



Edukatif: Jurnal Ilmu Pendidikan

Volume 6 Nomor 1 Bulan Februari Tahun 2024 Halaman 770 - 780

<https://edukatif.org/index.php/edukatif/index>

Analysis of The Use of Super Book Media on the Development of Language and Fine Motor Skills in Early Childhood

Anita A. Hege Udju^{1✉}, Maria Regina Jaga², Maryance F. Tamelab³, Vitha Eki⁴

Kupang State Institute of Christian Religion, Indonesia^{1,3,4}

Widya Mandiri Catholic University, Indonesia²

e-mail : hegeudjuanita@gmail.com¹, mariajaga@gmail.com², maryancetamelab@gmail.com³, vitaeki@gmail.com⁴

Abstrak

Penelitian ini bertujuan untuk mengevaluasi dampak penggunaan media video Super Book dalam pembelajaran anak usia dini. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. Fokus pada perkembangan bahasa dan motorik halus anak usia 4-5 tahun melalui Video super book. Sebelum dilakukan intervensi, sebagian besar anak tidak menunjukkan kemajuan yang berarti. Namun hasil Siklus 1 menunjukkan perubahan positif, yaitu terjadi penurunan anak belum berkembang menjadi 40%, peningkatan anak mulai berkembang menjadi 35%, dan anak berkembang sangat baik meningkat menjadi 20%. Siklus 2 mencatat peningkatan fokus, partisipasi aktif, dan kemampuan bercerita. Hasil ini menegaskan efektivitas buku Video Super dalam meningkatkan perkembangan bahasa dan motorik halus anak. Persiapan media, peran orang tua, dan dukungan pengelola pendidikan anak usia dini menjadi faktor penting. Rekomendasi ini diharapkan dapat memperkuat kontribusi media SuperBook terhadap perkembangan anak usia dini.

Kata Kunci: Anak Usia Dini, Bahasa dan Motorik Halus, Media Superbook, Perkembangan

Abstract

This research aims to evaluate the impact of using Super Book video media in early childhood learning. The method used in this research is Classroom Action Research. Focus on language and fine motor development of children aged 4-5 years through super book Videos. Before intervention, the majority of children did not show significant progress. However, the results of Cycle 1 showed positive changes, with a decrease in children who were not yet developing to 40%, an increase in children who were beginning to develop to 35%, and children who were developing very well increased to 20%. Cycle 2 noted increased focus, active participation, and storytelling ability. These results confirm the effectiveness of the Video Super book in improving children's language and fine motor development. Media preparation, the role of parents, and support from early childhood education managers are important factors. This recommendation is expected to strengthen the contribution of SuperBook media to early childhood development.

Keywords: Childhood, Development, Language and Fine Motor, Super Book Media

Copyright (c) 2024 Anita A. Hege Udju, Maria Regina Jaga, Maryance F. Tamelab, Vitha Eki

✉ Corresponding author :

Email : hegeudjuanita@gmail.com

DOI : <https://doi.org/10.31004/edukatif.v6i1.6383>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

Early Childhood Education is a development effort for children from birth to six years of age, which aims to assist physical, mental, social, and language growth and development. Early childhood education programs can be held formally, non-formally, and informally (Salmiah & Harahap, 2019). Childhood is an important golden period because children's development, including physical, motor, and language, grows rapidly during this period (Astini et al., 2017). Early childhood education focuses on physical, intelligence, socio-emotional, language, and communication development, according to the child's stage of development. The importance of early childhood education is based on the awareness that children at this age have great potential for optimal growth and development (Hasanah, 2016). The use of appropriate learning media, such as books and visual media, has a key role in stimulating children's language and fine motor development. Teachers must make good use of this media to help children understand and express themselves better (Rohmah, 2016). However, in line with the reality on the ground, including in East Nusa Tenggara, there are still teacher's Early childhood education programs have not yet found the right teaching media and teaching materials to overcome the problem of children's slow ability to use language to express something and also fine motor skills that cannot be observed because of the lack of appropriate learning media used by teachers for these two things (Maulida, 2020).

