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# Interactive Daily Spin Board: Revolutionizing Language Learning for Young Children

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***ABSTRAK***

*Anak-anak sering menghadapi kesulitan dalam mempelajari materi baru, sehingga diperlukan media pembelajaran yang mampu merangsang perkembangan mereka. Penelitian ini bertujuan mengembangkan media daily spin board berbasis PowerPoint interaktif untuk meningkatkan kemampuan bahasa anak kelompok B. Metode penelitian menggunakan model pengembangan ADDIE (*Analyze, Design, Development, Implementation, Evaluation*). Produk diuji oleh satu ahli isi pembelajaran, satu ahli desain instruksional, dan satu ahli media pembelajaran. Subjek penelitian mencakup tiga anak dalam uji coba perorangan, sembilan anak dalam uji coba kelompok kecil, serta 16 anak untuk uji efektivitas. Data dikumpulkan menggunakan angket dan observasi, lalu dianalisis dengan deskriptif kuantitatif dan statistik inferensial. Hasil uji ahli menunjukkan skor sangat baik pada rancang bangun produk (100%), isi media (98,33%), desain instruksional (90,63%), dan media pembelajaran (92,18%). Uji coba perorangan dan kelompok kecil masing-masing memperoleh skor 93,33% dan 93,89% dengan kualifikasi sangat baik. Uji efektivitas menunjukkan $t_{hitung} > t_{tabel}$ (9,079 > 1,753), mengindikasikan pengaruh signifikan penggunaan media. Simpulan penelitian ini adalah daily spin board berbasis PowerPoint interaktif layak dan efektif digunakan untuk meningkatkan kemampuan bahasa anak kelompok B. Implikasi penelitian menunjukkan media ini membantu guru dan anak mengatasi keterbatasan pembelajaran berbasis buku, sehingga meningkatkan keterlibatan anak dalam belajar bahasa.*

**ABSTRACT**

Children often encounter challenges in learning new materials, necessitating the development of educational media that stimulates their growth. This study aims to develop an interactive PowerPoint-based daily spin board to enhance language skills in Group B children. The research employed the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation). The product was evaluated by one content expert, one instructional design expert, and one instructional media expert. The study subjects included three children in individual trials, nine children in small group trials, and 16 children for effectiveness testing. Data were collected through questionnaires and observation and analyzed using quantitative descriptive and inferential statistical methods. The expert evaluations yielded excellent results, with scores of 100% for product design, 98.33% for content, 90.63% for instructional design, and 92.18% for instructional media. Individual and small group trials received scores of 93.33% and 93.89%, respectively, classified as excellent. Effectiveness testing indicated a significant impact, with $t_{statistics} > t_{table}$ (9.079 > 1.753). The findings confirm that the interactive PowerPoint-based daily spin board is both feasible and effective for improving language skills in Group B children. This study implies that the daily spin board facilitates language learning by providing an engaging alternative to traditional book-based approaches, reducing monotony and increasing children's learning engagement.

## 1. INTRODUCTION

Education is a process of forming personality and developing the potential possessed by students. Education can form a great, resilient golden generation committed to continuing Indonesian culture and the noble ideals of the nation as stated in the opening of the 1945 Constitution. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the

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skills needed by themselves, society, nation and state. One of the real manifestations to achieve this is by implementing the learning process in children, in accordance with Law of the Republic of Indonesia No. 20 of 2003 Article 37 concerning the National Education System (Maronta et al., 2023; Widiyanti & Darmiyanti, 2021). The development of technology that occurs can open up ideas and views from teachers to be able to create innovations in learning media, this innovation can be in the form of digital teaching media, educational websites and can be in the form of learning applications to support the learning process and improve the quality of human resources, this can start from early childhood education (Muharram et al., 2023; Nugroho & Julianto, 2024). Early childhood is a child who has a very large learning potential with various stimulations given to children, then the development that children experience will be faster. Early childhood can be said to be a sensitive period for children, so that during this period all aspects of development in children must be given good stimulation and in accordance with the objectives of what aspects will be developed (Suryani et al., 2024; Trisnawati & Wulandari, 2024).

