



DEVELOPMENT OF ANIMATION-BASED VIDEO MEDIA DIGITAL LITERACY STIMULATES THE LANGUAGE ABILITY OF EARLY CHILDREN

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Abstract:

This study aims to analyze and understand the Development of Digital Literacy Based Animation Video Media to Stimulate Language Ability in Early Childhood. This study uses the Research and Development development model. Data analysis techniques consist of validation data analysis, practicality data analysis, attractiveness data analysis, and data analysis on the effectiveness of animated video products. The results of the percentage validity of the media, the results of individual trials, the results of small group trials and the results of large group trials were included in the very practical, interesting and effective categories. Based on the results of the validity of material experts, media experts, linguists and instruments that have been filled in to determine the level of practicality, attractiveness and effectiveness, digital literacy-based animated video media is appropriate and appropriate for use in the process of learning activities to stimulate language skills in early childhood.

Keywords: *Animation Videos, Digital Literacy, Language Skills, Early Childhood*

INTRODUCTION

It is recorded in the history of human civilization that an advanced nation is not the result of its natural wealth. Still, a nation that wants to progress and be significant is a nation that updates its knowledge with the times. In the 21st century, through comprehensive education involving relevant stakeholders, Indonesia includes all elements in education, starting from parents, family, schools, environment and society. This is done because Indonesia, as a great nation, must develop the six basic literacy agreed upon by the World Economic Forum in 2015, which include literacy, numeracy, scientific literacy, digital literacy, financial literacy, cultural literacy and citizenship.

Literacy ability is needed in the world of early childhood education because it is an essential basis for children to develop proficiency in all aspects of further learning. This literacy development can be done by providing a variety of exciting books as reading material for children. Reading material that is interesting and appropriate for the child's age will foster an interest in reading and writing by itself.

Since 2016 the Ministry of Education and Culture has been activating the National Literacy Movement (GLN) as part of the Implementation of the Minister of Education and Culture Regulation Number 23 of 2015 Concerning the Growth of Character. GLN activities are carried out by the Ministry of Education and Culture and involve all literacy activists, academics, professional organizations, and other institutions with the hope that GLN can foster a culture of literacy not only in adolescents and adults but starting and getting used to it from an early age. However, the activities of the National Literacy Movement, which can usually be carried out together in open areas such as in school yards, gardens and libraries, are finally unreachable due to the Covid 19 pandemic. As a result, teachers need help conveying material to children due to a lack of communication; the limited tools and materials used are limited, and they are unable

to provide teaching materials directly, so that children quickly get bored and bored. Not infrequently, the materials and media tools used differ from early childhood interests and needs.

This is what causes children to get bored quickly, less active and less creative because there is no initial inspiration before carrying out activities. Distance learning, lack of communication with teachers, limited material tools and learning media that are owned at home cause children not to understand the material delivered by the teacher. Schools receive demands from students' parents to continue learning and actively carry out activities with children. Because many parents feel disadvantaged when learning is limited because few parents still fulfil the obligation to pay off school administration fees when face-to-face meetings are small. In addition, parents' lack of knowledge causes them to want children to be able to take part in learning in a playful and fun way, which requires learning tools, materials and media.

Based on this background, the researchers developed an animated video product that was used in early childhood at At-Taqwa Bondowoso Kindergarten. Using animated videos filled with cartoon images and animations, it is hoped that children's communication with teachers can be stimulated to improve their language skills based on digital literacy.

Predecessor researcher Luthfia Karimah, et al., (2020), in *The Development of Bolokuncoro Interactive Learning Multimedia for Language Literacy of Children Aged 5-6 Years Old*, said that the cause of children's lack of interest in literacy is the teacher's lack of creativity in developing interactive learning media. Furthermore, Elina Intan Apriliani, et al., (2021) said in her journal that *Improving Early Childhood Language Politeness Through Interactive Learning Media Javanese Culture* has increased because of their interest in seeing, listening to and using learning videos. Children's intelligence and sensitivity levels when using IT increases because their interest in media makes it easy to understand using buttons and symbols on laptops. This also makes it easier for teachers to convey aspects of language development, both receptive and expressive, according to Nurul Khosyamsiatun Ni'mah, et al., (2020) in his journal *Efforts to Improve Language Development Using Learning Video Media for Children Aged 5-6 Years at Dharma Wanita Kindergarten Karang Sari*. While Md. Baharul Islam, et al., (2014) said in their journal *Interactive Digital Learning for Kindergarten Students in Bangladesh* that one of the essential things in improving the quality of education is to use interactive digital media so that children have new knowledge and skills when using it.

Based on the background of the problems above, animated videos based on digital literacy are expected to make it easy for children to carry out learning activities to stimulate early childhood language skills.

RESEARCH METHODS

This study uses the Research and Development method, which is a research method that produces certain products and designs to test the effectiveness of these products (Sugiyono, 2009:407). Using the model, detailed development research will look clear and straightforward. According to Seels and Glasgow 1998 in (Setyosari, 2013: 291), a model is a presentation, demonstration and re-presentation of a product verbally or visually to carry out forms, concepts and designs in the learning area. The model used is a systems approach model designed and developed by (Dick & Carey 2005) by explaining the procedural research steps from start to finish to produce a particular product. The product developed in this research is the development of digital literacy-based animated video media to stimulate language skills in early childhood. The following is a component chart of the Dick & Carey learning system.

This study uses the R & D method in Borg and Gall, which adopts the Dick and Carey model and for the development of learning media with the development of multimedia based on the Software life cycle model from Parekh. The product developed in this study is the Android-based ABaCa digital game teaching media. As explained above, this study used a mixed methods approach with three main methods, namely descriptive, developmental, and experimental methods. The illustrative method is used

to collect initial data in the analysis of needs and objective conditions, namely collecting data on the learning media that have been used compared to the learning media that will be developed, the requirements of users, students, teachers and schools, as well as the inhibiting and supporting factors for the development of learning media. The development method validates multimedia, material, and knowledge design experts in developing and understanding media. Before the learning media is used, experts will validate the learning media design to get a perfect and reliable design. Whereas in experimental research, it is used to determine the effectiveness of smallscale tests to ensure the functioning of the developed learning media.

RESULTS AND DISCUSSION

The development of the pesantren's SPMI refers to the 2020 Education Unit Accreditation

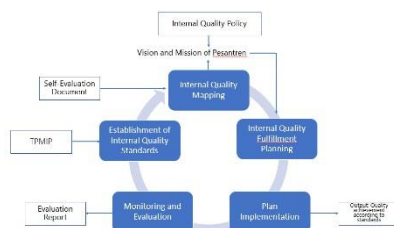


Figure 1. SPMIP stages

Table 1. Indicators of Islamic Boarding School Quality Standards

Indicator	Dimension
Graduate Quality	Religious behavior
1.	2. Discipline behavior of students
	3. The soul of balance
Learning process 1. Actively involve students in learning Quality of the 1.	Quality of
Asatidz Board	

CONCLUSION

Based on the results of research and development of the Islamic

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