



# KACA: Educational Tutorial Video-Based Games to Stimulate Early Childhood Language Skills

Divya Winding Seciola Syakhinna Winardi<sup>1\*</sup>, I Wayan Widiana<sup>2</sup> 

<sup>1,2,3</sup> Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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## ABSTRAK

Beberapa penemuan mengenai kesulitan anak dalam membaca menunjukkan bahwa dari total 11 anak di kelas, 8 di antaranya masih mengalami kesulitan dalam membaca awal. Sebagai tambahan, peneliti juga mencatat bahwa alasan utama kesulitan ini adalah karena lambatnya proses pengenalan huruf pada anak-anak tersebut. Penelitian ini bertujuan untuk mengembangkan media "Kalender Baca" (KACA), untuk merangsang kemampuan bahasa anak-anak. Penelitian ini menggunakan pendekatan pengembangan dengan model ADDIE yang terdiri atas analisis, desain, pengembangan, implementasi, dan evaluasi. Objek penelitian pengembangan ini adalah media pembelajaran alat permainan edukatif "Kalender Baca" (KACA) berbasis video tutorial edukasi, dengan fokus pada validitas isi, respon guru, dan efektivitas produk. Subjek penelitian terdiri atas sepuluh anak dari kelompok B, dengan kemampuan bahasa anak sebagai objek penelitian. Metode pengumpulan data menggunakan observasi, rating scale, dan kuesioner. Analisis data melibatkan uji validitas dengan rumus Gregory dan kepraktisan oleh guru dengan menggunakan rumus Aiken. Hasil penelitian menunjukkan media pembelajaran ini efektif dalam meningkatkan minat belajar anak dan memberikan dukungan yang signifikan bagi kinerja guru. Hal ini menunjukkan bahwa kebaruan media kalender baca berbasis video tutorial edukasi merupakan pilihan yang layak, praktis, dan efektif dalam meningkatkan kemampuan bahasa anak di kelompok B. Penelitian ini berimplikasi pada peningkatan minat dan keterlibatan media dalam proses pembelajaran, sehingga dapat menciptakan pengalaman belajar yang lebih menarik.

## ABSTRACT

Several findings regarding children's difficulties in reading show that out of a total of 11 children in the class, 8 of them still experience difficulties in initial reading. In addition, researchers also noted that the main reason for these difficulties was due to the slow process of letter recognition in these children. This research aims to develop the "Reading Calendar" (KACA) media, to stimulate children's language skills. This research uses a development approach with the ADDIE model which consists of analysis, design, development, implementation and evaluation. The object of this development research is the learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials, with a focus on content validity, teacher response, and product effectiveness. The research subjects consisted of ten children from group B, with the children's language abilities as the research object. Data collection methods use observation, rating scales, and questionnaires. Data analysis involves testing validity using the Gregory formula and practicality by teachers using the Aiken formula. The research results show that this learning media is effective in increasing children's interest in learning and providing significant support for teacher performance. This shows that the new reading calendar media based on educational video tutorials is a viable, practical and effective choice in improving the language skills of children in group B. This research has implications for increasing interest and involvement of media in the learning process, so that it can create a better learning experience interesting.

## 1. INTRODUCTION

Language ability is considered an ability that is present from birth. The language learning process is not influenced by an individual's level of intelligence or experience. Language ability is considered a very natural thing, like the ability to walk, and is part of human development, which is influenced by brain

\*Corresponding author.

E-mail addresses: [divya.winding@undiksha.ac.id](mailto:divya.winding@undiksha.ac.id) (Divya Winding Seciola Syakhinna Winardi)

maturity (Huda, 2020; Isna, 2019). Several specific parts of the human brain are believed to be related to language development, so damage to these parts can cause problems with language abilities (Yakup & Suyadi, 2023; Rohliana, 2019). Language skills in children are considered important because language is not only a tool for thinking but also a means of understanding and seeing the relationships between various concepts. Effective and fast-thinking processes often depend on language skills as a tool. Apart from that, language also functions as a means of communication in social interaction. In childhood, they naturally have a strong motivation to learn language because it is their main way of interacting with other people (Ratnawati & Asniawati, 2020; Jailani, 2018). From a psychological perspective, children who experience delays in language skills may find it difficult to use words. They may feel that using words is a difficult task for them. Children may try to speak several times, but they may stop trying if what they say is not understood or read by others. Therefore, the immediate environment, such as parents and educators at school must be able to stimulate children in ways that trigger intrinsic motivation.

