

Significant Sensory Stimulation Program Through the Use of Flash Card as Media of Toddler Language Development at Pre-Kindergarten

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Abstract—This study aims to determine the effectiveness of flash card on toddlers' language development at a Pre-Kindergarten Hikari Kids Club Padang. This qualitative research uses quasi experimental design. The data of this research were collected through a test, in the form of statements as many as 4 items statement written in the statement sheets. Then, the data were processed by using t-test. The results showed that children in the experimental class who were taught by using the flash card had a high average score, 86.66, to be compared with the control class that use an ordinary card media which got 6.69 as the average score. Therefore, based on the hypothesis testing, it is found that the t-count (2.0531) was larger than t-table (0.9259) which shows that there is a significant effectiveness of the use of flash card on the children's language development at Pre-Kindergarten Hikari Kids Club Padang. Thus, it can be concluded that the flash card media highly affect the toddlers' language development.

Keywords—*Sight Sensory Stimulation, Flash Card, Language Development.*

I. INTRODUCTION

Mansur (2014) states that Early Childhood is a group of children who are in the unique process of growth and development. In the other words, they are having a pattern of growth and development (fine and coarse motor coordination), intelligence (thinking power, creativity, emotional intelligence, and spiritual intelligence), emotional social (attitudes and behaviors and religion), language and communication that are specific to the level of growth and development of children. Meanwhile, Sujiono (2009) mentions if the Early Childhood is "the individual figure that experiences a healthy and fundamental development process for the future life. Early Childhood is in the age of 0-8 years old". Therefore, it can be understood that the early childhood is a child with ages ranging from 0-8 years who are experiencing the great process

development in line with their physical growth and development.

Moreover, Early childhood or a Pre-Kindergarten education needs to be provided through various stimuli to assist the growth and development of children in accordance with the their developmental stages, as well as efforts to provide stimulus for the children's potential. It is supported by [3] that "Early childhood education is essentially an education that is held to facilitate the growth and development of children as a whole and develop their maximum potential." On the other side, Mulyasa (2012) mentions that "Early Childhood Education is the first and main foundation in the the children personal development, whether it is related to character, physical ability, cognitive, language, art, social, emotional, spiritual, self-discipline and self-reliance".

Accordingly, it can be concluded that the early childhood education or a pre-kindergarten is the process of giving any stimulus or stimulation to the children, providing and guiding the learning activities in order to help the children's growth to produce skills and abilities since in early ages.

Children are the young generation of a nation that must be prepared physically and spiritually from the early ages, so that all aspects of development are developed optimally. Every child was born on each of their own potential. The potential will be developed optimally if the educators at Pre-Kindergarten / TPA provide a sensori stimulus on the children continuously. To be clearer, One of the abilities that should be developed in early childhood is their eyesight ability. Hence, TPA or pre-school education is a very important place and media in stimulating children's eyesight or visual ability [5].

Through observations of toddler children at TPA/early childhood education, the visual of eyesight ability has not been well developed. It is where in the TPA, they are given lack of sensory stimulation on the visual ability, with the limited supportive media to stimulate children's visual sense ability. Therefore, there is a need of changes that must be done by the teacher that is to create an interesting media for the development of the children's visual sense ability. One of the most suitable media that can be used to develop this ability is by using flash card.

In order activate the learning process be done effectively and efficiently in which the students will actively follow the processes, the teacher should pay attention to several important things. One of those important things that must be considered is the use of learning media. It is relevant to a theory stated by Asyhar (2011) that learning media is anything that can convey or distribute messages from a source in a planned manner, resulting in a conducive learning environment where the recipients can perform the learning process efficiently and effectively.

Efforts to realize the learning objectives are supported by the media dealing with the materials, strategies used and characteristics of children or students. This media can be in the form of visual media, audio, and audio visual. Visual media can be developed in various forms. One of which is a flash card media (a card that contains pictures, text, which reminds the child on something connected with the image). Flash card as a media is not only as a tool, but also as a means of channeling the message. It will be more effective rather than another media, since it is practical and easy to be captured by the children's memory. Furthermore, by the use of flash card media, the students' or children's cognitive, social, emotional, language, and physical motor skills can be developed well. However, in fact there are still many educators who have not used flash card media yet [7].

The explanation above is supported by the result of research that has been done by [8] in which the use flash card media effectively affect the toddlers' language development. The development is seen from the toddlers interest and wants to see various size, kinds, and colours of pictures or images used in the flash card media. From their intention in looking at the flash card, they are able to mention the name, colours, and size of those pictures so that the toddlers can communicate the information from what they have already seen through a verbal or non-verbal language.

Susilana & Riyana (2008) state that a Flash Card is a medium of learning in the form of 25x30 cm picture cards. The drawings are made by hand or photo, or utilize any existing images / photos

embedded on Flash Card sheets. The pictures on the Flash Card is a series of messages presented with a description of each image listed on the back. Besides, [10] believes that a Flash Card is a game card specifically made for children. This card is effective to help children in order to read and know the numbers from the early ages.

