamwork and communication. These findings suggest that game-based learning, especially that which utilizes the surrounding environment, can be an effective strategy for early childhood education. However, adjustments to the difficulty level and individual approaches are needed to ensure that all students, including those who are still struggling, can optimally achieve learning objectives.

2. Methods for introducing letters to children aged 5-6 years at PAUD Kejora

Based on the results of observations and interviews on Monday-Wednesday, May 5-7, 2025 at PAUD Kejora, it can be concluded that the implementation of the letter pattern guessing game adopted a multidimensional approach by combining four main methods: (1) game-based learning, (2) outbound learning, (3) interactive lectures, and (4) questions and answers. This combination has proven effective in creating a holistic learning experience and is in accordance with the developmental characteristics of children aged 5-6 years. These methods not only support letter recognition as a cognitive aspect but also develop students' motor, social, and emotional skills.

The advantages of the combined methods are that synergy between the methods is key to successful implementation. Play serves as the primary attraction, sparking children's enthusiasm, while outbound activities enrich learning through concrete experiences in the natural environment. Interactive lectures and Q&A sessions reinforce understanding by engaging in two-way communication. Observations indicate that this approach improves children's memory retention of letters, as evidenced by their ability to identify letter patterns in various contexts.

Positive Response from Students: Children at Kejora Early Childhood Education (PAUD) have responded very positively to this learning model. They are actively involved in every stage, from game exploration and out-of-class interactions to reflection sessions. Teachers report that this combination of methods has successfully fostered children's enjoyment and curiosity, so that learning is no longer perceived as a rigid, formal activity but rather as a dynamic and enjoyable one.

3. Supporting and inhibiting factors in introducing letters to children aged 5-6 years at Kejora PAUD.

Based on observations and interviews conducted on May 6, 2025, at Kejora Early Childhood Education Center (PAUD Kejora), it can be concluded that the implementation of the letter pattern guessing game is influenced by several interacting supporting and inhibiting factors. The main supporting factors include: (1) out-of-class learning that creates a new atmosphere, (2) a game-based learning approach, and (3) active interaction between students. These three factors form an effective learning ecosystem for letter recognition in children aged 5-6 years.

Supporting Factors: The combination of these supporting factors creates a positive multidimensional impact. Outdoor learning not only increases enthusiasm for learning but also enriches children's sensory experiences. The playful approach successfully maintains student engagement throughout the learning process, while active interactions develop social-emotional skills. Observations show that this triad of factors can improve children's memory retention of the letter material taught, as expressed by Ms. Partini, S.Pd., in an interview.

Analysis of Inhibiting Factors implementation faces three main challenges: (1) cognitive difficulties in recognizing letters, especially in children with limited prior knowledge, (2) dependence on technology at home that hinders fine motor development, and (3) impatience in following game rules. These challenges are complex because they involve cognitive aspects, physical development, and children's social-emotional skills.

4. DISCUSSION

1. The process of implementing the pattern guessing game (letters) in introducing letters to children aged 5-6 years at PAUD Kejora

The implementation of the Guess the Pattern (Letter) Game at Kejora Preschool has proven effective as an innovative method for letter recognition for children aged 5-6 years. This approach successfully meets the five principles of ideal learning, from measurable goals to increasing intrinsic motivation and collaboration. Through a systematic procedure divided into three daily stages, play activities based on natural materials (such as sand and coffee leaves) not only stimulate cognitive abilities but also hone children's fine motor skills and spatial awareness. Small group divisions allow for intensive mentoring, while a reward system strengthens student engagement. As a result, group B2 showed significant progress in recognizing and spelling letters, although group B1 still requires a different approach to overcome difficulties in distinguishing letters with similar shapes.

Contextual learning through the utilization of the natural environment also provides added value, both in terms of economics, sensorimotor experience, and the development of ecological awareness. Support from Freud and Erikson's psychoanalytic theories, as well as the views of Fadlillah (2012) and Plato, strengthens the conceptual foundation that play is a natural medium for child development. The Guess the Pattern Game successfully combines cognitive and socio-emotional aspects, creating a fun learning experience that is appropriate for early childhood development. Thus, this method is not only effective for early literacy but also builds a positive learning foundation through a learning-by-play approach.