Intrinsic motivation can encourage children to explore endlessly and feel joy when facing challenges in achieving a goal (Adriansyah, 2023; Sari, 2018). Apart from that, teachers as educators have a crucial role in providing treatment efforts for children who experience delays in language skills (Arifin & Pauweni, 2019; Afnida et al., 2016). It is very important for children to understand and pronounce simple written words and sentences with the right intonation and fluently in a short time. Based on this, children must be guided to understand and pronounce simple words or sentences accompanied by pictures in learning media. This aims to make children feel helped when reading, so that if they are not yet able to read simple words or sentences, they can still understand through the pictures provided. In the early stages of developing children's language skills, the use of interesting and enjoyable media is very important. This can help children to be more motivated in learning activities (Budiarti et al., 2023; Asmariana, 2016). Interesting and fun learning media play a crucial role in increasing interaction between teachers and children. By using interesting and fun media, children can be directly involved in the learning process, stimulating their interests, talents and mindset. This can also foster children's enthusiasm for learning, so that learning goals can be achieved as expected (Jumiati et al., 2022; Princess, 2017).

Indonesia still faces many challenges related to the low interest in reading among its people. This fact is reflected in the educational achievements of the Indonesian people, which are often not comparable to those of other countries (Hidayah, 2022; Muryani et al., 2022). Findings regarding children's reading difficulties in the Tangerang area in 2020 show that the majority of children in this class experience difficulties in beginning reading. The main reason behind this difficulty is the slowness of these children in recognizing letters, which impacts their reading speed. A similar problem was also found in a kindergarten institution in the Bali area, namely that children had difficulty recognizing words when taught to read traditionally. However, some children can read and write fluently without the help of picture media. From these findings, it can be concluded that this problem is not due to children's limitations, but rather is caused by a less interesting teaching approach on the part of the teacher. Several problems were discovered from observations at the Early Childhood Education Laboratory. The learning media, especially educational game tools in the laboratory, are still incomplete and also some educational game tools for certain developmental aspects are still not available. Therefore, it is deemed necessary to update the educational game tools in the Early Childhood Education Laboratory. On the other hand, researchers also conducted observations at 2 kindergarten institutions. Researchers found several facts that many learning activity strategies there used educational game tools (APE). However, there are educational game tools that are not appropriate to the child's developmental age category. These 2 institutions also provide digital tools to support the daily learning process, but these 2 institutions only use digital tools (such as projectors) to display atmosphere-generating videos only. To overcome some of these problems, it is necessary to develop educational video tutorial media. Video tutorial media has very suitable properties and has a positive impact on independent learning. This media offers an effective audio-visual approach, through presenting material or tutors in videos which make learning more practical and accessible anywhere. Apart from that, video-based media is also considered very flexible and can be adapted to learning needs. Video media is considered a non-print teaching material that is rich in information and easy to understand because it can be accessed directly by students, and provides a new dimension to the learning process (Qonitah, 2020; Rizani, 2016). Learning media can make it easier for children to remember and understand material concepts (Putri, 2021; Shoimah et al., 2021).

A comparison between conventional learning and interactive learning using media shows several advantages, such as increasing children's abilities, acceleration in mastering the concepts being studied, and longer memory retention. The media that can be used is a word calendar containing numbers, words and colors on each sheet. Previous research states that word calendar learning media has been proven to be effective in increasing children's interest and language skills (Angraini et al., 2022; Khoirunisa, 2021). This

confirms that the use of theme calendar media can also have a positive impact on language learning in early childhood.

