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The Use of Media for Improving Early Childhood Learning

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Abstract

The implementation of early childhood education must be oriented according to the needs of children, namely education based on the interests, needs, and abilities of the child. This paper shows that the role of educators is very important in providing facilities for children's activities with the right learning environment so that children can develop according to their abilities. Educators should improve their ability in using media since the learning in early childhood is a vehicle for developing optimal potential according to the abilities, talents and interests of each child. Using classroom action research, it has been proved that the use of appropriate media can improve early childhood learning ability.

1. Introduction

Early childhood is a stage in a child's development when they attain critical developmental milestones. Environmental influences might either help or hurt this delicate process (Cutter-Mackenzie et al., 2014). Ostrov et al. (2013) state that media exposure has been considered in relation to its impact on early childhood development as one of these contributing elements. Media, on the other hand, has become omnipresent in the lives of young children, with preschoolers spending an average of more than two hours each day consuming it. The consequences of excessive media exposure on children's health have been the subject of several prior studies.

In the other sides, children have different characteristics from adults in behavior and action. Thus, in terms of children's learning, they also have characteristics that are not the same as adults (Wati et al., 2020). Characteristics of children is a phenomenon that must be understood and used as a reference in planning and implementing for early childhood. On this basis, early childhood requires educational services that are in accordance with their characteristics and development. For this reason, parents and teachers must be able to provide the much-needed stimulation for early

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childhood because the development and growth of early childhood is very dependent on the stimulation given by parents and teachers (Rahmana et al., 2020).

One of the stimulation tools that can be used is the media. Unfortunately, the media that is often used by teachers is only a blackboard or worksheet for children so that children feel uninterested and have difficulty understanding number symbols (Koksal, 2004). Related to this, it is necessary to find ways to stimulate children's cognitive or intellectual development. One way that can be done is through the use of interesting media and can stimulate the stimulation of children's cognitive development. Besides that, teachers must always motivate children to participate in learning activities and be able to understand them well. Based on the description above, this research was conducted to find out how to improve learning for early childhood using media.

2. Materials and Methods

This research is included in the category of qualitative research. It was conducted in an early childhood learning institution in Papua, Indonesia. In more detail, this research used the classroom action research method. Data collection techniques were carried out through observation, interviews, and literature studies. In analyzing the data, the researcher used descriptive percentage in terms of quality with the following formula.

$$P = \frac{F}{N} \times 100$$

Note:
P = Percentage
F = Frequency (Number of Respondents who gave answers)
N = Total Data

The above formula was applied for counting the results of experimental cycles, namely in cycle one and cycle two. The results counted were used as the main data.

3. Results and Discussions

The result and discussion of the research is started by presenting the following tables.

Table 1
Preliminary data

No.	Name	Assessment Aspect			(%)
		Recognize Numbers	Stating numbers	Ordering numbers	
1	Hana	☆☆	☆☆	☆☆	50%
2	Yustin	☆	☆	☆	25%
3	Novi	☆	☆	☆	25%
4	Gery	☆	☆	☆	25%

5	Thio	☆☆	☆	☆	33,33%
6	Yakob	☆	☆☆	☆	33,33%
7	Noel	☆☆	☆☆	☆☆	50%
8	Mira	☆☆	☆	☆	25%
9	Leni	☆	☆	☆	25%
10	Ludia	☆☆	☆☆	☆	41,67%
11	Nesan	☆	☆	☆	25%
12	Yeremia	☆☆	☆☆	☆☆	50%
13	Mona	☆☆	☆☆	☆	41,67%
14	Mimi	☆	☆	☆	25%
15	Tupa	☆	☆	☆	25%
				Avarage Score	41,5%

Rating Description:
☆ : Child Not Developed (BB)
☆☆ : Child Begins to Develop (MB)
☆☆☆ : Children Develop As Expected (BSH)
☆☆☆☆ : Child Is Developing Very Well (BSB)

