



Learning Video Media Using Dynamic Drawing Principles for Vocabulary Recognition to Improve Early Childhood Speaking Comprehension

Ni Luh Elin Widianingsih^{1*} 

¹ PG PAUD, Jurusan Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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ABSTRAK

Terdapat kendala hasil belajar siswa rendah. Hal ini disebabkan oleh guru yang hanya menggunakan metode ceramah dalam proses pembelajaran yang mengakibatkan siswa tidak berperan aktif dalam proses pembelajaran. Penelitian ini bertujuan untuk untuk menciptakan media video pembelajaran menggunakan prinsip dynamic drawing pengenalan kosakata untuk meningkatkan pemahaman berbicara anak usia dini pada kelompok B TK. Proses pengembangan media mengikuti prosedur ADDIE. Metode pengumpulan data menggunakan kuesioner atau angket, sementara instrumen pengumpulan data menggunakan instrumen rating scale dengan skala 1-5. Analisis data dilakukan melalui metode statistik deskriptif serta statistik deskriptif kuantitatif untuk mendeskripsikan rata-rata skor dari ahli terkait media video pembelajaran yang dikembangkan. Hasil penelitian menunjukkan bahwa video pembelajaran ini telah melewati uji validitas dan uji kepraktisan dengan baik, dengan penilaian "sangat baik" dari ahli media, ahli materi, guru, dan siswa. Dengan demikian, video pembelajaran berbasis prinsip dynamic drawing ini efektif dalam meningkatkan pemahaman bercerita anak usia dini, memberikan kontribusi positif dalam konteks pendidikan multikultural dan berpotensi menjadi referensi bagi pengembangan produk serupa di masa depan. Implikasi penelitian ini, bahwa media video pembelajaran berbasis dynamic drawing memiliki potensi besar dalam mendukung pembelajaran anak usia dini, khususnya dalam pemahaman kosakata hewan.

ABSTRACT

There are obstacles to low student learning outcomes. This is caused by teachers who only use the lecture method in the learning process, which results in students not playing an active role in the learning process. This research aims to create learning video media using the principle of dynamic drawing for vocabulary introduction to improve speaking comprehension for young children in group B kindergarten. The media development process follows ADDIE procedures. The data collection method uses a questionnaire, while the instrument uses a rating scale of 1-5. Data analysis was carried out using descriptive statistical methods and quantitative descriptive statistics to describe the average scores from experts regarding the learning video media being developed. The research results show that this learning video passed the validity and practicality tests well, with a "very good" assessment from media experts, material experts, teachers, and students. Thus, this learning video based on dynamic drawing principles is effective in increasing young children's understanding of storytelling, making a positive contribution in the context of multicultural education, and has the potential to become a reference for developing similar products in the future. This research implies that dynamic drawing-based learning video media has great potential to support early childhood learning, especially in understanding animal vocabulary.

1. INTRODUCTION

Education is a very important need for humans. Education is a conscious and planned effort carried out by families, communities and governments, through lifelong education and training activities both inside and outside school, to enable students to fulfill their various appropriate roles in the future

*Corresponding author.

E-mail addresses: elin22.id@gmail.com (Ni Luh Elin Widianingsih)

(Andriyani & Suniasih, 2021; Maymunah & Watini, 2021). Education as a concept is interpreted and viewed by society in an inaccurate sense, it can even be said to be wrong, so that the meaning of education is often reduced to the meaning of teaching or society often makes the meaning of education the same as teaching (Aryani & Ambara, 2021; Prabawati & Ambara, 2022). So it can be concluded that education is all conscious human effort that always exists through various processes carried out both at school and outside school throughout life for the future. Early Childhood Education is a form of guidance provided to children from birth to 6 years of age which is carried out through providing educational stimuli to assist physical and spiritual growth and development so that children are ready to enter the world of further education. Early Childhood Education is essentially an effort to facilitate the development that is occurring in children (Dewi et al., 2021; Ratna Dewi et al., 2021). Learning activities or instructional activities, usually the teacher sets learning objectives. Children who are successful in learning are those who succeed in achieving learning goals or instructional goals. Learning outcomes are the result of changes in student behavior after carrying out teaching and learning activities in the classroom from previously not understanding to understanding the material being taught. To find out whether the learning outcomes achieved by students are in accordance with the expected goals or not, this can be determined through evaluation (A. Fitria, 2018; Y. Fitria & Juwita, 2018). The success of a lesson cannot be separated from how the teacher teaches and how a student learns.