Based on the literature review that has been carried out, there is no media available in the form of educational video tutorials that is effective in stimulating language skills, especially aspects of reading in early childhood. Therefore, it is necessary to develop learning media as an educational game tool "Reading Calendar" (KACA) based on educational video tutorials to stimulate the language skills of group B children. The aim of this research is to develop the "Reading Calendar" (KACA) media to stimulate children's language skills. This media is expected to be able to support concrete learning in switching to digital-based learning. This is because this media can be operated via smartphone/gadget anywhere and anytime to stimulate children's language skills. This research has implications for increasing interest and involvement of media in learning, so that it can produce a more interesting learning experience.

## 2. METHOD

This research uses the ADDIE development model. The ADDIE model illustrates a series of steps consisting of five stages, namely analysis, design, development, implementation, and evaluation. This research was conducted in one of the kindergartens in Singaraja City, specifically at the Pembina Singaraja State Kindergarten. This location was chosen because of the need for stimulus in aspects of child development, especially in aspects of language abilities. This research was carried out over a period of 3 months to produce certain products and test their effectiveness. The object of this development research is the learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials involving content validity, teacher response, and product effectiveness. Meanwhile, the subjects of this research were ten children from group B, with the object of the research being the children's language abilities. The types of data used in this development research are qualitative and quantitative. Qualitative data relates to characteristics in the form of words. Meanwhile, quantitative data was obtained from expert suitability rating scales, teacher responses, children's responses, and effectiveness test data. The data collection methods used in this research are a questionnaire method and a rating scale sheet. In this development research, the data collection instruments used include observation guidelines, questionnaire sheets, and rating scale sheets. Observation guidelines are used to collect data regarding situations, conditions, realities and needs in the field so that they can provide precise and accurate information. Questionnaire sheets are used to obtain data analysis and stimulus for children's language abilities. The rating scale sheet is used at the development stage to measure the feasibility and practicality of the Educational Game Tool (APE) "Reading Calendar" (KACA) learning media based on educational video tutorials. The instrument grid in this research can be presented in [Table 1](#), [Table 2](#), [Table 3](#), and [Table 4](#).

**Table 1.** The Media Expert Eligibility Test Instrument Grid Video Tutorial Media Expert Education

No.	Aspect	Indicator	Number	Amount
1.	Text	a. Appropriate text type and size.	1	1
		b. Clarity of text on each point of discussion.	2	1
		c. Match the color of the text to the background.	3	1
2.	Picture	a. Image clarity.	4	1
		b. Image attractiveness.	5	1
		c. Supporting material.	6	1
		d. Suitability of image placement.	7	1
3.	Animation	a. Animation quality.	8	1
		b. Suitability of the animation used.	9	1
4.	Videos	a. Video quality.	10	1
		b. Clarity of sound in videos.	11	1
		c. Suitability of video to material.	12	1
		d. Supports and makes it easier to understand the material	13	1
		e. The attractiveness of the video used.	14	1
5.	Audio	Suitability of background sound and sound effects.	15	1
6.	Layouts	a. Appropriate text placement.	16	1
		b. Suitable size of elements in the video.	17	1
		c. Accuracy of video sequence (opening, main, and ending).	18	1
7.	Program Operation	a. Ease of use of video tutorial media.	19	1
		b. Video tutorial media can be used repeatedly.	20	1
<b>Amount</b>			<b>20</b>	

Source: [Alfiansyah \(2019\)](#) with modifications

**Table 2.** The Expert Feasibility Test Instrument Grid Learning Material Content

No.	Aspect	Indicator	Instrument Number	Number of Items
1.	Quality of Material Content	a. Clear material coverage.	1	1
		b. Material is easy to understand.	2	1
		c. Suitability of material to learning objectives.	3	1
		d. Helps stimulate language skills in reading aspects.	4	1
		e. Suitability of image to material.	5	1
		f. Suitability of animation to material.	6	1
		g. Suitability of video to material.	7	1
2.	Language Quality	a. The language use provisions are in accordance with EYD rules.	8	1
		b. Clarity of word meaning.	9	1
3.	Quality of Practice/Test Questions	a. Suitability of evaluation questions to learning objectives.	10	1
<b>Amount</b>				<b>10</b>

