

IMPLEMENTATION OF THE MOZAIK METHOD TO RECOGNIZE VOCAL LETTERS IN LITTLE DISABILITY CHILDREN

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Abstract: This study aims to determine the implementation process or the application of the mosaic method in introducing vowels for mild retarded children who are in grade 1 at Giwangan Elementary School in Yogyakarta. In addition, this study also aims to determine the changes that occur in mild retarded students after using the mosaic method in learning Indonesian, specifically to introduce vowels. This research uses qualitative methods with descriptive qualitative research. The subjects in this study were grade 1 students with intellectual disabilities who had the initials X at Giwangan Elementary School in Yogyakarta. The object of this research is the application of the mosaic method as a solution to introduce vowels in mildly retarded children. Data collection techniques such as observation, interviews, documentation, and field notes. The results of this study indicate that by using the mosaic method in learning the introduction of vowels in mild retarded children is actually feeling very enthusiastic and have a spirit of learning rather than by using methods that have been previously applied. In addition, with mild mental retardation X, was very happy and painstaking with little by little sticking pieces of paper that were pasted and arranged to be a letter in question.

Keywords: Mosaics, vowels, Light Developmental Disabilities

INTRODUCTION

Mild mentally retarded children are children whose intelligence level or intelligence is below average and experience obstacles in their social adaptation, this is experienced by mentally retarded children during their development. But even so they have the ability to develop in the field of academic learning, work skills and social adjustment. states that those with mild mental retardation are those who have the ability of intelligence and their social adaptation is

hampered, but they have the ability to develop in the fields of academic subjects, social adjustment and work skills.¹

Aspects of development that must be developed by elementary school age children, one of which is the aspect of language development. Because language is a bridge or foundation in human communication with the surrounding environment. In addition, language is useful for helping someone express various ideas, ideas, feelings and experiences. Language has a development which includes the development of speaking, writing, reading, and listening.²

In achieving a goal in language development, especially in children, professional educators, namely teachers, are needed. Professional teachers are teachers who have skills, knowledge thoroughly, not only involving people, places, and objects besides teacher knowledge, but also must have creative ideas in using or designing methods and game tools that are interesting and challenging for child.³

Based on the Ministry of National Education (2006) mild mentally retarded children are required to be able to read short texts, which are between 5-8 sentences and tell the contents of simple texts. Reading is the most important activity in life because every aspect of life will all involve the reading process. The task of reading is to know the information presented visually, as well as interpret and apply the information. These complex tasks need to be performed by mild or moderate mentally retarded children. In learning to read is closely related to the ability to recognize letters, because children who have difficulty recognizing letters, of course, will have difficulty learning to read.⁴

According to Crawley in his book Rahim (2007) reading is essentially an activity that involves many things, because it is not only pronouncing letters or writing, but also involves visual, thinking, psycholinguistic, and metacognitive activities. During the visual activity process, reading is the process of translating letters (written symbols) into spoken words. As a process, reading thinking activities include word recognition, literal comprehension, interpretation, critical

¹ Peraturan Menteri Nasional Nomor 70 Tahun 2009 tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/ atau Bakat Istimewa, 1.

² Gusnita, Elvira dkk. Peningkatan Kemampuan Mengenal Huruf Anak Usia Dini Melalui Alfabeta Book Di Taman Kanak-kanak. Kediri: Journal of Family, Adult, and Early Childhood Education, 2019, 87

³ Pebriani, Peningkatan Kemampuan Anak Mengenal Huruf Melalui Permainan Menguraikan Kata Di Taman Kanak-kanak Negeri Pembina Agama. Jurnal Pesona PAUD, Vol.1. 2012. 3.

