



Stimulating Literacy Skills in 5-6 Year Old Children Using the *Make A Match* Model Assisted by *Flash Cards*

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Abstract

Literacy skills are a crucial foundation for early childhood, determining their readiness to enter further education. This study aims to evaluate the effectiveness of the Make A Match learning model, when supplemented with flashcards, in enhancing the literacy skills of children in Group B (aged 5-6 years) at Harokatil Islamiah Kindergarten. The method employed was a pre-experimental study with a One-Group Pretest-Posttest Design, involving 12 children as the sample. Data were collected through performance tests and analyzed using a paired-samples t-test. The results showed a significant increase. The average literacy score of the children increased from 12.16 (43.45% of the ideal score) on the pretest to 20.08 (71.72%) on the posttest. Further analysis revealed that this difference was statistically significant ($p\text{-value} = 0.000$, $p < 0.05$). These findings confirm that the Make A Match model, using flashcards, not only provides a fun and interactive learning experience but also positively affects the development of children's early literacy skills. This card-matching activity successfully trains phonological awareness, letter recognition, and other cognitive skills in a way that children enjoy. This study recommends this model as an innovative learning strategy alternative that educators and parents can adopt.

Keywords: Literacy Skills, Make A Match Model, Flash Cards, Early Childhood, Interactive Learning

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INTRODUCTION

The Make a Match learning model is an educational innovation that aims to improve early childhood literacy, particularly among children aged 5-6 years. Literacy development is important for children of this age to receive appropriate stimulation so that they can quickly grasp and understand various basic literacy concepts. By utilizing flash cards in this learning model, it is hoped that the learning process will become more interactive and engaging, thereby increasing student

attention and participation during teaching and learning activities ([Daryati, 2025; Fauhah & Rosy, 2020](#)).

Literacy encompasses basic skills in reading and writing, which are important components of early childhood education ([Lestari, 2021](#)). The use of learning media, particularly flashcards, can accelerate students' understanding of the material being taught ([Nufus et al., 2024](#)). The Make a Match model, based on the principles of cooperative learning, involves students in searching for pairs of cards containing questions and answers, thereby fostering social skills and student interaction ([Eka Daryati & Sadiana, 2025; Vijay et al., 2024](#)).

Several studies show that cooperative learning combined with visual media, such as flashcards, can improve student learning outcomes. Fatimah and Sudiyanto note that this model not only increases student learning activities but also motivates them to engage in learning actively. ([Fatimah & Sudiyanto, 2024](#)). Research by Ramadhani emphasizes the importance of active student involvement in the learning process, which can be achieved through the fun Make a Match model ([Ramadhani, 2021](#)).

The reading and writing abilities of 5-6-year-old children are influenced by the learning models and learning media used. Therefore, the hypothesis is that literacy skills among children who participate in learning using the Make a Match model, assisted by flashcards, improve significantly. Conventional learning methods have been widely used, and many teachers face challenges in maintaining students' interest in learning, especially among younger children ([Ayu Harini et al., 2024](#)). The absence of interactive methods can lead to boredom and reduced motivation in the classroom, thereby affecting students' learning. For example, research by Harini emphasizes that interactive learning models such as Make a Match can significantly increase students' interest in learning ([Chandratika, 2025; Isnaeni & Nurizka, 2024](#)).

Another problem faced is the lack of interesting and varied learning media in the classroom. Many teachers still use teaching materials that are inadequate to attract children's attention. There is an urgent need to combine innovative teaching methods with more interesting media, such as flash cards that can be used in the Make a Match model ([Fatimah & Sudiyanto, 2024](#)). Research by Wahyuni also shows that increasing the use of interactive media can improve student learning motivation ([Fadillah & Suryadi, 2025; Isnaeni & Nurizka, 2024](#)).

