

Innovative Approaches in Early Childhood Education: Enhancing Receptive Language Skills Through Interactive Audiovisual Media

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ABSTRACT

This research is an R&D research which aims (1) to find out the description of the need for using audio-visual based learning media in improving Receptive Language skills in children (2) To find out the development of audio-visual based learning media in improving Receptive Language skills in children (3) To Knowing the validity, practicality and effectiveness of audio-visual based learning media in improving Receptive Language skills in children. This research design uses a 4-D model. Data collection techniques in this research were observation and questionnaires. The subjects in this research consisted of 3 teachers and 14 students. The results of the research show that: (1) an overview of the need for developing audio-visual based learning media in improving children's receptive language skills, which is really needed by teachers because audio-visual based learning media is considered very practical in improving children's receptive language skills, 2) Learning development plans The audio-visual-based design was designed, namely: Media and a guidebook for using the media, and 3) the level of validity of audio-visual-based learning media obtained an average result from two validators ini very valid category, and the level of practicality based on the teacher response questionnaire with very practical criteria. Meanwhile, in the effectiveness test of the media evaluation sheet questionnaire with very effective. criteria and analysis of the children's data obtained shows that H1 is accepted and H0 is rejected, so it is said that there is an influence of audio-visual media on children's receptive language.

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1. INTRODUCTION

Early Childhood Education (PAUD) has a fundamental role in shaping children's development in the future. The family, especially the parents, is the first and foremost educator for a child from birth. According to (Susanto, 2018), PAUD aims to facilitate the

growth and development of children as a whole, covering all aspects of their personality. Early childhood is often referred to as the "golden age" because in this period the development of children's intelligence takes place rapidly. (Harahap, 2018) explained that this period is a critical phase where almost all children's potential develops, making it a very valuable time. Children's language development begins by imitating meaningless sounds, then develops into the pronunciation of one syllable, two syllables, until they are able to form simple sentences. This process of learning a language occurs through imitation and repetition. (Wahyuni et al., 2021) emphasizes that childhood is a unique phase of life with the distinctive characteristics of each child, whether physical, psychological, social, emotional, or moral. Meanwhile, (Wu et al., 2020) highlight that learning for early childhood must be creatively designed to develop various aspects, including language, so that children can communicate with their surroundings.

According to Piaget, children's language development requires a linguistic transformation from active to passive, which depends on concrete thinking skills. (Elyana, 2017) stated that language learning is initially non-directed, but can be modified based on a media-based learning approach. Language is very important for early childhood because through language, children can understand the communication of the people around them. Yulia et al. (2023) added that good language skills in childhood are essential for communication, while Sari et al. (2021) emphasized that the quality of the language used by the people around the child greatly affects the child's language ability at a later stage of development.

Based on the various opinions above, language development is very important for early childhood because language facilitates children's communication and interaction with others. Receptive language is the ability of children to receive and understand the message conveyed. Fauziah (2015) stated that receptive language skills allow children to understand words, sentences, stories, and rules in class. Goldstein & Wetherby (1984) explained that normal receptive language development can be seen in children's responses to verbal messages and underlies effective communication functions. To develop receptive language in children, appropriate stimulation is needed. One effective approach is through audio-visual media-based learning. Based on observations at Padu Lino Central Kindergarten, it was found that out of 14 children, 7 of them had difficulties in receptive language. They have not been able to respond to conversations, execute commands, or re-convey the sentences they hear. According to teachers at Lino Kindergarten, the use of audio-visual media is still limited due to network constraints and lack of guidance to develop children's receptive language skills.

As a solution, audio-visual media can be used to improve receptive language skills. According to Prasko et al. (2016), audio-visual media plays an important role in providing stimulation that facilitates children's understanding and strengthens their memory. (Amalia, 2019; Anggraini et al., 2019; Jahja, 2011; Tatminingsih, 2022; Yudhana, 2009; Yulsyofriend et al., 2019; Zubaidah, 2004) also added that this media can stimulate children's thoughts, feelings, and attention. The use of videos and animations, as the simplest form of computer-based learning, can help visualize abstract material, minimize misconceptions, and help children gain new knowledge (Bastian et al., 2022; Wahyuni, 2017; Yunefri et al., 2023). In today's technological era, various audio-visual-based learning media, such as animated videos, have been widely used. Nur Hidayah & Nurhadija (2018) mentioned that this media attracts children's interest in listening to stories, while Hasiana et al. (2022) emphasize that interactive multimedia can increase children's interest in learning. The use of Canva as an audio-visual medium is increasingly popular in the learning process. According to Handayani (2020), the purpose of learning using audio visuals is to develop children's ability to recognize and respond to stimuli, while Suardi et al. (2019) stated that this media helps achieve learning goals through children's sight and hearing.

