

The Improvement in Listening Skills of Children Aged 5-6 Years in Guidance for Kids Kindergarten Using the *Ged* Application

Yunita, Brigita Puridawaty
Panca Sakti University Bekasi

ABSTRACT

The purpose of this study is to determine the improvement in listening skills of children aged 5-6 years in Kindergarten Guidance For Kids Using the GED Application. The research design used is quantitative research with a Pre-Experimental approach using the One Group Pretest-Posttest design. The sample for this study consists of 10 children from group B. The instrument used is an observation sheet. Data collection techniques in this study use observation and documentation techniques, while data analysis in this study uses SPSS 20. Based on the research results, it is shown that there is the improvement in listening skills of children aged 5-6 years in Kindergarten Guidance For Kids Using the GED Application. This can be seen after treating the children three times; they can listen attentively, interpret, and understand meaning. Furthermore, it is evident from the results of the Paired Sample Test statistical analysis with a sig value (2-tailed) of $0.002 < 0.05$, which means that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Therefore, it can be concluded that there is the improvement in listening skills of children aged 5-6 years in Kindergarten Guidance For Kids Using the GED Application.

Keywords: *Bilingual Learning, Listening Skills, GED Application*

Corresponding author

Name: Yunita

Email: yunita.ferdiyanto@gmail.com

INTRODUCTION

Early childhood is a period often referred to as the "golden age." The golden age encompasses children from 0 to 5 years old. It is a crucial time for optimizing their growth and development. In stimulating early childhood, we must pay attention to six aspects of child development: social-emotional, cognitive, language, moral-religious, physical-motor, and artistic aspects.

One of the crucial aspects to consider during the "golden age" is language development. Language is a vital tool for communication for everyone. Language skills involve using linguistic knowledge in communication, including listening, speaking, reading, and writing. These skills are closely interconnected and contribute to each other's improvement. Humans acquire these language skills in a sequential manner. During early

childhood, listening and speaking are predominantly used as children have not yet learned to write and read. Listening skills are innate but need to be learned for the needs of early childhood. Stimulation is a suitable way to enhance listening skills.

Therefore, it can be concluded that listening is an individual's perception in paying attention, observing, and selecting what is present in their environment. Listening is a crucial part of establishing good communication with the environment. It is a necessary step to engage in individual or group communication.

Excessive use of digital or technological devices can have negative impacts on children. Many parents and educators are concerned about the low listening skills in early childhood, attributed to factors such as changes in parenting styles, excessive technology use, and lack of social interaction. However, in this digital era, children are more interested in using digital tools for play and learning. Hence, there is a need for an application that can control children's technology use to make it safer and more beneficial.

From observations, it was found that the listening skills of 4-6 year old children at TK Guidance For Kids have not developed. This lack of listening skills results in difficulties in understanding lessons, children not following teachers' instructions, or asking the teacher the same question before following instructions. This indicates that the children are not yet able to comprehend what their teacher communicates, both orally and in writing.

Learning activities in the class still use conservative methods such as books, worksheets, and props. Children appear less interested and quickly become bored during these learning activities. Their concentration shifts when they are not interested or become bored during listening activities. TK Guidance For Kids has an application called "GED" that will be used in teaching and learning activities.

The Guidance Edutainment (GED) application is an audio-visual media based on an Android application that is lightweight and can be installed on both teacher and parent devices. The GED application was created by TK Guidance as a technological tool to support education in the digital era. Children are prepared to become technologically literate from an early age, laying the foundation for a high-tech generation.

Motivated by the above findings, the researcher will conduct a study at TK Guidance For Kids to investigate whether the use of the "GED" application in teaching and learning activities improves the listening skills of 4-6 year old children. Based on the above phenomenon, the researcher conducts a study on the "Effect of Bilingual Learning Based on the 'GED' Application on the Listening Skills of 4-6 Year Olds at TK Guidance For Kids." The research is conducted at TK Guidance For Kids and focuses on the concept of bilingual learning, the implementation of bilingual learning using the 'GED' application, and its impact on the listening and speaking skills of children at TK Guidance For Kids. Based on the background of the problem and the research limitations mentioned above, the problem formulation in this study is whether there is an influence of bilingual learning based on the GED application on listening skills in 4-6 year old children at TK Guidance For Kids?