Previous research shows that applying the Make a Match model across various educational contexts has improved student learning outcomes and interest ([Irmayanti et al., 2024](#)). According to [Vijay et al. \(2024\)](#), this model is effective for language learning and can be applied at all levels of

education. Furthermore, research by [Hasan et al. \(2024\)](#) shows that applying this model can improve children's social behavior, thereby contributing to literacy learning. The Make a Match model offers a more enjoyable and interactive learning approach. Research by Alviondra and Rahman shows that students experience significant improvement in their abilities after applying this method ([Alviondra & Rahman, 2024](#)). This success may be due to increased student engagement in the learning process, where they are more active and participate in activities ([Fatimah & Sudiyanto, 2024](#)).

The purpose of this study is to examine the effectiveness of the Make a Match model, when supplemented with flashcards, in improving the literacy skills of 5-6-year-old children. This study aims to investigate whether this learning model yields better outcomes than conventional teaching methods. In addition, this study seeks to determine the impact of flashcards on students' interest and attention in literacy learning.

This research is relevant to understanding how innovative learning methods can be applied in early childhood education. Given the increasing need for effective and engaging learning methods, this research is expected to provide insights for educators and decision-makers to develop a better curriculum. Thus, the results of this study can also inform the development of learning methods in elementary education.

It is hoped that the results of this study will make a positive contribution to educational practices in Indonesia, particularly in early childhood language learning. In addition, this study is also expected to broaden the perspective on the importance of using creative and interactive learning media in this field. By utilizing the Make a Match model and flash cards, it is hoped that children will enjoy the learning process more and be able to develop their literacy skills, as well as provide direction for further research on literacy ([Purwanti & Saputri, 2020](#)).

METHODOLOGY

Type of Research

This research is pre-experimental. This study aims to assess the effectiveness of a *treatment* on the dependent variable in the absence of a control group. The specific research design used is the One-Group Pretest-Posttest Design. In this design, the dependent variable (literacy skills) is measured twice: before the treatment (*pretest*) and after the treatment (*posttest*). The research design pattern can be described as follows:

$$O1 \text{ --- } X \text{ --- } O2$$

Explanation:

O1 = *Pretest* (Measurement of children's initial literacy skills before the model was applied).

X = *Treatment* (i.e., the application of the Make A Match Learning Model assisted by *flash cards*).

O2 = *Posttest* (measurement of children's final literacy skills after applying the model).

The effectiveness of treatment (X) is assessed by comparing the results obtained for O1 and O2. A significant difference between O2 (which is expected to be higher) and O1 indicates that the treatment (X) affects the dependent variable.

Time and Place of Research

The research will be conducted at Tk Harokatil Islamiah, located at Perumahan Arza Griya Mandiri II Blok 1 No. 1 Rt 20, Mendalo Darat, Kec. Jambi Luar Kota, Kab Muaro Jambi. The research will be conducted at the beginning of the even semester in class B in the 2024/2025 academic year, with a duration of 8 weeks.

Research Objectives

The population in this study is all children in Group B2 (aged 5-6 years) at Harokatil Islamiah Kindergarten. The sampling technique used is purposive sampling, which involves selecting samples based on specific criteria.

The sample criteria were: children registered as Group B2 students (aged 5-6 years), children who were fully present during the research process, and children who obtained *informed consent* from their parents. Based on these criteria, the research sample was one class, namely Group B1, which consisted of

Data Collection Techniques and Instrument Development

The primary data collection technique for the literacy ability variable (Y) was a performance test (assignment). The instrument was a literacy assessment sheet designed to measure literacy indicators in children aged 5-6 years (e.g., letter recognition, letter-sound production, picture-word matching, and simple letter/word writing). Before use, the research instrument underwent content validity testing through expert judgment by two experts: an early childhood education lecturer and a senior teacher. Instrument reliability was assessed through limited trials to ensure consistency of the measuring tool.

Data Analysis Techniques

Data analysis was performed using a quantitative approach with statistical *software*. Descriptive Analysis: Used to present an overview of the *pretest* and *posttest* data, including the mean score, minimum value, maximum value, and standard deviation. Prerequisite Analysis Test: Before testing the hypothesis, a Data Normality Test was conducted using the Shapiro-Wilk test (chosen because the sample size was < 50) to determine whether the *pretest* and *posttest* data were normally distributed.