Source: [Arsini & Kristiantari \(2022\)](#) with modifications

**Table 3.** The Media Practicality Sheet Grid by Teachers

No.	Aspect	Indicator	Instrument Number	Number of Items
1.	Appearance	a. The attractiveness of the video display.	1	1
		b. The writing can be read clearly.	2	1
		c. The image can be seen clearly.	3	1
		d. The narration sounds clear.	4	1
		e. Combination of color use.	5	1
2.	Material	a. Material is easy to understand.	6	1
		b. The media presentation provided is in accordance with the language ability stimulus.	7	1
		c. The level of difficulty of the material is appropriate to the child's developmental age.	8	1
3.	Use	a. Ease of use video tutorials.	9	1
		b. Video tutorials can be watched repeatedly.	10	1
<b>Amount</b>				<b>10</b>

Source: [Alfiansyah \(2019\)](#) with modifications

**Table 4.** The Media Effectiveness Instrument Grid on Language Ability, Reading Skill Indicator

No.	Aspect	Indicator	Sub Indicator	Instrument Number	Number of Items
.	Language skill	a. Accuracy of pronunciation.	Can pronounce simple words and phrases.	1	1
		b. Reasonable pronunciation.	The pronunciation is natural, not artificial, and does not show regional characteristics.	2	1
		c. Reasonableness of intonation.	Correct intonation of word pronunciation.	3	1
		d. Smoothness	Fluent in reading simple words.	4	1
		e. Voice clarity	The sound is clear, and not stuttering.	5	1
<b>Amount</b>					<b>5</b>

Source: [Sari et al., \(2023\)](#) with modifications

The content validity of the instruments by media experts, material experts, practicality by teachers, and observation sheets have been tested by two experts (judges), with test results in the very good category. The analysis of the content validity of the questionnaire instrument was tested using the Gregory formula. Meanwhile, the content of the practicality instrument was tested by teachers using the Aiken formula with percentages. After the instrument is suitable for use for data collection, the data obtained is then analyzed descriptively, both qualitatively and quantitatively. Qualitative data was obtained from reviews by experts. Meanwhile, quantitative data was obtained from expert validation test rating scales, teacher practicality rating scales, and media effectiveness test data that had been developed.

### 3. RESULT AND DISCUSSION

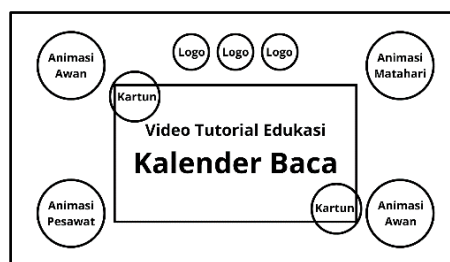
#### Result

##### Analysis

Several problems were detected through observations in the Early Childhood Education Laboratory. In particular, it can be seen that the collection of educational game tools in the LAB is still incomplete, and some of them are not in accordance with children's development needs in several aspects. Therefore, updating educational game tools in the Early Childhood Education Laboratory is an important need. Meanwhile, in observations at two kindergarten institutions, it was found that learning strategies often used educational game tools. However, there are shortcomings in the selection of educational game tools which are not always appropriate to the child's developmental age. In addition, although both institutions have adopted the use of digital tools to support the learning process, the use of these tools is limited to displaying videos as an atmosphere generator. The development of learning media for the educational game tool "Reading Calendar" (KACA) based on educational video tutorials is expected to be easy to apply in learning, able to trigger children's attention to recognize words, build children's enthusiasm and enthusiasm for learning, and be easy to understand. Learning materials in the media developed can make learning activities active, innovative, efficient and fun. With the learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials, it is hoped that it can stimulate children's language skills.

