



# Thematic-Based Interactive Learning Multimedia in Early Childhood Language Development

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## ABSTRAK

Pengembangan bahasa masih menerapkan pembelajaran secara konvensional tanpa menggunakan media pembelajaran seperti multimedia pembelajaran interaktif. Maka penelitian ini bertujuan untuk mengembangkan multimedia pembelajaran interaktif berbasis tematik dalam pengembangan bahasa anak usia dini. Penelitian ini tergolong kedalam jenis penelitian pengembangan model pengembangan ADDIE. Subjek yang terlibat dalam penelitian ini yakni ahli materi, ahli media, dan 83 anak usia dini. Pengumpulan data menggunakan metode observasi, wawancara serta penyebaran angket. Instrumen penelitian yang digunakan yakni lembar validitas. Data yang diperoleh dalam penelitian kemudian dianalisis secara analisis deskriptif presentasi dengan angket kepada ahli untuk menguji kelayakan dan analisis data menguji efektivitas menggunakan uji Normalized Gain (N-gain score). Hasil analisis data menunjukkan bahwa uji kelayakan produk dengan persentase penilaian oleh ahli materi 93,47% dan hasil penilaian dari ahli media sebesar 85,71% maka termasuk pada kategori sudah sangat layak. Hasil uji Efektivitas sudah memenuhi kategori efektif dilihat dari perolehan nilai rata-rata sesuai dengan perhitungan N-Gain score. Disimpulkan bahwa multimedia pembelajaran interaktif berbasis tematik berada dalam kategori valid dan layak untuk dikembangkan karena dapat memaksimalkan perkembangan Bahasa anak.

## ABSTRACT

Language development still applies conventional learning without using learning media such as interactive learning multimedia. So this study aims to develop thematic-based interactive learning multimedia in early childhood language development. This research belongs to the type of ADDIE development model development research. The subjects involved in this study were material experts, media experts, and 83 early childhood children—data collection using the method of observation, interviews, and questionnaires. The research instrument used was the validity sheet. The data obtained in the study were then analyzed using a descriptive presentation analysis with a questionnaire to experts to test the feasibility and analysis of the data to test the effectiveness of using the Normalized Gain test (N-gain score). The results of the data analysis show that the product feasibility test, with a percentage of 93.47% by material experts and 85.71% by media experts, is included in the very feasible category. The effectiveness test results have met the effective category seen from the acquisition of the average value according to the calculation of the N-Gain score. It was concluded that thematic-based interactive learning multimedia is valid and feasible to develop because it can maximize children's language development.

## 1. INTRODUCTION

Language is a communication activity carried out by one community with another community (Karmiani, 2018; Sukrin, 2021). Every child has different abilities, and early childhood language skills are divided into three categories: understanding language, expressing language, and literacy (Dari et al., 2017; Fitriani et al., 2019). Language skills in early childhood are generally self-oriented and are obtained through direct experience and adapting to the environment (Wahyundari & Handayani, 2021). The development of

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children's language skills is generally hierarchical, and when one ability is complete, it will continue with the next ability (Angraini et al., 2019; Dewi et al., 2019). Early childhood has language development characteristics that are slightly different from adults, such as being able to speak in simple sentences better, being able to carry out three simple verbal commands, using and answering several question words, being able to compose sentences, and recognizing simple writing (Milana, 2021; Yulsoyfriend et al., 2019). The characteristics of these developments indicate that language skills are one of the important aspects that children must master, this is because language skills will shape the ability to communicate, interact, and solve problems and the cognitive abilities of children (Shaleha & Yus, 2020; Simamora et al., 2019). In addition, language skills greatly influence other abilities, such as cognitive and social-emotional (Etnawati, 2022; Syam & Damayanti, 2020).

