Implementation of the "SI JAKA" Interactive Video Series to Stimulate Javanese Language Skills in Children Aged 5–6 Years at Kindergarten Bendogerit, Blitar

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Abstract

Language skills represent a crucial aspect of development for children aged 5–6 years. Interactive learning media are needed to capture children's attention. This study aims to describe the implementation of the "SI JAKA" interactive video series in stimulating Javanese language skills among children aged 5–6 years. The study employed a descriptive qualitative approach, with children aged 5–6 years at TKN Bendogerit serving as the subjects. Data collection instruments included observation sheets, interview guidelines, and documentation. Data analysis utilized the Miles, Huberman, and Saldana model, comprising data reduction, data presentation, and conclusion drawing. The results indicate that the "SI JAKA" series stimulates children's language skills across several areas: in listening, children understand the storyline and answer questions about the content; in reading, they recognize simple words; and in speaking, they confidently mimic the characters' voices. Thus, the "SI JAKA" interactive video series is effective as a medium for teaching the Javanese language to children aged 5–6 years.

Keywords: interactive video, language skills, descriptive qualitative

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1. Introduction

Language skills are a crucial aspect of early childhood development. Through language, children are able to express their opinions, feelings, needs, and desires, as well as interact with their surroundings. Furthermore, language, as a means of communication, is closely linked to a child's cognitive, social, and emotional development. (citation: the importance of language for children and its relationship to other aspects). Social skills develop because language serves as a tool for socializing (Yafie & Astuti, 2025).

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The developmental period for children aged 5-6 years is a period of very rapid development (the golden age), so it requires stimulation that is appropriate to their characteristics and developmental stage. At this age range, children begin to be able to understand stories, listen to information better, recognize simple symbols, and are able to express opinions through more complex sentences (Setiawati et al., 2023). The development of these abilities is also influenced by various factors, including the learning environment, interactions with others, and the use of learning media during the learning process. Each child's development has a different process, some are fast and some are slow (Sufa et al., 2023). Therefore, facilities for interesting and meaningful learning experiences are an important factor in supporting the development of children's language skills. (citation: characteristics of child development 5-6 years and the importance of appropriate stimulation).

Learning media is a crucial component in creating effective learning for early childhood. The use of engaging learning media can increase children's attention and engagement in learning activities. Learning materials are easily accessible thanks to technology (Putra & Pratama, 2023). Learning media can be used to solve learning problems (Eliza et al., 2022). With the advancement of technology, digital-based learning media is increasingly being utilized by parents and educators because it combines visual, audio, animation, and interactive elements in a single lesson. Interactive video is a form of digital media that best suits the learning characteristics of early childhood (Farina, 2024). Through interactive videos, children not only passively receive and absorb information but also actively engage in listening, speaking, imitating, and acting, as well as learning new vocabulary, making the learning process more enjoyable and meaningful. (Cite: benefits of digital media/interactive video, children's language skills).

Indonesian language skills, as the national language used in everyday communication, certainly need to be developed. However, early childhood also needs to be introduced to regional languages as part of Indonesia's cultural richness. Introducing regional languages is not only intended to expand children's vocabulary. It is also an effort to instill cultural values and preserve local heritage from an early age. Character development in children can also be achieved through the introduction and use of regional languages (Fauziah & Munastiwi, 2025). One regional language that needs to be introduced is Javanese, which has distinctive characteristics. However, the use of Javanese among children is currently declining because children often use Indonesian in their daily lives. In the current digital era, Javanese use is declining among children (Arivani, 2024). This condition results in children being less familiar with Javanese vocabulary. Therefore, learning media are needed that can introduce Javanese to children in an interesting, contextual way, and in accordance with the learning characteristics of early childhood.

Previous research has shown that digital media in the form of interactive videos has effective benefits in stimulating national and Javanese language skills in early childhood. Animated videos have an influence in improving the development of regional languages in early childhood, through audio-visual elements children get listening and speaking activities, so they can increase vocabulary understanding (Pertiwi et al., 2023). This is in line with research by Munawaroh et al., (2022) that interactive multimedia can attract attention so it has an influence on regional language learning in early childhood, and is proven to increase children's regional language understanding. In addition, research from Abul Khoir, A. & Aminatuzzuhriah, (2024) explains that interactive media can increase learning motivation,

vocabulary mastery, speaking skills, and children's participation in learning because interactive media creates a fun learning environment. The assumption can be strengthened by the existence of previous studies, which show that interactive digital media is very important, especially interactive videos containing regional languages and have great potential to support children's language development if designed according to the characteristics of early childhood. Research on the development of SI JAKA media also indicates that it is suitable for use as a Javanese language learning tool for early childhood, based on expert validation and user feasibility testing. However, this research focuses on the development process and product feasibility, so it does not yet describe how the media will be implemented and how it can stimulate children's Javanese language skills.

