

Polite Language Learning Model through Interactive Learning CDs at Bukittinggi Kindergarten

1st Dr. Nenny Mahyuddin, M.Pd
Faculty of Science Education
Universitas Negeri Padang
Padang, Indonesia
nenny.mahyuddinpaud@gmail.com

2nd Prof. Dr. Yenni Rozimela, Ph.d
Postgraduate
Universitas Negeri Padang
Padang, Indonesia
yenni-rozi@gmail.com

Abstract—This article presents the result of the second year of a study conducted to develop learning material for kindergarten pupils studying how to use Indonesian language appropriately. The design of the model integrates content knowledge and information and technology skill. This Research and Development study followed the procedures proposed by Borg and Gall including: 1) preliminary study, 2) plan, 3) design, 4) expert judgment, 5) revise, 6) try out, 7) revise, 8) re-try out, 9) revise, and 10) disseminate and implement. The second year of the study is aimed at trying out the draft model to a larger group of pupils in different regents and municipalities in West Sumatera. This article focuses on the result of the implementation in Bukittinggi municipality. The data were collected through questionnaire, observation, and test. The result shows that by using the technology-based material (CD) the pupils studied seriously and enthusiastically. The product is considered effective, efficient, and practical by the teachers. It is expected that the product can be used to help teachers teach appropriate use of Indonesian language at kindergartens.

Keywords—Appropriate Indonesian Language, Interactive CD Learning Material, Kindergarten

I. INTRODUCTION

It states "learning is the process of interaction of students with educators and learning resources in a learning environment" [1]. Learning for early childhood is essentially a game, an activity carried out repeatedly and creates a sense of pleasure and satisfaction for children, playing as a means of socializing, having the opportunity to explore, express feelings, be creative, and find fun learning tools, as well as a vehicle for self-introduction and the environment around children to find their lives [2]. Learning that uses media effectively and the selection of appropriate learning strategies can enhance the quality of the learning process and the quality of learning outcomes. Various learning media commonly used in schools are two-dimensional graphic or media, such as images, photos, graphs or diagrams; solid media models or three-dimensional media, such as models three dimensional space objects and dioramas; projection media such as film, OHP; information media, computers, the internet and environment [2].

Interactive CDs using Macromedia Flash applications are included in two-dimensional media. The purpose of using an interactive CD in learning is to encourage children's motivation and interest in learning and can help children understand and receive learning material. This can occur because of children's interest in multimedia systems that are capable of displaying text, graphics, video, sound, and animation.

The use of media in learning should be adjusted to the needs, material, models, and learning objectives in order to grow the interests, interests, and abilities of children towards the material or theme in a learning. Besides the media used must be practical, according to the characteristics of the AUD, and easy to use in the learning process so that children's learning outcomes do not deviate from the objects and problems being studied. Early childhood is a unique person, different from one another. Every child has different abilities, talents, and intelligence. At an early age, the formation of character and personality takes place rapidly. Early childhood is an individual who experiences a developmental process that is healthy and fundamental to future life because this age is very decisive in the formation of character and personality of the child. Early childhood is in the age range 0-8 years [3]. Whereas, the characteristics of early childhood are (1) children are egocentric; (2) children have curiosity; (3) children are unique; (4) Children are full of imagination and fantasy; (5) children have short concentration power [4]. Based on the opinions of experts above, early childhood has a very unique nature and has its own characteristics and characteristics that must be understood by the teacher so that the learning process can run effective.

The aim of early childhood education is to provide stimulation or stimulation for the development of children's potential to become human believers and fear the Almighty God, noble, healthy, knowledgeable, capable, critical, creative, innovative, independent, confident, and a democratic and responsible citizen [5]. There are 6 aspects of early childhood development, (1) personal awareness, (2) emotional development, (3) social development, (4) cognitive development, (5) development of motor skills [6].

Based on learning objectives, and aspects of child development, learning is not only providing knowledge but teachers must also be able to educate children who have good manners. There are six maxims in polite speech; they are maxim of wisdom, maxim of simplicity, maxim of reward, maxim of simplicity, the maxim of consensus, and the maxim of conclusions [7]. There are several negative politeness strategies in family developed by Brown and Levinson using a measure of solidarity language politeness, and the courtesy principle developed by Leech such as proverb of wisdom, proverb of generosity, proverb of praise, proverb of simplicity, maximum agreement, maximum conclusions, and maximal considerations, and equipped with the cooperative principle developed by Grice such as the maxim of quantity, maxim of quality, maxim of relevance, and maxim of way / implementation [8].