In this case, education given to early childhood is education that seeks to facilitate and provide space for children to grow and develop according to the stimulation given. Children have various characters within themselves that have grown since they were born, this makes the role of teachers very important in providing good stimulation to children (Ragin et al., 2022; Rahmawati, 2022). One aspect of development that needs to be given good stimulation is the development of language in children, if observed further, language is a series of sounds that arise from the child's attitude, feelings and thoughts. The importance of providing good stimulation to children so that children can convey what they feel, what they are thinking, children can express what they want so that people around them can know through the child's language. In speaking we can find out what the child has done (Liani, A. & Dafit, 2023; Yenni et al., 2018).

Language ability is a person's ability to express their thoughts in the form of meaningful, logical, and systematic expressions and sentences possessed by early childhood. Simply put, language ability can be interpreted as the ability possessed by children to speak and interact with friends and their environment. Language ability is divided into three areas of development listed in Permendikbud No. 137 of 2014, namely understanding language, expressing language, literacy. As a provision for entering the next level of education, the language ability of early childhood must be able to grow and develop optimally. Thus, children's language ability can develop, (Apriyani & Sitohang, 2022; Ulfa et al., 2021).According to Piaget, the language development of early childhood is still egocentric and self-expressive, that is, everything is still oriented towards oneself. Language development can be used as a measure of intelligence in the future. At that time, children master the ability to speak, but they have to learn more before they reach the language skills of adults (Alfi et al., 2022; Anindya, 2023).

Language development in early childhood is something that needs to be understood together, language can be said to be a broad ability that is carried by someone since birth and in its development will get various influences both from external and internal influences on language skills in a person. Language education in early childhood greatly influences learning outcomes in children, for parents and teachers understanding through language development in early childhood is important to be able to help stimulate children's language development (Haryanti et al., 2019; Septiani et al., 2019). This can be done through the introduction of theories related to language development in early childhood, through small things such as providing good language examples, encouraging children's learning motivation, implementing habits that are in accordance with children's development (Hikmah, 2020; Yasimas, 2024). However, there are parents who do not provide language development stimulation to children before entering school, where this can affect language development in children, there are children who are less passive in speaking, still comfortable with the way they convey it through body language, so that the language skills that should have been possessed at the age of 5-6 years are not achieved. This is a big responsibility of PAUD/TK teachers to be able to provide good stimulation so that the target of children's language development is achieved to prepare children's abilities for the next level of education. In the process of providing good stimulation to children, teachers must be able to create a meaningful learning media for children, and in providing language development stimulation to children, it is done by involving children directly and actively participating in receiving and understanding the ongoing learning. That way it will be easy for children to remember the learning material given (Lily et al., 2024; Munasti & Suyadi, 2021).

Based on the interview activities that have been conducted at Wira Bhuwana Kindergarten, it states that in the learning process in the classroom, teachers use lecture learning methods, groups and are given assignments either done in groups or individually. At the end of the activity, children will be given reinforcement related to the learning that has been carried out, the teacher will give children the opportunity to ask questions related to things that children have not been able to understand regarding the learning that has taken place. In the learning process, teachers rarely use learning media, especially technology-based learning media, teachers are more dominant in using learning media that are concrete and that have been provided at school, while for the application of technology in learning, teachers have not

been able to do it because of the limitations in the energy and time needed by the teacher (Apriliana et al., 2024; Sari & Juanda, 2023). In the learning process in the classroom there is a lack of interaction between teachers and children or between children and their peers, this happens because children do not get good stimulation, it can be seen from how children answer questions given by the teacher, there are still children who are not able to answer or respond with good language, there are children who still predominantly use body language in conveying what they want, there are children who are not able to communicate with peers either while studying or during recess.