Hypothesis Testing: The *pretest* and *posttest* data were normally distributed; therefore, the paired-samples t-test was used. This hypothesis test aimed to test the research hypothesis, namely, whether there was a significant difference in children's literacy skills (O1 score) before and after (O2 score) the application of the Make A Match Model.

RESULTS AND DISCUSSION

RESULTS

The research results begin by presenting data on the initial literacy skills (pretest) of 5-6-year-old children at Harokatil Islamiah Kindergarten prior to treatment. This initial measurement aims to determine the baseline condition of the research subjects. The pretest score data for 12 children are presented in Table 1.

Table 1. Table 4. 5 Pre-test Literacy Scores of Children Aged 5-6 Years

No	Name	Score (<i>Pre-test</i>)	Ideal Score
1	KA	14	28
2	RA	12	28
3	RE	12	28
4	AR	11	28
5	ARI	11	28
6	MI	10	28
7	KH	14	28
8	FA	14	28
9	IC	10	28
10	AF	13	28
11	ZI	10	28
12	KHA	15	28
Total		146	336
Mean		12.16	28

Percentage	43.45%	100
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Based on Table 1, it is known that the average score (mean) of children's initial literacy skills is 12.16, or 43.45% of the ideal score of 28. This achievement indicates that children's literacy skills in general still require improvement. To obtain a more detailed picture of the specific skills that remain low, the pretest data were further analyzed for each indicator, as presented in Table 2.

Table 2. Pre-test Percentage for Each Literacy Skill Indicator
Literacy Skills of Children Aged 5-6 Years

No	Indicator	Empirical Score	Ideal Score	%
1	The child can match the letter symbol (b) with pictures and words (crocodile)	20	48	41.66
2	Children can name letters when shown picture cards.	20	48	41.66
3	Children can identify the initial sounds of object names in the classroom (p). Children find/match objects with words (pencil)	21	48	43.75
4	Children can recognize the sounds of letters from letter cards (c) the initial sound of the word cicak	26	48	54.16
5	The child can match pairs of objects that share the same initial letter sound.	23	48	47.91
6	The child can name groups of pictures that share the same sound/letter. The child can name groups of picture cards, letters (b) such as pictures of crocodiles, bears, ducks	17	48	35.41
7	Children can group letter cards (b), then find matching pairs/matching crocodile, bear, duck	19	48	39.58
Total		146	336	
Percentage		43.45%	100	

The data in Table 2 indicate that the children's abilities across all indicators remain low. The lowest achievement is observed in the indicator "Children can name groups of pictures that have the same sound/letter," which reached only 35.41%. After mapping these initial abilities, the

researcher applied a treatment using the Make A Match model, supported by flashcards, across several meetings. Table 3 presents the children's score progress over the six treatment sessions.

Table 3. Treatment Results on Literacy Skills of Children Aged 5-6 Years

Subject Initials	<i>Treatment 1</i>	<i>Treatment 2</i>	<i>Treatment 3</i>	<i>Treatment 4</i>	<i>Treatment 5</i>	<i>Treatment 6</i>
KA	13	16	17	18	19	20
RA	14	18	19	19	20	22
RE	14	15	16	17	18	20
AR	13	15	16	16	18	19
ARI	14	16	16	16	18	20
MI	11	13	15	15	16	18
KH	14	16	18	18	19	22
FA	13	18	18	16	20	21
IC	11	13	15	16	18	18
AF	12	15	16	17	19	18
ZI	12	13	15	15	16	18
KHA	15	18	19	20	22	22
Total	156	184	200	203	223	238
Mean	13.00	15.33	16.66	16.91	18.58	19.83
Total	16.74					

Table 3 shows a consistent upward trend in scores across all subjects during the six treatment sessions. The average score of the children increased from 13.00 in the first session to 19.83 in the sixth session. To comprehensively assess children's literacy skills after completion of the entire treatment series, a posttest was administered. The posttest scores are presented in Table 4.