2. RESEARCH METHODS

Research design is a series arranged systematically or planned to carry out research activities in obtaining the data needed from various sources and reviewing them in detail from the facts found, then drawing conclusions. This study used quantitative research methods. According to (Sugiyono, 2013) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative data analysis, with the aim of testing hypotheses that have been set. According to (Hikmawati, 2020) the experimental method as a research method used to seek the effectiveness of certain treatments against others under controlled conditions. This research uses the research and development method. This research and development (R&D) uses the 4-D model research design. The subjects in this study are 14 students and 2 teachers.

Data collection uses observation and questionnaires. Before use, the instrument is first tested for validity and reliability. Validation is carried out by expert validation followed by field trials. Data analysis was carried out qualitatively and quantitatively.



Figure 1. Rsearch Flow

3. FINDINGS AND DISCUSSION

Broadly speaking, at this stage, an overview of the results of research on the development of audio-visual-based learning media in improving receptive language skills in early childhood will be presented, which consists of 3 (three) parts, namely:

Overview of the Need for the Use of Audio-Visual Based Learning Media in Improving Receptive Language Skills in Children Aged 5-6 Years

The needs analysis carried out was to see the phenomenon directly at the Central Kindergarten of Padu Lino, Bulukumba Regency, which aimed to find out the field conditions that were not in accordance with expectations. At this stage, the needs analysis is carried out through observation and questionnaires to teachers. Based on the results of initial observations, one of the ways teachers improve receptive language skills in children is by playing roles, telling stories and then answering the teacher's questions about the ceita that they hear. In addition, it can also be seen in the learning process that teachers use several media as teaching materials, but the use of media during learning does not use guidelines, the learning method used emphasizes more on giving worksheets to children and learning activities that are less varied.

Based on the results of the questionnaire filling survey distributed online in 4 institutions in Kajang District, they have the same obstacle, namely a lack of understanding of audio-visual learning and not having a guidebook. Therefore, more varied media that stimulates children's language stimulus and audio-visual-based learning media guidebooks are needed that can support the improvement of receptive language skills in early childhood.

The results of the recapitulation by teachers from the analysis of the level of need for audio-visual-based learning media in improving receptive language skills in early childhood can be seen in the table of analysis instruments for the level of need for audio-visual learning media development in improving receptive language skills in early childhood below:

Table 1 analysis of the level of need for audio-visual media development in improving early childhood receptive language skills

No	Question	Answer	
		Already	No
1	Do you use audio-visual learning media in the learning process to improve early childhood receptive language skills?	67%	33 %
2	Have you ever used technology to create interesting learning media to improve children's restrictive language skills?	25%	75%
3	Have you ever used multimedia interactive learning to improve Receptive language skills in early childhood?		100%
4.	Have you ever understood the application of interactive learning multimedia in improving Receptive language skills in early childhood?		100%
5	Do you need interactive learning multimedia to improve Receptive language skills in early childhood?	100%	
6	Have you ever used the Interactive Learning Multimedia guidebook to improve Receptive language skills in early childhood?		100%
7	Do you need a guidebook in the use of interactive learning multimedia to improve your skills Receptive language in early childhood?	100%	

Source : Results of the Questionnaire on the Level of Teacher Needs in 4 Institutions

The results of the recapitulation above aim to see the extent of teachers' needs for the development of audio-visual-based learning media in improving receptive language skills in children. Based on the results of the recapitulation, it can be concluded that teachers have not used appropriate learning media so teachers need appropriate and innovative media that can be used to improve receptive language skills in children and teachers guide the use of audio-visual-based learning media. Therefore, a guidebook was made for the use of audio-visual-based learning media in improving receptive language skills in children.

Overview of the Design of Audio-Visual Based Learning Media Development to Improve Early Childhood Receptive Language Skills

After conducting a needs analysis, the next stage is to design a product for the development of Audio Visual Learning Media (Interactive Learning Media), this analysis is carried out at the *design* stage. The description of the stages is as follows:

1. Drafting a plan

The design of the development of audio-visual-based learning media is designed in accordance with the learning achievements, themes, and learning objectives at the Padu Lino Central Kindergarten, Bulukumba Regency and prepares a guidebook for the use of learning multimedia is designed with the aim of being a reference and guide for teachers in the application of learning media according to the needs of the children's learning environment. In this Guidebook, the theoretical basis related to the application of multimedia defenders is presented; Interactive teaching, guidelines for the use of interactive learning multimedia, the main activities of teachers and students during the learning process.