Table 2
Cycle I Action 1

No.	Name	Assessment Aspect			%
		Recognize numbers	Stating numbers	Ordering numbers	
1	Hana	☆☆	☆☆	☆☆	50%
2	Yustin	☆	☆	☆	25%
3	Novi	☆	☆	☆	25%
4	Gery	☆☆	☆	☆	33,33%
5	Thio	☆☆	☆	☆	33,33%
6	Yakob	☆☆	☆☆	☆	41,67%
7	Noel	☆☆	☆☆	☆☆	50%
8	Mira	☆☆	☆	☆	33,33%

9	Leni	☆☆	☆	☆	33,33%
10	Ludia	☆☆	☆☆	☆	41.67%
11	Nesan	☆	☆	☆	25%
12	Yeremia	☆☆	☆	☆☆	50%
13	Mona	☆☆	☆☆	☆	41,67%
14	Mimi	☆	☆	☆	25%
15	Tupa	☆	☆	☆	25%
				Avarage Score	44.67%

Based on the results of observations and evaluations of children's abilities in the table above, there are 0 children (0%), while getting 3 stars there are 0 children (0%), while those who get 2 stars are 6 children (50%) and who will come with 1 star there are 5 children (41.67%).

Table 3
Cycle I Action 2

No.	Name	Assessment Aspect			%
		Recognize numbers	Stating numbers	Ordering numbers	
1	Hana	☆☆☆	☆☆	☆	58,33%
2	Yustin	☆☆	☆	☆	33,33%
3	Novi	☆	☆	☆	25%
4	Gery	☆☆	☆☆	☆	41,67%
5	Thio	☆☆	☆☆	☆	41,67%
6	Yakob	☆☆	☆☆☆	☆	50%
7	Noel	☆☆	☆☆	☆☆	50%
8	Mira	☆☆	☆☆	☆	41,67%
9	Leni	☆☆	☆☆	☆	41,67%
10	Ludia	☆☆☆	☆☆	☆	50,67%
11	Nesan	☆☆	☆	☆	33,33%
12	Yeremia	☆☆☆	☆☆	☆☆	58,33%
13	Mona	☆☆	☆☆	☆☆	41,67%
14	Mimi	☆	☆	☆	25%

15	Tupa	☆	☆	☆	25%
				Avarage Score	51%

Based on the evaluation results, the observed aspects of each are as follows, (1) being able to recognize the Very Good Developing (BSB) number, there are 0 (0%) children, while Developing according to Expectations (BSH) there are 3 children (25%) , while Starting to Develop (MB) there are 9 children (75%) and Undeveloped (BB) there are 3 children (25%). (2) states that the developing very well (BSB) number is 0 children (0%), developing according to expectations (BSH) there are 1 child (8.33%), while starting to develop (MB) there are 9 children (75%) and Undeveloped (BB) there are 5 children (641.67%). (3) sorting the symbols of numbers, very well developed (BSB) 0 children (0%), developing according to expectations (BSH) 0 children (0%), starting to develop (MB) there are 3 children (25%), while Undeveloped (BB) 12 children (100%).

Table 4
Cycle I Action 3

No.	Name	Assessment Aspect			%
		Recognize numbers	Stating numbers	Ordering numbers	
1	Hana	☆☆☆☆	☆☆☆	☆☆	75%
2	Yustin	☆☆	☆☆	☆	41,67%
3	Novi	☆☆	☆	☆	33,33%
4	Gery	☆☆	☆☆	☆	50%
5	Thio	☆☆☆	☆☆	☆	50%
6	Yakob	☆☆☆	☆☆☆	☆	50%
7	Noel	☆☆☆	☆☆	☆☆	58,33%
8	Mira	☆☆	☆☆	☆☆	50%
9	Leni	☆☆☆	☆☆	☆	50%
10	Ludia	☆☆☆☆	☆☆☆	☆☆	58,33%
11	Nesan	☆☆	☆☆	☆	41,67%
12	Yeremia	☆☆☆☆	☆☆	☆☆	66,67%
13	Mona	☆☆	☆☆	☆	41,67%
14	Mimi	☆☆	☆	☆	33,33%
15	Tupa	☆☆	☆	☆	33,33%
				Avarage Score	60,75%

