

Analysis Of The Use Of Audiovisual Media In The Language Development Of 5–6-Year-Old Children At Bina Insani IT Kindergarten

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Abstract

Problems with language development at TK IT BINA INSANI for children aged 5-6 years are characterized by limited vocabulary and sentence structure. Children only use basic nouns and cannot yet use adjectives, interrogative words, or complete sentences (SPOK). Children also have difficulty taking turns speaking, often interrupt, and lack attention when listening. This study aims to analyze the use of audio-visual media in the language development of early childhood group B children (aged 5-6 years) through video and storytelling, and to identify supporting and inhibiting factors in its implementation. This research was conducted using a qualitative descriptive approach at TK IT BINA INSANI, Senaru Village, Bayan District. Data collection techniques included observation, interviews, and documentation. Data analysis used the Miles and Huberman model (reduction, display, and conclusion drawing). The results indicate that the consistent use of audio-visual media at least twice a week effectively assists children's language development. Supporting factors include teacher creativity and a conducive environment, while inhibiting factors involve varied children's attention spans and facility quality. Qualitatively, audio-visual media has a significant impact on improving listening skills, speaking skills (increased confidence to perform from 50% to 80%), and mastery of new vocabulary (from 20-30 words to 40-50 words).

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1. INTRODUCTION

Early Childhood Education (PAUD) is a crucial educational level that encompasses the golden age. At this stage, cognitive, language, physical-motor, and social-emotional development occurs rapidly. Children aged 5-6, generally in grade B of kindergarten, should be able to communicate using structured sentences, master a varied vocabulary, and understand compound commands. Language skills are the primary foundation for children to communicate, socialize, and effectively express their ideas and feelings to those around them (Wiyani, 2022).

Essentially, early childhood education (PAUD) is designed to facilitate comprehensive child growth and development, emphasizing optimal development of all aspects of a child's personality. This aligns with the National Education System Law No. 20/2003, which emphasizes that preschool education aims to prepare children for primary education. The unique characteristics of early childhood require an appropriate learning approach. Ministerial Regulation No. 146 of 2014 mandates that the learning approach must be oriented toward children's needs and development, apply the principles of learning through play, and create an active, creative, effective, and enjoyable atmosphere (Fadillah, 2021).

The language development of children aged 5-6 years is a crucial transition phase, where children begin to shift from egocentric speech patterns to more mature communication patterns, resembling adult language structures. Syntactically, children begin to use conjunctions to explain cause and effect. Semantically, they develop an abstract vocabulary and the ability to classify objects. Pragmatically, children begin to understand the etiquette of taking turns and adapt their speaking style (Santoso et al., 2022). However, reality often demonstrates a gap between developmental theory and reality.

Based on preliminary observations conducted at the BINA INSANI IT Kindergarten in Bayan District, a number of problems related to language development were found in group B children (aged 5-6 years). The main problems included limited vocabulary and sentence structure. Children predominantly used basic nouns and had difficulty including adjectives, question words, and constructing complete sentences with a Subject-Predicate-Object-Adverb (SPOK) structure. Pragmatically, children had difficulty waiting their turn to speak, often interrupted others, and showed very little attention when asked to listen to stories delivered conventionally by the teacher.

To address these issues, innovation in learning strategies and media is needed. Media plays a crucial role in clarifying messages and simplifying complex concepts for children. Audio-visual media, which combines sound (audio) and moving images (visual), is considered highly relevant to the cognitive development of preschool children, who are still in the preoperational phase. Children in this phase rely heavily on concrete experiences they can see and hear (Arsyad, 2024; Sadiman et al., 2021).

Several previous studies have demonstrated the effectiveness of audiovisual media in stimulating language development. Research by Rodriguez (2022) and Jsnidar (2022) confirmed that the use of interactive media significantly increases children's enthusiasm and vocabulary. Similarly, Putri & Hidayah (2023) and Khirani et al. (2024) found that educational animated videos positively impact preschoolers' receptive and expressive language skills. Furthermore, Sholehah (2023) highlighted the importance of appropriate implementation of audiovisual media in uncovering children's latent language abilities.

Although there have been many studies related to audio-visual media, specific studies on the qualitative impact of its use on changes in children's language behavior, as well as the identification of contextual factors that support and hinder its implementation in schools with special geographical characteristics (such as TK IT BINA INSANI, which is located in a remote area), are still limited. The novelty of this study lies specifically in three aspects that distinguish it from prior research: first, unlike earlier studies that mostly rely on quantitative pre-post designs to measure vocabulary gains, this study qualitatively documents the process-level mechanisms (such as teachers' interactive "pausing" technique) through which audio-visual media translates into language gains; second, it identifies supporting and inhibiting factors as they specifically manifest in a geographically remote school with limited road access and infrastructure, a context largely absent from the existing audio-visual media literature, which has predominantly examined urban or well-resourced settings; and third, it links these contextual factors directly to concrete, practice-based coping strategies developed by teachers in the field, offering transferable insights for other schools facing similar geographical constraints. Therefore, this study aims to analyze in depth the use of audio-visual media in the language development of children aged 5-6 years at TK IT BINA INSANI, analyze supporting and inhibiting factors, and evaluate its qualitative impact on speaking and vocabulary skills.

