

The Effect of Interactive Video on Simple Positive Communication Skills of Kindergarten A2 Children at Ba Aisyiyah Dukuh Sukoharjo

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Abstract

Purpose: This research is motivated by the problem of communication development in early childhood. The aim of this research is to find out whether the use of interactive video media has an influence on the development of simple positive communication in Kindergarten A2 children at BA Aisyiyah Dukuh.

Methodology: This type of research is quantitative research with experimental research methods. This research design uses a single-group pretest and posttest design. The subjects of this research were Kindergarten A2 children aged 4 to 5 years which amounts to 10 children in BA Aisyiyah Dukuh, Sukoharjo Regency for the 2023/2024 school year.

Results: Based on the results of the research that has been carried out, the use of interactive video media can be used to improve the simple positive communication skills of Kindergarten A2 children at BA Aisyiyah Dukuh, as proven by hypothesis testing via the t test, obtained $t = 51.430$ and it is known that Sig. mark. (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 videos that can be used to improve the simple positive communication skills of class A2 BA Aisyiyah Dukuh children. *Applications/Originality/Value:* This research shows that the use of interactive video media is effective in improving communication skills in early childhood, specifically in enhancing simple positive communication. It provides valuable insights into the application of multimedia in early childhood education, offering a significant contribution to improving communication development in young learners.

Introduction Section

Easy communication with children is important because it makes children happy. Children's self-esteem is formed into a good person, and children get help in building social relationships. Good communication not only helps develop children's interest in learning, but also improves children's language skills. Language development is very important for children, children are able to relate to other people, share expressions that are felt by the child, and can express their feelings, in developing their knowledge and language skills Katoningsih (2023). This helps them connect with their friends. On the other hand, if parents/teachers do not build good relationships, children will feel embarrassed and the relationship will be damaged.

What happens to children aged 4-5 years at BA Aisyiyah Dukuh is the low basic communication skills of children, which means that children often rely on their physical behavior/behavior to express their feelings. Some examples are when a child receives something, does not say thank you, but keeps it, does not tell a friend or the person who gave it, the child is wrong, and Don't do that. I don't want to apologize, but I scream and get angry. Likewise, when a child needs help, he doesn't say a word to help. One effort to improve the fluency of children's communication is video communication.

Etymologically, the word "communication" comes from the English word communication. Usually the word "communication" is interpreted and known as "communication" just like that, and people are able to describe it, although not all of them are right. Then, many experts define this "communication", various origins of words that have different meanings but the same meaning. In short, communication is the process of conveying messages from the communicator to the communicant which in the delivery process adjusts to the circumstances of the communicant. (Yusa, 2021) According to Mortensen (2020) Communication is the process of conveying and receiving messages between individuals or groups through symbols that are understood by both parties. According to Ruskina (2020), communication is a process, a flow of information and messages in two ways that interact with the recipient, meaning the recipient sees it. Children's communication skills need to be trained to prepare them for relationships. Communication skills are not just the ability to speak, but also the ability to convey information to others, as well as understand and respond to what others say.

According to Noens and Van Berckelaer Onnes, gifted children develop and develop their communication skills in 3 areas, including: 1) communication using different signs or sounds to attract attention, satisfy needs and desires. 2) communicating signs or especially using language to interact with others, to think and meet needs, 3) communicating with

language, to participate in conversations with others. Interactive learning videos are learning media that combine elements of sound, motion, images, text, or graphics that are interactive in nature to connect the learning media with its users (Wardani and Syofyan, 2018:373). Another definition of interactive learning videos is an audio-visual-based storytelling method that will invite viewers to be users, owners, and active participants in media that is packaged cinematically (Rahmatika, 2020). In addition, interactive learning videos can also be interpreted as videos that contain practical demands that are right on target, presented through

Another definition of interactive learning videos is an audio-visual-based storytelling method that will invite viewers to be users, owners, and active participants in media that is packaged cinematically (Rahmatika, 2020). In addition, interactive learning videos can also be interpreted as videos that contain practical demands that are right on target, presented through audio-visual presentations (images and sound) equipped with clear and easy-to-understand Indonesian-language. The future of the nation is in the hands of today's children. The better the quality of today's children, the better the future life of the nation. However, conversely, if the quality of the child is bad, the future of the nation will also be bad. (Habibillah, 2019).