However, currently there are still problems with low student learning outcomes. This is caused by teachers who only use the lecture method in the learning process which results in students not playing an active role in the learning process. Apart from that, many teachers use a teacher center approach which is only oriented towards the teacher, explaining more than interacting with students and giving students less opportunity to participate actively (Fauziyah, 2018; Ramdhani et al., 2020). Students still find it difficult to express ideas in the classroom so that the learning process does not run optimally (Akmal, 2019). Based on the results of observations at the Tukad Mungga Village State Kindergarten on September 3 2022, developing children's speaking skills at the Tukad Mungga Village State Kindergarten is the goal of the school. However, in reality there are still many problems that arise in the implementation of learning programs. The problems that arise are children being passive in conversation activities, children's lack of ability to speak, children not having the courage to express their opinions. Apart from that, the attitude towards socializing one child with another is also one of the inhibiting factors for children so that their speaking ability is poor. In the learning process, the teacher only uses the lecture method in the learning process. With the lecture method, children quickly get bored and children are less involved in the activities given by the teacher. The cause is that the method used is less interesting and monotonous and lacks variety for children. The media used does not support improving children's speaking skills in the Tukad Mungga Village State Kindergarten. From the problems that arise, the problem that will be solved is the child's poor speaking ability. This can be seen from the data that of the 30 children, only 24 were active in activities while 6 others experienced problems.

One form of utilizing technology in the field of education is the provision of teaching materials or learning media that are integrated with technology. In learning, teaching media is a place and distributor of messages from the source of the message, to the recipient of the message, in this case the student. Learning is a tool that can support the learning process, help clarify the meaning of the messages conveyed in learning, and achieve learning goals. Media is able to motivate students, encourage physical and psychological activity, maximize all students' senses in learning and can make learning more meaningful. Learning media is anything that can be used to convey messages that can stimulate students' thoughts, feelings, attention and curiosity, so that it can help the learning process occur and learning objectives can be achieved easily (Pamungkas & Koeswanti, 2022; Sasongko et al., 2022). One way to improve speaking skills is to use learning video media with the principle of dynamic drawing. The principle of dynamic drawing is a principle that a person or student is better off watching a lecture video which in the video shows the teacher drawing graphs/pictures when explaining the material rather than referring to graphs/pictures that have already been drawn, the same as watching the teacher explain material that already has pictures (Logan Fiorella & Mayer, 2018; Putri & Muhtadi, 2018). Seeing the teacher's drawing hands can have an influence on students' learning motivation (Wang & Mao, 2020). The advantage of the dynamic drawing principle is that by seeing the instructor's hands move when drawing graphs, in learning videos it can create a sense of self-reference, students feel as if their hands are drawing, which leads to more prominent learning (L Fiorella et al., 2019).

Previous research findings stated that learning videos are an audio-visual media that can communicate concepts of learning material that can be used to help students understand lesson material (Hasbullah et al., 2022; Hidayati et al., 2019; Novera et al., 2022). Learning videos can be a means to replace direct learning, from the video making process which is carried out by recording directly to the learning process being carried out (Muliani & Wibawa, 2019; Rahnang et al., 2022). In previous studies, the learning

videos developed were still limited to learning videos featuring teachers who taught using the lecture method only. This research aims to create learning video media using the principle of dynamic drawing for vocabulary introduction to improve speaking comprehension for young children in group B kindergarten.