METHOD

This research is a quantitative study with an experimental approach (pre-experimental design) that includes treatment. Experimental research can be defined as a research method used to determine the effect of treatment on other factors in controlled conditions (Sugiyono, 2017). The design used is a one-group pre-test post-test design. In this design, students are given a pre-test to assess their listening skills, followed by a treatment in the form of group guidance, and concluded with a post-test to determine the effectiveness of the treatment. This technique is used to assess the extent of its influence in improving children's listening skills.

The research is conducted at TK Guidance For Kids regarding the impact of bilingual learning based on the "GED" application on the listening skills of 4-6 year old children at TK Guidance For Kids using a pre-experimental research method with a pre-test-post-test design (ASRIN, 2022).

To ensure that the research aligns with its objectives, the researcher has designed the study based on an analysis of the existing issues within each research unit. This design is systematically structured as a research guideline.

	Research design		
	Pretest	Treatment	Post test
Experiment	O1	X	O2

Note :

O1 :Pre-test experiment class

O2 :Posttest experiment class

X : The treatment of bilingual learning method based on the GED application

The population in this study consists of 44 students at TK Guidance For Kids. The sampling technique uses several specific considerations to select research samples to ensure that the collected data are more accurate. The experimental sample is Group B1, with 10 students selected as the sample.

All statistical analyses were performed using the SPSS 24.0 statistical program to analyze the data obtained during the study. Before conducting the analysis, the researcher first checked whether the data between experimental class variables were correct. First, descriptive statistical calculations were performed to calculate the mean, maximum value, minimum value, and Shapiro-Wilk of the calculated group data. Normality and homogeneity tests were conducted to determine if the obtained data followed a normal distribution. Next, hypothesis testing was conducted using the paired sample t-test. The aim was to determine the extent of the influence of using the GED application on improving the listening skills of 5-6 year old children at TK Guidance For Kids.

RESULT AND DISCUSSION

The pretest conducted in this study was done without using the "GED" application. Meanwhile, the final posttest results were obtained from listening skills using the "GED" application. The students participating in this study belong to one class, namely Group B1, consisting of 10 students aged 5 to 6 years. This is the experimental class that received treatment using the "GED" application. These students underwent the learning process until the end and completed the posttest given.

Summary List of Listening Skills Test Results

No.	Kode	PreTest	PostTest
1	S01	24	46
2	S02	25	47
3	S02	35	45
4	S04	21	46
5	S05	36	47
6	S06	24	48
7	S07	37	43
8	S08	29	45
9	S09	30	42
10	S10	34	46

The data above can also be used to calculate the average speaking ability to determine its category (minimum, maximum, and mean). The calculated averages using SPSS 24.0 for Windows are as follows:

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	10	21.00	37.00	29.5000	5.79751
PostTest	10	42.00	48.00	45.5000	1.84089
Valid N (listwise)	10				

It can be seen that the mean posttest value is larger than the pretest value, which is 45.50 for the posttest and 29.50 for the pretest. When looking at their standard deviations, the pretest has a larger value compared to the posttest, with 5.797 for the pretest and 1.840 for the posttest.

The Paired Sample T-test is used to make a decision on whether the research hypothesis is accepted or rejected. The hypotheses being tested are:

H_0 = There is no significant difference in the average between the pretest and posttest results, or there is no effect.

H_a = There is a significant difference in the average between the pretest and posttest results, or there is an effect.

With the testing criteria as follows:

If sig. (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected.

if sig. (2-tailed) < 0.05 then H_0 is rejected dan H_a is accepted.

The posttest results showed a significant improvement after the treatment was administered. There was a notable difference between the pretest and posttest results. This can be observed in children who paid full attention to the teacher delivering the material, could repeat the sounds of vocabulary demonstrated by the teacher, answered the teacher's questions, were able to complete activities within the application, and enthusiastically engaged in games within the activities. The analysis showed a learning improvement of 7.6, from an average pretest score of 29.5 to 49.5 in the posttest score.

The aim of this research is to provide a clearer insight into the impact of using the GED application on improving children's listening skills. It is hoped that this research will also benefit educators and educational practitioners in developing more creative, interactive, and innovative teaching approaches to enhance children's abilities to listen, understand, and respond to information at an early age.