⁴ Depdiknas. (2006). Peraturan Menteri Pendidikan Nasional Republik Indonesia, Nomor 23 tahun 2006, tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah. Jakarta : Depdiknas.

reading and creative understanding. Word recognition can be done by reading words using a dictionary.⁵

Zaenal Arifin (2009) says that letters are several collections of sounds and forms consisting of 26 different forms where each sound can be formed into a word or sentence ". These letters are formed into two types, namely vowels and consonants. The vowels include a, i, u, e and o. While the consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.⁶

Meanwhile, according to Ridha Fajrina, et al. (2013) states that vowels are speech sounds that occur when there is air flowing from the mouth freely, without any significant obstructions or disturbances. In addition, vowels are speech sounds that resonate in a cavity. Narrowing the narrative sufficiently to give the voice a timbre color to the speech sound, but not enough to cause a friction sound, is what determines the existence of a "sound". So, vowel sounds occur when free air flows out through the oral cavity and there are no obstacles or obstructions.⁷

Researchers made preliminary observations on December 26, 2020 at SD N Giwangan Jl. Tegalturi, no 45, Kec. Umbulharjo City of Yogyakarta. The researcher made observations specifically for mild mentally retarded students who were still in grade 1, totaling 1 child in one class. Based on observations, the researcher found students with the initials X. After observing the mild mental retardation students with the initials X, the researcher identified the child. From the results of identification, it is evident that the children with the initials X and Y have not been able to say, and show or even write vowels a, i, u, e, o. Which grade 1 children should be able to recognize letters about how they look, how they sound, their names and even how to pronounce them.

Seeing the condition of children with the initials X, who have below average levels of intelligence that are different from their peers in recognizing vowels. Researchers conducted interviews with GBK (Special Guidance Teacher) named Bu Ajeng and Bu Laras. The GBK said that seeing the different abilities of children made it difficult to present material according to children's abilities. So far, GBK has used various variations of learning strategies such as using the letter card method, using the letter block method and others but the results are less

⁵ Rahim, F. *Pengajaran Membaca di SD*. (Jakarta, 2007, Bumi Aksara).

⁶ Arifin, Zaenal. *Evaluasi Pembelajaran Prinsip, Teknik, Prosedur*. (Bandung: 2009). Hlm. 173. diakses tanggal 18 Desember 2019 pukul 14.00.

⁷ Fajrina, Ridha, dkk. Meningkatkan Kemampuan Mengenal Huruf Vokal Melalui Laptop Mainan Anak Untuk Anak Tunagrahita Ringan Kelas Ii Di Slb Perwari Padang. *Jurnal Ilmiah Pendidikan Khusus, E-JUPEKhu*. 2013, 610

effective. It's all because of the factor of children who get bored and tired of receiving learning. GBK also said that he had never taught the introduction of vowels using the mosaic method to children with mild mental retardation.

From the results of the interview, GBK said that children with the initials X did have problems recognizing vowels. Of all the vowels of child X, none of them can recognize the vowels. In addition, GBK also said that child X often forgot the lessons that had been taught, because he had limitations in receiving lessons. So GBK must be extra patient and painstaking and must frequently repeat the lessons that have been taught previously so that child X can remember and know exactly about learning vowels.

When the learning process takes place, child X finds it difficult to pay attention to the teacher, he tends to be absorbed in his own world and goes out and about in the classroom while learning is taking place. When GBK gave assignments to child X, he was very difficult to do it, therefore GBK had to use media or props to help the learning process of child X in recognizing vowels using concrete or real media.

Departing from the problems experienced by child X, the researcher wanted to know and analyze the implementation of the mosaic method that can be used as a learning tool to introduce vowels, namely a, i, u, e, o in mild mental retardation children. The reason is because learning vowels is a skill that children must have when learning to read. A word will have meaning if it has vowels. According to Fitriani says that the mosaic method is one type of method to train the fine motor development of a child, which is done by arranging or pasting pieces of paper piece by piece, and applying glue, then affixing them to an image pattern or letterform patterns. When applied in Indonesian language learning, especially in introducing vowels a, i, u, e, o to students, this mosaic method is one of the learning techniques to recognize a letter by sticking / gluing pieces of material in small sizes so that form a letter that is meant. This mosaic method was developed referring to understanding the basic concepts in recognizing letters. With the solution that the researcher offers, namely the mosaic method, the researcher hopes that child X can participate in lessons cheerfully and enthusiastically and can recognize vowels quickly and well.