The reality shows that developing children's language skills still cannot be done optimally. Language development applied by teachers still focuses on reading and writing skills without paying attention so that children can express ideas through language (Juniarti & Siagian, 2021). Learning is also still centered on teachers who tend to be authoritarian, resulting in children being inactive and creative. Educators have not used fun learning models and appropriate media in developing language, so the learning activities seem monotonous and need help understanding the right solutions for thematic learning (Kurnia et al., 2018; Murdijanti et al., 2022). In this case, the teacher is also having problems understanding how to make the right learning media, for example, audio-visual media used in online learning to help learning activities during this pandemic (Harahap et al., 2021; Rizki Tiara & Pratiwi, 2020). If left unchecked continuously, these problems will certainly impact the child's low language skills, which will certainly affect the decline in cognitive abilities.

One effort that can be made to overcome these problems is by implementing interactive multimedia in the learning process. Interactive multimedia is a form of technological development in the field of education. Interactive multimedia can generally be used as learning media which contains various aspects such as images, text, audio, and video (Ambara & Wulandari, 2021; Kurniawan et al., 2020). The use of interactive multimedia in the learning process can increase the level of knowledge and skills of students in the field of education. Multimedia can create a fun learning process for students (Agung & Dewi, 2021; Sembiring et al., 2018). The application of multimedia in the learning process has several benefits, such as making the learning process more interesting, creating interaction between computers and students in learning, making learning time more efficient, can improve the quality of learning, and increasing student interest in learning material (Aryani & Ambara, 2021; Rahmadani & Taufina, 2020; Rasmani et al., 2023; Yama et al., 2018). The application of interactive multimedia in the learning process will be more effective if it is accompanied by thematic learning-based. It is because thematic learning allows teachers to assist students in developing language skills in a holistic, meaningful, and authentic manner (Krissandi, 2018; Susilawati & Rusdinal, 2022). Thematic learning is a learning approach that is carried out by associating some learning content with one topic of discussion (Riani et al., 2019; Suryana & Hijriani, 2021). Using thematic-based interactive multimedia allows students to learn in a structured manner and learn language processes gradually (Donna et al., 2021). Language learning through thematic-based multimedia can be related to everyday life, making it easier for students to understand.

Several previous studies have revealed that using interactive multimedia in the learning process can significantly improve children's reading skills (Ardi, 2020). Other studies revealed that interactive multimedia based on Android applications for basic English material in sixth-grade elementary school students was declared feasible for learning (Damayanti & Kristiantari, 2022). Further research revealed that PowToon-based interactive multimedia proved valid and practical, potentially affecting fifth-grade elementary school thematic learning. (Donna et al., 2021). Based on some of these studies, interactive multimedia research in the learning process can significantly improve student learning outcomes. In previous studies, no studies, So this research is focused on this study to develop thematic-based interactive learning multimedia in the development of early childhood language.

## 2. METHOD

This research belongs to the type of development research that will produce or develop and validate active learning multimedia products in children's language development and validate certain products. Furthermore, the product will be tested systematically by conducting a feasibility test and product effectiveness test. This development research was carried out using the ADDIE development model, which consists of the Analysis, Design, Development, Implementation, and Evaluation stages.

The subjects involved in this study were material experts, media experts, and 83 early childhood children. Data collection in the study was carried out using observation, interviews, and questionnaires. The

research instruments used were material expert validity sheets, media expert validity sheets, and language development instruments. The research instrument grids can be seen in [Table 1](#), [Table 2](#), and [Table 3](#).

**Table 1. Material Expert Instrument**

No	Aspect	Criteria	Item Number
1.	Material/ Content	1 Content suitability for early childhood language development	1,2,3,4,5, 6,7
		2 Can develop language skills (speaking, listening, writing, or reading)	
		3 The suitability of the material with the characteristics of early childhood	
		4 Appropriateness of themes in early childhood education	
		5 The suitability of the material with	
		6 Basic Competencies in early childhood education	
		7 Material suitability with learning objectives	
		8 Material suitability with learning indicators	
2.	Language	1 Language according to the age of the child	8,9,10,1 1,12
		2 Writing according to the rules of the Indonesian language	
		3 Selection of words according to the characteristics of early childhood	
		4 Clear pronunciation	
		5 The use of language makes it easier for children to understand the material	
3.	Display	1 Encouraging children to know the content of multimedia	13,14,15 ,16,17,1 8
		2 Can attract children's interest	
		3 Stimulate children's participation	
		4 Systematic	
		5 Ease to learn	
		6 Practical	