By investigating the influence of using the GED application on improving children's listening skills, this research can make a positive contribution to the development of more effective curriculum and teaching strategies for early childhood education. Additionally, it is expected that this research will serve as a reference for educators to better adapt to the advancements of the digital era and also stimulate interest among children to learn while playing, not only at school but also anywhere and anytime, as this application can be installed on parents' smartphones. The researcher hopes that this application will function as a sustainable learning aid.

CONCLUSION AND RECOMMENDATION

It can be concluded that there is an influence of using the GED application on improving the listening skills of children aged 5-6 years at TK Guidance For Kids Cengkareng. From the calculation results using SPSS, based on the t-test table, a significance value of 0.002 was obtained, which is smaller than $\alpha = 0.05$. Thus, H_0 is rejected and H_1 is accepted, meaning that there is an influence of using the GED application on improving the listening skills of children aged 5-6 years at TK Guidance For Kids Cengkareng.

Based on the conclusions and implications above, the following recommendations can be given: the GED application can be an effective tool for teachers to support learning and enrich the learning experience of children so that they are interested and not easily bored. The GED application can also help parents guide, mentor, and accompany children

in using technology-based learning media at home to improve children's listening skills. Further research can be conducted to better understand the long-term impact of using the GED application on children's listening skills.

REFERENCES

- Andini Dwi Arumsari, Bustomi Arifin, & Zulidyana Dwi Rusnalasari. (2017). Pembelajaran Bahasa Inggris pada Anak Usia Dini di Kec Sukolilo Surabaya. *Jurnal PG-PUD Trunojoyo*, 4(2).
- Aorinka Anendya. (2022). Mengenal Apa Itu Aplikasi, Fungsi dan Jenis-jenisnya. <https://www.dewaweb.com/blog/apa-itu-aplikasi/>
- Aprilia, N., & Rosnelly, R. (2020). Aplikasi Media Pembelajaran Pengenalan... 967.
- ASRIN A. (2022a). METODE PENELITIAN EKSPERIMEN. *Maqasiduna: Journal of Education, Humanities, and Social Sciences*, 2(01), 21–29. <https://doi.org/10.59174/mqs.v2i01.24>
- ASRIN, A. (2022b). METODE PENELITIAN EKSPERIMEN. *Maqasiduna: Journal of Education, Humanities, and Social Sciences*, 2(01), 21–29. <https://doi.org/10.59174/mqs.v2i01.24>
- Esti Ismawati, Faras Umayra, & Wahjudi Djaja. (2012). Belajar di kelas awal. *Geograf*. (2023). Pengertian Android Studio : Definisi dan Penjelasan menurut para Ahli. <https://geograf.id/jelaskan/pengertian-android-studio/>
- Hayati, T., Hidayat, H., & Nuri, N. I. (2021a). Upaya Meningkatkan Kemampuan Berbicara Anak Usia Dini Melalui Metode Bercakap-Cakap. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 58–68. <https://doi.org/10.37985/murhum.v2i2.16>
- Hayati, T., Hidayat, H., & Nuri, N. I. (2021b). Upaya Meningkatkan Kemampuan Berbicara Anak Usia Dini Melalui Metode Bercakap-Cakap. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 58–68. <https://doi.org/10.37985/murhum.v2i2.16>
- Hermawan, A., Yuliana, R., & Damanhuri, D. (2022a). PELAKSANAAN PEMBELAJARAN BILLINGUAL DALAM MEMPERSIAPKAN PESERTA DIDIK MENGHADAPI TANTANGAN REVOLUSI INDUSTRI 4.0. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 11(1), 88. <https://doi.org/10.33578/jpfkip.v11i1.8546>
- Hermawan, A., Yuliana, R., & Damanhuri, D. (2022b). PELAKSANAAN PEMBELAJARAN BILLINGUAL DALAM MEMPERSIAPKAN PESERTA DIDIK MENGHADAPI TANTANGAN REVOLUSI INDUSTRI 4.0. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 11(1), 88. <https://doi.org/10.33578/jpfkip.v11i1.8546>
- Isnaini, S. N. I. (2019). Pelaksanaan metode bercakap-cakap dalam pengembangan keterampilan bicara anak kelompok B. 1 di RA Permata Belia Kalipancur Semarang
- Istiqomah, N., & Maemonah, M. (2021). KONSEP DASAR TEORI PERKEMBANGAN KOGNITIF PADA ANAK USIA DINI MENURUT JEAN PIAGET. *Khazanah Pendidikan*, 15(2), 151. <https://doi.org/10.30595/jkp.v15i2.10974>
- Kristanto, A. (2016). APLIKASI TEKNOLOGI PENDIDIKAN DI SEKOLAH. <https://journal.unesa.ac.id/index.php/jtp/article/view/3899>