Based on the phenomena in the field, it is found that some children still cannot use polite language to their friends and teachers. Some children tend to imitate the behavior and words they hear which is less polite in the Minangkabau language. This research develops polite language through interactive multimedia for early childhood that is appropriate to the characteristics of children development at age 4-6 years as Kindergarten teacher guide in the process of daily learning and a guide for parents when interacting in dialogue with their children at home. This research is a follow-up research from the previous research that was applied in the Applied Product Research in 2017. After obtaining a notification letter from UNP, this research became a National Strategic Research scheme for 1 year, which was conducted in July-August 2018 to collect qualitative and quantitative data. It means that this research is an implementation of previous research.

This study aims to develop polite language interactive multimedia for children aged 4-6 years in Bukittinggi Kindergarten which contains religious moral values and polite in its dialogue, so children can imitate conversations in interactive multimedia in their daily lives.

II. METHOD

The type of research used is research and development, or it is known as Research and Development (R & D). It is stated that "research and development is a research method used to produce certain products, and test the effectiveness of these products" [9]. Meanwhile, the definition of development research is a process used to develop and validate educational products [10]. The whole process of research development is to develop a specific product that is valid, practical, and effective to be used as a medium for learning.

III. RESULTS AND DISCUSSION

A. Results

Polite language interactive CD research to support the application of learning begins from research until forming

the polite language interactive CD learning media. The stages are as following.

1) Preliminary Research

a. Learning Media Needs Analysis

An analysis of learning media needs is used as a reference data for media development. Data collection is done by interview. The data obtained from the interview show the learning media used is sufficient, but currently for polite language material is still a lack of interesting learning media. During this time, the media used to deliver materials often use books and blackboards, sometimes using computers.

b. Analysis of Needs and Characteristics

The media also needs to be adjusted to the needs of children because every child essentially has different needs. It is necessary to determine specifically the user of media. The results of the interviews showed that children are more interested and happy to learn if the media used by the teacher is interactive; in this case is using a laptop / computer.

c. Formulate the competencies

Polite language maxim consist maxim wisdom, generosity, appreciation, simplicity, agreement, and conciliation. Maxim is associated with themes in the kindergarten, namely self, environment, needs, animals, plants, recreation, work, air fire, communication tools, my homeland, and the theme of the universe.

2) Planning

Based on a variety of considerations that analyze the needs of learning media, analyze the needs and characteristics of children and formulate competencies that have been studied that, the development of this learning media using Macromedia Flash Macromedia Flash program is an application used to develop interactive multimedia products, such as text, images, animation, sound and video. Macromedia Flash is obtained from is a software to combine visual and audio with interactive link support to make learning media interesting and interactive. Based on this analysis, the interactive multimedia is suitable to be developed with Macromedia Flash software.

3) Initial Product Design

After the material is compiled, the next stage is the initial product design. The initial product design is the first step in the development phase of polite language learning media using Macromedia flash. The design phase is the activity of collecting materials or subject matter needed for the manufacture of products, explaining general product specifications, as well as preparing flowcharts and storyboards.

a. Flowchart

Flowchart is a physical depiction of the steps from the beginning to the end of a program. So with the flowchart it is easier to understand a program as a whole.

b. Storyboard

Storyboard is a sketch of an image arranged in sequence according to the script. Conveying the idea is easier by using storyboard.

4) Product design / expert test trials

Product design test data was obtained by giving assessment sheet to material experts, media expert, and linguist who become examiners or expert judgment.

a. Testing by material experts

At this stage, the data was obtained by giving an assessment sheet which contained the material suitability assessment that was seen in terms of the relevance of the material to the syllabus, accompanied by the design of the developed media products. The material experts who analyzed and whose content will be active text, lash examined the material presented in the design of media products by filling out the assessment sheet in accordance with the available assessment aspects. Material experts examine the material presented in the design of media products by filling out the assessment sheet in accordance with the available assessment aspects.

b. Tests by Media Experts

At this stage, the data is obtained by giving a score sheet that contains about suitability assessment of learning media product design seen from the aspect of visual media, accompanied by the design of media products developed. Media experts examine aspects of visual media that are presented in the design of media products by filling out assessment sheets in accordance with available assessment aspects.

c. Tests by Linguists

At this stage, the data is obtained by giving an assessment sheet that contains the suitability assessment of the language used, whether it is in accordance with the standards of kindergarten children aged 4-6 years with the design of developed media products. Linguists check the language used in the design of media products by filling out an assessment sheet according to the assessment aspects available.

5) Revising Product Design

a. Revising the Media Based on Input from Material Experts

After the product design trial was conducted by material experts on the material aspects of the material,

the material expert gave comments and suggestions in general to improve the design of the developed media products.

b. Revising Media Based on Input from Multimedia Expert

After testing the product design by multimedia experts on the aspect of appearance material, experts provide comments and suggestions in general to improve the design of media products developed.

