

The Effect of Use of Interactive Video Aged 4-5 Years at Ba Aisyiyah Kriwen III Sukoharjo

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Abstract

Purpose: This research aims to see whether there is an effect of learning before and after using in-teractive video media on the early reading abilities of children aged 4-5 years at BA Aisyiah Sukoharjo. he purpose of this study is to determine the influence of the role playing learning model on the development of social awareness and skills of lower grade elementary school students. Reading is an activity carried out by looking at reading writing and the process of under-standing the content. Reading will make it easier to understand the meaning, commands, and information or solutions to solving a problem. Interactive video is a learning media that audio-visual elements, such as images, sound, text, graphics and movement, to con-vey information. Seeing these conditions, there is a need for reform by utilizing technol-ogy using interactive video media to improve the ability to pronounce letters, recognize letters fluently, understand how to read and skills in reading writing or images.

Methodology: This research design uses a single-group pretest and posttest design.

Results: The information analysis method used in this research is simple experimentation and hy-pothesis testing. Hypothesis results were obtained after carrying out the test, before the test (pre-test) and test (post-test), then the researcher analyzed the research results, t count = 8.514 Sig which was accepted. (2-tailed) is $0.001 < 0.05$, so H_0 is rejected and H_a is accepted, which means that the use of interactive video media has a significant ef-fect on children's beginning reading.

Applications/Originality/Value: The sample for this study consisted of 12, namely 5 boys and 7 girls aged 4 -5 years at BA Aisyiyah Sukoharjo.

Introduction Section

In the current era of globalization, there are many rapid advances, especially in the fields of technology and communication. The development of science and technology demands that people love to read. Therefore, initial reading skills are very necessary from early childhood, namely at the age of 4-5 years. in the Big Indonesian Book (2021), reading is spelling or pronouncing what is written. Sur-yana (2016) said that reading means tracing, understanding and exploring sym-bols until the symbols can be read and interpreted. In essence, reading is an activ-ity that involves many things, not just reading writing, but also involves various other aspects such as the ability to think, recognize reading, write letters, under-standing how to read and the skill of reading writing or pictures using the sensory tools that every child has. . When reading, the brain is required to think, analyze various problems, find a way out of every problem faced. Reading is a process of obtaining messages and solving problems (Nurbiana, 2021). According to Arifa (2017) reading is a process of processing written symbols with the aim of gaining a comprehensive understanding of the content of the reading and is an indirect communication activity between the writer and the reader which involves various factors. So, reading aims to make it easier to understand information and develop intellectually as well as discover many new things, both ideas and creativity, which can be used as references or guidelines.

Reading is reading that is taught programmatically to pre-school children. Reading ability is one of the receptive language skills. At the initial reading stage, the emphasis is on technical aspects, for example: 1) accuracy in voicing written text, 2) pronunciation, 3) correct intonation (Amelia et al., 2017). Pro-nunciation of syllables consisting of vowels and consonants by combining letters to make the words sound.

Based on the results of observations made at BA Aisyiyah Sukoharjo was found that the initial reading ability of aged 4-5 years was still very low. When reading, children only mention the letters in the words they read one by one, their pronunciation and intonation when reading are not correct. For in reading words like the word, clothes/ is read /be-a-ja-u, the word /pa -lu/ is read /pe-a-le-u. Learning to read is the most important learning. According to Abidin (2020:4) "Learning to read can be interpreted as a series of activities carried out by stu-dents to achieve reading skills". People will gain a lot of knowledge because they are used to reading. Learning to read is a lesson that must be done by everyone in order to master the content of the text well (Ridwan, 2022).

In connection with this problem, of course there are factors that cause the low ability to read the beginning of letters in children, including the following. A. certain factors; 1) the reading ability of each child of his age is different because of his language knowledge; 2) differences in reading interest and background knowledge of each family; 3) lack of intellectual abilities and reading methods and techniques; 4) low ability to read letters, letter sounds, or combinations of letter sounds to form words; 5) lack of understanding about the introduction of alphabet letters as a means of eradicating illiteracy and language development; 6) more complete learning at school without reading training at home. The general factors are as follows. 1) the learning process still uses books or blackboards which do not attract children's interest in reading; 2) just using a book or white-board will feel like watching so that learning becomes less enjoyable; 3) the use of books or blackboards is vulnerable because they are easily damaged and their storage is impractical. The role of teachers in children's growth and development with early childhood education, reading well facilitates good understanding of everyday language for children, Katon, et al (2023). Apart from the teacher's role in reading or speaking skills, it is also influenced by environmental factors, especially family or parents, Katon, et al (2023) said that the language skills of pre-school children are currently able to develop well because of good communication between children. and parents and others. The ability to read words also improves language skills. Katon, et al (2020) stated that improving children's language skills can be done in various ways, for example: telling stories, speaking.