2. METHOD

This research uses the ADDIE development model which consists of five main stages: analysis, design, development, implementation and evaluation. At the analysis stage, researchers identify needs, problems, and conduct task analysis. The design stage involves creating SMART learning objectives, formulating tests, and selecting relevant learning methods and media. The development stage makes the design a reality, while the implementation stage involves concrete steps to implement the learning system that has been created. Finally, the evaluation stage includes formative and summative evaluations to collect data needed to improve learning. Next, product trials were carried out to assess the feasibility of learning video media through a review stage by media experts, material experts and practitioners. The test subjects were learning video media used in understanding the speech of early childhood group B at the Tukad Mungga Village State Kindergarten. The type of data taken consists of qualitative and quantitative data. The data collection method uses a questionnaire, while the data collection instrument uses a rating scale instrument with a scale of 1-5. Data analysis was carried out using qualitative descriptive statistical methods to process critical data, suggestions and expert responses, as well as quantitative descriptive statistics to describe the average scores from experts regarding the learning video media being developed. The data collection instrument in this development research uses a rating scale instrument. Rating scale is a research method in the form of numbers on a scale from lowest to highest (Ilhami & Rimantho, 2017). This research uses instruments on a scale of 1-5. In this research, the product developed is learning video media using dynamic drawing principles. Media suitability assessment refers to aspects of the validity of learning video media which include aspects such as learning, material, media quality, language use, and media appearance. Learning aspect indicators consist of learning objectives, delivery of material, and quality of motivation. Indicators for the material aspect consist of material relevance and material selection. Indicators on the media quality aspect consist of the quality of the video displayed, ease of use, sound clarity and text clarity/readability. Indicators in the aspect of language use consist of the quality of language use and the appropriateness of sentence placement. As well as indicators on the video display aspect consisting of video presentation and layout. The learning video validation sheet grid can be seen in Table 1, Table 2, and Table 3.

Table 1. The Material Expert Instrument Grid

No	Aspect	Indicator	Item No	Number of Items
1.	Learning Aspects	Learning objectives	1, 2, 3, 4, 5	5
		Submission of Material	6, 7, 8, 9	4
		Motivational Quality	10, 11, 12, 13	4
2.	Material Aspects	Relevance of Material	14, 15, 16	3
		Material Selection	17,18, 19, 20	4
Number of Items				20

Table 2. The Media Expert Instrument Grid

No	Aspect	Indicator	Item No	Number of Items
1.	Aspects of media quality	The quality of the video displayed	1, 2, 3	3
		Ease of Use	4, 5, 6	3
		Voice clarity and clarity text/readability	7, 8, 9	3
2.	Aspects of language use	Clarity of language use so it's easy to understand	11, 12, 13	3
		Suitability of sentence placement	14, 15	2
3.	Aspect Media display	Video presentation	16, 17, 18	3
		Layout	19, 20	2
Number of Items				20

Table 3. The Instrument Grid for Individual and Small Group Trials

No	Aspect	Indicator	Item No	Number of Items
1.	Visual Display Aspects	The attractiveness of the video media display	1	1
2.	Material Aspects	Clarity of material delivery	2	
		Ease of understanding the material which is presented	3	3
		Material compatibility with reality on the ground	4	
3.	Aspect Language	Clarity in the use of language so that it is easy to understand	5	1
4.	Aspects of Effects for Learning Strategies	Media support for student learning independence	6	
		The ability of the media to increase knowledge and student understanding	7	2
5.	Aspect Evaluation	Suitability of questions to the material which are given	8	1
6.	Program Management Aspects	Creativity and innovation in learning media	9	
		Ease of media operation Learning	10	2
Number of Items				10

3. RESULT AND DISCUSSION

Result

This research involves five main stages in developing learning video media using dynamic drawing principles. The first stage, namely the analysis stage, begins with identifying needs and problems in early childhood learning in group B of the Tukad Mungga Village State Kindergarten. The results of this analysis show that there are problems in learning, including a lack of attractiveness in learning, student inactivity, and a lack of learning media. These problems become the basis for developing learning videos. The next stage is Design, where the basic documents and objectives of the learning video media are prepared based on previous analysis. Creating a blueprint and formulating SMART learning objectives is the focus at this stage. These blueprints help describe the picture and flow of the learning video that will be developed. In the Development Stage, learning video media in accordance with the blueprint design is created. The content of the learning video includes material introducing animal vocabulary. This video consists of an opening display, video content and closing. The opening screen introduces the video content, the video content provides a discussion of the material, and the closing screen ends the learning video. After development is complete, the Implementation stage involves the application of learning video media in group B of the Tukad Mungga Village State Kindergarten. In this stage, video media was tested by three students to evaluate the practicality of its use. In the validation stage of learning video media using dynamic drawing principles, this product has been reviewed by learning media experts and learning material experts. The results of the review by learning media experts showed a very good assessment. Based on the assessment of media experts, this product received an average score of 4.4 out of a range of 4.00-5.00 on the five scale conversion table, which indicates excellent quality. The results of the review by learning material experts also showed a very good assessment with an average score of 4.7, which is also within the very good qualifications on the five scale conversion table. The results of the media expert's assessment of the products that have been developed are presented in [Table 4](#).