RESEARCH METHODS

The research method used in this research is a qualitative method. That in qualitative research data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are more on participant observation, in-depth interviews, and documentation. Meanwhile, based on the nature of the problem, this research is descriptive in nature, namely

collecting data or information to be compiled, explained and analyzed. All data is collected because it can be used as a key to what has been researched.⁸ In addition, this study uses qualitative research methods with descriptive analysis research, which is to determine and analyze the use of the mosaic method as a solution to introduce vowels to children with mild mental retardation at Giwangan Elementary School, Yogyakarta City.

Qualitative data is a process of the components that need to be in a data analysis. The data used in this study are divided into two, namely primary data and secondary data.⁹ Primary data is obtained from parties related to the problem which is the object of the researcher. In this study, the primary data sources were GBK (Special Guidance Teacher) and mentally retarded students themselves. Meanwhile, secondary data were obtained from data sources that did not directly provide information and were complementary to primary data sources, including grade 1 students at SD Giwangan Yogyakarta. The subjects in this study were Grade 1 students with mild mental retardation at SD Giwangan Yogyakarta. While the object in this research is the application of the mosaic method as a solution to introduce vowels in children with mild mental retardation. Data collection techniques can be in the form of observation, interviews, documentation, and field notes. In the validity of the data used to consider the validity of the data in this study using triangulation. Triangulation is a data collection technique that combines various data collection techniques and existing data sources. In this study, to test the validity of the data used triangulation of sources. And source triangulation will be carried out on GBK teachers and classmates. According to Miles and Huberman in their book Sugiono said that qualitative data analysis techniques consist of three steps that must be done in data analysis, which are as follows:

⁸ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D.*(Bandung: Alfabeta,2013), 309.

⁹Moleong, Lexy J. *Metodologi Penelitian Kualitatif.* (Bandung: PT Remaja Rosdakarya,2010), 248

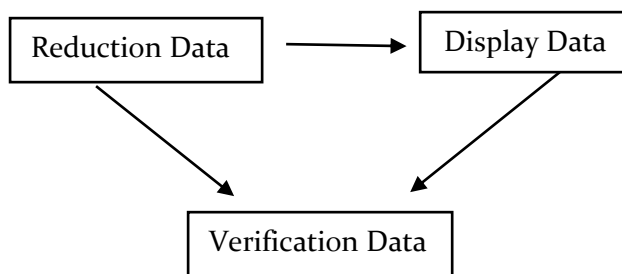


Chart 1. Steps for Data Analysis

FIND AND DISCUSSION

Before conducting the research, the researcher carried out preliminary observations which aimed to determine the conditions at the beginning of the learning process of Indonesian subjects regarding the introduction of vowels in mentally retarded children in grade 1 of SD Giwangan Yogyakarta. There is only 1 child with mental retardation in class 1, namely the researcher gives the initial X. The child is classified as mild mental retardation. Children who are mentally retarded are children whose intelligence or intelligence level is below average and experience obstacles in their social adaptation, this is experienced by mentally retarded children during their development. But even so they have the ability to develop in the field of academic learning, work skills and social adjustment. In addition, this preliminary observation was also used to determine or assess the early abilities of mild mental retardation children X in learning to recognize vowels in grade 1 of SD Giwangan. As stated in the Regulation of the Minister of National Education No. 70/2009, it is explained that the education unit providing inclusive education uses a unit level curriculum that accommodates the needs and abilities of students according to their interests, talents and potential. Thus, learning must be adapted to the learning characteristics of students, especially in elementary schools. The main thing that must be done before designing a lesson is conducting an assessment. That assessment is a process of gathering information about the development of students by using appropriate tools and techniques to make educational decisions regarding placements and programs for these students.¹⁰

The assessment it can be seen the abilities, weaknesses and what the needs of students are, so that learning programs can be designed according to student

¹⁰ Kustawan, Dedy. *Pendidikan Inklusif dan Upaya Implementasinya*. (Jakarta Timur: Luxima, 2012), 57.

needs. The assessment is divided into two, namely formal and informal assessments. Formal assessments use instruments that have been carried out, for example to determine students' thinking abilities, namely by using intelligence tests, while informal assessments are used only to see the function of student potential and learning barriers caused by deviations that are owned and made by the teacher. For example, analysis of student work examples.¹¹

Based on the implementation of these preliminary observations, the researcher concluded that the use of strategies, methods and media provided by GBK (Special Guidance Teacher) still needs to be improved. Then the researchers collaborated with GBK in grade 1 SD Giwangan to solve the problem in learning to recognize vowels for mild mental retardation by applying the mosaic method in Indonesian language learning, especially for vowel recognition material aimed at mild mental retardation children.