At this stage of children's fine motor development, children need to be sharpened so that they can develop their mental and fine motor skills, carry out activities related to motor development, early childhood education, and various activities aimed at means of expression, activities, means of channeling imagination and fantasy which are useful in developing children. Children's creativity and productivity and will get good skill results (Madyawati, 2016). When children are active, children will often see and listen to things so that their curiosity increases, but when children do not receive enough care, children will get bored. Based on the results of observations of children's learning, they tend to be less creative, therefore special activities are needed that can stimulate children to create language skills as well as stimulate children's fine motor skills (Hermoyo, 2015).

Based on several studies, the average amount of information a person obtains through the senses shows the following components: 75% through the sense of sight (visual), 13% through the sense of hearing (audio), and 6% through the sense of touch (Andayani, 2021). Based on these problems, researchers have found a solution to overcome the problem of children's language development through learning using visual media such as books. Visual media can provide images that accompany text to arouse children's interest in learning and improve their language development. This visual aid will equip children with a lot of vocabulary so that they become smarter in understanding language. Books are not just for reading but can also develop many other developmental skills that children need to learn. Reading not only teaches language but is also an opportunity for your child to practice and perfect their fine motor skills (Hayati & Putro, 2021), because when your child interacts with books (even when they are busy holding them), their little fingers, hand and wrist work. hand. For example, when reading, children can also actively turn pages, point, or practice hand and eye coordination together.

Research conducted by Yurika V. Bayoe, Meily L. Kouwagam, Parel Tanyit with the title Learning Methods Through Film Superbook and Interest in Learning God's Word in Children Aged 6-8 Years which was conducted at the Indonesian Bethel Disciple of Jesus Church in Makassar in 2019. The aim of this research was to examine learning methods through the Superbook film and interest in learning God's Word in children aged 6-8 years. The method used is a descriptive qualitative research method using literature study and field research in the form of observations and interviews with children aged 6-8 years. The criteria for interested children are if the child likes to learn, is interested in learning, is actively involved in lessons or pays attention during the learning process while remaining concentrated. Observation results show that children aged 6-8 years old are interested in learning God's Word to learn Bible values and can grow in God through film media (Bayoe et al., 2019).

Research conducted by Irene Preisilia Ilat, Sylvana Talangamin, and Kartini Aprilia Wullur with Christian Religious Education for Sunday School Children in the Digital Era (Use of Superbook Learning Media for Children Aged 6-12 Years) which was carried out at the Evangelical Christian Church in Minahasa, Bukit Sion and Thessalonika Mapanget in 2021. The aim of this research is to describe (1) Effectiveness of Using Learning MediaSuperbook. (2) Factors that hinder the effectiveness of using learning mediaSuperbook. (3) Efforts made by the Children's Services Commission to overcome obstacles to the use of Superbook Learning Media for Sunday School Children at the Evangelical Christian Church in Minahasa, Bukit Sion and Thessalonika Mapanget. This research is qualitative research with a descriptive method carried out at the Evangelical Christian Church in Minahasa, Bukit Sion and Thessalonika Mapanget. Data collected through participant observation, interviews, document study. Analysis and interpretation of data shows that (1) The effectiveness of using Superbook learning media has gone well. The Superbook contains Christian values that suit the characteristics of today's children. Very appropriate to children's needs and provides an understanding of good and bad behavior. (2) Factors inhibiting the use of learning media are the role of Christian Religious Education organizers, in this case pastors, religious teachers, Sunday school teachers and parents regarding the use of gadgets for children aged 6-12 years. (3) The efforts made by the church to overcome these obstacles are facilitating supporting equipment in the form of laptops, projectors and sound systems and Sunday school teachers actively participating in Superbook training (Ilat et al., 2021).

Based on the previous research above, the following are the differences between previous research and this research, including: 1). Research on Superbook media has never been done in Early Childhood Education; 2). Research on Superbook media usually carried out to determine Sunday school children's interest in the Word of God so this research is the first research in the use of Superbook for language and fine psychomotor development in early childhood. Based on the problems described above, this research aims to analytically determine the use of Super book media on the development of language and fine motor skills in early childhood at Pelita Harapan Early Childhood Education in Kuanheun village, Kupang Regency.

