



Media Implementation Daily Spin Board to Improve Early Childhood Listening Ability

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Abstract

This study aims to determine the benefits of the Daily Spin Board media to improve the listening ability of children aged 4-5 and to find out the further impact of the implementation of the Daily Spin Board media to improve children's listening skills during learning. The research method used is classroom action research by collaborating between researchers and classroom teachers. The research subjects were 14 children aged 4-5 PELANGI kindergarten located in the city of Padang Pariaman. After an initial exploration, the ability to listen to children in group A of PELANGI TK shows that there are still children who have the criteria of not developing or who get a percentage of 76-100%. Pre-action was carried out to determine the percentage of listening ability by 50.90%, increasing to 64.58% after the first cycle, and increasing to 85% after the second cycle. An increase of 90.17% in the second cycle proves that the Daily Spin Board media can improve the listening ability of children in Group A of PELANGI TK. The process in improving listening skills through the Daily Spin Board media, namely, a) the teacher actually prepares before telling stories using the Daily Spin Board media, b) the teacher chooses a plot that is in accordance with the characteristics of the child's story, c) the teacher gives awards for active children. while listening to the story and repeating the story.

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INTRODUCTION

Children aged 0-8 years are a sensitive time or known as the golden age *golden age*, as well as the early period of human growth and development. Kindergarten is one of the Early Childhood Education institutions that prepares children to be able to develop all their potential both physically and psychologically which includes moral, social, motoric, cognitive and language aspects. One aspect that must be developed is language. Language development in early childhood really needs to be developed in addition to other aspects of development because language is a tool for thinking.

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An understanding of language development, not only in the form of spoken language, but also includes four language skills. The four language skills in question include listening, speaking, reading and writing (drawing) (Sari, 2018; Tanfidiyah, & Utama, 2019; Prasetiawan, 2019; Ismaya et al., 2022).

Listening is a skill that children must first master as a basis before learning to speak, read and write. According to Tarigan, listening is a process of listening activities carried out deliberately, with full attention, and with understanding, appreciation and interpretation to obtain information or messages and understand the meaning of communication contained in the verbal symbols that are listened to. In line with Weger's opinion that listening means listening carefully with full concentration or attention to what other people say (Umroh, 2018; Hasriani, 2023).

Listening focuses on the level of focus in understanding the importance of the information heard. Dhieni stated that listening skills include a dynamic intellectual cycle that requires basic reasoning abilities. This happens when children listen, examine, and measure the meaning of the data obtained. When children learn to speak, they will go through the listening stage. Before children are able to express language well, children will listen actively in order to get explanations, receive and understand the meaning of the information obtained from listening (Khoiriyah, 2020; Aryanti et al., 2022).

Language acquisition from children's listening skills greatly influences children's language mastery and cognitive development, so it is important to provide as much language input as possible to children through daily activities. In line with Patilima's opinion in his research, when listening, children will use their five senses well to receive information provided by other people. Next, this information will be processed into new knowledge. This listening ability can improve continuously if trained and given the right stimulation. Therefore, the more children listen and acquire new vocabulary, sentence patterns, intonation, and so on, the more their language skills develop (Lundeto, 2018; Puspitaningrum, & Indrawati, 2023).

The results of research conducted by Adler show the importance of language skills activities with the result that 53% of communication activities are dominated by listening, while writing is 14%, speaking is 16% and reading is 17%. In contrast to the research results found by Kim & Phillips that reading activities are more often carried out in schools, namely 58%, compared to 8% listening activities. This is proven by the results of Fauziddin's research that what causes children's low language skills is because they lack self-confidence and children cannot do interesting activities in learning (Cusnaki, & Syamsudin, 2022; Saputri et al., 2023).

Based on the results of observations of the reality in the field, there is a lack of learning media to support teachers in developing children's listening skills. The emphasis of learning in kindergarten tends to be more focused on recognizing vowels and consonants, reading words based on pictures, connecting words with pictures, reading picture stories, drawing and coloring activities, so that the listening aspect is often neglected. There are 53% of children who cannot repeat the story the teacher has told, 46% of children cannot tell the message or meaning of the story they heard, and 39% of children have difficulty explaining the lessons they have learned previously (Solihin, 2020; Hudamahya et al., 2022).

Meanwhile, to support the process of improving listening skills, teachers as good facilitators must be able to provide learning media that suits

children's characteristics. This is proven by the results of Putri, Pratjojo, Wijayanti's research on "Book Media Development *Pop-Up* to Improve the Ability to Listen to the Theme of Loving the Plants and Animals Around", that storytelling activities supported by using interesting media can improve children's listening ability as seen from the validation results which state that it is feasible and the results *pretest posttest* which shows an increase. This is also in line with the results of Munar & Suyadi's research on "Use of Animation Media to Improve the Listening Ability of Early Childhood", that after using animation media the listening ability of early childhood can increase by 78.75% with information developing very well (Harjanty, & Muzdalifah, 2021; Pasaleron et al., 2023).