Table 4. The Validity Results of Learning Media Experts

No	Indicators	Respondents
1	The form of media is like the original	4
2	Media quality is good	4
3	The media used makes children interested	4
4	The color selection matches the original	5
5	The display is comfortable to look at	4
6	Media is easy to understand	5
7	The media size corresponds to group A children	5
Total		31

Next results of assessments from material experts on products that have been developed.

Table 5. The Validity Results of Learning Material Experts

No	Indicators	Respondents
A. Contents		
1	The material is appropriate to the learning objectives	5
2	The material is appropriate to the child's development	5
3	The material presented is interesting	4
4	The media used is appropriate to the material	4
B. Learning		
5	The media used is able to stimulate children's toilet training abilities	5
6	Media can make it easier for children to urinate and defecate without the help of others	5
7	This media can make children interested in learning independently	5
Total		33

The Evaluation Stage is the final stage which includes an assessment of practical aspects. This evaluation is carried out by filling out a questionnaire by media users. All of these stages are part of the process of developing learning video media which aims to improve the speaking comprehension of young children in group B. These two experts gave a positive assessment of the content of the learning material, its suitability for learning objectives, and the media's ability to stimulate children and make it easier for them to learn. learn to be independent. These excellent assessment results strengthen the validity of this learning video media in supporting early childhood learning in group B of the Tukadmungga Village State Kindergarten. Learning video media using Dynamic Drawing principles has been tested for its practicality by two groups of practitioners, namely teachers (Mrs. Martina Dewi, S.Pd) and children at the Tukadmungga Village State Kindergarten. The results of the test by the teacher showed a good assessment with an average score of 3.9, which falls into the "good" qualification on the five scale conversion table. The teacher stated that this video media was interesting, had an appropriate appearance, and was easy to use. The results of assessments from practitioners (teachers) of products that have been developed. The results of the practicality of learning video media (teachers) are presented in Table 6.

Table 6. The Results of Practicality of Learning Video Media (Teacher)

No	Indicators	Respondents
A. Media		
1	Attractive media display	4
2	Media colors match the original	4
3	The media size is just right	4
4	Media is suitable for use	4
5	Neat media	4
6	Media quality is good	4
7	Media is clear	4
B. Practical		
8	Material according to child development	4
9	The material presented is in accordance with the learning objectives	4
10	The novelty of the material presented	3
Total		39

The results of trials by children show very good assessments. Five children who were practitioners gave an assessment with an average score of 4.9, which is in the range of 4.00-5.00, and falls into the qualification of "very good" on the five scale conversion table. Children are interested in the appearance of the learning media, feel comfortable using it, and think that this media helps them understand toilet training and is fun. The overall assessment by practitioners (teachers and children) confirms that this learning video media is a practical and good quality tool for improving the speaking comprehension of young children in group B of the Tukadmungga Village State Kindergarten. The results of assessments from practitioners (children) regarding the products that have been developed are presented in Table 7.

The results of data analysis show that learning video media using the Dynamic Drawing principle has produced a very good average score in the validity test by media experts and material experts, with scores of 4.4 and 4.7 respectively. This indicates that this media meets the quality standards required for effective learning and conformity with the material being taught. In addition, the results of practicality tests by teachers and children also show a good assessment, with average scores of 3.9 and 4.9. The teacher gave

it a rating of "good," while the children gave it a rating of "excellent." This indicates that this video media is also practical to use in a learning context and meets students' needs effectively. The overall results of the data analysis show that the learning video media using the dynamic drawing principle is suitable for use in improving the speaking comprehension of young children in group B of the Tukadmungga Village State Kindergarten.