METODE

The method for explaining this research is through classroom action research. Classroom action research is a type of research that can help to solve and find solutions to the problems faced by teachers and students in the classroom (Mustafa et al., 2022). In other words, Classroom Action Education is an observation activity in several cycles using contextual methods by offering problem-solving to improve and increase student learning (Fitrah, 2018). This class action was created by analyzing the use of super book Media on the development of language and fine motor skills of early childhood at Pelita Harapan Early Childhood Education in Kuanheun Village, Kupang Regency. This research tries to find a solution to increase children's creativity in language and stimulate fine motor development by using visual learning media in the form of books. super book is an animated series containing stories in the form of audio-visual books with "structured browsing systems" (Nasrudin, 2019). Books can provide interesting images and improve children's understanding of language. Apart from that, reading books can also train children's fine motor skills. Classroom Action Research Method in Improving Language and Fine Motor Skills of Early Childhood in Pelita Harapan Early Childhood Education. This research describes the classroom action research procedure which consists of two main stages: planning and implementation. This Classroom Action Education Method adopts the John Elliot method. John Elliott's model, although developed based on Kurt Lewin's model, stands out for its greater richness of detail. In every action (acting) in John Elliott's model, there are several steps, including the first step, second step, and third step (Mustafa et al., 2022). For Elliot, the actions taken by teachers are very important, because all theory comes from action. Actions that determine students' learning abilities. Actions also influence teacher professionalism. In this classroom action research, the instruments used are a pre-test (Pre-post-test), a Non-test assessment

(performance), observation sheets of teacher and student activities, and documentation (photos) (Winarni, 2021).

RESULT AND DISCUSSION

Result

1. Cycle 1

Planning

- a. Researchers prepare learning tools
- b. Researchers prepared video media for the story of Yunus from Superbook, Children's Worksheets, Pretest, and Observation Sheets on the implementation of learning by teachers and students/children

Implementation

a. Initial activity

At this meeting, the teacher begins to prepare tools and materials according to the sub-theme. After that, the teacher asked one of the children to pray before starting the activity. After that, the teacher invites the children to sing songs according to the sub-theme, namely my school. After the teacher chats about the sub-theme and shows media in the form of the book My Environment page 2, boxes, pencils, erasers, crayons, blocks, glue, and origami paper.

b. Core activities

At this stage, the teacher plays the story video again *Superbook*, and image media for children (this activity is a posttest activity given by the teacher to measure the extent of children's understanding). Then the children were asked to name the objects in the video. Seeing the pictures shown by the teacher, the children were enthusiastic to answer and retell the story in the video *Superbook*, and the teacher gave appreciation by giving thumbs up and clapping hands to the children who dared to tell stories.

After that, the children were again asked to color the picture and thicken the dotted lines. From this activity, it can be seen that the children are enthusiastic about coloring. This can be seen from the expressions of the children who are enthusiastic about coloring and thickening the dotted lines.

c. Recalling Activities

The next activity is for the teacher to carry out recalling by asking the children to tell and show their work, and the children are asked to tidy up the tools they have used. After that, the teacher asks again about the child's feelings during playing activities and the teacher provides support and motivation to the child while playing while learning.

d. Closing Activities

At this stage, the teacher asks about the child's feelings during playing activities and discusses what activities have been played today. After that, the teacher tells a short story containing the messages received today. After that the children were allowed to watch an animated film about my school.

Observation

The implementation of learning by children is measured using an observation sheet filled in by the observer. The implementation of learning by children can be seen in the table below.

Table 1. Implementation of learning by children in cycle I

Meeting	I		II		III	
Observer	1	2	1	2	1	2
Score (percent)	72,30	74,67	78,85	81,45	82,00	82,40
Score rate-rate				78,61%		
Criteria				Good		

Based on the table above, it can be seen that the implementation of learning by children is going well as shown by the average score reaching 78.61%.

Reflection

The ability test (post-test) was also carried out at the end of cycle I. The next action carried out by the researcher was at the end of cycle I. The results of the child's ability test (post-test) at the end of cycle I can be seen in the following table.