Table 4. Posttest Literacy Scores for Children Aged 5-6 Years

No	Child's Name	Score	Ideal Score
		(Post-test)	
1	KA	21	28
2	RA	22	28
3	RE	20	28
4	AR	21	28
5	ARI	20	28

6	MI	17	28
7	KH	22	28
8	FA	24	28
9	IC	17	28
10	AF	15	28
11	ZI	18	28
12	KHA	24	28
Total		241	336
Mean		20.08	28
Percentage		71.72%	100

The results in Table 4 show a significant increase in children's literacy skills after treatment. The post-test mean score reached 20.08, or 71.72% of the ideal score. This figure is much higher than the pre-test mean score (12.16). As with the pre-test, the post-test data were analyzed using indicator achievement to identify which aspects had improved. The details of this data are presented in Table 5.

Table 5. *Post-test* Percentage for Each Indicator of Literacy Ability
Literacy of Children Aged 5-6 Years

No	Descriptor	Empiric al Score	Ideal Score	%
1	The child can match the letter symbol (b) with pictures and words (crocodile)	38	48	79.1
2	Children can name letters based on picture cards that they hold	38	48	79.1%
3	Children can find pairs of letters that match the first letters of the names of objects in the classroom(p) Children Find/match objects with words (pencil)	32	48	66.66
4	The child can recognize the initial sound of letters from letter cards (c), the initial sound of the word cicak	40	48	83.33
5	Children can match other pairs of objects that have the same letter sound with the same initial sound	31	48	64.58%
6	The child can name the picture group that has a sound/letter	30	48	62.5

Table 5 shows an increase in achievement across all literacy skill indicators. The indicator "Children can recognize the initial sounds of letters from letter cards" achieved the highest percentage (83.33%). It should be noted that the lowest posttest score (62.5%) was still higher than the highest

pretest score (54.16%). To visualize the difference in the total average scores before and after the treatment, a comparison graph is presented in Figure 1.

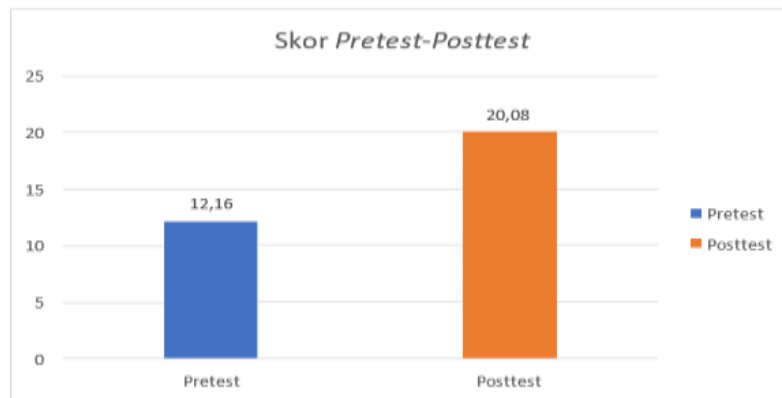


Figure 1. Comparison Chart of Pretest and Posttest Literacy Skills of Children Aged 5-6 Years

Figure 1 clearly shows the increase from the pretest average score (12.16) to the posttest average score (20.08). To prove that this difference is statistically significant and not due to chance, a hypothesis test was conducted. In accordance with the methodology, before conducting the hypothesis test, a normality test was first conducted. The results of the normality test are presented in Table 6.

Table 6. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		12
Normal Parameters ^{a, b}	Mean	.000000
	Std. Deviation	1.38910916
Most Extreme Differences	Absolute	.247
	Positive	.247
	Negative	-.134
Test Statistic		.247
Asymp. Sig. (2-tailed)		.042 ^c

The normality test results in Table 6 (Test Statistic = .247, Asymp. Sig. = .042) were used to determine the appropriate type of hypothesis test. In accordance with the research design, which

states that if the data are normally distributed, a parametric test should be used, the researcher proceeded with hypothesis testing using a paired-samples t-test. This test assesses whether there is a significant difference between the O1 (pretest) and O2 (posttest) scores. The t-test results are presented in Table 7.

