

Early Stimulation Of The Use Indonesian Language With Interactive Media In Reading Corner Activities In Early Childhood Education

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Abstract. Speaking Indonesian is a literacy skill that is very important to support the success of students in elementary school. This study aims to stimulate children's language maturity before entering elementary school with interactive media in early childhood reading corner activities and provide an overview of good practices for early stimulation of language use in reading corner activities to be interesting with interactive media. This research method uses a type of descriptive qualitative approach by describing phenomena in the field related to student language development with interactive media in reading corner activities. The subjects of this study were 55 students of RPL PG PAUD Universitas Ivet Semarang and 17 children aged 5-6 years at Nurul Wathon Kindergarten, Semarang City. Data collection techniques used closed questionnaires, interviews, observations and documentation of activities. Based on the results of the study on 55 PAUD educator respondents, 85.5% of around 47 people have facilitated and around 14.5% of 8 people have not facilitated reading corner activities. Based on the results of the observation of 5 language assessment criteria from the initial assessment of 17 child respondents, the following category distribution data was obtained: 2 children (11.76%) were classified as "Very Good", 11 children (64.71%) were classified as "Good", and 4 children (23.53%) were classified as "Sufficient". This research contributes to providing an overview of the stimulation of Indonesian development in the combination of vowels and consonants that form words that children enjoy reading with interactive media to the next level of education.

Keywords: early childhood education; language; interactive media; reading corner activities

INTRODUCTION

Indonesian is a discipline that develops the ability to communicate both verbally and in writing. Language in communication is expected to be able to form students to apply language skills as a goal for social life. The foundation of literacy skills is the ability to speak, literature and think. Learning Indonesian is a second language after the mother tongue and is a strengthening of literacy skills to communicate in the Indonesian socio-cultural context. (Kemendikbudristek, 2024). Literacy skills are important to support the academic success of students at the elementary school level, basic skills such as phonemic awareness, word pronunciation, vocabulary mastery and word comprehension, are able to lead to the success of basic reading skills. So that the stimulation of reading skills from an early age will affect academic abilities in the future (Gabriel et al., 2021) The development of student literacy is also influenced by parents' expectations in implementing literacy directly and with digital literacy. Early foundation of reading ability by understanding literacy, numeracy, science, digital, and cultural (Khasanah & Purnamasari, 2023).

Communication tools that individuals use to express thoughts, feelings and ideas are part of language development. Language has a function to interact with the environment and interaction in the school environment. Well-built communication can use media that aims to improve interactively speaking skills. And the development of speaking skills prepares students to face real-world challenges (Saputra et al., 2021). Language skills in children's education start from listening skills and continue with speaking skills. Speaking skills will be very important at the next level of education because they can increase knowledge of attitudes, communication skills or storytelling (Fahrudin et al., 2021).

Telling stories by talking about experiences before learning begins in front of the class can help children express their creative thoughts and ideas. Students who actively participate in sharing their experiences have the courage to express themselves in speaking. (Romero-Contreras et al., 2021). Stimulating children's language development from an early age can be done by using interactive learning media that are designed visually and auditorily, especially in listening

activities by combining video elements, animations, children's songs and interactive navigation that are actively fun and able to understand oral language skills (Purnamasari, 2023).

The use of interactive media based on information and communication technology (ICT), such as e-books and digital games on tablets, can significantly improve the development of receptive vocabulary of kindergarten children. Their research found that both blended learning approaches and teaching that fully uses ICT can have an equal positive impact on vocabulary mastery, as long as the media used is designed according to the child's developmental needs and accompanied by appropriate feedback (Baltzaki & Chlapana, 2023).