2. Compiling Instruments

The preparation of the interactive Learning Multimedia development design has several aspects that have been prepared and will be assessed by 2 (two) expert validators. The design of the development of interactive learning multimedia media consists of several components, namely: (1) analysis of the needs of audio visual media (Multimedia Interactive Learning), (2) a guidebook for the use of audio visual media development (Multimedia Interactive Learning) in improving receptive language skills in early childhood, (3) teacher response questionnaires, (4) evaluation sheets for the development of Interactive Learning Multimedia to improve the ability to recognize letters in children (5) Receptive Language Skills of Students.

Overview of the Validity and Practicality of the Development of Audio Visual-based Defensive Media to Improve Receptive Language Skills of Children Aged 5-6 Years

1. Validity Test

The results of the validator's assessment of the instrument of using audio-visual-based learning media to improve the receptive language skills of 5-6 year olds and the teacher's response questionnaire can be seen in the recapitulation table below:

Table 2 Validity Test of Audio-Visual-based Defensive Media Development to Improve Receptive Language Skills of Children Aged 5-6

No	Assessment Aspects	Aver age	Information
1	Analysis of the Level of Needs Development of audio-based learning media to improve receptive language skills of children aged 5-6 years	3,60	Valid
2	Guidebook on the Use of Audio-Visual Based Learning Media to Improve Receptive Language Skills of Children Aged 5-6 Years	3,63	Valid
3	Teacher Response Questionnaire	3,87	Highly Valid

4	Evaluation of audio-visual-based learning media to improve receptive language skills of children aged 5-6 years	3,79	Highly valid
5	Student Assessment	3,80	Highly Valid
Average of each Aspect (Ai)		3,73	Valid

Source: Results of Data Analysis of Filling in the Validation Sheet by Early Childhood Education Experts

2. Practicality test

The analysis of media practicality is as follows:

Table 3 Practical Test for the Development of Audio-Visual-based Instructional Media to Improve Receptive Language Skills of Children Aged 5-6 Years

No	Question	Answer			Total	Percent
		G1	G2	G3		
1	Through Interactive Learning Multimedia, I am more active in improving children's receptive language skills with more varied media	3	4	4	3,67	91,67%
2	I am happy with the existence of Interactive Learning Multimedia for children of this age	4	4	4	4,00	100%
3	The development of interactive learning multimedia that is applied helps students improve their Receptive language skills	4	4	3	3,67	91,67%
4	Multimedia Learning to improve early childhood receptive language skills gives me new learning in teaching	4	4	4	4,00	100%
5	Through Interactive Learning Multimedia, I am more enthusiastic in applying it during the learning process	3	4	3	3,33	83,33%
6	Interactive Learning Multimedia is very suitable for early childhood	3	4	3	3,33	83,33%
7	Through Multimedia Interactive Learning can improve skills in early childhood	3	3	3	3,00	75,00%
8	Interactive Learning Multimedia developed in accordance with the characteristics of early childhood group B (5-6 years old)	3	4	4	3,67	91,67%
9	The development of Interactive Learning Multimedia can help children improve their knowledge	3	4	3	3,33	83,33%

No	Question	Answer			Total	Percent
		G1	G2	G3		
10	The development of Interactive Learning Multimedia in improving children's receptive language skills is very innovative, interactive and fun	4	4	3	3,67	91,67%
11	Through the use of Interactive Learning Multimedia, it is a learning for me to be more creative in managing learning media	4	4	4	4,00	100%
12	Interactive Learning Multimedia can increase students' enthusiasm and motivation to learn	4	3	3	3,33	83,33%
13	The use of Interactive Learning Multimedia makes it easier for me to assess whether or not the child's receptive language skills have	3	4	4	3,67	91,67%
Accumulation Presentation						89,74%

Source: Results of Data Analysis of Filling in the Validation Sheet by Early Childhood Education Experts

Based on the results of the analysis in the table above, a percentage result of 89.79% was obtained, with the criteria that have been set, it can be concluded that the guidebook on the use of audio-visual-based learning media (Interactive learning multimedia) to improve receptive language skills of children aged 5-6 years is included in the practical criteria with the category of strongly agreeing, namely in the range of $85\% \leq RG < 100\%$.