Table 7. Paired t-test

Paired Samples Test									
		Paired Differences							Sig. (2-tailed)
			Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
		Mean		Mean	Lower	Upper	t	df	
Pair 1	pre-test - post-test model matching with flash cards	-7.916	2.19331	.63315	-9.31023	-6.52310	-12.504	11	.000

Table 7 presents the final results of the Paired Sample t-Test. The test results show a Sig. (2-tailed) value of .000. Because this significance value is smaller than the significance level of 0.05 ($p < 0.05$), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This finding provides strong evidence of a significant difference in children's literacy skills before and after the implementation of the Make A Match model, with flashcards. Further interpretation and implications of these findings will be discussed in depth in the next section.

DISCUSSION

The results of this study clearly show that the application of the Make A Match model, supported by flashcards, significantly improves the literacy skills of 5-6-year-old children at Harokatil Islamiah Kindergarten. This improvement is evident not only in the increase in average score from 12.16 (pretest) to 20.08 (posttest), but also in the consistent upward trend across the six treatment sessions, as well as in the increase in the percentage of achievement on each literacy skill indicator.

The main finding of this study is a statistically significant difference in children's literacy skills before and after treatment, as evidenced by a paired-samples t-test ($p < 0.05$). This indicates that the Make A Match model, implemented with flashcards, is not merely a fun activity but an

effective learning intervention. The most significant increase occurred in the "recognizing initial letter sounds" indicator (83.33% in the posttest), indicating that this matching-game approach is efficient for training children's phonological awareness, a crucial foundation for subsequent reading and writing skills.

The findings of this study consistently show that the application of the Make A Match learning model has the potential to improve not only cognitive learning outcomes but also students' social and learning motivation. According to [Hasan et al \(2024\)](#), make A Match improves children's cognitive learning outcomes and social behavior, while [Fatimah & Sudiyanto \(2024\)](#) explain that this model increases student activity and learning motivation, thereby encouraging improved learning outcomes. The fact that increased motivation is a driving factor behind the trend of rising scores from the first to the sixth meeting is reflected in existing reports.

The progress in motivation indicated is consistent with previous studies showing that learning motivation plays an important role in improving academic achievement through increased engagement and learning activities ([Maulani et al., 2022](#); [Sari & Utami, 2022](#); [Sasra Rm & Sugiyar, 2024](#)). This finding is also in line with evidence that increased learning activities and motivation can be simulated through the use of relevant learning media, such as learning videos and other visual media associated with increased motivation ([Sucia, 2017](#)).

Findings from interactions between children seeking card partners indicate that Make A Match fosters a collaborative and dynamic learning environment. This is in line with the literature showing that social interactions in the classroom can mediate increased motivation and learning engagement, especially when cooperative models are applied ([Kumala et al., 2022](#); [Rustiningsih, 2021](#)). Other studies also emphasize that collaborative activities and group dynamics contribute to increased learning motivation through social support and peer feedback ([Fahriadi et al., 2022](#); [Yusuf et al., 2022](#)).

Analysis of the indicators shows that the ability to group based on initial sounds or similar sounds/letters remains a challenge, with a posttest achievement of only 62.5%. This indicates that analytical and categorization skills at a more complex level require repeated practice. These findings are consistent with [Kaka et al \(2024\)](#), who reported that although certain media are effective, the ability to group based on initial sounds requires more intensive practice. The ability to group objects is an indicator of slower development than the ability to recognize individual letters. Therefore, continuous improvement in this area may require the design of more structured exercises and repeated reinforcement of phonemic analysis ([Sekartresna & Yudha Wastuti, 2024](#)).