Table 2. The child's final test results at the end of the cycle I

No	Criteria range	Frequency	Percentage (%)
1	Undeveloped	8	40
2	Starting to Develop	7	35
3	Developing Very Well	4	20
4	Developing According to Expectations	1	5

Based on the data above, it shows that after the action was implemented there were 8 children with a percentage of 40% who were declared not yet developing, then 7 children with a percentage of 35% were declared to be starting to develop than 4 children with a percentage of 20% were declared to be developing very well and 1 child with a percentage of 5% was declared developing according to expectations.

The reflection stage in cycle I was carried out by researchers to determine the advantages and disadvantages of using Superbook Media on the development of language and fine motor skills in early childhood. After reflecting, the research team will make improvements in cycle II. Based on the results of observations made by the observer, several things were found, namely:

- a. In the implementation of learning, it was still found that some students had not focused on following the lesson because there were still many students who did not dare to retell the story in the Super book videos.
- b. Most children are still not precise in grouping types of pictures according to the story
- c. Even though they are still not precise in retelling stories, students are starting to have the courage to tell the stories they have watched
- d. Students begin to easily understand the story because of the story video media shown.

After reflecting on the first cycle of learning, the researcher then prepared the stages of implementing the second cycle of learning. It is hoped that the stages in cycle II learning can obtain better results and can answer the problems found in cycle I stage

2. Cycle 2

Planning

The Action Plan in cycle II is as follows:

- a. Researchers prepare learning tools
- b. Researchers prepare story Superbook media videos Dolphin Children's Worksheets, Pretests, and Observation Sheets on the implementation of learning by teachers and students/children

Implementation

1. Initial activity

At the initial meeting for the second cycle, the teacher began to prepare tools and materials according to the sub-theme. After that, the teacher asked one of the children to pray before starting the activity. After that, the teacher invites the children to sing songs according to the sub-theme, namely my school. After the teacher chats about the sub-theme and shows media in the form of the book My Environment, boxes, pencils, erasers, crayons, blocks, glue, and origami paper.

2. Core activities

At this stage, the teacher again plays the Superbook story video and picture media to the children (this activity is a posttest activity given by the teacher to measure the extent of the children's understanding). Then

the children were asked to name the objects in the video. Seeing the picture shown by the teacher, the children were enthusiastic about answering and retelling the story in the Superbook video, and the teacher gave appreciation by giving thumbs up and clapping their hands to the children who dared to tell the story.

After that, the children were again asked to color the picture and thicken the dotted lines. From this activity, it can be seen that the children are enthusiastic about coloring. This can be seen from the expressions of the children who are enthusiastic about coloring and thickening the dotted lines.

3. Recalling activities

The next activity is for the teacher to carry out recalling by asking the children to tell and show their work, and the children are asked to tidy up the tools they have used. After that, the teacher asks again about the child's feelings during playing activities and the teacher provides support and motivation to the child while playing while learning.

4. Closing Activities

At this stage, the teacher asks about the child's feelings during playing activities and discusses what activities have been played today. After that, the teacher tells a short story containing the messages received today. After that the children were allowed to watch an animated film about my school.

In this activity, the teacher begins to provide opportunities for children to tell stories using picture media. After seeing the video story about Fish World, most of the children began to respond by retelling the story shown by the teacher. Seeing the very good response from the children, the teacher gave several children the opportunity to come forward and retell the story about Jonah, and then the teacher gave them positive appreciation, such as thumbs up, high fives, or giving stickers.

The next activity is for the children to stick together, and then the teacher distributes worksheets to each child, namely grouping staple foods by drawing lines according to the picture. Then the teacher gives instructions to the children regarding how to do it, namely by drawing lines according to the picture, for example, paddy will become rice. After the teacher explains the instructions for the work, the teacher distributes writing utensils to each child to use in working on the worksheet. After working on the worksheet, children are directed to collect the worksheet and stationery used.

The next activity is that children are allowed to put together puzzles based on pictures of healthy food as a form of game to train children's fine motor skills, improve children's cognitive abilities in solving problems and being able to work together in groups, with this activity children feel happy with this activity. It was proven that none of the children were bored, they were able to simply recount their playing experiences with enthusiasm. After the children have finished playing, the children are again directed to store and tidy up the play equipment that has been used.