Through observation activities that have been carried out on children in group Bit seems that there needs to be an effort to develop children's language skills. An analysis stage is carried out which involves finding solutions to problems found during observation. In other words, this is the media development design stage. Media is anything that can be used to convey learning in a way that can stimulate children's attention and interest in learning activities to achieve goals (Restu Rahayu et al., 2022). The media in question is an interactive powerpoint-based daily spin board. The development of this interactive powerpoint-based daily spin board is interesting because it offers great advantages in visualization. The interactive powerpoint-based daily spin board provides colors and images that increase memory, so that children remember what they learn longer compared to traditional teaching methods (lectures and assignments). Previous research conducted by (Bawono, 2017)stated that this media can develop expressive language skills in children when participating in class learning and are able to understand the material given well, so that the objectives of learning on that day can be achieved well. Other research conducted by (Putri et al., 2021) shows that the use of number turntable media for group A has a big influence on children's development in recognizing numbers. The difference between this study and previous studies is that this study developed a daily spin board using a PowerPoint application with the theme of my school.

## 2. METHOD

This study uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model to develop learning media in the form of a spin board to stimulate the language development of group B children. The ADDIE model was chosen because its flow is suitable for developing a spin board. The selection of the ADDIE model as a stage in developing learning products is based on the consideration that this model has systematic and simple steps and is easy to implement. The ADDIE development model consists of five steps: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. In the analysis stage, problems are identified through observation and interviews, children's needs are identified, and the media to be developed is determined. During the design phase, the process of designing product concepts and developing solutions based on the analysis carried out in the previous phase is carried out. The development stage includes making media according to the design made, components and other supporting ideas that are poured or packaged into the product. In the implementation stage, expert validation and subject testing are carried out to determine the reactions and opinions of users of learning media. Then it is determined whether the product developed can be used effectively to support the learning process. The evaluation stage is carried out to check whether the development of the designed media is successful and meets the planned or expected expectations.

The subjects involved in this study were one design expert, one content/material expert, one instructional design expert, and one media expert. The individual trial subjects in this study were three children in group B at Wira Bhuana Belalang Kindergarten, Kediri, Tabanan. The small group trial subjects were 9 children in group B at Wira Bhuana Belalang Kindergarten, Kediri, Tabanan. The product effectiveness subjects were 16 children in group B at Wira Bhuana Belalang Kindergarten, Kediri, Tabanan. The data collection method was carried out using the questionnaire and observation methods. The questionnaire was used to collect data on the feasibility of the media design and the validity of the media product from experts. This observation method was used to collect data on the development of children's learning competencies after using the spin board media in learning. The questionnaire data collection instrument contained various statements or could be in the form of questions made based on the aspects to be assessed. The observation method data collection instrument in the form of an observation form was used during the effectiveness test. The research instrument grid is presented in Table 1, Table 2, Table 3, Table 4, Table 5 and Table 6.

**Table 1.** The Design Expert Instrument Grille

| No. | Aspect | Indicator | No.Item | Many Grains |
|---|---|---|---|---|
| 1. | Development Model Used | a. Suitability of the development model used with the characteristics of the product produced | 1 | 2 |

| No. | Aspect | Indicator | No.Item | Many Grains |
|---|---|---|---|---|
| | | b. The accuracy of the reasons for selecting the development model | 2 | |
| 2. | Stages of Development | a. The suitability of the development stages carried out with the development model used | 3 | 2 |
| | | b. Accuracy of depiction of development stages | 4 | |
| 3. | Clarity, Practicality, and Coherence | a. Clarity of development stages based on the development model used | 5 | 3 |
| | | b. The level of practicality of the development process carried out | 6 | |
| | | c. Sequence of development steps | 7 | |
| 4. | Evaluation | a. The accuracy of the evaluation design according to the model used | 8 | 4 |
| | | b. Clarity of the evaluation instruments developed | 9 | |
| | | c. Validity and reliability of the evaluation instruments used | 10 | |
| | | d. The accuracy of the test subjects involved | 11 | |
| | | **Lots** | | **11** |