Table 7. The Results of Practicality of Learning Video Media (Children)

No	Indicators	R1	R2	R3	R4	R5
1	The display of learning media makes children interested	5	5	5	5	5
2	Media is easy for children to use	5	5	5	5	5
3	Media can stimulate toilet training abilities in children	5	4	5	5	5
4	Media is suitable for use	5	5	5	5	5
5	The materials used do not harm children	5	5	5	5	5
6	Children can know the steps they will take when they want to urinate or defecate	5	5	5	5	5
7	Learning to use dressing dolls is fun for children	5	5	4	5	5
8	Children can know how to wear clothes correctly	4	4	5	4	4
9	The novelty of the material presented to children	5	5	5	5	5
Total		44	43	44	44	44

Discussion

The discussion in this research reveals several important points related to the development of learning video media using dynamic drawing principles to improve young children's understanding of storytelling. First, this learning video media is an innovation that has advantages in the context of early childhood learning. This media combines dynamic drawing principles with animal introduction material, which provides a more interesting and interactive approach to helping children understand and remember animal vocabulary. In this context, the validity results from expert tests of media and materials are very good confirming that this media meets high quality standards for learning effectiveness. In the learning process, before determining which learning media should be used in learning, it is necessary to know the criteria for selecting good media. Learning media can be classified into several categories depending on the point of view (Lestari & Zulmiyetri, 2019; Yuanta, 2019). Media can be classified into auditory media, visual media and audiovisual media if seen from their nature (Miftah, 2013). Good media selection includes suitability to the material, suitability to student characteristics, suitability to the learning environment, and safe use of media (Jia et al., 2021; Sanjaya et al., 2021). One example of learning media that is interesting, effective and practical is learning video media

Second, this dynamic drawing-based learning video provides benefits for teachers in the teaching process. With these videos, teachers can strengthen the way they present material and motivate students. Learning videos that use dynamic drawing principles make the material easier for students to understand because the teacher will draw graphs directly when explaining the material, thus triggering students' attention and interest in learning. This illustrates the suitability of the use of technology and media in overcoming challenges in learning, especially at the early childhood level. Teachers are required to be creative in delivering material through various uses of learning media. Apart from that, there is a lack of teacher creativity in designing media that can be combined with Balinese cultural nuances. This media provides a more concrete learning experience with a focus on animal vocabulary. Learning videos can help students to link concepts and vocabulary with practical experience, which supports children's cognitive development. This media creates a more real learning experience, allowing students to better understand and remember the material being taught.

Third, learning through dynamic drawing-based learning videos has positive implications for the learning process of early childhood. Teachers, parents, and other educators who interact with children at this level can utilize this medium as an effective communication and educational tool. With proper application, this media can create an interesting, active and creative learning process, and help children achieve a better understanding (Sri Asih Arina & Putu Parmiti, 2021; Sukarini & Manuaba, 2021). The findings of this research are strengthened by previous research findings stating that learning videos are an audio-visual media that can communicate concepts of learning material that can be used to help students understand the lesson material (Hasbullah et al., 2022; Hidayati et al., 2019; Novera et al., 2022). Learning videos can be a means to replace direct learning, from the video making process which is carried out by recording directly to the learning process being carried out (Muliani & Wibawa, 2019; Rahngang et al., 2022).

The implication of this research is that dynamic drawing-based learning video media has great potential in supporting early childhood learning, especially in understanding animal vocabulary. Implementing this media well and in accordance with student characteristics can be an effective tool in improving the learning process at this level.

4. CONCLUSION

The development of dynamic drawing-based learning video media has provided excellent results in improving the understanding of storytelling for young children in group B of the Tukadmungga State Kindergarten. It is hoped that this research will provide benefits for educators and educational institutions in improving the quality of early childhood learning. Dynamic drawing-based learning video media can be used as a tool that supports interesting and effective learning. The implication of this research is that the application of innovative learning media like this can have a positive impact in improving the understanding and speaking skills of young children, helping to create a more interactive and interesting learning experience.

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