

## The Effect of Interactive Book Ceria to Improve Listening Skills of 5 to 6-Year-Old Children at TK PG Lab FKIP Universitas Riau

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### ABSTRACT

This study aims to analyse the effect of the interactive book CERIA on the listening skills of children aged 5-6 years at TK PG LAB FKIP Universitas Riau. The research background is the children's low listening skills, especially in paying attention, understanding the content, and the ability to repeat and answer questions from the story. The research used a one-group pretest-posttest experimental design with 16 children as subjects. Data were collected through observation and analysed using the t-test and N-Gain calculation. The results reveal a significant increase in listening skills after treatment, with a t value of 20.708 and a significance of 0.000 ( $p < 0.05$ ). The N-Gain value reveals an effectiveness of 53.88%. These results indicate that the interactive book CERIA is effective as an innovative learning medium to improve the listening skills of early childhood children.

**Keywords:** *early childhood, interactive books, listening skills, interactive learning*

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### INTRODUCTION

Early childhood experiences rapid development, especially in the cognitive, social, emotional, and language areas. Preschool children are children under the age of six, and at this stage children experience growth and development that are the basis for the formation of individual character or personality (Bahri, 2019). In the age range of 4-6 years, it is a crucial sensitive period for children to receive education. The experiences that children gain from the environment, including stimulation given by adults, will affect the child's life in the future (Doludea & Nuraeni, 2018).

Early childhood education includes physical growth and development (fine and gross motor coordination), intelligence (thinking, creativity, emotional intelligence, and spirituality), social emotional (attitude, behavior, and religious aspects), language and communication according to the stages that children go through at an early age (Sutini, 2018). Early childhood education includes all efforts made by parents and educators in caring for, nurturing, and educating children to create an atmosphere that allows children to explore experiences, thus providing them with the opportunity to recognize and understand learning experiences from the surrounding environment (Kuswanto, 2015).

Language development is a crucial part of a child's growth, especially at the age of 5 to 6 years. At this stage, children experience very rapid language development. In that place they discuss, listen, read, and write more maturely. This language does not only function as a means of communication, but also as a foundation for understanding the environment, thinking, and interpreting interactions with others. In daily routines, humans cannot be separated from the use of language. Language facilitates humans in expressing ideas, asking questions, and understanding abstract ideas. In other words, language is the main bridge that connects children with knowledge and experience in their environment. Language is also one way to answer others. Since birth, language acquisition is acquired through social interaction with others, through the experience of listening and trying sounds and words. In addition, children's grammar is based on

consideration and children can acquire vocabulary from dialogue (Tanjung, 2022). Language development is one of the elements that needs to be improved, because language is learned and acquired by early childhood children naturally in order to adapt to their environment (Mianawati et al., 2019). Language is a tool for communicating with others to express ideas and emotions to others (Dhieni & Fridani, 2007). Language development consists of three areas, namely: receiving language, expressing language, and literacy. One of the abilities of receiving and expressing language is the ability to listen. Language development includes three aspects, namely: understanding language, expressing language, and literacy. One of the skills in understanding and expressing language is listening skills (Latifah, 2011). According to (Tarigan, 2015), several indicators of early childhood listening skills include: (1) Listening with attention, (2) Understanding the contents of the story, (3) Repeating the story, (4) Following oral instructions, (5) Answering questions.

Listening ability is one aspect of language development that is very crucial to improve communication skills. When listening, children will optimally utilize their five senses to receive information from others, then the information will be processed into new knowledge (Munar, 2021). Listening is an active and creative listening activity to obtain information, capture the essence or message, and understand the meaning of communication conveyed verbally (Kurnia, 2019). Listening is a process that includes listening to the sound of language, recognizing, interpreting, assessing, and responding to the meaning contained in it. Listening also includes aspects of sight, feeling, memory, understanding, and even the context that accompanies the sound of the language heard must be considered in determining its meaning (Tarigan, 2015). At the age of 5-6 years, children are at an important stage in developing language and communication skills that will impact their abilities in the future. At this stage, children begin to improve their listening skills by focusing more, understanding the message conveyed, and providing appropriate responses. Intensive listening literally means the ability of students to capture important information received through pronunciation. Listening skills are closely related to other skills, namely speaking skills, writing skills, and reading skills (Rahman et al., 2019). Good listening skills will support children in learning in various fields, including language, social, and cognitive skills. The role of learning media, such as interactive books, is crucial in developing these skills. Listening is not just hearing, but also includes understanding, interpreting, and responding to the information received. The use of learning media in the teaching and learning process can give rise to new desires and interests, and increase motivation for students in teaching and learning activities (Wahyuningtyas & Sulasmono, 2020).

