



Improving Children's Pre Reading Ability through Smartphone Based Learning Video Media in RA Mutiara Ambon

Erna Budiarti¹, Jamiatun², Nurhidayati Udjir³, Rohana⁴, Titin Rahayu⁵

¹ (Universitas Panca Sakti Bekasi)

² (TK Al Fatah)

³ (RA Iftitah Al Ikhlas)

⁴ (RA Mutiara)

⁵ (TK Yasmida 1)

* Corresponding Author. E-mail: bbbudiarti@gmail.com

Receive: 12/08/2022

Accepted: 22/09/2022

Published: 01/10/2022

Abstrak

Kajian ini diadakan dengan tujuan untuk meningkatkan kemampuan Pra Baca Anak RA Mutiara Waeheru Ambon pada Tahun Pelajaran 2022/2023 melalui media video pembelajaran *smartphone*. Metode penelitian yang dilakukan dalam penelitian ini adalah penelitian kualitatif berupa survei dengan melakukan observasi terhadap anak dan lingkungan sekitar, berinteraksi dengan mereka dengan menghasilkan penemuan-penemuan yang tidak dapat diperoleh dengan menggunakan prosedur statistik atau cara pengukuran lainnya. Kajian kualitatif ini juga dapat diartikan sebagai suatu prosedur penelitian yang menghasilkan data deskriptif tuturan, tulisan atau tingkah laku anak selama observasi. *Smartphone* merupakan salah satu media yang sangat menyita perhatian serta waktu anak-anak untuk menggunakannya. Bagaimana *Smartphone* ini bisa meningkatkan kemampuan anak usia dini dalam pra baca. Dengan demikian lingkungan belajar akan menjadi nyaman, menarik dan menyenangkan sehingga terwujud pembelajaran yang aktif, kolaboratif dan mandiri serta mandiri dalam belajar. Penelitian ini bertujuan untuk mengetahui sejauh mana pembelajaran video *smartphone* gratis dapat meningkatkan kemampuan membaca awal anak di RA Mutiara Waeheru Ambon. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Teknik pengumpulan data dilakukan dengan metode observasi, wawancara dan dokumen pendukung lainnya. Analisis data menggunakan analisis deskriptif kualitatif dengan model Miles dan Huberman, Penggunaan video pembelajaran berbasis *smartphone* dapat meningkatkan kemampuan membaca awal anak.

Kata Kunci: Kemampuan Pra Membaca, Video pembelajaran, *Smartphone*

Abstract

Study this held with destination to increase ability Pre Read Child at RA Mutiara Waeheru Ambon on Year lesson 2022/2023 through *smartphone* learning video media. Method research conducted in study this is studying qualitative in the form of a survey with To do an observation of child and the environment around them, interact with they with produce discoveries that do not could obtained with use statistical procedures or other ways of measurement. Study qualitative this also can be interpreted as a procedure research that produces descriptive data speech, writing or behavior child During observation. *Smartphones* are wrong a very medium snatch attention as well as time children for use it How is this *Smartphone* could increase ability child age early in pre-read. In thereby environment studying will Becomes comfortable, attractive and pleasant so that learning is active, collaborative and independent as well as independent in study materialized. Study this aim for knowing so far where is the learning video *smartphone* free can increase ability pre-read child at RA Mutiara Waeheru Ambon. The method used in the study this is method qualitative. Technique data collection is carried out with method observation, interviews and other supporting documents. Data analysis using analysis descriptive qualitative with Miles models and Huberman, Use of instructional videos based *smartphones* can increase the ability, pre-read child.

Keywords: Ability Pre-Reading, Learn Videos, *Smartphones*

Introduction

Early childhood is the basis or foundation that must be developed because this period is a period that has a very rapid development process for all of its development which includes both physical and spiritual to become a complete human being. Developments at this time are very influential on the future to be achieved and have a long period as well as the basic foundation for its survival. Through the right educational institutions, children's character will be well developed, one of which is Early Childhood Education (PAUD) to provides

appropriate services for learning and playing with peers and people around them (Djuko R, 2021).

The introduction of readiness to know letters or what is called pre-literacy in playing at the early childhood education level is very important. Introducing early literacy will be the foundation that will bring children to their ability to realize dreams and fantasies to imagine and hone talents in preparation for reading and writing. The child's prefix in recognizing letters or pre-reading will provide facilities that will make it easy to understand the action or in learning in taking the next level of education. (Rahayu R, Mustaji., Bachri

S. B, 2022). The initial stage of reading in children is where the child begins to imitate letter designations, and distinguishes the types of how to pronounce them to compose a word because beginner reading activities play a very important role in helping the growth of other skills possessed by children.

Reading and writing can be taught in kindergarten if the basic principles of kindergarten education, such as playgrounds, socialization, and the development of various more substantial preschool abilities, such as inculcating religious and moral ideals and developing physical-motor, cognitive, linguistic, and academic abilities, adhered to.