Observation

The implementation of learning by children is measured using an observation sheet filled in by the observer. The implementation of learning by children in cycle II can be seen in the table below.

Table 3. Implementation of learning by children in Cycle II

Meeting	I	II	III		
Observer	1	2	1	2	1
Score (percent)	79,57	80,88	84,95	85,78	86,45
Score rate-rate	83,83%				
Criteria	Very good				

Based on the table above, it can be seen that the implementation of learning by children is going very well as shown by the average score reaching 83.83%.

Reflection

Researchers carried out the reflection stage in cycle II to determine the advantages and disadvantages of using story videos, apart from that, based on the results of observations and observations made by researchers

in the use of Superbook story videos, it has gone well, as indicated by: In this second cycle of learning, the children have started to focus on following the lesson and the children are starting to be able to understand the Superbook story videos, Children begin to be able to retell the story well using good language, The children have dared to express their opinions about the task given by the teacher, and The children were very enthusiastic and eager to participate in learning

Discussion

This research focuses on developing language and fine motor skills in early childhood at Pelita Harapan Early Childhood Education, Kuanheun Village, Kupang Regency. Initially, initial observations showed that the majority of children aged 4-5 years at Pelita Harapan Early Childhood Education had difficulties in language and were not yet active in fine motor activities. This is the background for conducting Classroom Action Research. The initial pretest was carried out to measure the children's language skills and the results indicated that around 75% of the children were not yet able to speak the language well.

In the initial stages of the research, researchers interacted with Early Childhood Education administrators, conducted direct observations with children, and conducted interviews with Early Childhood Education teachers regarding research plans and use. From interviews, it was revealed that Early Childhood Education teachers do not use it in learning, but only refer to the curriculum. The research subjects were 20 children, consisting of 13 boys and 7 girls.

The learning media used are Superbook Video and image media. The pretest stage shows that the majority of children are not yet capable of language. Action plans are carried out in several learning cycles. Cycle I carry the theme "Environment" with the sub-themes "My Home" and "My Family". This cycle begins with an introduction to the children and continues with the first meeting in cycle I which focuses on the sub-theme "My Home". At the meetings in this cycle, the children were also given a final post-test to measure the development of their ability to tell stories and carry out fine motor activities.

Cycle II focuses on the theme "My Needs" with the sub-themes "Food", "Drinks", and "Clothing". At this cycle meeting, children were given a final post-test to measure the development of their abilities in composing words, telling stories, and cutting and pasting pictures. This stage allows researchers to observe the extent to which the use of Superbook media influences the language and fine motor development of young children at Pelita Harapan Early Childhood Education.

In conclusion, this research aims to improve the language and fine motor development of young children through the use of Superbook media. By observing the action stages in cycles I and II, researchers can measure the impact of using this media on children's ability to communicate and engage in fine motor activities. It is hoped that the results of this research will provide better insight into the use of media in early childhood education.

In the Cycle I stage of this research, data was presented regarding planning, implementation, observation and reflection on learning. The implementation of Cycle I learning consists of 3 meetings which will take place from 30 May 2023 to 6 June 2023. The action planning part of Cycle I involves preparing learning tools such as providing Superbook story video media, Children's Worksheets, Pretests, and Observation Sheets to measure learning implementation. by teachers and children.

The first meeting in Cycle I had the theme "My Environment/Home". The initial stage involves opening activities with greetings, prayers and ice breaking to stimulate children's physical motor development. The teacher starts telling stories according to the theme, and after that, the Superbook story video about Jonah is shown to the children. The children's responses to this story varied, but the teacher gave appreciation to those who actively participated. Children are then given worksheets to color and paste pictures, and play with Lego to practice fine motor skills.