A study indicates that early childhood listening skills are still lacking before engaging learning is carried out (Widasari & Cahyati, 2024). However, after implementing learning with the storytelling method, children's listening skills have increased significantly (Azminah, 2018). Learning media plays a very important role in the education process, especially in increasing the efficiency and effectiveness of achieving learning goals. If learning media wants to provide maximum benefits, then appropriate media must be selected. Books are one of the appropriate media because they can be accessed by various levels of society (Arifianti, 2011). Interactive books are books that can interact directly with their readers through various delivery methods, so that readers can feel the experience and process of understanding the message conveyed (Suci & Anggapuspa, 2021).

Based on (Widasari & Cahyati, 2024) creative teaching approaches, such as pop-up books, can facilitate the understanding of abstract concepts in a more real and fun way for students. Interactive books can improve listening skills because they involve various senses, making it easier for children to understand and remember information. Interactive books are effective learning tools for children because they can attract their interest, encourage brain development, and be a means of socializing through games that can be played with friends or parents. With interactive books, children are not only invited to understand the history of the national struggle, but also to explore it further. By using illustrations, some skill exercises, and simple games, children can train their motor skills (Limanto et al., 2015). In addition, interactive media gives children the opportunity to repeat parts of the story that are not easy to understand, so they can improve their understanding. This is different from conventional books which usually only offer a passive reading

experience. Through a combination of text, images, and interactive elements, this book is expected to increase children's motivation and involvement in the learning process, especially in listening to stories. The CERIA interactive book is specially made for children aged 5-6 years with a fun and educational method. A number of interactive elements are combined in one book, such as *pop-up*, *slide*, and *lift-the-flaps*, narrative books and encyclopedias, as well as various colored pictures.

Previous studies indicate that the use of interactive media can improve children's listening skills and reading comprehension. However, studies that specifically examine the impact of interactive books on listening skills in formal educational settings, especially in Kindergartens (TK), are still limited. Based on observations conducted at the TK-PG Lab FKIP Universitas Riau for children aged 5-6 years. The facts that have occurred in schools so far reveal that (1) Children are unable to listen attentively, (2) Children cannot understand the gist of the story being told, (3) Children are unable to repeat the story, (4) Children cannot follow verbal directions, (5) Children cannot answer questions. Therefore, the listening skills of early childhood children are still relatively low.

Children who have good listening skills should have the following characteristics: (1) Listening attentively, (2) Understanding the content of the story, (3) Repeating the story, (4) Following oral instructions, (5) Answering questions. Based on this, the researcher considers it necessary to conduct an experimental study entitled "The Effect of the Interactive Book CERIA to Improve the Listening Skills of 5-6 Year Old Children at the PG LAB FKIP Kindergarten, Riau University".

## METHOD

This study is a quantitative study with an experimental approach that aims to determine the effect of CERIA interactive book media on the listening skills of early childhood children. This study was conducted at TK PG LAB FKIP Universitas Riau in the period September to December 2024. The subjects of the study were 16 children in group B4 aged 5-6 years who were selected through cluster random sampling techniques from a total population of 64 children. This study uses a Pre-Experimental design, specifically the model *One Group Pre-test-Post-test Design*, with procedures that include pre-test, treatment (treatment) as many as four meetings using the CERIA interactive book, and post-test, thus the results of the treatment can be known more accurately, because it can be compared with the conditions before being treated (Sugiyono, 2019). The CERIA interactive book is used as a treatment to convey stories with coastal environmental themes such as Coastal Communities, Mangroves and Seagrass, Coastal Animals, and Coastal and Marine Pollution. The stories in the book are designed to increase children's involvement and listening skills by involving them in question and answer activities related to the characters, plot, and content of the story.

The data in this study were primary data obtained through direct measurement of children's listening skills before and after treatment. The instrument used was an observation sheet designed to assess five indicators of children's listening skills based on (Tarigan, 2015), namely listening attentively, understanding the contents of the story, repeating the story, following oral instructions, and answering questions. Each indicator was assessed with percentage category criteria: very high (76-100%), high (56-75%), moderate (41-55%), and low (<40%). The data collection technique was carried out through participant observation during the learning process, where researchers directly observed children's responses to the material presented using the CERIA interactive book media. The data analysis technique used in this study was the t-test to see the difference in pre-test and post-test results, as well as normalized gain to determine the increase in children's listening skills in more detail.

## RESULTS AND DISCUSSION

This study aims to determine the effect of the interactive book CERIA on the listening skills of children aged 5-6 years in TK PG LAB FKIP Universitas Riau. Based on the results of the pre-test, data was obtained that children's listening skills were in the low category, as can be seen from the following table 1.

