

Implementation of Audio-Visual Media On The Language Skills Of Children Aged 5-6 Years In PAUD Mekar Harum I North Lombok

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Abstract

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This study aims to analyze the learning of Audio Visual Media on the language skills of PAUD Mekar Harum I students in the 2024/2025 academic year. This research was conducted in class B2 with 12 students consisting of 6 boys and 6 girls with an age range of 5-6 years. The focus of this research is on the learning process of audio-visual media and language skills, especially on students' speaking skills during the audio-visual media learning process. This research uses a qualitative approach with an exploratory type of field research. Based on the results of the study that in the learning process, there are 3 stages carried out by the teacher, namely the preparation, implementation and assessment/evaluation stages. Preparatory activities are carried out by preparing lesson plans, preparing tools and media. At the implementation stage, the activity process is carried out with three stages, namely opening, core, and closing, while at the learning assessment/evaluation stage it is carried out by giving an assessment according to the results of students' abilities on the assessment sheet about students' attitudes, knowledge and skills. The supporting factors of learning include the availability of facilities, support from the principal, the availability of learning resources, and the teacher's ability to use audio-visual media while the inhibiting factors in the application of audio-visual media are determining videos according to the theme and interests of children, and the occurrence of internet network disruptions. The impact of the application of audio visual media on children's language skills is that it can improve the ability to speak articulation / pronunciation, improve the ability to speak in compiling sentences into a story, and help children in expressing their feelings. The advantages of applying audio visual media are durable and long-lasting, making the video screen on the TV larger in size, saving teacher energy in explaining, providing variations in learning methods, material is easy to understand, and can improve language skills in children. While the shortcomings of the application of audio visual media are cellphone connections to TVs that are often disconnected and cellphone audio visual media connected to this TV need extra care to be safe, not to fall and break.

Keywords: *Audio Visual Media, Early Childhood, Language Skill*

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INTRODUCTION

Language skills in children aged 5-6 years is one of the important indicators in language development and communication and influences children's lives to interact in the surrounding environment. Language is the ability to communicate with others where thoughts and feelings are expressed in the form of symbols or

symbols to express a feeling by using oral, written, gestures, numbers, paintings, and facial expressions. According to Vicki L. Cohen and Jhon Edwin Cowen (2023), language development has four aspects of development or reciprocal abilities, namely aspects of listening, speaking aspects, reading aspects and writing aspects (Vicki In Maria, Dkk, 2023: 709).

In this digitalization era, the use of information technology in the world of education has become common and so important. This can be seen in the process of daily human activities that so often use various modern technological equipment including in educational activities. Information technology is not only a complement to the learning process but also optimizes the interaction between educators and students. By utilizing technology, learning activities can be more efficient, interesting and dynamic so that the learning messages conveyed can be well received by students (Frida, 2024: 972).

One of the learning media that can currently improve the language skills of early childhood is audio-visual media. Audio visual media is a type of media that contains sound elements and image elements combined into one element, for example as can be seen on TV, cellphones, laptops and others which are visualized in the form of video recordings, films, sound slides and others to convey learning material and are considered effective in attracting children's interest and attention (Nova, 2024: 6).

According to research conducted by (Dhella, 2021: 12) the application of audiovisual media can help teachers and parents introduce language to early childhood, can create more interactive and fun learning and can make it easier for children to understand concepts and remember information, so as to improve their language skills. We recommend that the application of audio-visual media in early childhood education be carried out by developing media innovations by presenting to users in the form of images, animated films, comics, using android applications, and others both online and offline, and their use can be adjusted to the current teaching material (Tari, 2022: 2). In addition, some previous research states that the use of audio-visual media can improve listening skills, speaking, and improve language understanding in early childhood (Intisari, Dkk, 2024: 28).

So that the purpose of this study is to examine the implementation of audio-visual media on the speaking ability of children aged 5-6 years at PAUD Mekar Harum I in the 2024-2025 school year.