Character is the appearance, traits, or things that stand out in a person that distinguishes him from others. Small children are different. Quoted from the module *How To Develop Up and the Nature of Early Childhood* by Tatminingsih and Cintasih, S.Pd, there are many aspects in childhood: a. background and culture, so that society is not considered the same. The uniqueness of children can be understood from their skills, their learning styles and the things that interested them. Although the same group of children learn things in predictable and predictable ways, they are unique because they have different stages of development. b. Autistic children (PAUD) are spontaneous, do not like appearance, tend to be impulsive and honest. Children also have not thought about expressing their feelings and opinions independently regardless of the opinions of others. c. Irresponsible children, with their impulsive nature, do not think about what they want to do. If he wants something, he will do it immediately, even if it hurts him. d. Energetic and energetic, it is not surprising to see the unlimited energy of small children, moving around and calm when sleeping. e. Selfish children and young children think about everything from their own perspective and understanding, and they think that everything is good for them. f. The development of anger, emotions, and social in young children has not yet formed, and anger can be expressed easily and freely.

Children may get angry, sad, or more excited than their peers. Even if there is nothing wrong with the child, it will never happen. g. Small children are very curious and always ask and look for answers to everything that makes them curious. Good for young children who have high curiosity, so that their mentality will increase and become better. Therefore, as parents we should be careful in answering our children's questions. Do not let the answers given be confusing and use them in everyday life. Low memory capacity. Cognitively, children understand the world in which they live, remember objects that attract their attention, identify and recognize body parts. Although young children have limited memory, you as a parent can help them by reminding them regularly.

Interestingly, with a strong curiosity, young children want to explore various things and the environment around them. h. With wisdom and caution, it is necessary to understand that the thoughts and thoughts of young children are very high, so there is no reason to consider children as liars and arrogant people. So that children do not realize that their thoughts are wrong, mothers must guide and remind them of the truth. i. Young children who are fluent in speaking are better at pronouncing words. They like to talk and follow sounds like goats or cats. As their abilities develop, children begin to make more sentences every time they speak. Children who are easily frustrated and impatient tend to give up easily in childhood, when they become frustrated and lose patience with something difficult. If something bothers the child, the child immediately leaves it and looks for something new that is fun. j. Difficulty concentrating, young children have an attention span that is not too long, usually only 10 minutes. Therefore, he cannot be calm and does not focus on activities that require relaxation. If something is done, the child will quickly focus on another activity, if the activity is not perfect.

Research Methods

This research is a type of quantitative research with an experimental method, meaning that the research method is used to test the effect of one treatment on another treatment under controlled conditions. The researcher used a descriptive method because the researcher wanted to see the effect of video on children's simple positive communication skills. The independent variable is interactive video, the dependent variable is a positive relationship. In this study, variable X or the independent variable is interactive video, the dependent variable is the independent variable. In this study, variable Y or the dependent variable is positively correlated. This research was conducted at Aisyiyah Dukuh School on children of Kindergarten A2 BA Aisyiyah Dukuh Sokoharjo.

In this case, the researcher collected natural and direct information that was not influenced by other aspects of the research environment. For this reason, the researcher refers to the situation and source of research information, namely children at Kindergarten A2 BA Aisyiyah Dukuh Sokoharjo. In this study, the researcher uses numbers and descriptions to find ways to convey information. In this case, the researcher collects natural and direct information that is not influenced by other aspects of the research environment. For this reason, the researcher refers to the situation and source of research information, namely children of Kindergarten A2 BA Aisyiyah Dukuh Sokoharjo. In this study, researchers use numbers and descriptions to find ways to convey information. The inspecting technique is a sampling technique, which is used to

determine a sample to be used in a study. Examining techniques are grouped into two, namely likelihood examining and nonprobability testing. Sugiyono (2020: 81). Therefore, the sample used in the study was 10 children. The analysis used in this study was the statistical-test technique with the help of SPSS Windowsver.23. The statistical test technique was used to test the differences before and after treatment. Measurement of the simple positive communication skills of TK A2 children was carried out using observation techniques with 4 indicators given to 10 children. Based on the pretest results, it can be seen that the simple positive communication skills of TK A2 children in BA Aisiyiah Dukuh before being given interactive video media can be seen in the following table:

Table 1. Results of the Pre-Test of Simple Positive Communication of Kindergarten A2 Children at BA Aisiyiah Dukuh without Interactive Video.

NAME	Thank you	sorry	please	excuisme	Pre Test
RSYD	1	1	1	1	4
VN	1	1	1	1	4
ALFTH	1	1	1	1	4
IQBL	2	1	1	1	5
ERSY	1	1	1	1	4
BM	2	1	1	1	5
BN	2	1	1	1	5
ARSY	2	1	2	1	6
RFL	1	1	1	1	4
GF	1	1	1	1	4

Score description:

- 1: the child appears to be completely unable to pronounce words
- 2: the child appears to be able to pronounce a little
- 3: the child appears to pronounce words quite often
- 4: the child appears to always pronounce words

Further research by providing treatment by providing interactive video media to determine the description of simple positive communication skills in Kindergarten A2 children at BA Aisiyiah Dukuh. Based on the results of the post-test, it can be seen that the simple positive communication skills in Kindergarten A2 children at BA Aisiyiah Dukuh after being given interactive video media can be seen in the following table:

Table 2. Post-test results of interactive video media in the development of simple positive communication of A2 Kindergarten children at BA Aisiyiah Dukuh.