**Table 2.** The Material Expert Instrument Grid

| No | Aspect | Indicator | Item No. | Many Grains |
|---|---|---|---|---|
| 1. | Curriculum | a. Suitability of material with basic competencies | 1 | 3 |
| | | b. Suitability of material with learning indicators | 2 | |
| | | c. Suitability of materials to learning objectives | 3 | |
| 2. | Material | a. Accuracy of material | 4 | 8 |
| | | b. Depth of material | 5 | |
| | | c. Completeness of materials | 6 | |
| | | d. Interesting material | 7 | |
| | | e. Suitability of materials to children's characteristics | 8 | |
| | | f. The material is supported by appropriate media | 9 | |
| | | g. Easy to understand material | 10 | |
| | | h. The concepts presented can be clearly explained logically. | 11 | |
| 3. | Linguistics | a. The language used is easy to understand | 12 | 2 |
| | | b. Correct and consistent use of language | 13 | |
| 4. | Evaluation | a. Clarity of learning outcome targets | 14 | 2 |
| | | b. The material presented helps to remember previous skills and knowledge. | 15 | |
| | | **Lots** | | **15** |

**Table 1.** The Media Expert Instrument Grid

| No | Aspect | Indicator | Item No. | Many Grains |
|---|---|---|---|---|
| 1. | Message Design | a. Good display quality | 1 | 8 |
| | | b. The screen display is harmonious and balanced | 2 | |
| | | c. Accurate use of typeface | 3 | |
| | | d. Accurate use of font size | 4 | |
| | | e. Correct use of spacing | 5 | |
| | | f. Accuracy in the use of sound effects | 6 | |
| | | g. Use of images to support learning | 7 | |
| | | h. Use of audio to support understanding of the material | 8 | |
| 2. | Operation | a. Ease of using media | 9 | 3 |
| | | b. Media can motivate children | 10 | |
| | | c. Media can be used repeatedly | 11 | |
| 3. | Accuracy, Technique, Clarity | a. Consistency with theme | 12 | 4 |
| | | b. Accuracy of material | 13 | |
| | | c. Media can help children in the learning process | 14 | |
| | | d. Media can help children understand the material | 15 | |
| | | **Lots** | | **15** |

**Table 2.** The Instructional Design Expert Instrument Grid

| No | Aspect | Indicator | Item No. | Many Grains |
|---|---|---|---|---|
| 1. | Objective | a. Clear learning objectives | 1 | 2 |
| | | b. Consistency between objectives, materials and evaluation | 2 | |
| 2. | Strategy | a. Learning activities that can motivate | 3 | 4 |
| | | b. Give children the opportunity to learn independently | 4 | |
| | | c. Interesting presentation of material | 5 | |
| | | d. Systematic delivery of material | 6 | |
| 3. | Evaluation | a. Understanding learning objectives | 7 | 2 |
| | | b. Evaluation of activities that have been implemented | 8 | |
| | | **Lots** | | **8** |

**Table 3.** The Individual and Small Group Test Instrument Grid

| No | Aspect | Indicator | Item No. | Many Grains |
|---|---|---|---|---|
| 1. | Message Design | a. Product design | 1 | 4 |
| | | b. Text readability | 2 | |
| | | c. Clarity in the image | 3 | |
| | | d. Clarity in sound | 4 | |
| 2. | Material | a. Accuracy of content | 5 | 3 |
| | | b. Ease of understanding the material | 6 | |
| | | c. Benefits of learning media | 7 | |
| 3. | Operation | a. Ease of operation | 8 | 2 |
| | | b. Instructions for use are provided | 9 | |
| 4 | Motivation | a. Media can help children in the learning process | 10 | 1 |
| | | **Lots** | | **10** |

**Table 4.** The Grid of Observation Form Instrument for AUD Language Development Pre-nontest and Post-nontest

| Component | Criteria | Score |
|---|---|---|
| Language Ability | 1. Speak politely to friends and parents | 1 |
| | 2. Describe the parts of the body correctly | 1 |
| | 3. Demonstrate expressive language in expressing the tasks of each family member through show and tell activities. | 1 |
| | 4. Recognizes the letters he sees correctly | 1 |
| | 5. Stringing together words (grandfather, grandmother, father, mother, older brother, younger brother) | 1 |

Development research uses two data analysis techniques, namely quantitative descriptive analysis, and inferential statistical data analysis techniques. Quantitative descriptive analysis is a way to analyze or process data using a systematic way of compiling data in the form of numbers and percentages, regarding the object being studied so that a general conclusion will be obtained. This inferential statistical analysis is used to determine the level of effectiveness of the product being developed.