Various literature reinforces that learning motivation has a significant contribution to learning achievement, learning motivation is closely related to student learning outcomes during integrated thematic learning ([Syaibani, 2022](#)). Parental support and the learning environment also contribute to student learning motivation, which in turn affects learning outcomes ([Saragih et al., 2022](#); [Syaibani, 2022](#)). Make A Match, factors such as learning style, teacher and parental support, and learning facilities also strengthen students' intrinsic and extrinsic motivation, which is ultimately relevant to improving learning outcomes ([Yus & Saragih, 2023](#)).

Several studies show that learning motivation contributes to learning achievement and that factors such as interest, social support, and teacher competence strengthen this relationship. According to [Ningrat and Sumantri \(2019\)](#), motivation contributes to the Indonesian language learning outcomes of fifth-grade elementary school students, and other researchers ([Fahriadi et al., 2022](#)) show that motivation can be increased by using relevant learning media, thereby contributing to learning outcomes. The positive relationship between motivation and achievement is also supported by other studies that show the important role of parental support, teacher competence, and learning facilities in increasing motivation and learning outcomes ([Kurniawan & Jahro, 2021](#); [Melati et al., 2024](#)). The results of this study reinforce the theoretical foundations of cooperative learning and constructivism in early childhood education. The Make A Match model demonstrates that children build their knowledge more effectively when they are active, socially engaged, and learn through meaningful, hands-on experiences.

This research has important implications for education practitioners, especially ECE and kindergarten teachers. For Teachers: The Make A Match model, using flashcards, can be adopted as an innovative and engaging learning strategy to improve literacy. Teachers are advised to design flashcards with engaging, contextual images and to ensure that the rules of the game are transparent and inclusive, allowing all children to participate. At the school level, school leaders can encourage and facilitate the development of similar learning media through workshops or teacher-sharing sessions to disseminate these best practices. Meanwhile, parents should be introduced to the Make A Match game using simple flashcards as a learning activity that can be done at home, thereby bridging learning at school and at home.

This study has several limitations that need to be acknowledged. First, the research employed a pre-experimental one-group pretest-posttest design. The absence of a control group weakens the cause-and-effect claim (that the improvement was solely due to the treatment). Other factors, such as child maturation or external influences not included in the study, may have contributed to the

observed improvement. Second, the research sample comprising only 12 children from a single school limits the generalizability of the findings. The study's results may differ when applied to a larger population or to one with different sociocultural characteristics. Third, the relatively short intervention period (6 meetings) may be insufficient to observe the long-term impact of this model on more complex literacy skills.

Based on these findings and limitations, future research can be developed in several directions. First, it is recommended to conduct similar studies with a more rigorous design, such as a Quasi-Experimental with Pretest-Posttest Control Group Design, to ensure higher internal validity. Second, future research could examine the effectiveness of the Make A Match model in other developmental domains, such as cognitive (e.g., mathematical logic) or social-emotional abilities. Third, research could be conducted using a broader, more diverse sample or a longer intervention duration to test the consistency and sustainability of this model's effects. Fourth, the development of flash card media can be further varied, for example, by integrating digital technology (digital flash cards) or adapting them to specific learning themes, to see whether media variations can have a greater impact.

Overall, this study has provided valuable preliminary empirical evidence regarding the potential of the Make A Match model and flash card media in early childhood education. By recognizing its limitations and paving the way for further research, these findings are hoped to contribute to improving the quality of literacy learning, making it more creative, enjoyable, and meaningful for Indonesian children.

CONCLUSION

Based on a series of processes and analyses conducted, it can be concluded that the Make A Match model, when supported by flashcards, has a positive and significant effect on the literacy skills of 5-6-year-old children at Harokatil Islamiah Kindergarten. This conclusion is not only based on quantitative evidence, in the form of a drastic and statistically significant increase in average scores. However, it is also supported by qualitative observations during the research process. The children showed enthusiasm, active involvement, and increased confidence in activities such as recognizing letters, naming sounds, and matching symbols with pictures.

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