Because it helps students better understand the abstract concepts presented in textbooks and other instructional materials, the media's role as an intermediary in education is very significant. Lesson plans and content can be made less intimidating for students by using media, which teachers can use to their advantage. Teachers who find it difficult to explain their lessons verbally can get help from the media (through words). There's nothing to observe, nothing too expensive or risky to bring to class, and nothing to touch. According to Kustandi (2011), the implementation of learning media in educational settings can have positive and negative psychological effects on children. Some of these effects include the development of new demands and interests,

The pre-reading skills of students at RA Mutiara Waeheru Ambon are currently below what is expected of them because a large number of students lack interest in reading activities. The lack of variety of media available to teachers, inadequate facilities and infrastructure, and continued reliance on approaches that rely on the teacher as the primary educator are all contributing factors to the problem.

Children's pre-reading skills should not be difficult to master, hence it is the teacher's responsibility to devise solutions. In addition, it is important to make efforts to strengthen the duties and responsibilities that the instructor has in the classroom. This is important because the effectiveness of the quality of education can be increased if it is supported by an increase in the quality of carrying out learning activities. Improving the quality of carrying out learning activities can be done by learning through various media, including multimedia-based learning which can be done using a smartphone.

With the development of current technology, smartphones are very popular and cultivated by all walks of life, where many have many features that function, including for games, video calls, even for doing office work, or as a medium for teacher learning. Previously, this cellphone could only be used for making calls and sending messages. just. (Buntoro, Astuti, Ariyadi, 2021). Learning through smartphones can increase creativity and become an interesting source of learning for early childhood because the teacher's impression still plays an important role as an early childhood idol. For this reason, the learning created by the teacher through the smartphone feature is more impressive and very suitable for increasing children's interest in recognizing letters and early reading. (Hidayat, Nyrfadilah., Khoerussaadah., Fauziyyah, 2021).

According to Prasetyo, Fachrurudji., Abivian, (2021), the use of digital media, especially smartphones as educators, must pay attention to the following:

1. Use to communicate with other people
2. Convey the news to people who are reliable in the destination
3. Understand the meaning of reading easier and clearer.
4. Build a positive attitude towards the message received
5. Respect the values that exist in the community around us
6. Can solve the problems at hand
7. Providing broad insight or the benefits of knowledge that brings benefits
8. Develop better creativity to achieve success
9. Being a window of knowledge, growing intelligence and adding to the skills we have.
10. Delivering a better future.

Based on the results of observations, the pre-reading ability at RA Mutiara Waeheru Ambon was still not successful, marked by many class B children who were still unable to remember vowel and consonant symbols found in their surroundings, name objects with the same initial sound, mentioning words that have the same initial letter (clothes, ducks, books, etc.), linking pictures/objects with words, reading pictures that have simple words/sentences,

One of the appropriate stimulations carried out by RA Mutiara Waiheru Ambon teacher to improve pre-reading skills is to use smartphone-based learning videos. It is hoped that by using smartphone-based video learning media children will be more interested in pre-reading learning. so that the target expected by the teacher is achieved.

Based on the description above, encouraged us to conduct further research on "Improving Children's Pre-Reading Ability Through Smartphone-Based Learning Video Media at RA Mutiara Ambon".

Method

The method applied in this study is a qualitative research method which is a grouping method in a core that involves an approach to obtaining the meaning of the subject matter of a study through data collection methods in the form of observation in the form of observing or seeing and recording an event (meaning), interviews namely to obtain in-depth information about special meanings, feelings, thoughts, attitudes (behaviors) and documentation in the form of writing, photos and videos (Gumilang S., G, 2016).

The purpose of qualitative descriptive research is to describe and describe existing phenomena, including natural and man-made events, with special emphasis on characteristics, attributes, and the interrelationships between various activities. Instead of offering treatment, manipulation, or other changes to the variables being studied, descriptive research only presents conditions in the current state. The research itself was the only treatment offered and was conducted using three different methods: observation, interviews and documentation.

This study analyzes the use of instructional videos to improve beginning reading skills. children 5-6 years. Focused on the introduction of vowels and consonants as well as the introduction of initial syllables. The research was conducted at RA Mutiara Ambon. The research was conducted in October 2022. The subjects in this study were children in group B2, totaling 20 people, consisting of 12 boys and 18 girls, with 2 educators.

Data collection techniques in this study by (a) observation (b) interviews and (c) documentation. Observation is a data collection technique by observing directly. Observations were made on students to obtain children's data related to early reading skills in children. Observation or observation according to Wina Sanjaya (2009: 86) is a technique of collecting data by observing every ongoing event and recording it with an observation tool about things to be observed or studied. Observations were made to collect data about the process of learning activities, class atmosphere, and the state of the classroom environment during the learning process.