RESEARCH METHODS

This study uses a qualitative approach with a type of exploratory field research. This research was conducted to understand and describe social phenomena or symptoms in depth and detail about the implementation of audio-visual media on the language skills of children aged 5-6 years, with research subjects conducted in class B2 with 12 students consisting of 6 boys and 6 girls aged 5-6 years located at PAUD Mekar Harum I Medana Tanjung North Lombok. The techniques used in collecting data in this study are through observation, interviews and documentation while the data analysis used in this study is as follows:

Data Reduction : The data obtained from the field is quite a lot, for that the researcher needs to record carefully and in detail. Reducing data means

summarizing, at this stage it refers to the process of selecting, focusing and summarizing.

Display Data (Presentation of Data) : Presentation of data is a process of compiling data and information that can allow conclusions and taking an action from the results of interviews, observations and documentation

Conclusions Drawing / Verification : In this study, the data that was concluded was the data obtained in descriptive form, namely data that had been condensed and which had been presented which was still temporary (Miles and Huberman, in Sugiyono, 2013: 248).

RESULTS AND DISCUSSION

Based on the results of research conducted at PAUD Mekar Harum I found that in the process of implementing audio-visual media learning there are several stages carried out, namely the preparation stage, the implementation of the activity process and evaluation.

A. The Process of Application of Audio Visual Media

In the process of applying audio visual media to the language skills of children aged 5-6 years at PAUD Mekar Harum I.

1. Preparatory Activities

Preparatory activities are carried out by making lesson plans in accordance with the learning theme and preparing various learning media such as mobile phones, TV, Soud, Anycase, animated videos, arranging the room after that, the teacher connects the cellphone media to the TV with anycase tools so that the video on the cellphone can be seen on the TV screen.

2. At the stage of implementation of the activity process is carried out with three stages, namely opening, core activities, and activities.

- **Opening Activities :** Opening activities are carried out by the teacher opening the activity with opening greetings, praying, doing ice breaking activities by singing or clapping, and taking attendance of students. Doing ice breaking when starting the learning activity process, teachers should do it because it can help in students' mental readiness when following the learning process that will take place. Choosing a good and effective ice breaking is selected and planned in accordance with the Daily Learning Implementation Plan because it will feel more integrated with the learning process (Nofalia, 2024: 28).
- **Core Activities :** Core activities are carried out by the teacher first introducing learning media and informing about the rules in the process during learning, then watching TV together, telling stories about videos that have been watched, and conducting question and answer / quiz activities. In the process of core activities as referred to in paragraph (2) Letter b in Permendikbud RI No. 137 (2014: 8) that the implementation of core activities is a learning effort carried out by educators through play activities that provide direct learning experiences to children as a basis for attitude formation, acquisition of knowledge and skills.

Doc. of Watching Together and Q&A/Quiz Activity



- Closing activities : At the closing activity stage the teacher does it at the end of the lesson before the children go home. Closing activities are carried out by the teacher discussing with students about experiences, and the teacher tells stories containing moral messages to strengthen children's understanding.

3. Evaluation

Evaluation activities are carried out by the teacher providing assessments according to stages in accordance with student development then the teacher records the results on the assessment sheet in the form of anecdotal notes, the assessment is carried out in accordance with the learning objectives.

According to Bandura with social learning theory that learning is the result of an individual's ability to process their own knowledge or information, which is obtained from observing models around the environment (Bandura in Herly, 2018: 189). Children can learn through observation of what they see and encounter in the surrounding environment. Based on this theory, this is in accordance with the results of researchers' observations that the application of audio-visual media at PAUD Mekar Harum I, can help teachers in the learning process so that students can be more active in communicating. Students can build their knowledge through watching TV storytelling and question and answer activities.

B. Supporting Factors and Inhibiting Factors For Teachers In Applying Audio Visual Media Learning to Language Skills at PAUD Mekar Harum I

1. Supporting Factors, some factors that support teachers in applying audio visual media are:
 - Availability of facilities : Adequate facilities owned by the school can be a supporting factor in the application of audio-visual media at school, the media owned at PAUD Mekar Harum I are cellphone media, TV, Anycase, Sound, tables and study rooms with very good conditions. Irma, et al, (2024: 60) revealed that the availability of learning facilities at school is a supporting factor in the success of learning which will help students in receiving learning delivered by the teacher, because learning facilities can make it easier for students to solve problems that arise when studying and understanding lessons and tasks given by the teacher.
 - Getting support from the school principal : The principal plays a very important role in learning audio visual media at school because the principal acts as a leader, manager, guides the teacher as well as a supervisor or supervises the performance of the teacher. Nurul, Dkk, (2023: 278) that the principal plays an important role in providing direction to the teacher because the principal acts as a motivator for educators, becomes a leader as well as a supervisor and is fully responsible for fostering the school.
 - Availability of learning resources : Learning resources used by teachers in applying audio-visual media are in the form of YouTube channels, animated

videos, android applications such as YouTube channels, which can be easily accessed and are already available on mobile phones. Made, (2010: 112) argues that in order for students to experience the learning experience as a whole, the need for learning resources must be fulfilled.