## 3. RESULT AND DISCUSSION

### Result

The development of spin board media containing the sub-theme of my school was made according to the ADDIE development model, which includes five stages, namely the first stage of analysis (analyze), the second stage of design (design), the third stage of development (development), the fourth stage of implementation (implementation), and the last or fifth stage of evaluation (evaluation). First, the analysis stage (analyze) is a process of analyzing the needs and learning facilities at Wira Bhuana Belalang Kindergarten Kediri Tabanan. The implementation of children's learning pays less attention to teachers. The media used by teachers during the learning process still uses the lecture method and textbooks that are already available at school. In addition, the teacher's strategy in the learning process is still lacking in building a learning atmosphere, so that the learning process is less than optimal. In the process of delivering the material, the teacher looks overwhelmed because he only refers to books and the children are very

noisy, but the teacher tries to attract the attention of the children using the available learning media, but it only lasts a short time because the children are bored. This usually happens because the learning media is not interesting. Analysis of learning facilities shows that the classroom is comfortable and has complete and adequate learning facilities. In addition, the school already has a TV, projector, computer, speaker and each teacher already has a laptop. competencies and learning indicators. Analysis of competencies and learning indicators is known that the material of my family was chosen because the material is an important lesson to be taught to children.

Second, the second design. This stage is carried out so that before entering the development stage, interactive powerpoint-based media already has a clear design. Determination of hardware in this study refers to the tools used for the process of making and using spin board media, namely Laptops. While software refers to the application used to develop interactive powerpoint-based spin boards, it is clear that the PowerPoint application is used. The flowchart or flow diagram of interactive powerpoint-based spin board media is made to find out the picture of the product manufacturing flow in order to facilitate the process of compiling the contents of the spin board media. Storyboard from interactive powerpoint-based spin board media containing visual designs and descriptions on slides sequentially in text form (Zubaidah, 2004). Preparation of Daily Learning Implementation Plan (RPPH) which aims to design the learning process using interactive powerpoint-based spin board media with the theme of my school that has been developed so that learning activities are arranged systematically. Media assessment instruments are prepared to assess educational game media products produced from aspects of learning material content, instructional design and learning media that have been created.

Third, the third stage of development. This development stage is the activity of making and testing the product. The first stage of product development begins with designing images or elements that will be used on the spin board such as backgrounds, school images, and adding text according to the name of the school. At this stage, the process of unifying text, images, sound, sound effects and arranging the position is carried out to produce interactive powerpoint slides like the previously designed product, namely an interactive powerpoint-based spin board media. After the developed spin board media has been produced, the spin board media is then assessed or reviewed by experts using a questionnaire that has been created. The results of the review by experts, either in the form of suggestions or comments, are used as a reference to improve or revise the developed spin board media to determine the feasibility of the product that has been developed so that it can be tested on children at the product trial stage.

Fourth implementation. At the implementation stage, the product trial stage is carried out. The results of the development are applied to children with a product trial to 12 children consisting of 3 people in individual trials and 9 people in small group trials. Then the spin board media is applied in a learning process involving all children in group B of Wira Bhuana Belalang Kindergarten, Kediri, Tabanan to determine the effectiveness of the spin board media. The effectiveness of the spin board media on learning outcomes is seen by providing pre-nontest and post-nontest observation questionnaires.

Fifth evaluation. This stage is the processing of data that has been collected in the previous stage. In this study, the evaluation conducted is a formative evaluation, which is used to measure or assess the product through validation by learning experts, instructional design experts, and learning media experts. As well as to determine the effectiveness of the spin board media by analyzing the results of the pre-nontest and post-nontest. The percentage of the level of achievement of the design expert's results is 100% which is in a very good qualification. The percentage of the level of achievement of the learning content expert's results is 98.33% which is in a very good qualification. The percentage of the level of achievement of the instructional design expert's results is 90.63% which is in a very good qualification. The percentage of the level of achievement of the learning media expert's results is 92.18% which is in a very good qualification. The percentage of achievement level of individual test results is 93.33% which is in the range of 90-100% with very good qualifications and no suggestions of a revision nature. The percentage of achievement level of small group test results is 93.89% which is in the range of 90-100% with very good qualifications and no suggestions of a revision nature. The evaluation results are presented in the Table 7