2. RESEARCH METHODS

This study used a qualitative approach with a descriptive design (Creswell, 2022). This approach was chosen because the researcher aimed to explore phenomena in depth, holistically, and naturally regarding the processes, factors, and impacts of audio-visual media use on children's language skills without providing quantitative manipulation or intervention. The study was conducted at TK IT BINA INSANI, located in Magling Hamlet, Senaru Village, Bayan District,

North Lombok Regency. The study was conducted during the even semester of the 2025/2026 academic year, specifically during the period of June 2026.

The subjects of this study included 10 students in Group B (aged 5-6 years), consisting of 2 boys and 8 girls. In addition, supporting informants consisted of the principal (Mrs. Apriyanti, S.Sos) and Class B Teachers, in order to obtain comprehensive data on learning policies and implementation. The data collected were sourced from primary data (direct observation and interviews) and secondary data (school documents, Weekly Learning Implementation Plan/RPPM, school profile, and academic references).

Data collection techniques were implemented through three main methods: (1) non-participatory observation, conducted to directly observe children's activities, interactions, and responses during learning using audio-visual media in the classroom; (2) Semi-structured in-depth interviews with the Principal and Teachers to explore their strategies, obstacles, and views on children's language progress; and (3) Documentation in the form of activity photos, RPPM, and child evaluation lists. To ensure data validity (trustworthiness), this study applied source triangulation, technical triangulation, and time triangulation techniques (Sugiyono, 2022; Aisyi, 2022).

The data analysis technique refers to the Miles and Huberman model (Pratama et al., 2024), which includes the stages of Data Reduction (selecting and focusing relevant field notes), Data Presentation (compiling descriptive narratives and comparative tables), and Conclusion Drawing (verifying data to conclude the impact of media implementation qualitatively).

3. RESULTS AND DISCUSSION

Overview and Learning Planning

TK IT BINA INSANI is an educational institution that upholds the vision of developing a generation that is intelligent, skilled, faithful, and devout. Due to its geographical location in an area with challenging road infrastructure, student attendance is a challenge. Nevertheless, the school, headed by Mrs. Apriyanti, S.Sos., and supported by teachers, continues to strive to provide innovative learning experiences.

The implementation of learning using audio-visual media has been consistently programmed at least two to three times a week (Monday, Wednesday, and Friday). Based on the interview results, the initial step taken by the teacher was diagnostic observation (initial observation) to map the children's initial abilities. Initial findings showed that 50% of children had difficulty constructing sentences, 30% were shy/lack of confidence, and the rest lacked attention in listening. Armed with this data, the teacher planned the selection of short video content (10-15 minutes) tailored to curriculum themes, such as 'Work', 'My Ambition', and 'Profession'.

Implementation of the Use of Audio-Visual Media

The implementation of learning using audio-visual media at TK IT BINA INSANI is implemented through systematic stages. In the initial activity (5 minutes), the teacher conditions the children physically and mentally through apperception, singing, and conveying the objectives of the presentation. The core activity (20 minutes) becomes the center of stimulation; the teacher plays the entire presentation, followed by a second screening accompanied by a pause. During this pause, the teacher builds interactive communication, asks questions about objects that appear, and stimulates the children's syntactic reasoning (e.g., "Why does the doctor use a stethoscope?"). After that, the children are invited to role-play replicating the scenes in the video. Finally, in the closing activity (5 minutes), the teacher facilitates the children to do a flashback (recalling) and provides positive affirmation for the children's courage to speak.

Supporting and Inhibiting Factors

Optimizing the use of this media is influenced by the dynamics of supporting and inhibiting factors. The main supporting factors include: (1) Pedagogical competence and creativity of teachers in managing interactive breaks and post-viewing role-play; (2) Collaborative school

climate between the principal and teachers in providing facilities such as laptops, televisions, and child-friendly classrooms. On the other hand, teachers also encounter several obstacles that must be mitigated. These inhibiting factors include: (1) Fluctuations in children's attention, where some children are easily distracted or have a habit of passively watching from home, so they tend to daydream; (2) Limited technical facilities such as speaker sound clarity and screen resolution stability; and (3) The duration of the broadcast is sometimes too long, which if it exceeds the attention span (15 minutes) will trigger mass boredom.

Qualitative Impact on Children's Language Development

The most important finding of this study is the qualitative transformation in children's language behavior and competence. These changes were identified in several essential aspects:

First, listening skills (receptive language). In the initial phase, children tended to be engrossed in conversations with their friends during classical storytelling sessions. After the integration of audiovisual media, the visualization of moving images successfully captured their attention. Children's listening focus improved significantly, as evidenced by the increase in the proportion of children able to respond to evaluative questions, rising from 50% to 80% by the end of the study period.