**Table 2. Media Expert Instrument Grid**

No	Aspect	Criteria	Item Number
1.	Programming	Ease of navigation	1,2,3,4,5
		The program does not crash when used	
		All buttons work fine	
		Users can choose which menu to run	
		The program can be used on various computers	
2.	Display	Background compatibility with text	6,7,8,9,10
		Color composition	
		Text size and shape	
		sound clarity	
		Animation suitability	
3	effectiveness	Effective in multimedia development	11, 12, 13, 14
		Efficient in the use of multimedia	
		Creative in ideas and ideas	
		Includes several elements of text, sound, video, animation	

**Table 3. Instruments for Early Childhood Language Development**

No	Indicator	Item
1	Understanding the Language	1 Children can name vowel sounds
		2 Children can name consonants
		3 The child can name the two words that have been heard
2	Express language	4 Children can retell stories heard
		5 Children can ask questions about what, why, where, when
3	literacy	6 Recognize letter symbols
		7 Please get to know the sounds of animals/objects around them.
		8 Make meaningful doodles
		9 Can imitate movement

The data obtained in the study were then analyzed in a descriptive presentation analysis with a questionnaire to experts to test the feasibility and data analysis to test the effectiveness of observing children's activities and learning outcomes in language development by using thematic-based interactive multimedia learning using the Normalized Gain test (N-gain score).

### 3. RESULTS AND DISCUSSION

#### Result

Research on thematic-based interactive multimedia development was carried out using the ADDIE development model. The results of each development process are as follows: first, the analysis phase is carried out by identifying various problems in using learning media for early childhood language development. The method used to identify problems in the field is by making initial observations at the schools that are the sample of this study. Observations were made at Early Childhood Education Khairin Kids and RA Yusriah. The observations were made for two days at each of the schools. Based on the results of observations that have been made, the basis of the problem in this study is that children's language skills are still experiencing problems, especially with understanding letter symbols. The learning model applied in schools must still be thematic in early childhood education. Teachers experience problems in developing language in early childhood. There is still no availability of multimedia learning in early childhood language development. There still needs to be more availability of interactive learning multimedia in early childhood language development.

Second, the design stage is carried out by designing the developed product. Before designing the product, the researcher identified the Basic Competencies to determine the multimedia material to develop. Then the researcher develops specific themes, sub-themes, and themes to determine the material to be included in interactive multimedia. The theme specified in this multimedia consists of 2 (two) themes, namely the theme of animals and plants. On the animal theme, it is divided into three sub-themes, namely wild animals, pets, and insects, which are still sub-themes, divided into several specific themes as follows: wild animals (lions, tigers, elephants, snakes), pets (chickens, fish, birds, and ducks) insects (mosquitoes, bees, ants and butterflies). The plant theme consists of 2 sub-themes, namely fruits and vegetables. Then each sub-theme is divided into several themes: fruit (orange, papaya, apple, pineapple), vegetables (spinach, carrot, mustard greens, tomatoes). Based on the developed theme, this material will be taught in the thematic-based interactive learning multimedia applications for early childhood language development. Each theme can be taught for 1 (day), so this interactive learning multimedia can be taught for 20 (days) or six weeks of learning. The media development design can be seen in Figure 1.



Figure 1. Interactive Learning Multimedia

Third, the development or development stage is carried out after the product has been designed. Then the researcher develops a research instrument design process to validate the product results that have been previously designed. The results of the research instrument design used in this study are attached in the appendix. After the results of the instrument design are complete, what will be done next is to carry out instrument validation with the validator. The instrument was validated by two validators: the Early Childhood Education lecturer as the material expert validator and the Science lecturer as the media expert validator. The results of the feasibility test showed that the score obtained from the early childhood education material expert validator with a percentage result of 93.42%, namely very feasible criteria and while the results of the early childhood education media expert validator's assessment obtained a percentage of 85.71%, namely very feasible criteria. However, there are still revisions to perfect the product that will be tested. So, in this case, a revision is made to improve the product that will be tested in the field. Revisions were made based on input and suggestions given by experts.