The process of providing documents through the utilization of correct evidence from documented

sources of information such as books and essays/writings is referred to as documentation. Documentation can be in the form of writing, pictures, or videos that are captured by other people and applied as data or as observations. The documentation method applied in this research project is photographs of children's work, which can reflect children's progress in early reading skills after watching instructional films.

The process of searching for and methodically compiling data from the findings of data collection is what is known as data analysis. In this particular study, qualitative data analysis methods were applied to gather information. Data collection, data reduction, data presentation, and concluding are the four components that make up qualitative data analysis, as proposed by Miles and Huberman (1989: 21). (Sugiyono, 2020).

The process of selecting, reducing, abstracting, and modifying data derived from field notes is referred to as "data reduction". A form of analysis known as data reduction condenses, classifies, directs, and discards data that is no longer needed and organizes data in such a way that conclusions can be drawn and verified. Presentation of data is the presentation of information findings that have been organized in such a way that it is easy to conclude.

The validity of the data in this study was carried out using triangulation. According to Paton quoted by Moleong (2010: 330) triangulation with sources means comparing data and checking back the degree of trust in information obtained through different times and tools in qualitative research.

Results and Discussion

The research was carried out to improve the ability to read the beginning. children 5–6 years old using smartphone-based learning videos.

The use of smartphone-based learning videos in learning at RA Mutiara Ambon is integrated with learning activities. Based on the results of observations, it turns out that learning activities at RA Mutiara Ambon use the learning center model. The curriculum that is applied is the 2013 curriculum and the Raudhataul Atfhal Curriculum by the Decree of the Director General of Islamic Education, Ministry of Religion Number 792 of 2019.

Learning at RA Mutiara Ambon uses themes that are adapted to the circumstances of the child's immediate environment and according to the child's basic needs, with the hope that the child will better understand the condition of the surrounding environment. The use of smartphone-based learning

video media at RA Mutiara Ambon is a new alternative method in pre-reading learning for children. Currently, there are many methods of learning to read for early childhood but the method seems to be forced on children who are not following the guidelines for learning in Kindergarten and the stages of child development.

Pre-reading learning activities using smartphone-based learning video media include recognizing letters of the alphabet, recognizing the sound of the initial letters of the names of objects around them, recognizing vowels and consonants, recognizing words that have the same initial two syllables, and mentioning groups of images that have sounds. the same letters, mentioning the symbols of known letters, matching the same letters.

Before starting the actual learning process, the instructor explains the overall concept of the lesson and discusses the goals to be achieved with the information to be presented. The instructor presents classes with video content that can be viewed on smartphones. Before the teacher presents the topics covered in the film, children are given a narrative to read and are expected to fully appreciate the content. The use of educational video media gives the impression that students are happy and eager to pay attention to the teacher's explanation.

When it is time for students to practice what students have learned from instructional films, the instructor will divide students into small groups and ask students to work on the activities that have been given to students. In addition, researchers used observation sheets in the form of checklists to monitor instructors during various learning activities. It has been observed that children appear to have a greater level of enthusiasm for learning to read when students begin the process by utilizing learning video materials. The fact that children are interested in the information presented in educational films arouses students' interest in acquiring new knowledge and encourages students to pay more attention. Children who take part in activities that prepare students for reading are more attentive as a whole. This is seen from the attention shown by children to the information presented in educational films. This is also evident when the instructor asks students to identify the letters or words shown in the video.

The next thing you should do is practice the many activities featured in the film. The class is divided into several groups by the instructor. Each student participates in activities that have been planned and prepared by the instructor, as well as any activities that have been performed. When

students have reached this point in the process, the instructor will continue to present several examples of how to sound letters and words, and students will imitate what the instructor is saying. This is done traditionally because it is effective and efficient. The level of enthusiasm, sincerity, and cooperation shown by young people reveals the impact of video media accessed via smartphones on the development of students as pre-reading.

Based on the findings of observations regarding the implementation of early pre-reading skills learning and the impact of stimulation given to children, there is growth in children's pre-reading skills. This was found after looking at the findings of observations regarding the implementation of early pre-reading skills learning. Pre-reading skills that are expected include signs such as mentioning vowel and consonant symbols that are familiar to children, identifying pictures with words, reading pictures with words, and reading the names of students themselves. In addition, children are expected to be able to read the names of their students.

Reading is a skill that children have with language. Early reading is when a child can read pictures, name letters, and recognize words when students are still in elementary school. Beginning reading in the early days of life is the stage where children learn to recognize letters or sound symbols and voice them, according to Suhartono (2005, pp.191-192). This is a period that occurs in early childhood.