The results of previous research have proven that media as a support for storytelling activities has a big impact on increasing children's storytelling abilities. One learning media that is suitable for children of this age that teachers can use when telling stories or storytelling is *Daily Spin Board*. *Daily Spin Board* is a daily spinboard media that was developed from spinboard media. Media *Daily Spin Board* or daily smart board media also introduces children to stories related to daily activities that children often do (Khotimah et al., 2021; Irawan et al., 2021).

This is in line with the results of research conducted by Muliah regarding "Development of Playboard Media to Improve the Ability to Compose Simple Sentences in Class III Students with Hearing Impairment at SDLB Eka Mandiri, Batu City". The results of this research show that testing the use of the Rotary Board on class III hearing impaired students can quantitatively improve learning outcomes. There is an increase in the ability to compose sentences for children who have hearing impairments (Wijayanti, 2017; Anggriani, 2021; Rahman et al., 2023).

Based on the results of relevant research and the lack of optimal research that examines improving children's listening skills using media *Daily Spin Board* or daily smart board media as well as facts about problems found in the field, so it is necessary to carry out action research on media implementation *Daily Spin Board* to improve the listening skills of children aged 4-5 years at PELANGI Padang Pariaman Kindergarten.

METHODS

The method used in this research is action research which refers to a model *Chemistry and Mc. Reference* (Somantri et al., 2018; Nurjanah, 2020; Muhidin, & Kudus, 2022; Segara et al., 2023) The work procedures in this research are planning, action and observation, and reflection. This step is repeated until success or the desired result is achieved. After the stages of cycle one are completed, it is then continued with re-planning, action and observation, and reflection for the next cycle (Pahrul, & Amalia, 2019; Lestari, & Susilowati, 2020; Pangkey, & Mahfud, 2020; Yulianty, 2021; Kolipah, 2022).

This research was conducted on children at PELANGI Padang Pariaman Kindergarten, semester 2 of the 2020/2021 academic year and this research was carried out in 2 cycles. The research subjects in this study were 14 children from PELANGI Kindergarten, consisting of 8 girls and 6 boys aged 4-5 years. The criteria for the success of action in this research refer to the criteria set by Mills, which states that action research has a target percentage of 71% after taking action on research subjects. This means that this research is said to be successful if 71% of the number of children in the class have reached the standard set by the collaborators, namely 75% taking

into account the situation and conditions of the school. The data analysis used is a qualitative descriptive technique with percentages according to (Arikunto, 2010), namely

$$P = \frac{x}{N} \times 100 \%$$

P=Presentase

F=The overall value obtained by the child

N = Maximum score multiplied by the total number of children

The data will be interpreted into four levels, according to Arikunto, namely:

Conformity criteria (0%): 0-25: not yet developed

Conformity to criteria (0%): 26-50: starting to develop

Conformity to criteria (0%): 51-75: developing as expected

Conformity to criteria (0%): 76-100: very well developed

RESULT AND DISCUSSION

This action research was carried out on group A aged 4-5 years at PELANGI Kindergarten Padang Pariaman, totaling 14 students, consisting of 8 girls and 6 boys. This research focuses on improving the listening skills of group A children aged 4-5 years with the dimensions of listening, understanding, interpreting and evaluating. The listening aspect has one indicator, the understanding aspect has two indicators, the interpretation aspect has one indicator, and the evaluating aspect has two indicators.

Description of Pre-Action Data

The first step taken by researchers before taking action was to observe children's listening abilities in February 2021. The findings obtained from this observation will be compared with the results after taking action. By making comparisons, it will be possible to determine the improvements that occur in the learning process to improve children's listening abilities.

Based on the results of observations made by researchers and collaboration with teachers regarding aspects of children's listening abilities during observations when learning was taking place, children had difficulty concentrating to listen to the teacher telling stories. Children still really need the teacher's explanation in understanding the content of the story the teacher tells. Children still cannot remember the characters in the story. Children still cannot conclude the moral message from the stories they hear.

