Abstract

This study aims to determine whether projector media can improve children's literacy skills as an engaging and interactive learning medium. The method used was the Kemmis and McTagart Classroom Action Research model, implemented in two cycles. Each cycle consisted of planning, implementation, observation, and reflection. The subjects were children in Group B of Pelita Early Childhood Education (PAUD) in Bone Bolango Regency in the 2025/2026 academic year. Data collection techniques used observation, literacy assessment sheets, and documentation. The results showed an increase in literacy skills from the pre-cycle (30%), cycle I (60%), and cycle II (85%). The success indicator was set at ≥ 75% of children achieving the expected development criteria in the aspects of letter recognition, reading simple words, and interest in literacy activities. The results of this study indicate an increase in children's literacy skills from the initial condition to the second cycle. The use of projector media effectively improved the literacy skills of children in Group B of Pelita Early Childhood Education (PAUD) in Bone Bolango Regency.

Keywords: *Literacy Skills, Projector Media*