The quality of teaching is greatly influenced by the educator's knowledge factor and the quality of teaching reading development in children, this is very important to assess the results of children's abilities (Parrila et al., 2024). In line with this, the pre-learning speaking activity helps students learn about telling the experiences that students have gone through flexibly according to their ideas (Romero-Contreras et al., 2021). Previous research on the results of the evaluation of speaking ability in listening and speaking aspects has an impact on an effective and efficient learning process (Usman et al., 2024). In line with the importance of digital media on language development in 5-year-old children in Korea, he explained that digital media accompanied by verbal interaction between mother and child is an important means in stimulating children's language development. Discussion activities between mothers and children can provide opportunities to develop language skills, think and develop linguistic experiences widely in their environment both at home (Moon, 2025). Referring to previous research in language learning in children, interactive media can be used to establish interaction and communication between educators and students in schools. In line with that, research on the use of interactive visual media has been proven to be able to increase educators' creativity in compiling teaching materials that are interesting and appropriate for early childhood (Anjarsari et al., 2024).

The activity of reading storybooks with adults contributes significantly to the development of children's theory of mind (ToM) skills. Interactions that include discussions about the thoughts, emotions, and perspectives of the

characters in the story have been shown to enrich children's mental vocabulary and sentence structure, which in turn strengthens their language and social abilities (Secora & Maples, 2024). Fostering a love of reading and expanding students' knowledge and literacy with reading books is important to be done in the reading corner. The reading corner area is a comfortable place to study independently or discuss in groups and is able to contribute to the development of critical thinking skills in exploring subject matter (Apriyani, 2024).

Reading books in children encourages children's activity by not only listening to stories through questions and answers, predictions and reflections and being able to understand the points of view, emotions and thoughts of others (Yurdakul et al., 2025). Treatment in reading activities together explicitly both with science materials, social studies is able to improve receptive and expressive vocabulary skills (Gonzalez et al., 2024). Early interaction with picture books plays an important role in the development of children's reading skills. Picture books can strengthen visual processing and the skills of understanding characters and external experiences before entering elementary school (Tsai et al., 2024). The importance of corner activities for children in the classroom because this will foster children's interest and reading habits, such as independent reading activities, discussions, and increasing understanding of new vocabulary (Anggraeni et al., 2024). In addition to the importance of habituating reading activities in the reading corner, the lack of initial knowledge in language such as knowledge of the alphabet and vocabulary will have an impact on the difficulty of early reading, so the process of introducing children to spelling starts from introducing the letters of the alphabet and vocabulary from an early age so that later at the next level children will spell fluently well (Piasta et al., 2025).

The research conducted has a difference from previous research, which lies in the research subject and the media used have not analyzed early stimulation with interactive media assisted by artificial intelligence such as "Canva" AI. This study aims to stimulate children's language maturity before entering elementary school with interactive media in early childhood reading corner activities and provide an overview of good practices for early stimulation of language use in reading corner activities to be interesting with interactive media. The benefits of this research to



Figure 1. Research Design Early stimulation of the use of interactive media language

increase insight into the use of artificial intelligence are able to produce fun interactive media for children to prepare for the transition to elementary school.

METHODS

This research method uses a type of descriptive qualitative approach by describing the phenomenon in the field related to the development of students' language with interactive media in reading corner activities. This research is a form of early stimulation of children's language skills so that they mature in entering the next level of education with interactive media based on artificial intelligence that can be applied in learning in PAUD. The qualitative research process is based on methods, characteristics, and qualitative approaches that show the reality of reality in the field which is plural, complex and dynamic truth (Mulyana in (Rizkiani, 2024)). The following is a research design on early stimulation of language use with interactive media in early childhood education units shoewd in Figure 1.

Based on the research design above, it explains the research flow adapted to the stages of McMillan and Schumacher in (Sukmadinata, N. S. 2014). The subjects of this study were 55 students of RPL PG PAUD, Ivet University, Semarang city who were randomly selected based on filling out google from which had been distributed to educators for 4 days in May 2025 which focused on the readiness of educators in early stimulation of language use in reading corner activities and students aged 5-6 years a total of 17 children at Nurul Wathon Kindergarten, Semarang city with practice using interactive media based on artificial

intelligence Canva AI. Observation of students was carried out with 2 face-to-face meetings of stimulation with Canva AI rocky interactive media and observation sheets showed in Table 1.