**Table 5.** The Percentage of Game Education Media Development Assessment Results

| No | Test Subject | Percentage of Results (%) | Qualification |
|---|---|---|---|
| 1 | Design Expert Test | 100% | Very good |
| 2 | Learning Content Expert Test | 98.33% | Very good |
| 3 | Instructional Design Expert Test | 90.63% | Very good |
| 4 | Learning Media Expert Test | 92.18% | Very good |
| 5 | Individual Trial | 93.33% | Very good |
| 6 | Small Group Trial | 93.89% | Very good |

Effectiveness of media development Spin Board which was conducted using the observation questionnaire method from the results of the pre-nontest and post-nontest given to 16 children in group B of Wira Bhuana Belalang Kindergarten, Kediri, Tabanan. Effectiveness Spin Board which is developed seen from the results of the analysis carried out with the inferential statistical test of the dependent sample t-test technique. The average value of children after the pre-nontest was 55.125 and the average value of students after the post-nontest was 81.25. The results of the t-test for the dependent sample obtained a $t_{count}$ of 9.079. Then $t_{count}$ was compared with $t_{table}$ with db = n-1 = 16-1 = 15. The $t_{table}$ value for db 15 with a significance level of 5% ($\alpha = 0.05$) was 1.753. So, from the results of the analysis it can be compared that $t_{count}$ is greater than $t_{table}$ so that $H_0$ is rejected and $H_1$ is accepted. This means that there is a significant difference in children's language abilities before and after usinginteractive PowerPoint based daily spin board mediafor children in group B of Wira Bhuana Belalang Kindergarten, Kediri, Tabanan.

**Discussion**

The results of the spin board media review from learning content experts on the learning material component obtained a percentage of 98.33% with very good qualifications and the score was given after the revision. The assessment criteria for learning materials were assessed from the aspects of curriculum, material, language, and evaluation. One of the statements in the questionnaire was the suitability of indicators, basic competencies and learning objectives, this statement received a score of 4 which means it was strongly approved by experts. Media should be selected that can support the achievement of previously set learning objectives (Fitri & Ardipal, 2021; Sihombing, 2021). The spin board media that was developed took the subtheme of my school because school is the closest environment for children after the family environment. Based on the assessment that has been carried out by learning content experts, it can be said that the media Spin Board based on interactive powerpoint which has been developed based on learning content is suitable for use by children in learning activities, especially in the sub-theme of my school.

The results of the interactive PowerPoint-based spin board media review from instructional design experts obtained a percentage of 90.63% with very good qualifications. The assessment criteria for the subject matter were assessed from the aspects of objectives, strategies and evaluations. One of the statements in the questionnaire, namely providing opportunities for children to learn independently, obtained a score of 4, which means it was highly approved by the expert. Independence must be introduced to children as early as possible, this is because independence will avoid dependence on others (Hasanah, 2020; Ramadanti & Arifin, 2021). Instructional design is developed to help a person's learning process. Learning design is the entire systematic process that helps educators design learning that is in accordance with instructional objectives, effective and efficient, so that a communicative and interactive learning process is created between educators and students (Budianti et al., 2023). Learning design is a work procedure used in the learning process so that learning can be carried out well and produce good output (Saptaria & Setyawan, 2021) (Hidayat & Nizar, 2021).Based on the assessment conducted by instructional design experts, it can be said that the interactive PowerPoint-based spin board media that has been developed based on learning content is suitable for use by children in learning activities, especially in the sub-theme of my school.