##### Design

This research produces learning media for the educational game tool "Reading Calendar" (KACA) based on educational video tutorials. The media was designed using the Canva and Capcut applications. The final results in this research are concrete media and digital media. The concrete media "Reading Calendar" (KACA) is printed using A4 size poster paper which is shaped like a calendar in general. In digital media, educational video tutorials are designed consisting of an initial display of the product showing an opening greeting and explaining the purpose of the product being designed. The product opening display section consists of a display of the content title from the media. Media is created with the help of the Canva and Capcut applications which can be operated using a laptop or smartphone. The main product display section displays the steps for use. Finally, the product cover display displays the content closing greeting. Images of the design and appearance of learning media can be presented at [Figure 1](#), [Figure 2](#), [Figure 3](#), and [Figure 4](#).



**Figure 1.** The Design of the Opening Display for the Educational Tutorial Video "Reading Calendar" (KACA)





Figure 2. The Opening View of the Educational Tutorial Video "Reading Calendar" (KACA)

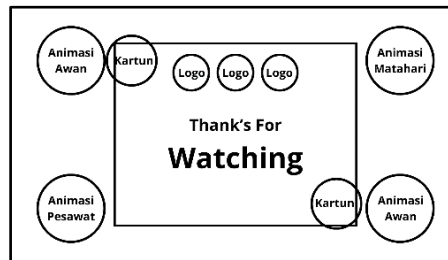


Figure 3. The Design of the Closing Display of the Educational Tutorial Video "Reading Calendar" (KACA)



Figure 4. The Closing View of the Educational Tutorial Video "Reading Calendar" (KACA)

### Development

The learning media for the educational game tool "Reading Calendar" (KACA) is based on educational video tutorials that have been designed, then go through a feasibility, practicality, and effectiveness testing process using a questionnaire instrument. The feasibility test obtained a result of 0.96 in the range  $V \geq 0.8$ . This means that the media is declared valid with a high level of validity. This shows that the learning media content of the educational game tool "Reading Calendar" (KACA) based on educational video tutorials is suitable for use. Then, the results of the feasibility test on the content of learning materials for the educational game tool learning media product "Reading Calendar" (KACA) based on educational video tutorials obtained a result of 0.97 in the range  $V \geq 0.8$ . This means that the media is declared valid with a high level of validity. Thus, the content of the learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials is declared suitable for use.

### Implementation

The teacher's response to the designed learning media showed a percentage of 96%, in the very good category. This means that the educational game learning media application "Reading Calendar" (KACA) based on practical educational video tutorials is used. The normality test results of children's scores before implementing the designed learning media were normally distributed. Meanwhile, after implementation, the learning media educational game tool "Reading Calendar" (KACA) based on video tutorials had an abnormal distribution. Then the language ability scores of group B children before and during the implementation of the learning media educational game tool "Reading Calendar" (KACA) based on video tutorials were declared homogeneous. Therefore, the Mann-Whitney test is needed as an alternative to the t-test because there is research data that is not normally distributed. The results of the effectiveness test show a significance value of less than 0.05 (5% significance level) or  $<0.05$ . This indicates that  $H_0$  is rejected and  $H_1$  is accepted. In this way, it can be concluded that there is a significant difference in children's language abilities before and after being given the learning media educational game tool (APE) reading calendar "KACA" based on educational video tutorials.

Based on a series of research that has been carried out, it is known that: (1) the results of the feasibility test for the learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials were declared valid with a media expert validation index of 0.96 and a content expert validation index of 0.96. 0.97 with very high validity qualifications. (2) The results of the practicality test for the educational game tool "Reading Calendar" (KACA) based on educational video tutorials received a percentage of 96%, with a very good category. This means that the educational game learning media application "Reading Calendar" (KACA) based on practical educational video tutorials is used. (3) The results of the normality test of children's scores before implementing the learning media educational game tool "Reading Calendar" (KACA) based on video tutorials had a normal distribution.