The results of the observations made can be seen from initial abilities by using the observation sheet instrument to obtain the following data:

Table 1. Data on Initial Conditions of Children's Listening Ability to Perform Actions

No.	Indicator	Evaluation				Amount
		BB	MB	BSH	BSB	
1	Children can sit quietly and listen to the story	2	4	6	2	14
2	Children can name the characters and characters in the story	6	3	3	2	14
3	Children can tell the events that occur in the story	9	3	2	0	14
4	Children can retell stories correctly and completely	4	6	3	1	14
5	Children can say the correct story according to the picture	5	4	4	1	14
6	Children can conclude the moral message from the story	6	6	2	0	14

Based on the table above, the initial conditions for the listening ability of PELANGI Kindergarten students in Padang Pariaman can be seen as follows:

The first aspect, children can sit quietly listening to stories is still low, namely, 2 out of 14 people or 14.29% are in Very Good Development (BSB), 6 out of 14 people or 42.86 % is on abilityDeveloping According to Expectations (BSH), 4 out of 14 people or 28, 57 % are in the Starting Developing ability, and 2 out of 14 people or 14.29% are in the Not Yet Developing ability.

The second aspect, children can name the characters and characters in the story, namely, 3 out of 14 people or 21,43 % are at Very Good Developing Capability (BSB), 2 out of 14 people or 14.29 % are at CapabilityDeveloping According to Expectations (BSH), 3 out of 14 people or 21.43% are in the Starting Developing ability, and 6 out of 14 people or 42.86% are in the Not Yet Developing ability.

The third aspect, children can tell stories about events that occur in the story, namely, 0 out of 14 people or 0.0% are at Very Good Development (BSB), 2 out of 14 people or 14,29 % is on abilityDeveloping According to Expectations (BSH), 3 out of 14 people or 21.43% are in the Starting Developing ability, and 9 out of 14 people or 64.29% are in the Not Yet Developing ability.

The fourth aspect, children can retell stories correctly and completely, that is, 1 out of 14 people or 7.14% are at Very Well Developed (BSB), 3 out of 14 people or 21,43 % is on abilityDeveloping According to Expectations (BSH), 6 out of 14 people or 42.86% are at Starting Developing ability, and 4 out of 14 people or 28,57% is at Undeveloped ability.

The fifth aspect, children can say the story correctly according to the picture, namely, 1 out of 14 people or 7.14% are at Very Good Development (BSB), 4 out of 14 people or 28,57 % is on abilityDeveloping According to Expectations (BSH), 4 out of 14 people or 28,57 % is at Starting to Grow capability, and 5 of 14 people or 35,71 % is at Undeveloped ability.

The sixth aspect, children can conclude the moral message from the story, namely, 0 out of 14 people or 0.0% are in Very Good Development (BSB), 2 out of 14 people or 14,29 % is on abilityDeveloping According to Expectations (BSH), 6 out of 14 people or 42.86% are at Beginning to Develop capabilities, and 6 out of 14 people or 42,86 % is at Undeveloped ability.

Based on the description of the child's initial condition above, the researcher feels it is necessary to take action to improve the child's listening ability. For this reason, researchers collaborate with teachers to determine the next steps, namely jointly conducting research through media implementation *Daily Spin Board*. The description of the research results is described in stages in the form of cycles.

Action Cycle I

The stages in this research are planning, implementation, analysis and reflection. In cycle I, the first meeting includes: (1) Learning Program Plan (RPPH); (2) prepare the media *Daily Spin Board* and other media to support the process of storytelling activities; (3) compiling an observation sheet regarding the listening ability activities of children aged 4-5 which includes an assessment grid mentioning the characters and characters in the story, being able to sit quietly listening to the story, telling the events that occurred in the story, retelling the story correctly and completely, saying the story correctly according to the picture, and concluding the moral message of the story.

The first, second and third meetings in cycle I were held in the second and third weeks of March from 7.30-11.00 WIB with the theme of my environment, the sub-theme of my school. Learning begins with welcoming children, reading Iqra', morning journal, literacy, lining up and Duha prayers then continued with muroja'ah. Before starting the main activities, the children take a break to eat, drink and play.

Storytelling activities using media *Daily Spin Board* The teacher begins by preparing the media first. After that, the teacher prepares the children to listen to the teacher's story. In the first meeting, the teacher talked about the daily routine from waking up to going to school. Media *Daily Spin Board* This contains stories and pictures about daily routines from waking up to going to school. The teacher started telling a story while playing the media *Daily Spin Board*. When played, only one image will be visible and the other images will be covered, so the teacher begins to tell about the events in the visible image. The event repeats until all the drawings are complete. Then after the teacher has finished telling the story, the teacher makes observations along with assistance in learning.