One aspect of children's development that teachers can develop in pre- kindergarten is the language development aspect. Language is one of the areas of development in the growth of basic skills in pre-kindergarten. Language allows children to express their feelings and experiences both orally and in writing into symbols that can be used to communicate and think in the environment. It is relevant to a theory stated by Jahja (2011) that language is "the ability to communicate with others". In this sense, it includes all means of communicating, where thoughts and feelings are expressed in symbols or symbols to meet an understanding as by using oral, written, gestures, numbers, paintings, and facial expressions. In addition, Susanto (2011) states that the language is "a tool for thinking, expressing yourself, and communicating". Hence, it can be concluded that language is a form of a person's communication skills in expressing thoughts, feelings, and human attitude in the form of symbols or symbols.

II. RESEARCH METHODS

Based on the problems studied, this quantitative research uses an experimental approach with quasi experimental design. Then, The population in this study is the students at Pre-Kindergarten HIKARI Kids Club Padang. This pre-kindergarten is located at Jalan Kampung Baru Gg, Ikhwan Mosque RT 06 RW 05, East Sawahan Village, East Padang Subdistrict. In addition, to take the samples from all the population, a purposive sampling technique is used.

As the result, the group that will be sampled in this study are children aged toddler from 18 to 36 months old. Besides, 10 children were controlled and 10 more subjects were made into experimental class. The consideration are the number of children of both groups, each of 10, same child age, same child's ability level, same learning facility, and recommendation from teacher and head of ECD HIKARI Kids Club Padang.

Moreover, the instrument used to take the data in this research is the test. The test is said to be valid if the test can measure what it wants to measure. It is supported by Arikunto (2010) that validity is a measure that indicates the level of validity or validity of an instrument. A valid or valid instrument has high validity. Conversely, a less valid instrument means to have low validity.

In addition, the instrument uses a scale that is appropriate to the developmental assessment of toddler age children. With the following assessment criteria : Not Developed (BB) scored 1; Start Developing (MB) was given a score of 2; Growing Up Expectations (BSH) scored 3; Growing Very Good (BSB) was given a score of 4.

On the other hand, the test reliability is a measure of the accuracy of a test when tested to the same object, to determine the reliability of the test used Alpha formula that [13]. The data analysis technique used in this study is to compare the difference of two average values, so that it is done by t test (t-test). However, the researcher conducted the normality and homogeneity test before coming to the next test. It is because in order to analyze the difference, normality test is required. The explanation is in line with the idea presented by Syafril (2010) in which normality test used to determine whether the data to be processed derived from normal distributed data. Normality test done before processing the data with product moment correlation technique, regression, t-test, and anava and so on. A commonly used technique for data normality testing is the Liliefors test technique.

Therefore, to know whether the data is normal or not, a Liliefors test was firstly distributed. One technique which is often used to test the homogeneity of population variance is to use the Bartlett test. If it is known that the data is normally distributed and homogeneous, then data analysis would be done according to the analysis technique that has been done that is by looking at the comparison on the result gotten from the t-test. In short, the data were tested after being obtained with the formula t-test.

III. FINDINGS AND DISCUSSION

Drawing the conclusions from the results of the study, hypothesis testing used a t-test. Before conducting t-test, normality and homogeneity test on the result of the research are done. As the result, based on test result of experiment group normality L counted to be 0,211 smaller than L table 0,258 for 0,05. Thus, the value of the experimental group comes from normally distributed data. For the control group obtained L count 0.1543 smaller than L table 0.258 to 0.05. This means that the control group data comes from normally distributed data. So the child data comes from the Normally distributed population.

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normality testing is the liliefors test. If $F(Z_i) - S(Z_i)$ is smaller than the table, the data is normally distributed.

On the other side, dealing with the homogeneity test of the data of both classes obtained arithmetic amount of 0.0375 and for Chi squared (2-1) then obtained table of 3,841 for significant level α 0,05 (5%). Based on these results can be seen that count <table (0.0375 <3.841). So it can be concluded that the child data comes from the homogeneous group at a real level of 0.05. In accordance with the opinion Syafril (2010) states If the calculation of 2 count smaller than 2 tables means that the data comes from a homogeneous group.

From result of hypothesis testing that had been conducted by using t-test obtained tcount equal to 2,0531, while ttable to level of real α 0.05 (5%) with df equal to 18 is = 0,9259. So it can be seen that thitung is bigger than ttable in real level α 0.05 (5%) that is (2.0531 > 0,9259). As the result, it can be concluded that there is a significant difference between the visual sensory stimulation of the experimental class children who use flash card, with the control class which used the usual media card.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis of the research data presented above, it will be presented several conclusions and suggestions on the results of the research.

Firstly, the result of this research shows that there is a significant difference on the results of the children's ability in Pre-Kindergarten HIKARI Kids Club Padang that is significant between the experimental and control class. This proves that using a flash card can affect the students language development on the visual sensori ability, so the average value obtained from the experimental class is higher (8.31) than the control class (6.69).

From the result of hypothesis testing, it is found that t-table where 2,0531 <0,9259 which is proved by the significant level(α) score, 0.05. It means that there is a significant difference between the results of children language development in experimental class that uses flash card and the control class that uses ordinary media card. In short, using a flash card is proven to have a high impact on toddlers' language development at Pre-Kindergarten HIKARI Kids Club Padang.

Furthermore, it is expected to the pre-kindergarten managers to be more concerned with providing motivation, instruction and games as well as tools or media of child education that more support the learning process in schools to develop various aspects of children development, especially

their language development. Then, for the further research, the results of this study is hoped to become a source of literature for other researchers to develop long research.

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