## Discussion

The product output in this research is a learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials. The learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials is a learning media developed to help stimulate children's language skills. With this media, teachers and students can know the steps to use educational game tools properly and correctly. After watching the educational video tutorial, students can implement concrete learning media directly and in accordance with the main aim of this media, it is hoped that it can stimulate the language skills of group B children. Based on data analysis, all items of the learning media validation instrument for the educational game tool "Reading Calendar" (KACA) based on educational video tutorials were declared valid with a high level of validity. The teacher's response to the product being developed is very high. Based on the conversion table, the learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials can be categorized as "very good". The effectiveness test shows that there is a significant difference in children's language abilities before and after being given the learning media educational game tool (APE) reading calendar "KACA" based on educational video tutorials.

Learning media can be used as a means of delivering material. This is in line with previous research which states that learning media is created so that the delivery of material can be done more quickly (Dewi & Tirtayani, 2022; Sari & Ambara, 2022; Princess & Goddess, 2020). The learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials was declared feasible for several reasons. The first, fun media attracts children's attention in learning and teaching activities. Then, teachers felt helped by the media that had been designed by researchers. Apart from being interesting and fun, the media designed shows that there is a significant difference in children's language abilities before and after being given the educational game learning media (APE) reading calendar "KACA" based on educational video tutorials. This means that the learning media designed can stimulate the language skills of group B children.

The second, the feasibility of the learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials can also be seen from the perspective of novelty, namely products based on educational video tutorials. Media in the form of video tutorials is a very appropriate choice and has a positive impact on independent learning because of its audio-visual nature. There is material or tutor presentation that makes learning easier and makes it practical, and can be accessed anywhere. Apart from that, video-based media is also very flexible and can be adapted to learning needs. Video is a learning medium that is full of information and easy to understand. This is in line with previous research which revealed that videos are rich in information and easy to understand because they can be accessed directly by students, and provide a new dimension to the learning process (Qonitah, 2020; Rizani, 2016).

The results of this research are in line with previous research which stated that the word calendar learning media was proven to be effective in increasing children's interest and language skills (Anggraini et al., 2022; Khoirunisa, 2021). The results of this research are said to be in line because the media developed is very effective in improving the language skills of group B children. The development of this research has new innovations compared to research that has been carried out previously by involving digital media in the media development carried out. Early childhood education is a level of education that can help children to grow and develop well. This is in line with previous research which states that early childhood education (PAUD) is one method to support children's growth and development (Cintyani & Tirtayani, 2020; Zeptyani & Wiarta, 2020). Learning media in early childhood education must always be developed to support children's growth and development. The "Reading Calendar" (KACA) media based on educational video tutorials is important to develop, because this media is able to support learning that is concrete and digital based. This media can be operated via smartphone or gadget anywhere and anytime to stimulate language skills. This media was developed using the Canva and Capcut editing applications which are quite practical for producing video tutorials and have a varied appearance so they can create video tutorials that are interesting for children. The results of this study show that there is a significant difference in children's

language abilities before and after being given the learning media educational game tool (APE) reading calendar "KACA" based on educational video tutorials.

The unavailability of effective educational video tutorials to stimulate language skills, especially reading aspects in early childhood, makes the development of this media considered appropriate. This research has implications for increasing interest and involvement of media in the learning process, so that it can create a more interesting learning experience. The novel reading calendar media based on educational video tutorials is a viable, practical and effective choice in improving the language skills of children in group B. The limitation of this research is that the research subjects are still considered small. Therefore, further research can increase the quantity of target subjects.

#### 4. CONCLUSION

The novelty of the reading calendar media is based on educational video tutorials proven to be effective in improving the language skills of children in group B. Apart from that, this media can also increase children's interest in learning and provide significant support for teacher performance. Based on the media feasibility test results and product material content, this media was declared valid with a high level of validity. This means that the learning media content of the educational game tool "Reading Calendar" (KACA) based on educational video tutorials can be used appropriately. Then, the results of the teacher's practicality test on the learning media educational game tool "Reading Calendar" (KACA) based on educational video tutorials received a very good category. The results of the Mann-Whitney test show that there is a significant difference in children's language abilities before and after media administration.

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