- Teachers' ability to use audio-visual media : The teacher's ability to use audio visual media can provide learning that is more effective and easily understood by students so that the teacher's ability can be a supporting factor in applying audio visual media to children's language skills. Andy, Dkk, (2023: 36) revealed that the success of a lesson depends on the teacher's efforts in carrying out his role to achieve educational goals, a teacher must have reliable knowledge, skills and values and master various methods, strategies and the latest and innovative learning media in technology.

2. Inhibiting Factors

The inhibiting factor in applying audio visual media is that the teacher chooses and determines videos according to the interests of children with a total of 12 students and with different video interests, besides that internet network interference is also an inhibiting factor in applying audio visual media. The solution that teachers do when there are obstacles in learning audio visual media is to download more than one video and when there is internet interference the teacher can show videos/stories offline.

C. The impact of audio-visual media learning on language skills in children aged 5-6 years at PAUD Mekar Harum I

There are several impacts in the application of audio-visual media, especially in speaking skills, which can improve speaking skills (articulation / pronunciation) such as students can mention names or types, pronounce syllables, communicate orally and have a vocabulary with very good articulation and clear to understand. Anita, (2023: 1510) argues that from the application of audio-visual media children can imitate the pronunciation and intonation of the speakers in the audio-visual media they see and hear.

In addition, audio visual media can also improve students' ability to form sentences because students can retell stories clearly, simply and according to their own understanding, the sentences spoken can also be understood. Yanti, (2022: 1924) says that the use of interesting audio-visual media can increase children's interest in speaking and participating in learning activities. The ability to express children is more courageous and confident. Students have high self-confidence and dare to appear in front of their friends, and are able to express their opinions and desires for something they want.

Apart from these impacts, there are advantages to the application of audio-visual media, namely that audio-visual media are durable and long-lasting, can make the video screen on the cellphone larger on the TV screen, save teacher labor, provide variations in learning methods, material is easy to understand, and can improve language skills in children. The disadvantages of implementing audio-visual media are that the cellphone connection to the TV is often disconnected and the cellphone audio-visual media connected to the TV needs extra care to be safe and not fall.

CONCLUSIONS

Based on the results of research on the implementation of audio-visual media on the development of language skills of children aged 5-6 years at PAUD Mekar Harum I that in the process of implementing audio-visual media learning there are several stages carried out, namely the preparation stage, the implementation of the activity process and evaluation. Preparatory activities are carried out by making lesson plans and preparing tools and media. In the implementation stage, the activity process is carried out with three stages, namely opening, core, and closing. The opening is carried out with the stages of opening greetings, praying, ice breaking by singing or clapping, and attendance. The core activities include introducing the media and rules, watching TV, storytelling, questions and answers/quizzes. In the closing activity stage, it is done by discussion, telling stories containing messages for reinforcement. Evaluation activities are carried out by giving an assessment according to the results of students' abilities on the assessment sheet.

Supporting factors in the application of audio visual media are the availability of facilities, support from the principal, the availability of learning resources, and the teacher's ability to use audio visual media. Inhibiting factors in the application of audio visual media are determining videos according to children's interests, and internet network interference.

The impact of the application of audio visual media on language skills is that it can improve the ability to speak articulation / pronunciation, can improve the ability to speak in compiling sentences into a story, helping children express their feelings. Apart from these impacts, there are advantages to the application of audio visual media, namely durable and long-lasting, making the video screen on the TV larger in size, saving teacher labor, providing variations in learning methods, easy to understand material, improving language skills in children. The disadvantages of applying audio-visual media are that the cellphone connection to the TV is often disconnected and the cellphone audio-visual media connected to the TV needs extra care to be safe and not fall.

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