Based on the results of the evaluation of the children's abilities in the table above, it can be stated that the abilities for each aspect are as follows, those who get 4 stars or Very Good Development (BSB), there are 4 children (33.33%), while 3 stars or Developing as Expected (BSH) there are 5 children (41.67%), while 2-star or Starting to Develop (MB) there are 6 children (50%) and 1-star or Undeveloped (BB) there are 3 children (25%).

Table 5
Cycle II Action 1

No.	Name	Assessment Aspect			%
		Recognize numbers	Stating numbers	Ordering numbers	
1	Hana	☆☆☆☆	☆☆☆	☆☆☆	83,33%
2	Yustin	☆☆☆	☆☆	☆	50%
3	Novi	☆☆☆	☆	☆	41%
4	Gery	☆☆☆☆	☆☆	☆☆	66,67%
5	Thio	☆☆☆☆	☆☆	☆☆	66,67%
6	Yakob	☆☆☆	☆☆☆	☆☆	66,67%
7	Noel	☆☆☆	☆☆☆	☆☆	66,67%
8	Mira	☆☆☆	☆☆	☆☆	58,33%
9	Leni	☆☆☆	☆☆☆	☆	58,33%
10	Ludia	☆☆☆☆	☆☆☆	☆☆	50%
11	Nesan	☆☆☆	☆☆	☆	66,67%
12	Yeremia	☆☆☆☆	☆☆	☆☆	41,67%
13	Mona	☆☆☆☆	☆	☆	41,67%
14	Mimi	☆☆	☆	☆☆	41,67%
15	Tupa	☆☆	☆☆	☆	41,67%
				Avarage Score	70,67%

Based on the results of observations of the children's abilities in the table above, it can be stated that the ability to recognize numbers there are 5 children (41.67%), 3 stars (58.33%), while those who get 2 stars are 5 children (41.67%) and 1 star there are 2 children (16.67%).

Table 6
Data Recap Cycle II Action 1

No	Aspect	BSB		BSH		MB		BB		Total	
		F	%	F	%	F	%	F	%	F	%
1	Recognizing Numbers	5	41,67 %	8	66,67 %	2	16,67 %	-	-	15	100%
2	Stating Numbers	-	-	5	41,67 %	7	58,33 %	3	25%	15	100%
3	Ordering Numbers	-	-	1	25%	7	58,33 %	6	50%	15	100%

Based on the results of observations, the results of each aspect are as follows: (1) the ability to recognize numbers, Very Well Developed (BSB) there are 5 children (41.67%), while Developing According to Expectations (BSH) there are 8 children (66 ,67%), Starting to Develop (MB) there are 2 children (16.67%) and Undeveloped (BB) there are 0 children (0%). (2) Mention the numbers: Very Well Developed (BSB) 0 children (0%) while Developing According to Expectations (BSH) there are 5 children (41.67%), while Starting to Develop (MB) there are 7 children (58, 33%) and Undeveloped (BB) there are 3 children (25%) (3) sorting the numbers, Very Well Developed (BSB) there are 0 children (0%), while the 3 star Developing as Expected (BSH) is 1 person children (8.33%) and Starting to Develop (MB) there are 7 children (58.33%) and Undeveloped (BB) there are 6 children (50%).