6) Product Trials / Small Group Trials

After the design of media products was evaluated by material experts and media experts and revised, then the product was tested. The next trial is a small group trial. This trial aims to find out and identify various shortcomings, weaknesses, or errors that exist in media products. The data obtained from this trial is used as input to revise before the media product is used in the next phase of the trial.

Data collection in this small group trial was carried out using instruments in the form of practicality questionnaire. Practical questionnaire is used to obtain data in the form of teacher's assessment of the media. According to the Great Indonesian Language Dictionary (2002) practicality means practical, easy to understand and happy to use it. The practicality referred to here is practicality in the field of education (teaching materials, instruments, and other products).

7) Revising the Initial Products

Based on the trial on the small group there is a revision made on the media being tested; it is revision of the "sound effect button" and corrects some wrong images. Revisions are made after small group trials.

8) Usage / Field Trial

After the small group trial phase is carried out, and after making improvements, the next trial phase is a field trial. This trial aims to find out and identify various shortcomings, weaknesses, or errors that exist in media products. The data obtained from this trial are analyzed and used as input for revisions before final production or mass production. Data collection in field trials was carried out using an instrument in the form of a questionnaire. Questionnaires were used to obtain data in the form of teacher's assessment of the quality of media products when implemented to children.

TABLE 1. THE RESULTS OF PRE- TEST AND POST-TEST

No	Name	Variabel Per Maxim	Item	Pre-test		Post-test	
				Mean Score	Grade	Mean Score	Grade
1.	Arjuna	Wisdom	1,2,3	20	D	40	D
		Generosity	4,5,6,7	50	D	65	C
		Appreciation	8,9,10	46,67	D	53,33	D
		Simplicity	11,12,13	46,67	D	53,33	D
		Agreement	14,15,16	46,67	D	60	C-
		Conscience	17,18,19	60	C-	60	C-
2.	Rania	Wisdom	1,2,3	53,33	D	73,33	C+
		Generosity	4,5,6,7	65	C	75	B-
		Appreciation	8,9,10	60	C-	66,67	C
		Simplicity	11,12,13	60	C-	80	B
		Agreement	14,15,16	66,67	C	80	B
		Conscience	17,18,19	46,67	D	80	B

3.	Aura	Wisdom	1,2,3	53,33	D	66,67	C
		Generosity	4,5,6,7	65	C	80	B
		Appreciation	8,9,10	60	C-	80	B
		Simplicity	11,12,13	53,33	D	80	B
		Agreement	14,15,16	60	C-	80	B
4.	Aufa	Conscience	17,18,19	46,67	D	80	B
		Wisdom	1,2,3	66,67	C	80	B
		Generosity	4,5,6,7	80	B	80	B
		Appreciation	8,9,10	60	C-	80	B
		Simplicity	11,12,13	60	C-	80	B
5.	Keke	Agreement	14,15,16	60	C-	80	B
		Conscience	17,18,19	60	C-	80	B
		Wisdom	1,2,3	66,67	C	80	B
		Generosity	4,5,6,7	70	C+	80	B
		Appreciation	8,9,10	60	C-	80	B
6.	Keysha	Simplicity	11,12,13	60	C-	80	B
		Agreement	14,15,16	60	C-	80	B
		Conscience	17,18,19	66,67	C	80	B
		Wisdom	1,2,3	73,33	C+	80	B
		Generosity	4,5,6,7	70	C+	80	B
7.	Hayfa	Appreciation	8,9,10	60	C-	80	B
		Simplicity	11,12,13	60	C-	80	B
		Agreement	14,15,16	66,67	C	80	B
		Conscience	17,18,19	66,67	C	80	B
		Wisdom	1,2,3	73,33	C+	80	B
8.	Fajri	Generosity	4,5,6,7	75	C+	80	B
		Appreciation	8,9,10	60	C-	80	B
		Simplicity	11,12,13	60	C-	80	B
		Agreement	14,15,16	60	C-	80	B
		Conscience	17,18,19	60	C-	80	B
9.	Chalif	Wisdom	1,2,3	53,33	D	73,33	C+
		Generosity	4,5,6,7	60	C-	80	B
		Appreciation	8,9,10	60	C-	80	B
		Simplicity	11,12,13	60	C-	80	B
		Agreement	14,15,16	60	C-	80	B
10.	Rasyid	Conscience	17,18,19	46,67	D	80	B
		Wisdom	1,2,3	66,67	C	80	B
		Generosity	4,5,6,7	70	C+	80	B
		Appreciation	8,9,10	60	C-	80	B
		Simplicity	11,12,13	60	C-	80	B
11.	Athir	Agreement	14,15,16	66,67	C+	80	B
		Conscience	17,18,19	60	C-	80	B
		Wisdom	1,2,3	46,67	D	73,33	C+
		Generosity	4,5,6,7	60	C-	75	B-
		Appreciation	8,9,10	53,33	D	80	B
12.	Khandra	Simplicity	11,12,13	60	C-	80	B
		Agreement	14,15,16	60	C-	53,33	D
		Conscience	17,18,19	46,67	D	40	D
		Wisdom	1,2,3	20	D	53,33	D
		Generosity	4,5,6,7	55	D+	55	D+
13.	Raysa	Appreciation	8,9,10	40	D	73,33	C+
		Simplicity	11,12,13	46,67	D	60	C-
		Agreement	14,15,16	60	C-	53,33	D
		Conscience	17,18,19	46,67	D	80	B
		Wisdom	1,2,3	40	D	53,33	D
14.	Aza	Generosity	4,5,6,7	45	D	50	D
		Appreciation	8,9,10	45,67	D	73,33	C+
		Simplicity	11,12,13	53,33	D	66,67	C
		Agreement	14,15,16	60	C-	73,33	C+
		Conscience	17,18,19	46,67	D	80	B
		Wisdom	1,2,3	53,33	D	80	B
		Generosity	4,5,6,7	60	C-	80	B
		Appreciation	8,9,10	60	C-	80	B
		Simplicity	11,12,13	60	C-	80	B
		Agreement	14,15,16	66,67	C	80	B
		Conscience	17,18,19	60	C-	80	B