**Table 1. Pre-Test**

No	Indicator	Rather Ideal	Factual Score	%	Category
1	Listening with Attention	64	25	39.06%	Low
2	Understanding the Story Content	64	21	32.81%	Low
3	Repeating the Story	64	19	29.69%	Low
4	Following Verbal Instructions	64	26	40.63%	Medium
5	Answering Questions	64	23	35.63%	Low
<b>Amount</b>		<b>320</b>	<b>114</b>		
<b>%</b>				<b>35.63%</b>	
<b>Category</b>					<b>Low</b>

Based on the table above, it is known that listening skills are in the low category with a percentage of 35.63% of what is expected. The indicator with the highest achievement is following oral instructions with a percentage of 40.63% of what is expected. Then the indicator with the lowest percentage is repeating the story with 29.69% of what is expected.

**Table 2. Pre-Test Frequency Distribution**

No	Indicator	Range	F	%
1	Low	$\leq 40\%$	13	81.25%
2	Currently	41%-55%	3	18.75%
3	High	56%-75%	0	0.00%
4	Very high	76%-100%	0	0.00%
<b>Amount</b>			<b>16</b>	
<b>%</b>				<b>100.00%</b>

Based on table 2 above, the children's listening ability score is seen with a total of 16 subjects. Based on the answers given, the most subjects were in the interval  $\leq 40\%$  with a total of 13 children or 81.25%, while the least number of subjects were in the interval 56%-75% and 76%-100% with a total of 0 children or 0.00%.

After being given treatment four times using the interactive book CERIA which raised the sub-themes of Coastal Communities, Mangroves and Seagrass, Coastal Animals, and Coastal and Marine Pollution, re-measurements were carried out through a post-test, as can be seen in the table below:

**Table 3. Post-test**

No	Indicator	Rather Ideal	Factual Score	%	Category
1	Listening with Attention	64	50	78.13%	Very high
2	Understanding the Content of the Story	64	42	65.63%	High
3	Repeating the Story	64	40	62.50%	High
4	Following Verbal Instructions	64	47	73.44%	Very high
5	Answering Questions	64	46	71.88%	High
<b>Amount</b>		<b>320</b>	<b>225</b>		
<b>%</b>				<b>70.31%</b>	
<b>Category</b>					<b>High</b>

Based on table 3 above, it is known that listening ability is in the high category with a percentage of 70.31% of what is expected. The indicator with the highest achievement is listening with attention with an achievement of 78.13% of what is expected. Then the indicator with the lowest percentage is repeating the story with 62.50% of what is expected.

**Table 4. Post-test frequency distribution**

No	Indicator	Range	F	%
1	Low	$\leq 40\%$	0	0.00%
2	Currently	41%-55%	2	12.50%
3	High	56%-75%	11	68.75%
4	Very high	76%-100%	3	18.75%
<b>Amount</b>			<b>16</b>	
<b>%</b>				<b>100.00%</b>

Based on table 4 above, the children's listening ability score is seen with a total of 16 subjects. Based on the answers given, the most subjects were in the 56%-75% interval with a total of 11 children or 68.75%, while the least number of subjects were in the  $\leq 40\%$  interval with a total of 0 children or 0.00%. Before the t-test analysis was conducted, the data was first tested to ensure that it met the requirements of parametric analysis, namely the normality and homogeneity tests. The results of the normality test showed that the data were normally distributed, and the homogeneity test showed that the data had homogeneous variance. Thus, the data in this study have met the requirements for analysis using the paired sample t-test, in order to determine the differences in children's listening abilities before and after being given treatment using the CERIA interactive book.

**Table 5. t-test**

Paired Samples Test		Paired Differences			95% Interval Difference	Confidence of the	t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre- test - Post- test	-6.93750	1.34009	.33502	-7.65158	-6.22342	-20.708	15	.000

Data analysis using t-test with the help of IBM SPSS Ver. 23 shows a t-count value of 20.708 with a significance of  $0.000 < 0.05$ , which means there is a significant difference between the pre-test and post-test values. To determine the acceptance or rejection of the hypothesis, a comparison is made between the t count and t table. With DK as follows:

$$DK = n - 1 = 16 - 1 = 15$$

With  $DK = 15$ , the t table is 2.131. Because the calculated t ( $20.708$ )  $>$  t table ( $2.131$ ), then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a significant influence between the use of the interactive book CERIA on the listening skills of children aged 5-6 years. Furthermore, to determine the magnitude of the influence, the normalized gain formula is used:

$$\begin{aligned}
 G &= \frac{\text{shoes posttest} - \text{shoes pretest}}{\text{shoes ideal} - \text{shoes pretest}} \times 100\% \\
 &= \frac{225 - 114}{320 - 114} \times 100\% \\
 &= \frac{111}{206} \times 100\% \\
 &= 53,88\%
 \end{aligned}$$

The results showed an increase of 53.88%, which is in the moderate category ( $30\% < G < 70\%$ ) according to Melzer in Syahfitri (2008). This means that the interactive book CERIA has an effect on improving the listening skills of early childhood children, although there are still 46.12% other factors that also influence.