From the results of the data above, this research found a problem point, namely that children's early reading abilities require appropriate solutions according to the child's age. That the child has difficulty reading words, the child only pronounces the letters of the words he reads one by one, his pronunciation and intonation are not correct. Regarding improving initial reading skills using picture and picture show type cooperative learning with the use of letter cards and picture cards with words written on them (Baiyati: 2018). One of the benefits of using learning media is using interactive video media to improve children's early reading skills.

Learning media is also an important key to encouraging students to think critically. So from the definitions above, it can be concluded that learning media is anything that can be used by a teacher as a teaching aid to convey learning material, improve student achievement, focus student attention, stimulate the mind, feelings, thereby encouraging students' abilities in the learning process. The use of interactive video is a learning media that combines elements of sound, movement, text or interactive graphics to connect learning media with its users in Prastowo (Wardani & Sufyan 2018). So interactive video media in learning is a visual sound-based storytelling method that will invite the audience as users, owners and active participants of media packaged cinematically.

Interactive videos are videos that provide the ability to interact by combining elements of sound, movement, images, text or interactive graphics to connect learning media with users (Wardani & Syofyan, 2018: 373), so that learning is effective and fun, masters must create new ideas every day. Media is a tool or device that creates a sophisticated image that can be processed, applied and shared through technological devices (Batubara, 2021: 327). Interactive learning video media is sound and visual media that can display objects moving simultaneously with natural or appropriate sounds (Melinda, et al, 2020). Another definition of interactive learning video is a sound-visual based storytelling method that will invite the audience as users, owners and active participants of media packaged cinematically (Rahmatika, 2020). The purpose of using interactive learning videos is to make it easier for teachers to more freely convey material during teaching and learning activities. Apart from making it easier for teachers, students also understand the material presented better because the material is explained in detail through video and sound, not just writing. The existence of interactive learning media also has a positive impact on the progress of students' knowledge. This is in accordance with Susanto (2017) who states that reading is taught by drawing attention to the words, meaning and material provided through interesting games and activities.

Some of the benefits of using interactive video media are as follows. 1) for students, so that the ability to read the beginning of letters increases, so that children's learning achievement becomes good; 2) for schools, as input and innovation in facilitating learning media, one of which is tools such as projectors (focus) for use in interactive video media for children aged 4-5 years; 3) for masters, as a reference for how to use interactive video media in the learning process and as an introduction that the use of interactive video learning media can influence reading skills so that educational goals are achieved; 4) for researchers, as a reference when becoming a master that using interactive video media can attract students' interest in the teaching and learning process.

Research Methods

This research uses quantitative research with a Pre-Experimental Plan, namely research that only involves all children in one class as an experimental class which is carried out without any other comparison groups. In this design, before treatment is given, the sample given is a pre-test and ends with a learning sample given a post-test. This research data is based on population, variables, techniques and instruments for collecting information and research results. The research summary is set out in a table and adjusted to suit its preparation.

According to Sugiyono (2014), the population of the generalization area consists of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. In this study, the population used was group A students, totaling 12 children aged 4-5 years who were sitting on the BA bench. Aisyiyah

Kriwen 03 Sukoharjo. The final test was carried out orally after being given treatment to determine the impact of using interactive video media.

Information Analysis Techniques

Before conducting This research was conducted at BA. Aisyiyah because at this institution children's initial reading abilities were still low so researchers were interested and chose to conduct research at BA. Aisyiyah.

Table 1. Based on the results of the post-test on the reading ability of children aged 4-5 years at BA Aisyiyah after using interactive video media, the distribution and percentage will be obtained as shown in the following table

Name	Spell two words	Spell words	Spell by syllables	Spell by letter	amount
Mawar	1	1	1	1	4
Melati	2	2	1	1	6
Rani	2	2	1	1	6
Santi	2	2	2	2	8
Joko	3	3	2	2	10
Bambang	3	3	2	2	10
Rudi	2	2	2	2	8
Johan	2	2	1	1	6
Nisa	1	1	1	1	4
Anis	2	2	3	3	10
Sony	1	3	2	2	8
Lusi	3	3	2	2	10

Score details:

1. Children are not yet able to spell letters
2. Children start to be able to spell each letter
3. Children can spell each syllable
4. Children can spell per word

Table 2. interactive video media posttest in reading group A children in BA. Aisyiyah Sukoharjo