NAME	Thank you	sorry	please	Excuisme	Pre Test	Post Test
RSYD	4	4	4	4	4	16
VN	4	4	4	4	4	16
ALFTH	4	4	4	4	4	16
IQBL	4	4	4	4	5	16
ERSY	4	4	4	4	4	16
BM	4	4	4	4	5	16
BN	4	4	4	4	5	16
ARSY	4	4	4	4	6	16
RFL	4	4	4	4	4	16
GF	4	4	4	4	4	16

Score description:

- 1: the child appears to be completely unable to pronounce words
- 2: the child appears to be able to pronounce a little
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Research Results and Discussion

Tests of Normality

Table 3. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.224	18	.017	.797	18	.001
POSTEST	.191	18	.081	.914	18	.101

a. Lilliefors Significance Correction

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	4.50	10	.707	.224
	posttest	16.00	10	.000	.000

Figure 1. Paired Samples Statistics

Paired Samples Correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	pretest & posttest	10	.	.	.

Paired Samples Test

		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	-11.500	.707	.224	-12.006	-10.994	-51.430	9	<.001	<.001

Figure 2. Paired Samples Correlations

Paired Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pair 1	pretest - posttest	Cohen's d	.707	-16.263	-8.879
		Hedges' correction	.774	-14.863	-8.114

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the sample standard deviation of the mean difference.
 Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Figure 3. Paired Samples Effect Sizes

Description:

Output Interpretation:

First Output (Paired Sample Statistics)

This output explains the statistics of data from paired samples, namely the pretest value and posttest value for the pretest value data, the average test value is 4.50. The number of data is 10, the standard deviation is 0.707, and the standard error of the mean is 0.224. While the posttest value data, the average test value is 16.00. The number of data is 10, the standard deviation is 0.000, and the standard error of the mean is 0.000.

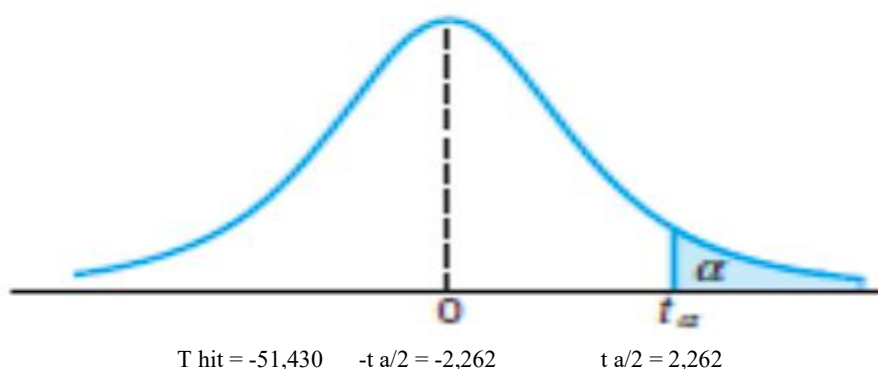
Second Output (Paired Sample Correlations)

This output explains the magnitude of the correlation or relationship between two paired variables, namely the pretest value and the posttest value. Decision making: 1) If the probability value (sig.) <0.05, then there is a significant relationship

between the two variables, namely the pretest and posttest. It is known that the correlation number is 0.000 with a probability value of 0.000. Since the probability < 0.05 , it can be concluded that there is a significant relationship between the pretest and posttest scores. 2) If the correlation value is getting closer to 1, then the relationship between the variables will be stronger. Meanwhile, if the correlation number is getting closer to 0, then the relationship between the variables is getting weaker. So because the correlation value data is 0.000 (getting closer to 1), the relationship between the pretest and posttest scores is very strong.