Based on these conditions, the implementation of the SI JAKA interactive video series is an alternative learning medium that can provide an engaging, interactive, and appropriate Javanese language learning experience for children aged 5-6 years. This medium presents everyday life stories complemented by images, text, animations, and interactive activities that can stimulate children's language skills. Through this media implementation, teachers are also expected to create various learning experiences that encourage children's enthusiasm for learning and enable them to develop their language skills.

2. Method

This study employed a qualitative method with a descriptive qualitative approach. Qualitative methods are research steps that produce descriptive data from observed research results (Setyani et al., 2026). This method was chosen because it can provide a factual and systematic description of early childhood language skills, including listening, reading, and speaking. The subjects in this study were teachers and 21 children aged 5-6 years at Bendogerit Kindergarten.

The data collection technique used a triangulation method which aims to obtain accurate data through interviews, observation, and documentation. Triangulation is a combined technique of several methods to obtain more valid data (Zahroh et al., 2025). Interviews were conducted semi-structured with class teachers of group B to determine children's language skills before and after using the SI JAKA story series. The interview also aimed to find information related to children's characteristics, the process of Javanese language learning activities, obstacles faced during learning, and responses related to the use of the SI JAKA story series media. Furthermore, there were observations carried out directly by observing the learning process using the SI JAKA story series. Observations through observation sheets to see speaking, listening, and reading abilities. In addition, there was also documentation as supporting evidence in the research process. Documentation was obtained through interview and observation activities.

The data were analyzed using the Miles, Huberman, and Saldana model, which includes data reduction, data presentation, and conclusion drawing. This data analysis is an interactive model used in qualitative research (Sopia et al., 2025).

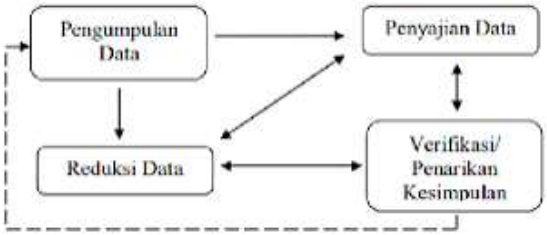


Figure 1. Illustration of Miles, Huberman, and Saldana Model Data Analysis

3. Results and Discussion

3.1 Result

The results of the study indicate that the implementation of the SI JAKA interactive video series in stimulating Javanese language in children aged 5-6 years is carried out through classroom learning activities. Based on the results of observations, interviews with class teachers, and documentation, the use of the SI JAKA interactive video series is carried out through classroom learning activities with opening activities, core activities, and closing activities. Before the activity begins, the teacher prepares an IFP (Interactive Flat Panel) as a learning tool. The teacher then conditions the children and conducts apperception activities by inviting them to have simple conversations using Javanese and nembang dolanan or singing Javanese. In this activity, the teacher shows the SI JAKA interactive video series which includes story characters and an introduction to etiquette as an introduction before the children listen to the story (Figure 2).



Figure 2. The teacher displays the interactive video SI JAKA

The teacher also directs the children to listen to the story, listen to the audio, pay attention to the pictures, and follow the storyline after watching the interactive video SI JAKA. Children participate in interactive activities in the SI JAKA series, namely by imitating the voices of characters using Javanese vocabulary, answering simple questions, and composing simple words. Children imitate the voices of characters and answer simple questions by taking turns coming to the front to play the video independently. In the word-composing activity, children participate together using flashcards prepared by the teacher (Figure 3). Each child receives a word card and the child will arrange the cards in the correct order, so that they will form a simple sentence in Javanese. In this activity, the teacher also provides direction and assistance if the child experiences difficulties. In the core activity, children not only learn Javanese vocabulary, but also receive stimulation to improve their Javanese language skills in speaking, listening, and reading.



Figure 3. Children compose words using flash cards

In the closing activity, the teacher provides reinforcement for the children by asking them to repeat the vocabulary they have learned and asking simple questions related to the story, characters, and vocabulary contained in the interactive video series SI JAKA. This activity is carried out to determine the extent to which children understand the story, Javanese vocabulary, and simple manners. Based on the results of observations, children seem interested in participating in the activities, most of the children can listen to the story, pay attention to the pictures and audio, and children can provide responses during questions and answers. The interactive story series SI JAKA can also involve children in various interesting and fun activities.