Table 7
Cycle II Action 2

No.	Name	Assessment Aspect			%
		Recognize numbers	Stating numbers	Ordering numbers	
1	Hana	☆☆☆☆	☆☆☆☆	☆☆☆	91,67%
2	Yustin	☆☆☆☆	☆☆	☆	58%
3	Novi	☆☆☆	☆☆	☆	58,33%
4	Gery	☆☆☆☆	☆☆☆	☆☆	75%
5	Thio	☆☆☆☆	☆☆	☆☆	66,67%
6	Yakob	☆☆☆	☆☆☆	☆☆☆	75%
7	Noel	☆☆☆☆	☆☆	☆☆	66,67%
8	Mira	☆☆☆	☆☆☆	☆☆	66,67%
9	Leni	☆☆☆☆	☆☆☆	☆	66,67%

10	Ludia	☆☆☆☆	☆☆☆	☆☆☆	83,33%
11	Nesan	☆☆☆	☆☆	☆☆	58,33%
12	Yeremia	☆☆☆☆	☆☆	☆☆	66%
13	Mona	☆☆☆	☆☆	☆	50%
14	Mimi	☆☆	☆☆	☆☆	41,67%
15	Tupa	☆☆	☆☆	☆	41,67%
				Avarage Score	73,33%

Based on the results of observations of children's abilities in the table above, it can be stated that the ability to recognize numbers there are 8 children (66.67%), 3 stars (41.67%), while those who get 2 stars are 4 children (33.33%) and 1 star there are 4 children (33.33%).

Table 8
Data Recap Cycle II Action 2

No.	Aspect	BSB		BSH		MB		BB		Total	
		F	%	F	%	F	%	F	%	F	%
1	Recognizing Numbers	8	66,67	5	41,67%	2	16,67	-	-	15	100%
2	Stating Numbers	1	8,33%	5	41,67%	8	66,67	1	8,33%	15	100%
3	Ordering Numbers	-	-	3	25%	7	58,33	5	41,67%	15	100%

Based on the results of observations, the results of each aspect are as follows: (1) the ability to recognize numbers, Very Well Developed (BSB) there are 8 children (66.67%), while Developing according to Expectations (BSH) there are 5 children (41 ,67%), Starting to Develop (MB) there are 2 children (16.67%) and Undeveloped (BB) there are 0 children (0%). (2) Mention the numbers: Very Good Developing (BSB) 1 child (8.33%) while Developing According to Expectations (BSH) there are 5 children (41.67%), while Starting to Develop (MB) there are 8 children (66.67%) and Undeveloped (BB) there is 1 child (8.33%) (3) sorting the numbers, Very Well Developed (BSB) there are 0 children (0%), while 3 stars Developing as Expected (BSH)) there are 3 children (25%) and Starting to Develop (MB) there are 7 children (58.33%) and Undeveloped (BB) there are 5 children (41.67%).

Table 9
Cycle II Action 3

No.	Name	Assessment Aspect			%
		Recognize numbers	Stating numbers	Ordering numbers	
1	Hana	☆☆☆☆	☆☆☆☆	☆☆☆	91,67%
2	Yustin	☆☆☆☆	☆☆☆	☆	66,67%
3	Novi	☆☆☆	☆☆☆	☆	58,33%
4	Gery	☆☆☆☆	☆☆☆	☆☆☆	83,33%
5	Thio	☆☆☆☆	☆☆☆	☆☆	75%
6	Yakob	☆☆☆	☆☆☆	☆☆☆	75%
7	Noel	☆☆☆☆	☆☆☆	☆☆	75%
8	Mira	☆☆☆	☆☆☆☆	☆☆	75%
9	Leni	☆☆☆☆	☆☆☆	☆	66,67%
10	Ludia	☆☆☆☆	☆☆☆	☆☆☆	83,33%
11	Nesan	☆☆☆	☆☆☆	☆☆	66,67%
12	Yeremia	☆☆☆☆	☆☆☆	☆☆	75%
13	Mona	☆☆☆	☆☆	☆	50%
14	Mimi	☆☆	☆☆	☆☆	50%
15	Tupa	☆☆	☆☆	☆	41,67%
	Avarage Score				85,33%

Based on the results of observations of the children's abilities in the table above, it can be stated that the ability to recognize numbers is that there are 9 children (75%), 4 children (33.33%) of 3 stars, while those who get 2 stars are 2 children (16.67%) and 1 star there is 1 child (8.33%).