Third Output (Paired Sample Test)

This output explains the results of the paired sample test (Paired Sample t test). Here are the steps for testing the hypothesis: 1) Making a hypothesis (H_a and H_0) in the sentence description: H_0 : There is no significant difference in the average between the pretest and posttest scores; H_a : There is a significant difference in the average between the pretest and posttest scores. 2) Making a Hypothesis in a statistical model: $H_0: \mu = \mu$; $H_a: \mu \neq \mu$. 3) Decision making can be done in two ways, namely: a) Based on the comparison between t count and t table. If: $-t \text{ table} \leq t \text{ count} \leq t \text{ table}$ ($\alpha / 2$), then H_0 is accepted. If $-t \text{ count} < -t \text{ table}$ ($\alpha / 2$) or $t \text{ count} > t \text{ table}$ ($\alpha / 2$), then H_0 is rejected. Where the values are as follows: the t count value from the Paired Sample Test table is $= -51.430$, the t table value is searched in the critical value table of the t distribution: . The level of significance (α) is 5% or a 95% confidence level. DF (degree of freedom) or degrees of freedom is $n-1$ or $10-1 = 9$. There is a difference in the average between the pretest and posttest values or not. A 2-sided test is used, known from the output results above in the Paired Sample Test table which states 2-tailed. So from the t table, the t table value is obtained ($\alpha/2$) or t table (0.025) = 2.262.



It can be seen that $-t \text{ count} = -51.430 < -t \text{ table} = -2.262$, then H_0 is rejected and because t count is located in the area of H_0 rejected, it means that there is a significant difference in the average between the pretest and posttest val

Results Decision

Based on the comparison of probability values (Sig.), if the probability (sig.) > 0.05 then H_0 is accepted. If the probability < 0.05 then H_0 is rejected. For a 2-sided test, the value of $\alpha/2$ so that the tester's criteria becomes: if the probability (sig.) $> 0.05/2$ then H_0 is accepted For a 2-sided test, the value of $\alpha/2$ so that the tester's criteria becomes: if the probability (sig.) $> 0.05/2$ then H_0 is accepted.

Interactive towards simple positive communication of class A2 children at BA Aisyiyah Dukuh. Analysis of the t test with gained score shows differences in number abilities If the probability $< 0.05/2$ then H_0 is rejected. From the Paired Sample Test table above, the probability value (Sig.) = 0.000 and the significance level value is $0.005/2 = 0.025$.

The results above show a t value = 51.430 with a significance of $p = 0.01$ which means that the hypothesis is accepted. In this case there is an influence of the use of video media using animation media. The t test with the pretest-posttest gained score itself has a significant difference through a t value of 51.430 and a significance of $p = 0.01 < 0.05$.

Research obtained by Dwi Angraini, et al. (2022) research results based on the calculation of the t test value of the t table for a significance level of 5% and 1%. Next, the interpretation of t_0 , then calculate df or $db = N-1 = 15 - 1 = 14$. df 14 contributes to the "t" value table both at a significance level of 5% and at a significance level of 1%. df of 14 at a 5% significance table of 2.145 at a significance level of 1% obtained at 2.977. By comparing the value of "t" obtained by the experimental group ($t_0 = 7.1192$) and the control group ($t_0 = 2.20484$) and "t" in the t table ($tt.ts5\% = 2.145$ and $tt.ts1\% = 2.977$) the experimental class obtained 7.1192 then to is greater than tt which is $2.145 < 7.1192 > 2.977$. The control class obtained 2.20484 then to is smaller than tt which is $2.145 < 2.20484 < 2.977$ meaning that audio visual media has an effect on the speaking ability of early childhood children.

In the journal Mufarikha (2022) it also states that children who develop good listening skills will affect their speaking skills. The research obtained by Wulandari dan Imania (2022) the application of singing, it can improve the lan-guage of early childhood in Sahabat Qur'an Kindergarten. In the research of Pita Wahyu Utami, et al (2024) showed acceptable

results, that learning English using video media can improve students' speaking skills. In addition, the use of this video media is also able to develop ideas and students' imagination in learning activities.

Research obtained by Yona and Merri (2023) showed that interactive learning video media can be used to improve the language skills of early childhood. Based on the research result by Amalia dan Suryana(2022) after being treated with letter card media, children at RA Ar-Rahmah Bukit Tinggi ex-perienced a significant improvement in children's language skills

According to Ramadanti, dkk (2021) strategies to improve reading skills in early childhood can be carried out using various methods: Educators bring an atmosphere of active and fun learning; designing a learning atmosphere (relax); there is music; concentrate various approaches according to VAK (visu-al, audio visual, kinesthetic); and pay attention to the child's condition (individu-al differences) when carrying out reading activities.

Conclusion

Based on the results of the research that has been done, that the use of interactive video media can be used to improve the simple positive communication skills of class A2 children at BA Aisyiyah Dukuh which is proven by the hypothesis test through the t-test obtained tcount = 51.430 and it is known that the Sig. value. (2-tailed) is 0.001 <0.05 then Ho is rejected and Ha is accepted, which means there is a significant influence between interactive videos can be used to improve the simple positive communication skills of class A2 children at BA Aisyiyah Dukuh. From the information obtained, it can be seen that there is an influence of interactive videos can be used to improve the simple positive communication skills of kindergarten A2 children at BA Aisyiyah Dukuh.

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