2. The method applied in the implementation of the pattern (letter) guessing game.

Based on observations at Kejora Early Childhood Education Center (PAUD Kejora), the implementation of the letter pattern guessing game has proven effective as a holistic learning approach that synergistically integrates four methods: game-based learning, outbound learning, interactive lectures, and question and answer sessions. This multidimensional approach aligns with the developmental needs of children aged 5-6 years, who require simultaneous cognitive, motor, and socio-emotional stimulation. The theoretical foundations of Vygotsky and Piaget (Mawarni Purnamasari & Na'imah, 2020) reinforce the effectiveness of this method, demonstrating that early literacy learning is most optimal when conducted through enjoyable social interactions and concrete experiences.

The implementation of the letter-guessing game not only successfully achieved the cognitive goal of letter recognition but also developed children's fine motor skills, social skills, and emotional intelligence. This approach emphasizes the importance of play in early childhood pedagogy, while offering a learning model that is fun, contextual, and developmentally appropriate. Thus, game-based learning has proven to be an ideal strategy for creating meaningful learning experiences while building a strong literacy foundation.

3. Supporting and inhibiting factors for the implementation of the pattern guessing game (letters) at PAUD Kejora

The implementation of the letter-guessing game at Kejora Early Childhood Education Center (PAUD Kejora) demonstrated that learning effectiveness is influenced by the dynamic interaction between supporting and inhibiting factors. The three main pillars of support include

an out-of-class learning environment that fosters enthusiasm, a game-based approach that maintains children's focus, and social interactions that foster collaboration. Meanwhile, key challenges stem from endogenous factors such as cognitive gaps in distinguishing similar letters, technology dependence that impacts fine motor skills, and emotional regulation difficulties in some participants. These findings align with the classification (Dhieni, 2021) that emphasizes the influence of internal factors in child development.

Endogenous factor analysis based on the framework (Dhieni, 2021) revealed that variations in learning outcomes are strongly influenced by the biological, psychological, and linguistic aspects of each child. In particular, difficulty distinguishing letters with similar shapes showed a strong correlation with an individual's level of cognitive maturity. These findings emphasize the importance of a differentiated approach in early literacy learning and suggest the need for more personalized interventions to address specific developmental barriers in each child. Therefore, successful implementation of this method requires a balance between optimizing supporting factors and systematically addressing various developmental barriers.

5. CONCLUSION

1. Implementation Process *game* Guess the pattern (letters) in introducing letters to children aged 5-6 years at PAUD Kejora

The implementation of a letter-guessing game has proven effective as a letter recognition method for children aged 5-6 years. This game-based approach fulfills the five principles of ideal learning through a systematic, three-step daily procedure utilizing natural materials (sand and coffee leaves) to create a multisensory experience. The division into differentiating groups (B1 and B2) allows for special treatment for participants who have difficulty distinguishing similar letters, while the relay activity significantly improves children's fine motor skills and spatial awareness.

2. The method applied in the implementation of the pattern (letter) guessing game.

This method synergistically integrates four approaches: (1) game-based learning as the core, (2) environment-based outbound learning, (3) interactive lectures, and (4) formative evaluation through questions and answers. Data analysis shows multidimensional advantages including increased letter memory retention, conceptual understanding, and social skills. The implementation successfully touches three developmental domains: cognitive (letter recognition), motor (pre-writing), and socio-emotional (collaboration), in accordance with the holistic approach in RPPH.

3. Supporting and inhibiting factors for the implementation of the pattern guessing game (letters) at PAUD Kejora

Key supporting factors include an out-of-class environment that fosters engagement, a playful approach that maintains focus, and active social interaction. However, challenges arise in the form of cognitive difficulties distinguishing similar letters, a dependency on technology that hinders fine motor skills, and emotional regulation during play. Observations indicate that optimizing supporting factors successfully creates an effective learning ecosystem despite facing complex challenges, with the key to success lying in a differentiated approach and utilizing concrete, nature-based experiences.

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