The assessment criteria above use a scale of 1-4 from the assessment of poor, sufficient, good and very good. The collection technique used primary data on PAUD educator respondents using closed questionnaires, interviews and student data of 17 children who were observed and documented activities.

RESULTS AND DISCUSSION

The results of the research are based on a closed questionnaire that focuses on the readiness of educators in language stimulation from an early age in the following reading corner activities showed in Figure 2.

Based on the table above about the early stimulation of language skills in reading corner activities, there are 4 categories of knowing vowels, consonants, understanding phonemes and spelling simple words. The majority of PAUD educators report that approximately 10 children are able to recognize vowels, the majority of approximately 5-10 children are able to understand consonants. Children are able to understand phonemes, the majority of educators state that there are approximately 5 children who are able to spell words showed in Figure 3.

Based on a diagram of 55 PAUD educator respondents, 85.5% of around 47 people have facilitated and around 14.5% of 8 people have not facilitated reading corner activities. Figure 4 showed reading activities in the reading corner.

Table 1. Criteria for assessing language proficiency with interactive media

Early stimulation of language use	Able to pronounce vowels
	Able to pronounce consonants
	Able to say missing letters in words
	Able to spell vowel and consonant combinations
	Able to present the idea of a story from a word

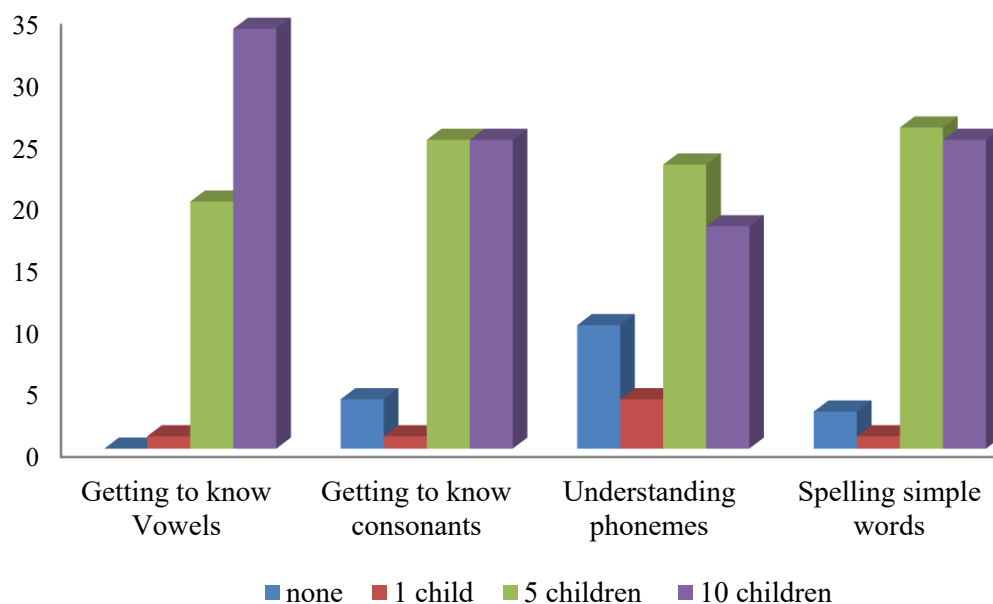


Figure 2. The language stimulation educator readiness questionnaire

55 responses

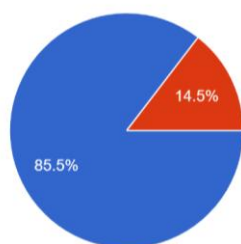


Figure 3. The educator chart has facilitated the reading corner activity



Figure 4. Reading Corner Activity Activities

The results of this research with Canva Ai's rocky interactive media, are the use of Canva AI with the Code for me menu by entering commands in the idea column about language use stimulation activities. The results of the program that have been designed according to the desired coding can be used to be published and shared in the form of a link. Children can play this

interactive medium in the corner activity reading stories about magic letter adventurers and asking children to help to find the missing word or letters with the lighter questions in this interactive medium.

