

DEVELOPMENT OF HAPPY READING INTERACTIVE MEDIA TO STIMULATE THE PRE ABILITY TO READ CHILDREN AGED 5-6 YEARS

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Abstract: The purpose of this media research and development is to produce interesting, effective, and efficient learning media. The method used in developing interactive media is happy reading, that is, research and development that refers to the development model of Borg & Gall. In this development, using three stages, namely the validation of learning experts and media experts, small group testing, and testing of large groups of group B. The instruments of data collection used are qualitative and quantitative. The results of the products developed are CDs.

Keywords: interactive media, *happy reading*, pre-reading

INTRODUCTION

Language development is a symbol system, verbally, written, and using gestures (waving, frowning, trembling with fear), which allows us to communicate with each other (Allen & Marotz, 2010:30). According to (Patmonodewo, 2008:29) languages that are receptive (understanding) and expressive (producing). Receptive language such as listening and reading that shows a child's ability to understand and apply to communication aimed at the child. Expressive language, such as speech and writing, shows the creation of languages that are communicated to others. Language learning is crucial for children before six years, therefore kindergarten is an essential vehicle in developing children's language. Like Palupi (2015), it is hoped that the teacher will be able to know the child's developmental needs and how to stimulate them according to the child's age. (Susanto, 2011:74).

In conclusion, language is one aspect of development that must be stimulated to children first so that children can recognize symbols gradually. After the children know certain words or symbols, then the child will be easy to accept and understand the meaning of messages from the surrounding environment as commands, questions, or requests. Triyono (2012:134) states that someone conveys and captures the meaning of ideas or ideas through language.

One aspect of language development is reading. Reading is essential in the lives of all people, because every aspect of life also involves reading activities that make people not outdated with many changes in the era of globalization. Humans obtain knowledge or information through

reading from books and the internet. Reading also makes people get enlightened and also adds inspiration that can enhance human creativity itself, and therefore it is necessary to foster interest in reading from an early age. Parents can stimulate by reading stories to children because children like to follow what parents do, and this can be an opportunity to develop children's reading interest. Kartini et al. (2013:26) that the age of childhood is a golden age (golden age) that is "a sensitive period" that only comes once, a time that demands the development of children optimally developed.

Children who are still in school in kindergarten use the principles of play and learning so that children do not get bored quickly and are more enthusiastic about learning to read. Playing and learning make children enthusiastic about participating in learning. One way to increase children's enthusiasm is to use learning media that are interesting and creative. Using the wrong learning media is not a developing ability but an emphasis that requires children to develop these abilities. Prasetyono (2008:61) said that in addition to reading material used as a means of growing interest in reading is through games. Of course, this type of game has undergone modifications that aim not only to play but can also to facilitate children's reading skills. According to Fitriya (2014), in the pre-reading stage, children are taught to recognize letters of the alphabet A-Z then combine into syllables to make it easier for children to start reading after those children are taught to read syllables into a word and introduce children to the letters of death/patents. According to Akhadiyah et al. (in Pertiwi, 2016) pre-reading teaching is more focused on developing necessary reading skills. The essential reading ability is the ability to voice letters, syllables, words, and sentences that are presented in written form into oral form. Hence, children begin to merge the sounds of letters into syllables and words that will bring up the meaning of the word.

Based on the description it can be concluded that the ability to read includes: (1) sound recognition and letter form, (2) word recognition from a series of letters, (3) knowing the meaning and purpose of a word, (4) combining letter sounds into syllables or word. This can be a reference for researchers to make a lattice of learning instruments for children aged 5-6 years.

In some kindergartens observed by researchers, the teacher always invites group B children to learn to read. However, the learning media to stimulate children's pre-reading abilities are less exciting and creative, and most teachers use standard methods. Based on the results of interviews in several kindergartens, researchers collected data and concluded, among others: 1) the teacher taught group B children to learn to read using public media such as, reading aid books, letter cards, picture cards, and singing, 2) parents emphasized the kindergartens to teaching pre-reading children, 3) teachers rarely even use computer-based interactive media to stimulate pre-reading skills of children in group B / 5-6 years of age, 4) teachers strongly agree if researchers develop interactive media to stimulate pre-reading skills that are there are several themes in it.