In addition to making preliminary observations on children with mild mental retardation in grade 1 of SD Giwangan Yogyakarta which the researcher gave the initials X, the researcher also conducted interviews with GBK class 1 named bu Laras. The GBK is a special teacher who handles the mild mental retardation child with the initials X in his class during the learning process. In the context of Indonesian subjects, the most influential in the problem of letter recognition, especially vowels, is mild and moderate mental retardation. Mild mentally retarded children are children whose intelligence level or intelligence is below average and experience obstacles in social adaptation. With such conditions mentally retarded children find it very difficult to understand how the sound and shape of a certain letter. Learning to recognize letters according to Ehri and Mc. Cormick in Carol Seefelt and Barbara A. Wasik (2008) is an essential structure of progress and development of literacy. Children are required to know, recognize and understand the letters of the alphabet, because so that these children will become independent and fluent readers and writers. Children who can recognize and pronounce the letters in the alphabetical list during the learning process have relatively fewer difficulties than children who do not know at all and cannot recognize letters clearly and correctly.¹²

In learning in the GBK class, various strategies, methods and concrete media are used. But in fact, the mild mentally retarded child X still feels difficulties and

¹¹ Aninditya S.N, Rifka K.N. Studi Analisis Pembelajaran Bahasa Indonesia Pada Siswa Berkesulitan Menulis (*Dysgraphia*) Di Sd Intis School Yogyakarta. *Jurnal LITERASI*, 2016, Volume VII, 3-4.

¹² Carol, Seefeldt. *Pendidikan Anak Usia Dini*. (Alih bahasa: Pius Nasar). (Jakarta: PT. Indeks, 2008), 330-330. (diakses 18 Desember 2020 pukul 08.01).

difficulties in accepting and understanding the learning delivered by GBK. Therefore, GBK must be extra patient and there must be patience and be willing to sacrifice a relatively long time to teach the introduction of vowels to the mentally retarded child. The ability to recognize letters is a stage of children's development from not knowing to knowing the relationship between the shape and sound of letters, so that children can know the shape of letters and interpret them.¹³

Due to the low intelligence quotient (IQ) factor of mentally retarded children, it is the main inhibiting factor in receiving learning, especially learning about letter recognition which is an early lesson for early childhood. In addition, GBK who has taught at SD Giwangan for 2 months, he really feels very confused and has difficulty finding and using what methods to handle and teach the mentally retarded child X, so that the child does not understand and do not understand about the vowels that have been taught by GBK. Even though GBK has repeatedly taught the shapes and sounds of the vowels, the mentally retarded child X is still difficult to accept learning. Letters are a collection of sounds and forms consisting of 26 different forms, each of which can be formed into a word or sentence. These letters are formed into two types, namely vowels and consonants. The vowels include a, i, u, e and o. While the consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.¹⁴

Based on these problems Mrs. Laras (GBK) thinks that she has not found the right and suitable method that can work and is successful in learning to introduce vowels. However, GBK is never discouraged and they always try to use other methods if they are suitable and suitable for use with mentally retarded children in grade 1 of SD Giwangan. In delivering GBK learning, he also has to repeat the material continuously because the mentally retarded child X does quickly forget what he has learned. Because in learning to introduce vowels to mentally retarded children X, just one day will not be enough and it will not be understood so it must be repeated and kept on learning. In dealing with children such as mentally retarded children X, a teacher / GBK must know the stages in the ability to recognize letters in children.