Table 10
Data Recap Cycle II Action 3

No.	Aspect	BSB		BSH		MB		BB		Total	
		F	%	F	%	F	%	F	%	f	%
1	Recognizing Numbers	8	66,67	5	41,67	2	16,67	-	-	15	100%
2	Stating Numbers	2	16,67	10	83,33	3	25%	-	-	15	100%
3	Ordering Numbers	-	-	4	33,33	6	50%	5	41,67	15	100%

Based on the results of observations, the results of each aspect are as follows: (1) the ability to recognize numbers, Very Well Developed (BSB) there are 8 children (66.67%), while Developing according to Expectations (BSH) there are 5 children (41 ,67%), Starting to Develop (MB) there are 2 children (16.67%) and Undeveloped (BB) 0 children (0%), (2) State the number: Very well Developed (BSB) 2 people (16 ,67%) children while Developing According to Expectations (BSH) there are 10 children (83.33%), while Starting to Develop (MB) there are 3 children (25%) and Undeveloped (BB) there are 0 children (0%) (3) sorting the numbers, Very Well Developed (BSB) there are 0 children (0%), while the 3 star Developing as Expected (BSH) there are 4 children (33.33%) and Starting to Develop (MB) there are 6 people children (50%) and Undeveloped (BB) there are 5 children (41.67%).

Table 11
Recapitulation of Early Childhood Ability Improvement

No.	Name	Initial Data	Cycle I	Cycle II
1	Hana	50%	75%	91,67%
2	Yustin	25%	41,67%	66,67%
3	Novi	25%	33,33%	58,33%
4	Gery	25%	50%	83,33%
5	Thio	33,33%	50%	75%
6	Yakob	33,33%	50%	75%
7	Noel	50%	58,33%	75%
8	Mira	25%	50%	75%
9	Leni	25%	50%	66,67%
10	Ludia	41,67%	58,33%	83,33%
11	Nesan	25%	41,67%	66,67%
12	Yeremia	50%	66,67%	75%
13	Mona	41,67%	41,67%	50%
14	Mimi	25%	33,33%	50%
15	Tupa	25%	33,33%	41,67%
	Rata-rata	41,5%	60,75%	85,33%

Based on the table above, it can be concluded that the results of children's mastery in learning activities before being given measures of children's numeracy skills, the initial data is still low on average (41.50), after being given action in the first cycle for 3 actions it can be seen that the children's numeracy ability has increased on average. On average (60.75%), children's numeracy skills experienced a significant increase, both above the predetermined standard of provision, namely (84.33%).

Thus, based on the percentage above, it can be concluded that children's numeracy skills through number recognition activities are developed through learning aid, namely medias. This is also mentioned because teachers and children have been able to create an effective learning atmosphere with number recognition games. Therefore, with this the author considers that this research has met the standard of counting skills with card game activities with children's numbers making progress. Therefore, the Classroom Action Research activity ended in Cycle II.

Based on the results of the research above, it can be discussed with experience when teaching numeracy learning through sorting numbers using image media with material introduction to the concept of numbers 1-10, so that there was an increase experienced by students in the first cycle of action 3 by 60.75% and the increase obtained in the second cycle of action 3 of 85.33% and all children reached the criteria for completeness of 85.33.

The expected learning process is learning activities that involve and develop students' abilities optimally so that learning objectives can be achieved effectively and efficiently. Learning the introduction of the concept of numbers through image media is specifically designed to improve the way students learn step by step and provide motivation.

In this learning, it is hoped that the teacher will be able to create joint learning media and a learning atmosphere that can ensure the realization of student involvement so that students can achieve better learning outcomes. The ability to recognize the concept of numbers through picture media shows that this learning clearly shows the activities carried out by teachers and students, and can provide opportunities and motivation for students to improve children's basic abilities. The implementation of learning the introduction of the concept of numbers through image media in learning can make children more motivated than active in the learning process.