The condition of the media for the development of reading ability uses many reading books, singing, and card/picture stickers to make children less enthusiastic and enthusiastic, even

though many media make children more enthusiastic and enthusiastic. As is the case, Ningrum (2018: 10), learning to read that is delivered interestingly and enjoyably through the use of audio-visual media in the form of videos can improve children's ability to read words or letters displayed in the video. It was a reference for researchers to develop an interactive learning media happy reading for children aged 5-6 years. The advantages of happy reading interactive media are computer-based media that can stimulate children's reading interest. Children will be enthusiastic and more enthusiastic about participating in learning. The contents of the media are following the learning objectives as well as (Hartati, 2016) explaining the characteristics of interactive learning media for early childhood, namely the contents of learning materials by the child's development. In interactive media, there are videos, and also games that will make children more enthusiastic and enthusiastic in learning to read. According to Kustiawan (2013: 87), an interactive learning model is an audio model that invites students to participate in learning activities actively. In this model, the role of students is very prominent, while the role of the teacher is not too central. However, the teacher is still required to provide an assessment of the results of student work.

There are three previous studies, and the first researcher is Wafmi (2017), the advantages of the media that have been developed are the media that have indicators of aspects of social, physical, and cognitive development aspects for group B children. The limitations of the media that have been developed are the media that only develop abilities children's cognitive abilities, and only uses one theme. Second, research conducted by Ratnawati (2014), the advantages of media that have been developed, one of which is that children can understand the poetry of songs and understand the moral messages conveyed through songs. The limitations of the media that have been developed are limited to the development of interactive media through songs for early childhood, the object of the trial in group B children aged 5-6 years at TK Kartika IV-5, Blimbing District Malang. Third, research conducted by Sugiyati (2012), the advantages of the media that have been developed, one of which is as an alternative teacher for children's cognitive development and arouse children's motivation and interest in development activities. Weaknesses from the media that have been developed, namely, the media is limited to students of class B TK Pertiwi DWP Setda Trenggalek, the material used only uses one theme.

Limitations of previous research and no one have used interactive media for pre-reading skills as well, therefore researchers modify it into interactive media to stimulate pre-reading development of children aged 5-6 years by using more than one theme so that it can be used every time, in This media children not only see and read but can improve listening skills because directional sounds are making it easier for children to learn to read, with this researcher hopes this media can increase the sense of enthusiasm and activeness of children aged 5-6 years. This is a reference for researchers to develop an interactive happy reading media to stimulate pre-reading skills of 5-6 years old. Researchers bring up alternative problem solving with happy reading

interactive media because children are very enthusiastic and like laptops. (Faroqi & Maula, 2014: 230) Interactive and fun teaching patterns can be applied by utilizing interesting visualizations into education to improve students' ability to absorb the subject matter. In this media, there are six themes so that children are not bored. Children play individually so they can take turns. This media is also not dangerous for children. Like Zaini & Dewi (2017), the characteristics of media for children aged 5-6 years are not dangerous for children.

Happy Reading Interactive Media aims to produce learning media that are interesting, effective, and efficient. Interactive computer-based happy reading media that is appropriate to be used to help children aged 5-6 years in stimulating pre-reading skills. The media to be developed and researched is a type of computer-based media that contains a video menu introducing the letters of the alphabet, learning to read, games, usage instructions, and developer biodata, the name of the game is, looking for syllables, looking for pictures, and arranging words, this media is in the form of software in CD-shaped products, the media used with several themes are me, my family, animals, fruits, vehicles, and professions, media used individually, in completing tasks have a duration of \pm 15 minutes, and using windows 2010, the CD format on this media is *.exe, the program used in this media is Auto Play supported by PowerPoint, Wondershare, Voice Recorder, and Ms. Word.