- Latief, S. (2020). PENDIDIKAN ANAK USIA DINI (PAUD) SEBAGAI PONDASI PEMBENTUKAN KARAKTER DALAM ERA REVOLUSI 4.0 DAN SOCIETY 5.0: TEKNIK DAN KEBERLANJUTAN PENDIDIKAN KARAKTER. *Jurnal Literasiologi*, 3(2). <https://doi.org/10.47783/literasiologi.v3i2.92>
- Leroy Holma Siahaan, Lenny Solo, Yon A.E, & Franscy. (2024). Fun English with Games to Improve Competence Speaking English Students at SDIT Assalam Green School, Cileungsi, West Java. *Jurnal Pengabdian Masyarakat Formosa*, 3(1).
- Mary Renck Jalongo. (2011). Early Childhood Language Art. <https://www.google.co.id/search?tbo=p&tbm=bks&q=inauthor:%22Mary+Renck+Jalongo%22>
- Morrison, & George s. (2017). Dasar dasar pendidikan anak usia dini (Dewi, Ed.; 5th ed.). Jakarta, Indeks.
- Nandy Intan Kurnia. (2012). Pengembangan Keterampilan Menyimak. <http://eprints.uny.ac.id/id/eprint/1091>
- Pane, A., & Darwis Dasopang, M. (2017). BELAJAR DAN PEMBELAJARAN. FITRAH:Jurnal Kajian Ilmu-Ilmu Keislaman, 3(2), 333. <https://doi.org/10.24952/fitrah.v3i2.945>
- Rahma, A., Dwi Aprilia, P., Alfi Nuari, P., Rahmadian, R., Fadilah Fatmawati, R., & Ayu Lestari, S. (2022). ASPEK KEMAMPUAN MENYIMAK ANAK USIA DINI. In *Jurnal PAUD Emas* (Vol. 1, Issue 2).
- Rismareni Pransiska. (2018). KAJIAN PROGRAM BILINGUAL TERHADAP PERKEMBANGAN KOGNITIF ANAK USIA DINI. *EDUKASI : Jurnal Pendidikan*, 10(2).
- Rita Astika, Aloysius Mering, & Lukmanulhakim. (2019). IMPLEMENTASI PEMBELAJARAN BILINGUAL DI TAMAN KANAK-KANAK CAHAYA MENTARI PONTIANAK KOTA. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 8(3).
- Singgih D Gunarsa. (2006). *Dari Anak Sampai Usia Lanjut : Bunga Rampai Psikologi Perkembangan*. Jakarta: Gunung Mulia. (Singgih D Gunarsa, Ed.; 2nd ed., Vol. 2). BPK Gunung Mulia.
- Sonia W Soltero. (2004). Dual Language. https://www.google.co.id/search?tbo=p&tbm=bks&q=inauthor:%22Sonia+W.+Soltero%22&source=gbs_metadata_r&cad=4
- Subyakto Nababan, & Sri Utami. (1992). *Psikolinguistik Suatu Pengantar: Vol. X*. Gramedia.
- Tarigan, & Henry Guntur. (n.d.). *Menyimak sebagai sesuatu keterampilan berbahasa* (Angkasa, Ed.). Retrieved December 20, 2023, from <https://lontar.ui.ac.id/detail?id=20279483>
- Yusuf, E. B. (2017). PERKEMBANGAN DAN PEMEROLEHAN BAHASA ANAK. *Yinyang: Jurnal Studi Islam Gender Dan Anak*, 11(1). <https://ejournal.uinsaizu.ac.id/index.php/yinyang/article/view/826>
- Zaini, H., & Dewi, K. (2017). PENTINGNYA MEDIA PEMBELAJARAN UNTUK ANAK USIA DINI. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 81–96. <https://doi.org/10.19109/ra.v1i1.1489>