From the results of observations and interviews, it is known how teachers develop children's pre-reading abilities through smartphone-based learning video media in the following way:

1. Choose the theme to be achieved according to the existing program
2. Provide learning video media according to the theme to be achieved
3. The teacher displays smartphone-based video media to the children
4. The teacher gives directions and explanations before the child does pre-reading activities
5. Repeating material or recalling from reading pre-reading activities
6. Evaluate pre-reading activities

Based on the results of observations in developing pre-reading abilities, the teacher at RA Mutiara Waeharu Ambon, since learning began, was fun so that children were interested in learning. Learning by using learning video media is very interesting for children and can improve children's

pre-reading abilities, namely using. Through the use of learning videos, efforts are made to boost children's motivation in participating in early reading activities, with the ultimate goal of increasing children's intellectual capacity. According to Rita Eka Izzaty, the development of children's language skills continues until early infancy. This is because children at this age are already able to understand communication both in spoken and written forms. At this time, the child's vocabulary is increasingly varied,

The following are actions taken by the instructor, based on his observations, to improve students' pre-reading skills: (1) The teacher demonstrates how to carry out traditional activities, which include mentioning vowel and consonant sounds, mentioning the initial letter of an object, matching letters, finding names and write the names of the students themselves, read the pictures and say the letters. (2) The instructor divides the children into several groups, each group consisting of five children. (3) The students practice forming the letters of the students by writing the names of the students.

Conclusion

The utilization of instructional media in the form of smartphone-based videos at RA Mutiara can improve children's pre-reading abilities. So that it can be used as a fun and enjoyable learning method for children. At the same time making teachers more creative and able to innovate in making learning videos.

Reference

- Buntoro A. G., Astutik. P. I., Ariyadi D, 2021. *Rancangan Bangun Aplikasi Belajar Membaca Dengan Gambar Animasi Berbasis Android*. Jurnal Informatika Polinema 7 (3), 29-34 – jip.polinema.ac.id
- Djuko R, 2021. *Meningkatkan Minat Membaca Pada Anak Usia Dini Melalui Metode Bercerita Dengan Gambar Di PAUD Andidni Kelurahan Bulotadao Timur Kecamatan Sipatana Kota Gorontalo*. Jurnal Pendidikan Masyarakat Dan Pengabdian – ejurnal.pps.ung.ac.id
- Fauziah N, Hidayat T, M, 2022. *Efektifitas Penggunaan Aplikasi Belajar “Ayo Belajar Membaca” dan “Marbel Membaca” Pada Siswa Sekolah Dasar*. Jurnal Basicedu – <https://doi.org/10.31004/basicedu.v6i3.2944>
- Gumilang S., G, 2016. *Metode Penelitian Kualitatif Dalam Bidang Bimbingan Dan Konseling*. Jurnal Vokus Konseling Volume 2 No.2 Hlm. 144-149. <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/fokus>
- Hidayat H, Nurfadilah A., Khoerussaadah E., Fauziyyah N, 2021. *Meningkatkan Kreativitas Guru Dalam Pembelajaran anak Usia Dini Di Era Digital*. Jurnal Pendidikan Anak – <https://journal.uny.ac.id/index.php/jpa>
- Prasetyo A. R, Fachrudji., Abivian M, 2021. *Peran Penggunaan Smartphon Terhadap Minat Baca Di SDN Lajer I*. Edutary-Edutary Of Elementary School Volume 1
- Rahayu R, Mustaji., Bachri S. B, 2022. *Media Pembelajaran Berbasis Aplikasi Android Dalam Meningkatkan Keaksaraan*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
- Susipah, Aceng Hasani, Luluk Asmawati, 2016. *Kemampuan Membaca Permulaan Melalui Pemanfaatan Compact Disk (CD) Interaktif dan Minat Belajar Anak TK*
- Moleong, Lexy, 2010. *Metodologi Penelitian Kualitatif*, PT. Remaja Rekda Karya: Bandung.
- Kustandi, C. & Sutjipto,B.2011. *Media Pembelajaran: Manual dan digital*. Bogor: Ghalia Indonesia
- Nurbiana Dhieni, dkk, 2019, *Metode Pengembangan Bahasa*, Universitas Terbuka: Tangerang Selatan -Banten
- Sugiyani ayu Pangestu, Tri Linggo Wati, *Menggunakan Media Audio Visul Untuk Meningkatkan Kemampuan Pemahaman Membaca*, Jurnal
- Pusat Data dan Teknologi Informasi Kementrian Pendidikan dan Kebudayaan, 2021, Modul 7. *Mengoperasikan Perangkat TIK(Gawai Berbasis android) Untuk Pembelajaran*, Rumah Belajar: Jakarta
- Peraturan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia No. 7 Tahun 2022 *Tentang Standar Isi Pada Pendidikan Anak Usia Dini, Jalur Pendidikan Dasar, dan Jenjang Pendidikan Menengah*: Jakarta