The stages in the ability to recognize letters are as follows: First, developing eye-hand coordination and fine motor skills, by: a) inviting children to draw or stick something to the drawing pattern. b) provide a stencil (a tool for recording letters) by using this tool the letters become embossed to follow the curves. c)

¹³ Dardjowidjojo, Soenjono. *Pengantar Pemahaman Bahasa Manusia*. (Jakarta: Yayasan Obor Indonesia, 2003), 300.

¹⁴ Arifin, Zaenal. *Evaluasi Pembelajaran Prinsip, Teknik, Prosedur*. (Bandung: Ar-Ruzz. 2009). 173. diakses tanggal 18 Desember 2020 pukul 14.00.

give the children a colorful game and ask them to group them according to color. d) make letter shapes using plasticine wax and ask the children to draw them. e) do a letter guessing game by assembling various lines. f) invite the child to play the letter puzzle. g) Ask the child to cut out a pattern from various kinds of letters. Second, helping children develop their reasoning skills by: a) using puzzle games, picture cards and colored letter cards. b) carry out activities in the form of remembrance, such as mentioning activities that have been carried out on that day. c) explain and teach what is and how something can happen.

In addition to the stages in the ability to recognize letters in early childhood, learning letter recognition turns out to be beneficial too. As for the benefits of the ability to recognize letters namely that a strategy to recognize letters from an early age is very beneficial for children's language development, because it helps prepare children to be able to read easily.¹⁵ Bond and Dykstra in Slamet Suyanto (2005) also revealed that children who can recognize letters well tend to have better reading skills. So based on these things it can be emphasized that, children who learn to recognize letters from an early age can provide benefits for children to prepare themselves in learning to read and write.¹⁶

During the process of implementing or applying the mosaic method to mild mental retardation children X in grade 1 SD Giwangan Yogyakarta, there was only 1 child in his class. That the initial step taken by GBK was to lure mentally retarded children X first by using games or ice breaking which aims to shift the focus of students or the mood of students so that they want to take part in learning. After these students want to follow the directions from GBK and are ready to take part in the learning, then GBK will start applying the mosaic method. Mosaic is a branch of fine art. Knowledge and skills about mosaic for a teacher in kindergarten or elementary school age children are very important because the process of mosaic skills is one way or method of learning that can be used in learning to introduce letters to children who are not able to recognize letters well. Especially for children with special needs such as mild mentally disabled. So this mosaic method will play a very important role in the learning process.

¹⁵ Agus Hariyanto. *Membuat Anak Anda Cepat Pintar Membaca*. (Yogyakarta: Diva Press, 2009). 82. diakses tanggal 19 Desember 2019 pukul 16.00.

¹⁶ Slamet Suyanto. *Dasar-dasar Pendidikan Anak Usia Dini*. (Yogyakarta: Hikayat Publishing, 2005). 165. diakses 19 Desember 2020 pukul 08.01.

either hard or soft materials such as ceramics, broken glass, rocks, paper, cloth and other materials used to be affixed to the prepared container or place.

At the time of applying the mosaic method to the mentally retarded child X, GBK had prepared a paper with a letter, for example the letter B, and had also prepared small colorful pieces of paper. After that, GBK gave an example of how to paste the colorful pieces of paper on the paper with the letter B written on it. After exemplifying GBK, he immediately asked mentally retarded students to start pasting small colorful pieces of paper over the picture / writing letter B that was given by GBK. Then the child with disabilities X began to glue small pieces of paper one by one using the glue that had been provided and with the help or direction of GBK itself. During the process, the mentally retarded child X was very happy and enthusiastic about sticking small pieces of paper over the letters in question. When the pasting process has a very good effect, that is, mental retardation students X will take longer to see or stare at the letters in the arrangement. With so long, the mentally retarded child X will be better able to recognize how the letter B.