Fourth, the implementation stage is carried out after revising the product. Trials for using the product were carried out in 2 (two) schools, namely early childhood education Khairin Kids and RA Yusriah. In this study, the research samples were all students in the two schools. In early childhood education, 40 Khairin Kids and 43 RA Yusriah became the research sample to determine the feasibility of thematic-based interactive learning multimedia in early childhood language development. Based on the results of the calculation of the N-Gain score test, it can be seen that the average value of the N-Gain score in the use of thematic-based interactive learning multimedia in the developed Khairin Kids early childhood education is equal to 74.84%. And if you look at the table, the average N-Gain score on using thematic-based interactive learning multimedia at RA Yusriah is 75.02%, which can be categorized as effective for improving early childhood language development.

Fifth, the evaluation stage is the final stage of this development research. The evaluation phase in this study was only carried out until the trial was limited to 2 (two schools), so the evaluation results can be explained through the implementation activities carried out in schools. Based on the evaluation results, input and suggestions from teachers and experts were obtained during the observations and trials, so a final revision was carried out from this evaluation stage.

## Discussion

Based on the results of the research that has been carried out, several findings were obtained in this study, including the first finding relates to the results of the development of thematic-based interactive learning multimedia in the development of early childhood language. The results of the development of this research are thematic-based interactive learning multimedia in the form of learning applications consisting of videos, writing, sound, images, and animations that will be run through navigation menus and hyperlinks to regulate the course of the application (Ambara & Wulandari, 2021; Kurniawan et al., 2020). In this interactive learning multimedia, there are text, sound, and animation as well as videos according to the theme that can develop children's language, and it is hoped that children can interact with this interactive multimedia and can solve tasks that will be displayed on the application (Agung & Dewi, 2021; Sembiring et al., 2018). The development of this product is very useful in helping the learning process to convey information that will be conveyed to students, in this case, about language skills so that they can develop children's language skills.

The second finding relates to the feasibility and effectiveness of thematic-based interactive multimedia in early childhood language development. Based on the due diligence results of 2 material experts and media experts, thematic-based multimedia in early childhood language development is categorized as appropriate. Interactive learning multimedia can combine 2 (two) or more media, such as images, animation, sound, and video text which are interactive in stimulating responses and contain learning elements in them. So based on this, the learning multimedia products that have been made already have interactive learning multimedia elements. Meanwhile, from the calculation results of the N-Gain test, thematic-based interactive multimedia learning is categorized as effective for early childhood language development. It proves that learning multimedia is very effective in language development. There are several phases that a child goes through in his language development. When a child is born normally, he cries shortly after birth and continues developing his language skills (Milana, 2021; Yulsyofriend et al., 2019). The child will start babbling at six weeks to six months (Shaleha & Yus, 2020; Simamora et al., 2019). Then children aged 1-1.5 years will get the pronunciation of one word and two words. When they reach the age of 2 (two) years, children will start changing words, asking questions, and forming negative sentences. Complex sentences generally appear at the age of 5 (five) years, and mature speech at the age of ten (10) years (Sukrin, 2021; Yulianto, 2021). In this study, the development of children's language will be assessed at the age of 4-6 years in the category where children begin to understand words, word meanings, sentence meanings, and letter symbols (Rumbaroa, 2021).

The results obtained in this study align with previous studies' results, which also revealed that the application of interactive multimedia in the learning process could significantly improve children's reading skills (Ardi, 2020). Other studies revealed that interactive multimedia based on Android applications for basic English material in sixth-grade elementary school students was declared feasible for learning (Damayanti & Kristiantari, 2022). Further research revealed that PowToon-based interactive multimedia proved valid and practical, potentially affecting fifth-grade elementary school thematic learning (Donna et al., 2021). So based on the results of these studies, interactive multimedia research in the learning process can significantly improve student learning outcomes.

#### 4. CONCLUSION

Based on the data analysis and discussion results, it can be concluded that thematic-based interactive learning multimedia is valid and feasible to develop because it can maximize children's language development. The results of the Effectiveness test have fulfilled the effective category seen from the acquisition of the average value according to the calculation of the N-Gain score. It was concluded that thematic-based interactive learning multimedia could maximize children's language development.

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