The results of the review by learning media experts obtained a percentage of 92.18% with very good qualifications and the score was given after the revision. The assessment criteria include message design, operation, and accuracy, technique, clarity. The advantages of this smart wheel can encourage students to participate, students play while learning, can raise students' spirits, are very good for use in exam preparation, train students' memory and thinking speed, train understanding in solving various problems faced by students, so that learning outcomes will increase (Wahidah & Latipah, 2021). Expert comments that are revised on learning media are adding instructions for using the media. The use of appropriate learning media can influence the achievement of maximum learning objectives, creating interesting learning media that are in accordance with the character of the child, namely learning while playing will make it easier for students to learn and also improve the language aspect in children (Anggreani & Satrio, 2021; Suradinata & Maharani, 2020). Based on the assessment that has been carried out by learning media experts, it can be said that the interactive powerpoint-based spin board media that has been developed based on learning content is suitable for use by children in learning activities, especially in the sub-theme of my school.

The results of the interactive PowerPoint-based spin board media review from individual and small group trials each obtained a percentage score of 93.33% with very good qualifications and 93.89% with very good qualifications and the score was given after revision. The assessment criteria for the product trial include: (a) message design, (b) material, (c) operation, and (d) motivation. Judging from the comments given by respondents/students, the interactive powerpoint-based spin board media received a positive response. This spin board media product can be accessed via laptop. Digital-based learning media makes

children happier in the learning process, because the material can be packaged with relevant images and sounds, and students can learn anytime and anywhere (Gunadi, 2020; Riana Rahayu et al., 2022). Interactive powerpoint-based educational game media makes children interested and not easily bored when following learning. Education in early childhood must receive special attention because this age is a fundamental development for children or known as the golden age (Sutansyah et al., 2023; Zakaria et al., 2022). With the existence of interactive powerpoint-based educational game media developed in this study, it is easier for students/children to stimulate children's language skills in the sub-theme of my school, so that children become motivated to learn and can improve children's learning outcomes.

The average value of children after the pre-nontest was 55.125 and the average value of children after the post-nontest was 81.25. Judging from the average value of children in the pre-nontest and post-nontest, there was an increase where this was seen from the score on the observation questionnaire which was still low in the pre-nontest implementation, then after the application of the developed media, namely the interactive powerpoint-based spin board, there was an increase in the results of the observation questionnaire score during the post-nontest implementation which was better than the pre-nontest score. This is certainly influenced by the application of interactive powerpoint-based educational games. After manual calculations, the $t_{count}$ result was 9.079. Then $t_{count}$ was compared with t-table with db = n-1 = 16-1 = 15. The $t_{table}$ value for db 15 with a significance level of 5% ($\alpha = 0.05$) was 1.753. So, from the results of the analysis it can be compared that $t_{count}$ is greater than $t_{table}$ so that $H_0$ is rejected and $H_1$ is accepted. This means that there is a significant difference in children's language skills before and after using the interactive PowerPoint-based spin board with the theme of my school in group B of Wira Bhuana Belalang Kindergarten, Kediri, Tabanan. This is evidenced by an increase in children's vocabulary skills and children are more interested in participating in learning after using the spin board media in learning, compared to before using the media which initially did not know much vocabulary and quickly got bored in learning in class. The interactive PowerPoint-based spin board media has been designed in such a way that it aims to increase children's focus in participating in learning activities and the media is made based on how to stimulate children's language skills. Thus, it can be concluded that the interactive Powerpoint-based spin board media is effectively applied to the theme of my school for children in group B of Wira Bhuana Belalang Kindergarten, Kediri, Tabanan.

This study empirically shows that the use of interactive PowerPoint-based spin board media significantly improves the language skills of group B children at Wira Bhuana Belalang Kindergarten, Kediri, Tabanan. This multimedia presents material in a way that is easy for children to understand, through the use of images, audio, singing, and spin games, which help improve learning focus and make it easier for teachers to deliver learning. In addition, other advantages are ease of access and flexibility of use, although there are weaknesses in searching for relevant images. The implications of this study suggest that spin board media can be an effective tool in creating a fun learning atmosphere and supporting the language learning process in early childhood.

## 4. CONCLUSION

Daily spin board media based on powerpoint has very good qualifications through testing by experts and students. So, it can be concluded that spin board media based on PowerPoint is worthy of being applied in the learning process. Spin board media is able to help teachers in distributing teaching materials, and children will be more facilitated in understanding the teaching materials delivered by the teacher.

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