Name	Spell two words	Spell words	Spell by syllables	Spell by letter	amount
Mawar	3	4	3	4	14
Melati	3	4	3	4	14
Rani	4	4	4	4	16
Santi	2	3	2	4	11
Joko	4	3	4	3	14
Bambang	4	4	3	3	14
Rudi	2	4	3	3	12
Johan	3	3	4	4	14
Nisa	3	4	4	3	14
Anis	3	4	4	4	15
Sony	4	4	4	4	16
Lusi	4	4	3	4	15

Score details:

1. Children are not yet able to spell letters
2. Children start to be able to spell each letter
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Data Analysis Techniques

Data analysis is the processing of data obtained by using formulas or existing rules in accordance with the approach or research design adopted, collecting all the necessary data, then summarizing and analyzing it using statistics. The summary of the research is included in the table and adapted to the format.

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In this research, an experiment was carried out by adjusting the criteria, then it was collected and researched on the impact of children's reading using interactive video media, which includes the title, research name, year, type, and research design, sample population, variables, data collection techniques and instruments, and research results. The summary of the research is included in the table and adapted to the format.

Research Results and Discussion

Research Results

This research was conducted at BA. Aisyiyah because at this institution children's initial reading skills were still low so researchers were interested and chose that place to conduct research at BA. Aisyiyah.

Based on the post-test results at BA Aisyiyah Sukoharjo after using interactive video media, the distribution and percentages will be obtained as in the following:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	7.50	12	2.276	.657
	posttest	14.08	12	1.443	.417

Figure 1. Paired Samples Statistics

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	pretest & posttest	12	.014	.483	.966

Figure 2. Paired Samples Correlations

		Paired Differences				Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	pretest - posttest	-6.583	2.678	.773	-8.285	-4.882	-8.514	11	<.001	<.001

Figure 3. Paired Samples Test

Table 3. Test of Normality

Pretest	.224	18	.017	.797	18	.001
Posttest	.191	18	.081	.914	18	.101

a. Lilliefors Significance Correction

From Yield Interpretation:

This yield explains statistical information from paired samples, namely pretest scores and posttest scores. For pretest score information, the average test value is 7.50. The amount of information is 12, the standard deviation is 2.276 and the standard error of cruelty is 0.657. Meanwhile, the posttest score information shows that the average test score is 14.08. The amount of information is 12, the standard deviation is 1.443 and the standard error of cruelty is 0.417.

Based on the SPSS Matched Sample T Test results above, it is known that the value. The basis for decision making is based on the table above:

If Sig. (2-tailed) $< 0 > 0.05$, then there is no significant difference between ability in pre-test and post-test information. Based on this table, decisions can be made and known Sig. (2-tailed) is $0.001 < 0.05$, so H_0 is rejected and H_a is accepted, so it can be concluded that there is a difference in the average ability to recognize initial letters. shows the value of $t =$

8.514 with a significance of $p = 0.01$, which means the hypothesis is accepted. In this case, there is an influence of the use of interactive video media on initial reading abilities. The t test by taking the pretest-posttest scores itself has a significant difference with a t value of 8.514 and a significance of $p = 0.01 < 0.05$. This research confirms that interactive video media can influence early reading abilities in children aged 4 -5 years. Based on the results of research that (2-tailed) is $0.001 < 0.05$, so H_0 is rejected and H_a is accepted, which means there is a significant influence between interactive video media on children's early reading abilities at BA Aisyiyah Sukoharjo. There is a difference in the average initial reading ability in the pre-test and post-test.

Suggestion

The From the findings collected by researchers regarding the influence of interactive video abilities at BA Aisyiyah Sukoharjo, several suggestions are put forward as follows: 1) Educators, especially teachers at BA Aisyiyah Sukoharjo, it is recommended to use interactive video media that can increase students' interest, motivation and enthusiasm for learning and improve initial reading skills, 2) Researchers are expected to be able to apply interactive video media in other lessons. 3) It is hoped that prospective researchers can apply interactive video media better so that the research results can be reviewed through previous research. Apart from implementing interactive video media, prospective researchers are also researching how to increase children's learning motivation. So that you can carry out more perfect research.

Conclusion

The Effect of Using Interactive Video at BA Aisyiyah Sukoharjo, it can be concluded that there is an influence of the use of interactive video media on children's early reading abilities at BA Aisyiyah Sukoharjo. So it can be concluded that there is interactive video media on children's early reading abilities at BA Aisyiyah Kriwen 03 Sukoharjo. Apart from that, learning that uses interactive video media is useful as a tool to help the process of delivering learning material and can reduce children's boredom in reading so that learning is more focused, easy to understand and fun.

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