METHOD

Research and Development is the method used in this research. Research and Development according to Sugiyono (2016:297) is a research method used to produce a particular product and test the effectiveness of the product, to be able to produce certain products that are used in the analysis of needs and to test the effectiveness of the product so that it can function in the wider community, then research is needed to test the effectiveness of these products. The Borg and Gall model has ten steps (Sukmadinata, 2016:169), then adapted into seven steps, namely data collection, design, media draft development, small-group trials, revisions, large-group trials, and improvement of the final product. Trial design on the development of this interactive happy reading media, the researcher designed the trial design through 3 stages, and the first was the validation test of learning experts and instructional media experts, small group tests, and large group tests. The data generated in the form of qualitative data and quantitative data. Qualitative data collection techniques, namely, collecting data in the form of criticism and suggestions for the design of the resulting media products. While the quantitative approach is in the form of a questionnaire and observation sheet.

Research and Development involve several test subjects consisting of validator subjects, small group trial subjects, and large group trial subjects. The validator subjects were four experts, consisting of two learning experts and two learning media experts. The trial subject was given to 6

children in TK Negeri Pembina 5 Malang. While the large group trial subjects were conducted on 50 children in 5 Malang kindergartens (TK Negeri Pembina 5 Malang, TK Syuhada, TK Kartika IV-80, TK Dirgantara, and TK Akademika).

RESULTS AND DISCUSSION

Reviews from experts are carried out as a basis for revising the media developed by researchers so that it can become a suitable medium for use and to find out the effectiveness, efficiency, and attractiveness of the media. The experts who conducted a review of the media are two learning experts and two learning media experts.

Table 1. Expert Validation Results Data

Validation Results from Experts	Percentage
Results of Early Childhood Learning Expert Validation	83,59%
Results of Early Childhood Learning Media Expert Validation	75%

Data from the results of early childhood learning experts obtained a percentage of 83.59% and advice from two experts, namely additional information with sound for games that have no sound. The instructions menu is better placed at the beginning, the contrast in writing is sharper, the picture on the reading learning menu should be likened to its shape, the color of the writing may not vary. Data obtained by experts on early childhood learning media obtained by a percentage of 75% and advice from two early childhood learning media experts, namely the background should not be crowded, the colors for writing should be the same, the button icons should be given a circle, for the title "icon function" on the instructions menu using regular writing, adding sound to hints in the syllable search

Table 2. Trial Result Data

User Data Trial Results	Percentage
Small-Group Trial Results	88,4%
Large Group Trial Results	90.01%

The results of small group trials at TK Negeri Pembina 5 Malang with a percentage of 88.4%. The results of a large group trial on 50 children in five kindergartens, namely TK Negeri Pembina 5 Malang, TK Syuhada, TK Kartika IV-80, TK Dirgantara, and TK Akademika with percentage results of 90.01%.

The results of the validation of two early childhood learning experts, it can be seen that the total score obtained about the effectiveness, efficiency, and attractiveness is 107, then calculated with the percentage formula, the results obtained by 83.59%. Based on the results already obtained, according to the percentage criteria of the validity level of 70.01% -85.00% (Akbar, 2013:41), the happy reading interactive media has valid qualifications or can be used, but there is a small revision.

The results of the validation of two early childhood learning media experts, it can be seen that the total score obtained about effectiveness, efficiency, and attractiveness is 90, then calculated using the percentage formula the results obtained by 75%. Based on the results already obtained, according to the percentage criteria of the validity level of 70.01% -85.00% (Akbar, 2013:41), the happy reading interactive media has valid qualifications or can be used with minor revisions.

Product revision based on expert evaluation is done to support the feasibility of the product before being tested. The product revision is based on the evaluation of experts, namely the background should not be crowded, the colors for the writing must be the same, the button icons should be given a circle, for the title "icon function" on the instructions menu using normal writing, adding sound to the instructions in the game looking for syllables, changing the background, equalize colors for writing, add circles for icon buttons, change the title "icon function" to the hint menu using normal writing, add sound for hints in the syllable search game. Researchers need to revise interactive happy reading media by adding and changing media to meet the criteria of effectiveness, efficiency and attractiveness, which are changing the background, matching colors for writing, adding circles for icon buttons, changing the title "icon function" on the instructions menu using normal writing, add sound for hints on the syllable search game.