15.	Aqifa	Wisdom	1,2,3	53,33	D	80	B
		Generosity	4,5,6,7	60	C-	80	B
		Appreciation	8,9,10	60	C-	80	B
		Simplicity	11,12,13	60	C-	80	B
		Agreement	14,15,16	60	C-	80	B
		Conscience	17,18,19	60	C-	80	B
Mean Score				57,62%		74,95%	

In the field test, the subject of the trial was 11 kindergartens in West Sumatra with 15 children per kindergarten. Before filling out the questionnaire, children learned polite language material using learning media products. They paid attention, observed and observe the learning material that is in the learning media. Questionnaires for children include aspects of display performance, ease of operation, effectiveness of navigation and media benefits. The percentage of assessment of children's learning activities is 86.2% with very good criteria. Child learning outcomes pre test is 57.62% with good criteria and post test is 74.95% with good criteria.

After the action of learning with interactive CD about polite language, the behavioral record found was that the child named Hayfa advised his friend who spoke loudly, "you are not allowed to speak loudly, keke, that's what Bu Zaza said." Then Keysa and Arjuna showed food sharing behavior that was brought to friends," who wants it? ". Behavioral changes were also seen by children whose name Khandra ; he pouted and beat if his desires do not happen.

9) *Revise the Final Product*

Based on the polite language learning model through interactive learning CDs field trial, the average class teacher gives suggestions and input and criticisms are as follows:

- 1) Many quizzes with no pictures.
- 2) The balloon moves too fast so that the child has difficulty clicking
- 3) The rewards are less varied; you should replace them with emoticon animation.
- 4) There is a problem that is not in accordance with the answer.

In this step the Interactive Language Learning CD is still in the process of improvement. Improvements were made in accordance with input and criticism from teachers who applied the product to students.

10) *Disseminate and Implement the Products*

The product's dissemination and implementation was done by reporting and disseminating products through meetings, seminars and scientific journals.

B. *Discussion*

Based on research result, children`s ability in using polite language is good through interactive learning CD`s. By using CD`s, children can learn how to use polite language. Children also learn the sense of polite language in interactive learning CD. The behavioral record found is that the child named Hayfa advises his friend who speaks loudly, "You can't talk loudly, keke, that's what Mrs. Zaza

said."Then Keysa and Arjuna showed the food sharing behavior that was brought to friends," who wants it? ". Changes in behavior were also seen by the child named Khandra; he is pouting and hitting if his desire do not happen.

When the field team visited each kindergarten, various obstacles were found, generally explained as follows:

- 1) The number of computers / laptops that were insufficient for each child, so that children took turns to practice the use of Learning CDs Interactive.
- 2) Children become noisy and not calm because they are tired of waiting for their friends who are too old 6) using the Interactive Learning CD.
- 3) Observation of the child's attitude / behavior is not continuous because it can be done in conditions, such as national holidays, public holiday's and school that are preparing for accreditation.
- 4) Inadequate facilities and infrastructure in schools, such as; the absence of a projector LCD to explain to the child as a whole about how the Interactive Learning CD works.

IV. CONCLUSION

In conclusion, interactive learning CD can improve children`s ability in using polite language. It can be seen from the way the children spoke after treatment. Due to this, using interactive CD as media to teach polite language to children is beneficial. It is expected that the product can be used to help teachers teach appropriate use of Indonesian language at kindergartens. It can be a way to build children character in the early childhood.

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