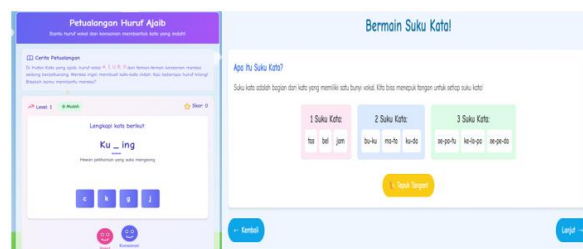


Figure 5. Interactive media with Canva AI

Based on Figure 5, children are able to complete the missing words at each level of this interactive media, in addition to searching for missing words, educators provide questions about what letters appear and how they sound from reading the letters. After the child has been selected to do in the reading corner activities, the educator asks the child to retell the activities that have been done according to the child's ideas according to the stages

Based on the results of a study with 17 children at Nurul Wathon Kindergarten with 2 face-to-face meetings showed Table 3.

Based on the results of the assessment of 17 child respondents, the distribution data of the following categories was obtained: 2 children

Table 3 Results Language proficiency assessment with interactive media

Category	Number of Children	Percentage
Excellent	2	11.76
Good	11	64.71
Enough	4	23.53
Total	17	100

(11.76%) were in the "Very Good" category, 11 children (64.71%) were in the "Good" category, and 4 children (23.53%) were classified as "Sufficient".

The majority of children show good achievement in the ability to pronounce vowels, consonants, recognize missing letters, and combine letter sounds. This is shown by 76.47% of children who fall into the "Good" and "Excellent" categories, which reflects that most children have mastered basic literacy skills in the early stages according to the indicators. However, there are still 23.53% of children who are in the "Sufficient" category, which indicates that they need further attention and guidance, especially in aspects related to the presentation of stories based on experience and the ability to process the sounds of letter combinations. In general, these results illustrate that learning is quite effective, but there is still a need to strengthen certain skills to increase the achievement of all children towards a higher category. This is in line with previous research related to the fact that the letters of the alphabet are the basis of language skills from an early age and are the foundation of early literacy of letters and phonemes in language skills (Piasta et al., 2022) in line with this, the use of applications such as AI can facilitate practical language learning and overcome anxiety from language problems (Wang et al., 2024)

Based on the data from the results of the research on stimulation from an early age in children preparing for the next level of education, it provides an idea that the role of technology media in the form of interactive contributes to preparing children not only to be able to read but also to be able to communicate well with their environment. This research is able to provide educators with insight into the current use of media by utilizing technology that continues to change and develop so that it is able to prepare learning media according to the characteristics of children in this digital era. In this study, there are limitations in the development of more interesting and interactive media in introducing children to phonemes and presenting their ideas in an

interesting way so that for future research can stimulate children in the introduction of phonemes and creative ideas in storytelling.

CONCLUSION

This study shows the results of educators' readiness in stimulating children's language from an early age through reading corner activities, from the results of the criteria are quite good even though many child respondents still need guidance. The majority of educators reported that more than 10 children were able to pronounce vowels. As many as 85.5% of educators have made habituation in reading corner activities. The use of interactive media assisted by Canva Ai has been shown to be effective in increasing children's engagement in language learning. Of the 17 children in Nurul Wathon Kindergarten, 76.47% showed "Good" and "Very Good" results, while 23.53% still needed assistance, especially in storytelling skills and letter sound processing. Overall, reading corners and interactive media play a positive role in supporting early childhood language stimulation. This study also provides an overview of the stimulation of the development of the Indonesian language in the combination of vowels and consonants that form words where children like to read with interactive media. This research adds insight into the importance of language stimulation from an early age to be able to support academic achievement to the next level of education.

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