Supporting factors for the implementation of the SI JAKA interactive video series in the study include, firstly, the attractiveness of the media. SI JAKA stories are equipped with images, text, audio, animation, and interactive games that can attract children's attention. The second factor is the ease of use of SI JAKA media which can be accessed through the website, where the SI JAKA website has a simple and easy-to-understand display for children. Ease of understanding the display provides flexibility and accessibility in utilizing SI JAKA media in learning Javanese. The third factor is the story theme that is close to children or related to children's daily lives, so that children can understand the story and connect it with their experiences. And the fourth factor is the presence of guidance for children during the activity. Guidance is provided by teachers in helping children understand the content of the story and vocabulary comprehension. Children are given reinforcement through questions and answers, providing examples of correct pronunciation, and vocabulary repetition. Thus, guidance is also an important factor in helping children understand the content of the story and stimulate children's Javanese language skills optimally. The implementation of the SI JAKA interactive video series also faces several obstacles, one of which is the limited internet network. This is because SI JAKA videos are web-based, requiring a stable connection and adequate equipment. Network disruptions can potentially hinder the learning process. Furthermore, each child's digital literacy level varies, necessitating specific adjustments and support during the learning process.

The use of the SI JAKA interactive video series has an impact on the Javanese language skills of children aged 5-6 years. This impact or result can be seen in the aspects of speaking, listening, and reading. In speaking skills, children begin to dare to imitate vocabulary and provide answers using simple Javanese. This shows that SI JAKA can help children use Javanese. In listening skills, children can understand the content of the story, listen to dialogue, provide responses to simple questions, and can recognize vocabulary. These abilities show that children not only listen to the story, but also understand the information provided. In reading skills, children can recognize several words or texts in the SI JAKA story, children can also construct simple sentences. These abilities indicate that there is stimulation of children's early

literacy through the introduction of word forms. Thus, SI JAKA can provide stimulation to the Javanese language skills of children aged 5-6 years. This shows that interactive videos can support children's learning experiences.

3.2 Discussion

The implementation of the SI JAKA interactive video series aims to stimulate the Javanese language skills of children aged 5-6 years. The use of SI JAKA videos is designed to be interesting for children aged 5-6 years. SI JAKA is equipped with images, text, audio, animation, and interactive games. Based on observations, most children are interested in the images, animation, and feel comfortable using the media from the beginning to the end of the lesson. Attractive visual displays are an important way to increase attention in learning. With an attractive display, media can play a significant role in attracting students' attention (Annisa et al., 2025).

Children's ease in understanding the display and selecting the desired story can increase their motivation in the learning process. Ease of use is also a characteristic in the use of digital learning media. SI JAKA's simple, clear, and easy-to-use story display can support media accessibility. In terms of listening skills, ease of use allows children to follow the steps in using the media. SI JAKA's ease of use can also create an engaging, comfortable learning experience and encourage children's engagement. Ease of use of digital learning media is essential to increasing children's interest in learning in the digital era (Murdianti, 2024).

The theme of the SI JAKA story is relevant to everyday life, making it easier for children to understand the story's content, because children can connect knowledge with their experiences. The appropriateness of the story can support the stimulation of language skills, including speaking, listening, and reading. Speaking skills are not only seen from games imitating character voices, but can also be seen from children providing answers based on simple experiences. In listening skills, experience helps children understand the content of the story. In reading skills, themes that are close to children can help children understand the meaning of words in the story. The story's theme must be simple and close to children so that children can easily understand the subject matter and explore more of their experiences. This closeness is not only physical, but also emotional or in the child's interests (Adam, 2019).

4. Conclusion

Based on the research results that have been described, the implementation of the SI JAKA interactive video series can stimulate and improve the Javanese language skills of children aged 5-6 years at Bendogerit Blitar Kindergarten through three main aspects of ability, namely speaking, listening, and reading. The success of the implementation of the SI JAKA interactive video series is supported by four factors, namely: 1) an attractive display of images, text, audio, animation, and interactive games, 2) easy access via the website, 3) the video content contains children's daily lives, and 4) the presence of adult guidance during the activity. In addition, the implementation of the SI JAKA interactive video series also faces obstacles in the form of limited internet networks to access the website and differences in children's digital literacy levels that vary so that adjustments are needed in its implementation.

Thus, the interactive video series SI JAKA has proven effective as a Javanese language learning medium for children aged 5-6 years. This is because the media is able to provide a fun,

interesting, and meaningful learning experience for early childhood. Based on these findings, schools and users of the interactive video media series SI JAKA can optimize it sustainably with the availability of a good internet network. In addition, for future researchers it is recommended to further examine the implementation of this media at different age ranges or with other language ability variables, with the aim of being able to enrich the findings related to the use of digital media in preserving regional languages in early childhood.

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