The discussion of the results of this study was conducted based on a comparison of children's listening skills before and after being treated using the CERIA interactive book. This study used an experimental approach to measure the effect of the CERIA interactive book on improving the listening skills of children aged 5-6 years at TK PG LAB FKIP Universitas Riau.

Listening skills play an important role in early childhood development, because children with good listening skills tend to be able to communicate more effectively. The pre-test results showed that children's listening skills were relatively low. This can be seen from the lack of children's attention when listening to stories, difficulty in understanding the contents of the story, and limitations in repeating and answering questions given by the teacher. This condition is in line with the results of research (Halimatussakdiah, 2023) which states that elementary school students have low listening skills, due to the lack of stimulus at preschool age. A similar phenomenon was also found at the research location, namely that children often did not focus when the teacher told stories and the available learning media were limited. Research (Wati, 2019) (Rahma et al., 2022) emphasizes the importance of children's attention in listening as the key to successful learning. Meanwhile, (Supiyah, 2014) shows that children's difficulties in understanding the gist of the story can be overcome with the right teaching strategies. (Azizah & Widyasari, 2023) state that children's ability to repeat stories is still classified as moderate to low, reflecting the difficulty in arranging stories sequentially. (Karisnawati, 2012) also found that before there was an interesting learning method, children had difficulty answering questions correctly. Therefore, learning media are needed that can attract children's interest.



According to (Nursofiza et al., 2024) and (Ayuni, 2019) the use of interesting media will increase children's interest in learning, as well as the importance of teachers' ability to manage media to achieve early childhood learning goals.

After treatment with the CERIA interactive book, the post-test results showed that children's listening skills increased significantly. Children were more enthusiastic and active in participating in activities, and showed full attention during learning. Research (Sarjiyani, 2020), (Doludea & Nuraeni, 2018), and (Hasanah et al., 2022) support this finding by stating that visual and interactive media can improve children's listening skills. The treatment was carried out through story listening activities in four sub-chapters of the CERIA book, which were designed in an interesting and interactive way. The results of observations showed an increase in aspects of attention, understanding the contents of the story, the ability to repeat the story, follow instructions, and answer questions. Research (Astutik & Rohita, 2014), and (Wahyundari & Handayani, 2021) showed that children who were given interesting learning media tended to be more focused and follow instructions correctly. (Jesse et al., 2016) and (Utami et al., 2020) emphasized that visual and interactive elements can help children understand stories better. This shows that the use of the CERIA interactive book is effective in improving the listening skills of early childhood children.

Further analysis was carried out using the t-test using SPSS version 23, which showed a t count of 20.708 with a significance value of  $0.000 < 0.05$ . These results prove that there is a significant effect of using the CERIA interactive book on children's listening skills. Research (Rahma et al., 2022) and (Rahmat & Sumira, 2020) show that interactive books can improve listening skills and help children understand concepts through stories. (Puspadini et al., 2018) also showed a significant increase in children's listening skills after treatment using the storytelling method. The N-Gain calculation shows that the CERIA interactive book contributed 53.88% to improving children's listening skills, while the remaining 46.12% was influenced by other factors. (Hermawan, 2016) explained that external factors such as noise, location conditions, and presentation techniques, as well as internal factors such as hearing impairment, interest, and speed of thinking also affect the listening process. Thus, the use of the interactive book CERIA has been proven to provide a positive contribution to improving the listening skills of early childhood and can be used as an innovative and interesting learning medium.

## CONCLUSIONS AND RECOMMENDATION

Based on the results of the study, it can be concluded that the use of CERIA interactive book media has a significant effect on improving the listening skills of children aged 5-6 years. Before being given treatment, children's listening skills were classified as low, marked by lack of attention when listening, difficulty understanding and repeating the contents of the story, and not being able to answer questions correctly. After using the CERIA interactive book, children's listening skills increased significantly to the high category, indicating that this media is effective in supporting a fun and interactive learning process.

The influence of CERIA interactive book media on improving children's listening skills reached 53.88%, included in the moderate category. This shows that interactive media is able to stimulate children's interest, attention, and understanding of the story being told. This increase is in line with the objectives of early childhood learning in developing language skills actively and meaningfully.

As a recommendation, teachers and early childhood education practitioners are advised to utilize interesting interactive learning media, such as the CERIA interactive book, in listening and storytelling activities. In addition, the development of similar media that is adapted to local themes and needs can be an effective strategy to improve children's overall language involvement and skills.

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