3. Effectiveness Test

After conducting a final assessment of receptive language skills, then an analysis of the level of effectiveness was carried out based on the teacher response questionnaire that had been filled out. This analysis aims to determine the effectiveness of visual audio-based learning media to improve receptive language skills in children aged 5-6 years. The results can be seen in the table below:

Table 4 Test of the Effectiveness of the Development of Audio-Visual-based Defensive Media to Improve Receptive Language Skills of Children Aged 5-6 Years

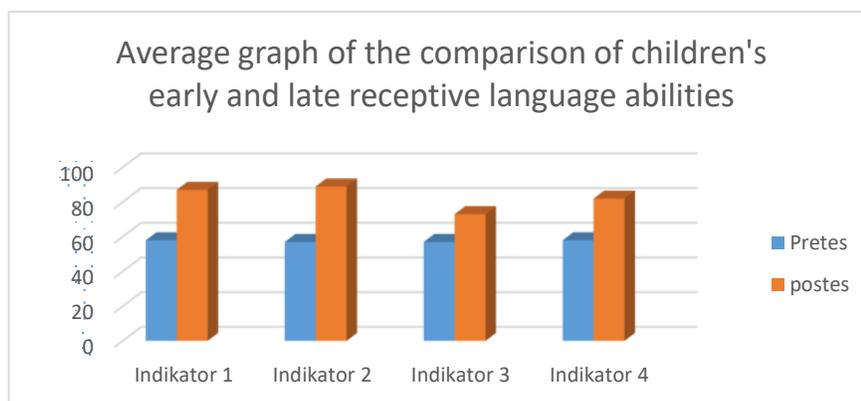
No	Question	Answer			Total Percent	
		G1	G2	G3		
1	After using Multimedia Interactive Learning in children, what do you think about the media in the development of children's receptive language skills	4	4	4	4.00	100%
2	After using Multimedia Interactive Learning in children, what do you think about the media in developing children's ability to convey back What has been heard/seen	4	4	4	4,00	100%
3	After using Multimedia Interactive Learning in children, what do you think about the media in developing children's ability to respond to people's conversations? Other	3	4	4	3,67	91,67%
4	After using Multimedia Interactive Learning in children, what do you think about the media in developing children's abilities to determine what spoken by others	4	4	4	4.00	100%%
5	After using Multimedia Interactive Learning on children, what do you think about the media in developing children's ability to answer. Simple Questions	3	4	3	3,33	83,33%
Percentage Accumulation					95,0%	

Sumber : Instrumen lembar evaluasi Angket Respon Guru (ARG)

Based on table 4.12 of the results of the evaluation data analysis of the development of audio-visual-based learning media (Multimedia Interactive learning) in the table above, a percentage result of 95.0% was obtained, with the criteria that have been set, it can be concluded that the development of audio-visual-based learning media is obtained in a very effective category to be used, namely in the value range of $85\% \leq RG < 100\%$

Early childhood receptive language ability

Data The results of the observation were obtained based on the results of the implementation of *pretests* and *posttests* which were carried out at the beginning and end of the activities after the application of Multimedia Media Interactive Learning Analysis of children's receptive language skills is described as follows:



Source : Analysis of initial and final data on receptive language ability

Based on the data in graph 4.3 above, it is known that the observation results are a comparison of the results of children's receptive language skills before and after the implementation of interactive learning multimedia. Where the results of the study show that indicator 1 from the percentage of 58% increased to 87%. Then for indicator 3 from the percentage of 57% increased to 73%. Furthermore, in indicator 4 from the 58% percentage, it increased to 82%.

Based on the results of the data analysis that has been carried out, the results of the research are then discussed by referring to several aspects that are discussed in this study, including knowing the overview of the analysis of the need for the development of audio-visual-based learning media to increase the ability of children aged 5-6 years, the Design of the Development of audio-visual-based learning media to increase the ability of children aged 5-6 years and feasibility test (validity test, practicality test and effectiveness test) development of audio-visual-based learning media to improve the ability of receptive teaching for children aged 5-6 years.

Overview of the Needs for the Use of Audio-visual-based Learning Media Development to Improve Receptive Language Skills of Children Aged 5-6 Years

Discussion of the need for the use of audio-visual-based learning media development to improve receptive language skills of children aged 5-6 years, based on the results of observations in the field that the lack of variety of media used in learning affects children's developmental abilities not to develop optimally. In addition, the results of the analysis of the need level instrument show that teachers need media that is developed creatively and innovatively.