In the first cycle of learning, the 3 meetings from the beginning to the end of the activity went well and smoothly according to what had been planned. At first the child was curious about the activities being prepared, the child enthusiastically paid attention to the media *Daily Spin Board* which can be rotated. After explaining the uses of the media, the teacher begins the storytelling activity. There are some children who are enthusiastic about listening to the teacher's story and there are also those who are still not focused on paying attention to the teacher. After finishing telling the story, the teacher asks the children to participate in retelling the story that was read, mentioning the characters in the story, connecting the story with pictures, and so on.

Based on observations during the observation process of storytelling activities with the media *Daily Spin Board* in the first cycle of the first meeting, children were at the adjustment stage with activities that they rarely did, so there were children who adjusted quickly and there were children who took a long time to adjust. From the results of observations during cycle 1, the following data was obtained:

Table 2. Recapitulation Data on Children's Listening Ability Data for Cycle I

No	Indicator	BB		MB		BSH		BSB	
		N	P %	N	P %	N	P %	N	P %
1	Children can sit quietly and listen to stories	0	0.00	6	42.86	5	35.71	2	14.29
2	Children can name the main characters and characters in the story	0	0.00	5	35.71	8	57.14	1	7.14
3	Children can tell about events that occur in the story	0	0.00	5	35.71	7	50.00	2	14.29
4	Children can retell stories correctly and completely	2	14.29	5	35.71	6	42.86	1	7.14
5	Children can name the correct story according to the picture	1	7.14	8	57.14	4	28.57	2	14.29

6	Children Can Infer Moral Messages From Stories	1	7.14	6	42.86	7	50.00	0	14.29
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It is hoped that the results of reflection in cycle I can provide better changes in the learning process. On this occasion, the researcher together with the teaching teacher held a discussion and evaluation regarding the implementation of the learning that had been carried out in order to achieve the goal of improving children's listening skills optimally.

Action Cycle II

Based on the results of observation and reflection in cycle I, the researcher prepared a plan for implementing research in cycle II, this planning included: (1) Learning Program Plan (RPPH); (2) prepare the media *Daily Spin Board* and other media to support the process of storytelling activities; (3) compiling an observation sheet regarding the listening ability activities of children aged 4-5 which includes an assessment grid mentioning the characters and characters in the story, being able to sit quietly listening to the story, telling the events that occur in the story, retelling the story correctly and completely, saying the story correctly according to the picture, and concluding the moral message of the story; (4) prepare the camera for documentation.

The first, second and third meetings in cycle II were held in the first, second and third weeks of April from 7.30-11.00 WIB with the theme of plants, the sub-theme of vegetables. Learning begins with welcoming children, reading Iqra', morning journal, literacy, lining up and Duha prayers then continued with muroja'ah. Before starting the main activities, the children take a break to eat, drink and play.

Before entering the main activity the teacher conducts questions and answers about the dangers of vegetables, the benefits of vegetables in everyday life, different types of vegetables, and how to grow vegetables. Storytelling activities using media *Daily Spin Board* The teacher begins by preparing the media first. After that, the teacher prepares the children to listen to the teacher's story. In the first meeting, the teacher told about farmer gardening activities. Media *Daily Spin Board* This contains stories and pictures about gardening farmers. The teacher started telling a story while playing the media *Daily Spin Board*. When played, only one image will be visible and the other images will be covered, so the teacher begins to tell about the events in the visible image. This incident is repeated until all the pictures are finished. Then after the teacher has finished telling the story, the teacher makes observations along with assistance in learning.

In the second cycle learning process, the 3 meetings from the beginning to the end of the activity went well and smoothly according to what had been planned. Children already understand the activities being prepared, children are very enthusiastic about paying attention to the media *Daily Spin Board* which can be rotated. After explaining the uses of the media, the teacher begins the storytelling activity. Children are eager to listen and pay attention to the teacher's story. After finishing telling the story, the teacher asks the children to participate in retelling the story that was read, mentioning the characters in the story, connecting the story with pictures, and stating the moral message of the story.

Based on observations during the observation process of storytelling activities with the media *Daily Spin Board* In cycle II, at this meeting the children were at the stage of understanding stories based on pictures and were able to draw conclusions from the stories read by the teacher. The results of

observations in cycle II showed a significant increase in children's listening abilities. From the results of observations during cycle II, the following data were obtained:

Table 3. Recapitulation Data on Children's Listening Ability Data for Cycle II

No	Indicator	BB		MB		BSH		BSB	
		N	P %	N	P %	N	P %	N	P %
1	Children can sit quietly and listen to stories	0	0	0	0	2	14.29	12	85.71
2	Children can name the main characters and characters in the story	0	0	1	7.14	3	21.43	10	71.43
3	Children can tell about events that occur in the story	0	0	0	0.00	4	28.57	10	71.43
4	Children can retell stories correctly and completely	0	0	2	14.29	5	35.71	7	50.00
5	Children can name the correct story according to the picture	0	0	1	7.14	4	28.57	9	64.29
6	Children Can Infer Moral Messages From Stories	0	0	2	14.29	4	28.57	8	57.14