The method of mosaic or mosaic art itself turns out to have a function in the development process of elementary age children. The development function of the mosaic method for children of basic age, namely practical functions, educational functions, expression functions, psychological functions and social functions. Next will be described as follows:²³

First, the practical function: that mosaic artwork as a medium of expression has a pragmatic nature that aims to fulfill practical and physical functions as things needed in everyday life, because humans instinctively love beauty and always strive to present a touch of beauty in various aspects of life. Second, educational function: mosaic artwork is very helpful in an education carried out through art education which seeks to improve the development of various developmental functions of a child, which includes physical abilities, thinking power, absorption, emotions, tastes and skills. Third, the function of expression: the elements of art in mosaics such as lines, colors and shapes are the language used in expressing ideas or ideas, and imagination, as well as ecstatic experiences which are then expressed in the form of a very personal symbolic expression. Fourth, psychological function: mosaic art can also be used as a therapeutic function, namely as a means of sublimation and relaxation, namely as a channel for various problems experienced by a person. So that a person obtains emotional balance, attains an inner calm, inner comfort and satisfaction. The level of beauty

²³ Ibid., 33.

of the work that is produced does not prioritize value, but rather emphasizes the carrying out of a healing process of the promatic experience in a person. Fifth, social function: With the presence of mosaic artworks it can provide a job opportunity and increase the gap in people's standard of living.

Besides having the above functions, the mosaic method is also a technique that can be used in learning for elementary age children. Learning using the mosaic method for elementary age children has a certain technique. The mosaic learning technique for elementary age children is by: pieces of paper or elements of other materials are affixed or glued using glue on the surface of the pattern or image area that has been provided.²⁴

The ways or steps to carry out learning using the mosaic method for elementary age children are as follows: a) The teacher provides illustrated paper or cardboard according to the desired size, prepares the material to be pasted, then glue and other equipment. b) Materials for making mosaics are adapted to the lessons that will be conveyed and adapted to local conditions. For example, for rural environments using natural materials that are easy to attach. For the city environment use artificial materials (colored paper or other) with considerations easier to obtain. c) The teacher is expected to guide the students' work steps in making a mosaic starting from planning the picture, preparing the materials to be pasted, applying glue to the drawing plan and how to attach the prepared material until it closes tightly on the intended picture pattern.

The implementation or application of the mosaic method in the introduction of vowels in children with mild mental retardation X has had a positive effect. By using the mosaic method, it turns out that mentally retarded children are very happy and can be painstaking, little by little, pasting small pieces of paper that are affixed and arranged to become a letter in question. And with that, children with mild mental retardation will easily remember that the letters they compiled are vowels A, I, U, E or O depending on the letters they will arrange using small colorful pieces of paper. In addition, with the use of this mosaic method, children with mental retardation X are very enthusiastic than the use of other methods that have been previously applied by GBK, such as the letter card method. Because mentally retarded children don't really like using the letter card method and the like and it actually makes them bored and bored. However, by using this mosaic method children have enthusiasm in participating in learning as well as different enthusiasm due to the colorful effects of the pieces of paper provided by GBK before learning begins. In addition, it turns out that the mentally retarded

²⁴ Ibid., 34.

child X prefers to use learning methods in which there is a process of being creative or producing a creation.

After the mentally retarded child X finished pasting the small colorful pieces of paper, then GBK told him to feel and then pronounce the letters he had compiled. But GBK also provides explanations and parables. For example, the letter B has a fat stomach forward and so on. In this way, the mentally retarded child X will understand and be clearer about the vowels that have been learned using the mosaic method.



Figure 1. Child is Making Mosaic Using Paper Pieces
(Source: Researcher Observation Results 2020)

CONCLUSION

Implementation or application of the mosaic method in introducing vowels to mild mentally retarded children grade 1 SD Giwangan Jl. Tegalturi no 45, Kec. Yogyakarta's Umbulharjo has a positive effect. This is proven by using the mosaic method, children with mild mental retardation X are very happy and can be painstaking little by little sticking small pieces of paper on the paper with letters written that are intended to become a letter shape. That way children with mild mental retardation X over time will easily remember that the letters he compiled are the letters A, I, U, E or O depending on the letters they will arrange using small pieces of paper. In addition, mentally retarded children feel very enthusiastic than using other methods that have been previously applied by GBK, such as the letter card method. Because mentally retarded children don't really like using the word card method and it actually makes them bored and bored.

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