Second, Speaking Skills (Expressive Language) and Self-Confidence. The psychological impact of self-confidence was the dominant finding. Initially, only 5 out of 10 children dared to share their experiences. After intervention using repetitive video media and verbal appreciation from the teacher, 8 children dared to appear in front of the class. They began to abandon repetitive one-word answers and dared to elaborate on complex sentence structures (e.g., "The doctor used a stethoscope to listen to the heart earlier"). Incorrect phonological pronunciation was gradually corrected through imitation of the narrator of the show.

Third, Vocabulary Mastery (Semantics). The acquisition of new vocabulary occurs massively. Children's vocabulary expands from 20-30 basic words to 40-50 words, encompassing both specific and abstract terminology. Their understanding of concrete concepts is greatly aided by visual representations of objects in videos, such as attributes of firefighters, architects, and astronauts. Their retention (memory) of new vocabulary also increases because the stimulus involves a multi-sensory pathway.

Discussion

The findings regarding the effectiveness of audiovisual media in reducing language development barriers align with Wiyani's (2022) cognitive theory, which emphasizes the importance of sensory experiences in children aged 5-6 years. Children do not construct understanding from abstract verbal descriptions, but rather from what they perceive audibly and visually instantly. The integration of "pausing" (interactive pauses) by teachers at TK IT BINA INSANI is a superior pedagogical practice that addresses the weakness of one-way communication often criticized in the use of electronic media (Hamdani, 2021; Sholehah, 2023).

The significant jump in children's courage from 50% to 80% supports the conclusions of Jsnidar (2022) and Putri & Hidayah (2023), who stated that audiovisual media creates a pleasant and threat-free psychological atmosphere, encouraging children to naturally speak and express themselves. Obstacles related to technical facilities and children's focus align with general findings from educational studies in suburban or remote areas. These obstacles are further intensified by the specific geographical condition of TK IT BINA INSANI, which is located in Magling Hamlet, Senaru Village, Bayan District, an area with limited road access and infrastructure. Challenging terrain frequently disrupts student attendance and delays the delivery of maintenance or replacement equipment when facilities such as speakers or screens malfunction, so minor technical issues tend to persist longer than they would in schools with easier access to urban service centers. Unstable electricity supply in the area also occasionally interrupts video playback, forcing teachers to shorten or reschedule sessions, which in turn affects the consistency of the twice-to-thrice-weekly implementation schedule. On the supporting side, the relatively small class size (10 children) and the close-knit relationship between the principal and teachers

in this rural setting allow for flexible, personalized responses to these disruptions, such as rescheduling sessions around village activities or pooling household devices when school equipment is unavailable. This local resourcefulness illustrates how school-specific conditions shape not only the obstacles encountered but also the strategies teachers develop to sustain the intervention. However, teacher agility in approaching children personally and reorganizing screen time management has been shown to neutralize these obstacles, in line with the principles of teaching resilience (Aziz, 2021).

This study has several limitations that constrain the generalizability of its findings. First, the qualitative descriptive design was conducted at a single kindergarten with a small subject group of only 10 children, so the patterns identified reflect the specific dynamics of that classroom rather than a broader population of 5-6-year-old children. Second, the school's distinctive geographical context, a remote village with limited road access and infrastructure, means that the supporting and inhibiting factors identified, as well as the coping strategies teachers developed, may not directly transfer to schools in urban or better-resourced settings where different constraints apply. Third, the short research period (one month, during June 2026) captures only an initial phase of change and does not establish whether the language gains observed are sustained over a longer period. Consequently, the findings should be interpreted as context-specific, in-depth insights into this particular setting rather than as generalizable claims about audio-visual media's effectiveness across early childhood education settings; broader generalization would require further studies involving multiple schools with varied geographical and socioeconomic characteristics, larger and more diverse subject groups, and longer observation periods.

4. CONCLUSION

Based on the analysis of the research results, it can be concluded that the systematic and consistent use of audio-visual media at TK IT BINA INSANI (two to three times a week) has proven effective in accelerating the language development of children aged 5-6 years. The implementation process requires structured planning from the precondition stage, interactive breaks, to the final evaluation. The main supporting factors are the teacher's pedagogical competence and the support of the school ecosystem, while challenges such as fluctuations in children's attention and limited facilities are successfully addressed through time management and verbal communication from the facilitator. Qualitatively, this media has a transformative impact, increasing children's listening skills, fostering confidence in public speaking, improving syntactic sentence structure, and significantly expanding children's vocabulary.

5. SUGGESTIONS

This study recommends that teachers consistently combine audiovisual media with conventional interactive methods (such as role-play) to maintain children's attention. Schools are advised to increase investment in more advanced multimedia infrastructure to ensure audio and visual clarity. Future researchers are encouraged to conduct longitudinal experimental studies to map children's language retention after intervention.

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