Based on the table above, it can be seen that there is an increase in the listening skills of children through the implementation of media *Daily Spin Board* from the Pre-Action stage, Cycle I and Cycle II. For more details on the increase in children's abilities, you can see the graph below:

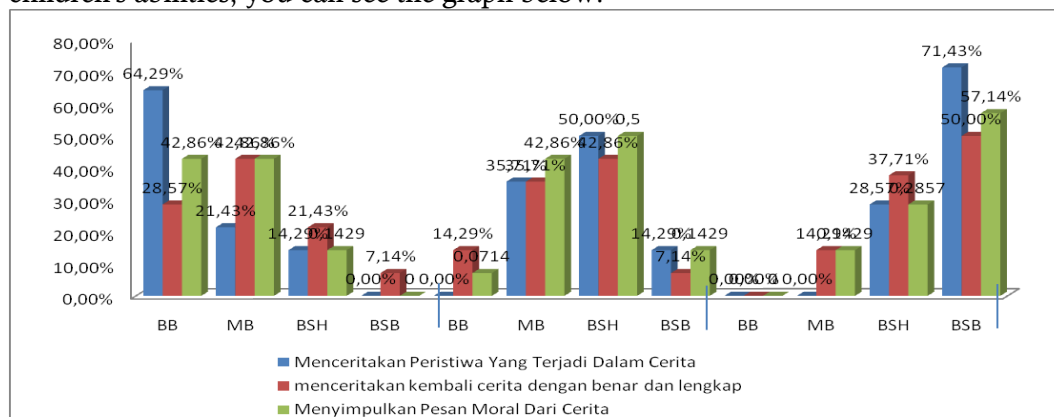


Fig 1. Comparison graph of children's listening abilities during pre-action, Cycle 1 and Cycle 2

The implementation of cycle II was carried out over three meetings, showing that children's listening abilities had improved according to the success indicators that had been determined. The success of this improvement is known from the comparison of the results of Pre-Action, Cycle 1 and Cycle 2 according to the indicators. If seen from the average percentage of success criteria according to the agreement between researchers and collaborators which was set at 75%, then the research carried out in group A of Pelangi Kindergarten was declared successful because the children had experienced an increase in scores of at least 75%.

From the graph above, it can be seen that improving children's listening skills based on each indicator reaches a level of success from not yet developed (BB) to very well developed (BSB). One of the indicators of telling the events that occurred in the story in the pre-action stage showed that the results were not yet

developed as many as 9 out of 14 children or 64.29%, 3 out of 14 children or 21.43% are at Starting Developing ability, 2 out of 14 people or 14,29 % is on ability Developing According to Expectations (BSH), and 0 out of 14 people or 0.0% are at Very Well Developed (BSB) capabilities.

Passing the first cycle of action shows that there is an increase in that there are no more children who are not yet developing (BB) but are already starting to develop (MB) as many as 5 out of 14 children, namely 35.71%. Meanwhile, the increase after going through cycle II was that 4 out of 14 children had the ability to develop according to expectations (BSH), namely 28.57% and 10 out of 14 children had the ability to develop very well (BSB), namely 71.43%.

CONCLUSION

Based on the results of the research and discussions that have been carried out, the results of research found by pre-cycle data analysts with a TCP presentation of 50.9% in the first cycle were 64.58% and in the second cycle it was 90.17%. As mentioned, according to Mills and the agreement that the research is said to be successful if it reaches 75%, namely 11 out of 14 children are in the category of developing according to expectations. The results obtained show that TCP children's listening abilities have reached the expected criteria. Based on qualitative data, media *Daily Spin Board* as a support for storytelling activities, it can improve children's listening skills. Increasing children's listening skills can be seen when children can retell stories read by the teacher using media *Daily Spin Board*, Children easily understand the meaning of the story as evidenced by the fact that children can name the characters in the story. This proves that the media *Daily Spin Board* make the stories that children listen to more memorable and meaningful. Apart from that, children can also conclude good messages from the story. Thus action research on "Media implementation *Daily Spin Board* to improve the listening skills of children aged 4-5 years at the PELANGI Padang Pariaman Kindergarten" is expected to be used by teachers to improve children's listening skills. Media implementation *Daily Spin Board* with the hope that it can become a medium to support fun storytelling activities so that children do not feel burdened by boring storytelling activities.

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