Then the analysis of the needs of the development of audio-visual-based learning media analyzes the needs needed in the development of audio-visual-based learning media in improving receptive language skills in children (Allen & Cowdery, 2012; Chen & Chan, 2019; Nurani, 2022). In this case, the results of the analysis of the need level instrument were obtained which showed that there was a very high need by teachers in the development of audio-visual-based learning media.

The development of audio-visual-based learning media with high needs has resulted in a product, namely a user manual that can be used by teachers as a guide in carrying out learning using audio-visual-based learning media development. which can support the improvement of receptive language skills in early childhood. Based on the results of the recapitulation of the needs instrument, it can be concluded that teachers need appropriate and innovative learning media that can be used to improve children's receptive language

skills. This is in line with what was stated by (Izzo & Bauer, 2013; Nurginayah et al., 2022; Puspitarini & Hanif, 2019; Trisna & Jismulatif, 2022) about the benefits of learning media, namely 1) Learning will attract more children's attention so that it can foster learning motivation, 2) Learning materials will have a clearer meaning so that they can be more understood by the child so that it allows him to master and achieve learning goals, 3) Teaching methods will be more varied, not solely verbal communication through the teacher's speaking of words so that the child does not get bored, 4) Children can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating and others

Overview of the Development Design of audio-visual based learning media in improving receptive language skills of children aged 5-6 years, The description of the development design carried out in improving receptive language skills in early childhood, is advanced in several stages, namely by formulating a needs analysis, compiling a design for the development of audio-visual-based learning media (Multimedia Interactive Learning) in improving receptive language skills in early childhood and developing a handbook for the use of interactive learning multimedia (Dewi et al., n.d.; Harahap, 2018; Wahyuni et al., 2023).

In the validity test that has been carried out, a result of 3.73 with the category of Very Valid (SV) was obtained. After the trial stage, the next step is to conduct a practicality and effectiveness test. At the practicality analysis stage, the results of the percentage analysis of the practicality of the teacher response questionnaire (ARG) were obtained which obtained a result of 89.74 with the category of strongly agreeing (S). Meanwhile, at the effectiveness analysis stage, it is carried out based on the analysis of the child's final ability.

From the results of the data recapitulation, it can be stated that the description of the final ability of early childhood receptive language skills in the central kindergarten of padu lino in Bulukumba regency has increased, it is seen that the average child has been in the category of Very Good (4) and Developing as expected (BSH) and there are no more children in the category of Less (1). In addition, an effectiveness analysis was also carried out using a teacher response questionnaire (ARG) where the results were obtained with the Very Effective (SE) category to be used. So it can be stated that learning media is based on audio visuals to improve early childhood receptive language skills.

Research conducted by (Boyd, 2020; Pulungan, 2021) In developing children's language skills using video-based learning media, teachers invite children to listen to learning videos, ensure that children are ready to listen to video shows, and evaluate learning. Therefore, children's language skills go according to expectations and achieve the level of child development

Another study conducted by Harahap (2018) concluded that improving children's language skills shows that learning using audio-visual media is more effective in improving children's language. In addition, teaching methods will be more varied, not solely verbal communication through speaking words by teachers so that students do not get bored and teachers do not run out of energy.

4. CONCLUSION

The results of the need for audio-visual-based learning media to improve receptive language skills are needed in the process of learning activities. With the development of this learning media, it can increase teachers' insight in providing innovative and creative learning, fun for students so as to support the increase in developmental aspects in children, especially in children's receptive language. As for the overview of the development design carried out in improving receptive language skills in early childhood, the researcher developed audio-visual-based learning by carrying out several stages, namely developing an audio-visual-based learning media development design (Interactive Learning Multimedia) in improving receptive language skills in early childhood, compiling needs level analysis instruments, user

guidebook instruments, Teacher Response Questionnaire Instrument. In the validity test that has been carried out, a result of 3.73 with the category of Very Valid (SV) was obtained. After the trial stage, the next step is to conduct a practicality and effectiveness test. At the practicality analysis stage, the results of the percentage analysis of the practicality of the teacher response questionnaire (ARG) were obtained which resulted in 89.74 with the category of strongly agreeing (S). Meanwhile, at the effectiveness analysis stage, it is carried out based on the analysis of the child's final ability. For teachers, the use of audio-visual-based learning media requires a lot of tools in order to maximize its implementation, so it needs better time management by teachers. For educational institutions, it is hoped that various learning tools can support the implementation of audio-visual-based learning media so that children are more enthusiastic in participating in these activities. For other authors, it can be one of the references in conducting research and getting new information about audio-visual-based learning media to improve the receptive language skills of children aged 5-6 years old

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