The results of the quantitative data of the small group trials in table 4.3 are obtained through an observation sheet that has five assessment criteria. It can be seen that the total score obtained about the effectiveness aspects of interactive happy reading media is 26, then calculated using the percentage formula the 86.6 results are obtained %. The efficiency aspect of interactive happy reading media is 21, then calculated using the percentage formula, the results are 87.5%. The attractive aspect of happy reading interactive media is 22, then calculated using the percentage formula the results are 91.6%. The overall score obtained about the aspects of effectiveness, efficiency, and attractiveness of interactive happy reading media is 69, then calculated with a percentage formula, the results obtained by 88.4%. Based on the results that have been obtained, according to the criteria of the percentage level of effectiveness, efficiency, and attractiveness 81.00% -100.00% (Akbar, 2013:42), the happy reading interactive media has very effective, very efficient, and desirable qualifications.

The results of the quantitative data of the large group trials in table 4.7 were obtained through an observation sheet which had five assessment criteria. It can be seen that the total score obtained about the effectiveness aspects of interactive happy reading media is 225, then calculated using the percentage formula the 90% results were obtained. The efficiency aspect of interactive happy reading media is 174, then calculated with the percentage formula the results are obtained at 87%. The attractiveness aspect of interactive happy reading media is 187, then calculated using the percentage formula the results are 93.5%. The overall score obtained about the aspects of effectiveness, efficiency, and attractiveness of interactive happy reading media is 586, then

calculated using the percentage formula the results obtained are 90.01%. Based on the results that have been obtained, according to the criteria of the percentage level of effectiveness, efficiency, and attractiveness 81.00% -100.00% (Akbar, 2013:42), the happy reading interactive media has very effective, very efficient, and very attractive qualifications.

Based on the validation results of learning experts and instructional media, experts obtained valid qualification results (can be used with minor revisions). Based on the results of small group trials and large groups obtained, the results of qualifications are very effective, very efficient, and very interesting. Based on the above results, interactive media happy reading is valid or is used to stimulate pre-reading skills of children aged 5-6 years but needs to be revised according to the suggestions and input from experts

CONCLUSION

This Research and Development have obtained the results based on observations in small group trials with a percentage of 88.4% and the results of observations on large group trials with a percentage of 90.01%. Thus it can be concluded that the happy reading interactive media is very valid and suitable to be used as one of the media to stimulate pre-reading skills of children aged 5-6 years based on the criteria of aspects of effectiveness, efficiency, and attractiveness.

The implementation of the trial activity found several advantages and disadvantages of interactive reading happy media. The advantage is that children are very enthusiastic about using this media, media that has six themes so that children do not get bored quickly and want to play again. Media used individually so that each child has the opportunity to play. This media can also help children who are less able to read fluently because there is audio/voice assistance.

Then the weaknesses found are, because of the interactive media of happy reading which is individualized, it is better when the child waits for their turn to be given another task so as not to disturb the children who are playing media that is developed, it is better to use a mouse so that the child is easier to use interactive media of happy reading.

Interactive Media happy reading, used for children aged 5-6 years individually who only has the main goal to stimulate the pre-reading ability of children aged 5-6 years. Only use six themes, namely, my body, my family, animals, fruits, vehicles, and professions. It is using three applications namely, PowerPoint, Wonder Share, and Auto Play. Therefore, it is recommended for further developers to develop interactive media for pre-reading, namely, a) developers use themes that have not been used and more examples of images for themes that are used, b) developers are better using different applications to find out the differences between applications that Developers use the application to be used by other potential developers, c) it is better to make media that have the concept of play and learning, d) develop media that make children more active and enthusiastic

in learning. Based on the above suggestions, it helps other developers to develop media that is more suitable for use easily.

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