In this section, attention and representation, two distinct aspects of cognition, are explored. William James, over a century ago, used the term "selective attention" to describe the act of narrowing one's focus on certain components of sensory information while ignoring others (James, 1992). It is the internal mental encoding of things and events that constitutes representation (e.g., Piaget, 1951). If you are interested in understanding the world around you, you may use a variety of methods to do so. When it comes to simple objects like a ball, there are many ways to represent them, including a verbal description of what they are and what they can be used for, a visual/iconic representation of how they look, a motor/enactive representation of the actions one can perform with them, or an auditory representation of how it sounds when it bounces.

There are three distinct kinds of representation: enactive, iconic, and symbolic (Nelson, 2013). Each of these forms of representation appears in a distinct developmental order: enactive, iconic, and symbolic. Each of these forms of representation appears in a distinct developmental order: enactive, iconoclastic, and symbolic.

In order to apply Bruner's developmental ordering to media, it is necessary to understand what he was referring to (Bruner, 1985). Grasp how representation functions in mediated experience and cognitive development, however, necessitates a basic understanding of how different modalities of representation may represent the same material at different developmental stages. It is to these concepts that I now turn in order to better understand our theory of developmental change.

A media representation that provides more real-world perceptual and cognitive clues will need less mental transformation and be more accessible to a youngster, according to my hypothesis (Parsons, 1994). Essentially, this is an extension of Piaget's emphasis on mental transformation as an indicator of cognitive progress. Prior research (e.g., Wright & Huston, 1983) reveals that the information presented in different media formats may be accessible at different developmental stages depending on the particular representational systems they utilize and the user's level of representational development.

This suggests that there are likely to be patterns in the internalization of the symbol form offered in a media, and these tendencies are likely to continue. Picture books, which contain less realistic iconic representations in mostly static forms and have no sound in their pure form, may be more appropriate for slightly older reschool and school-aged children, while television, which preserves the static and dynamic cues of the real world as Ill as its sounds, may be more appropriate for the very youngest children. In addition to determining chronological age, these developmental notions can also predict the amount of work required to use a certain medium. When it comes to utilizing a mediated representation, the more real-world context and the less mental change required, the less effort it will take and the more "natural" the usage will appear.

4. Conclusion

Based on the results of Classroom Action Research on learning to increase ability to count through number concept games in cycle I to cycle II that have been carried out, the following conclusions are stated.

1. The children experienced 60.75% increase in mastery the material after the children
2. Cycle II learning the use media, in counting learning with number concept introduction material is more motivating and makes it easier for students to achieve optimal learning outcomes, by providing examples and exercises for effective learning activities to increase the ability to recognize number concepts in children by 85.33% compared to Cycle I. Thus, the results achieved have met the target.

Based on the conclusions above, what teachers should do to improve the quality of learning Play to increase the activity and participation of students in mastering learning materials in class include:

1. The application of the selected learning media and teaching aids must be relevant and in accordance with the abilities of the students.
2. Include examples of numbers or simple numbers in learning to count with the material for counting in the beginning, lesson plans.
3. Provide more practice activities through student worksheets to students.
4. It is expected that teachers can increase creativity in creating their own learning media.

Based on the experience of carrying out numeracy learning with initial numeracy material through classroom action research, it is necessary to have cooperation between teachers, peers, principals to always exchange ideas in solving problems so that teachers are more professional in order to improve the development of their students.

By using picture media, students are expected to play a more active role so that the learning process is not only teacher-centered. The learning process of introducing the concept of numbers through image media can create a learning atmosphere that can build students' knowledge independently through students' interactions with friends. Such a learning atmosphere shows that the learning processes are centered on students. By understanding the concept of a learning material, it will support the ability of students to better determine the adjustment of a learning material which in turn has an impact on increasing learning outcomes in accordance with the standards of completeness that have been set.

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