According to (Talango, 2020) the concept of early childhood development, which includes several aspects such as cognitive, language, physical-motor, social emotional and moral aspects. The cognitive aspect is related

to the child's ability to think, the language aspect is related to the child's ability to receive language and express it, the physical motor aspect is related to the child's ability to coordinate large and smooth muscle movements, the social emotional aspect is related to the child's ability to interact in his social environment and the moral aspect is related with the child's ability to regulate his behavior. All of these aspects have criteria called developmental tasks, which can be achieved gradually, and require appropriate stimulation.

The second meeting in Cycle I focused on the theme "My Environment/Family". This meeting began with a stimulus in the form of singing fish songs. The Fish World Superbook story video is shown, and children are asked to retell the contents of the story. The activity continues by grouping pictures of fish based on size and completing the initial syllables of the names of family members. Steps are backrecalling at the end of the meeting.

The third meeting in Cycle I is entitled "My Environment/School". This meeting began with singing songs according to the theme. The Superbook story video is shown again, and children are asked to name the objects in the story. They were also asked to color the picture and thicken the dotted lines and complete it with the initial syllables of the family members' names. These activities are followed by stagesrecalling and play.

The results of observations of the implementation of learning by teachers and children in Cycle I produced good average scores. The implementation of learning by teachers in Cycle I had an average score of 77.96%, while the implementation of learning by children had an average score of 78.61%, both in the "Good" criteria.

In the reflection stage of Cycle I, several findings were found. Some students are still not focused on learning, some of them do not dare to tell stories from Superbook videos. Even so, some students had the courage to retell the stories they had watched. It can also be seen that story video media helps students understand the learning material.

After the reflection stage, the researcher planned improvements in Cycle II by addressing the findings from Cycle I, such as increasing student participation in telling stories and grouping pictures more precisely. It is hoped that with these improvements, learning can be more optimal in facilitating the development of language and fine motor skills of young children at Pelita Harapan Early Childhood Education.

In the results of this research, the focus is on children's learning outcomes measured in the cognitive domain using non-test instruments in the form of observation sheets. Measurements were carried out at three stages: the beginning of cycle I before action, the end of cycle I after implementing action, and the end of cycle II. There are four criteria for assessing children's learning outcomes in each domain, namely Not Yet Developing, Starting to Develop, Developing Very Well, and Developing According to Expectations. Learning success is measured through classical completeness, where children are considered to have developed according to expectations if they reach 80% of the total number of children.

In the early stages of cycle, I, the test results showed that 60% of children had not yet developed, 30% were starting to develop, and 10% were developing very well. This indicates that before the learning action using Superbook Video, the majority of children had not achieved the expected development in language and fine motor skills.

However, after taking action at the end of cycle I, there was a positive change in children's learning outcomes. The percentage of children who have not yet developed has decreased to 40%, while the percentage of children who have begun to develop has increased to 35%. More importantly, the percentage of children developing very well increased to 20%, and one child (5%) managed to achieve development as expected. This shows that the use of Superbook Media effectively contributes to the cognitive and fine motor development of children in Pelita Harapan Early Childhood Education.

These results confirm that the learning approach using Video Superbook has great potential to improve the language and fine motor skills of young children. Thus, this approach can be an attractive alternative in the context of early childhood education, which can help children achieve optimal development in important areas such as language and fine motor skills.

According to (Ilato, 2020) there are two research results which confirm that (1) The effectiveness of using Superbook learning media has gone well. The Superbook contains Christian values that suit the characteristics of today's children. Very appropriate to children's needs and provides an understanding of good and bad behavior. (2) Factors inhibiting the use of learning media are the role of Christian Religious Education organizers, in this case pastors, religious teachers, Sunday school teachers and parents regarding the use of gadgets for children aged 6-12 years. (3) The efforts made by the church to overcome these obstacles include facilitating supporting equipment in the form of laptops, television projectors and sound systems and Sunday school teachers actively participating in Superbook training (Prabangkara, 2021).

In the "Cycle II Data Presentation" section of this research, the planning, implementation, observation and reflection stages of cycle II are explained in detail. Cycle II was carried out in three meetings from 10 June 2023 to 22 June 2023. In the action planning stage of cycle II, researchers have prepared learning tools such as the Daily Learning Implementation Plan and the Weekly Learning Implementation Plan. The media used include the Yunus Superbook story video, children's worksheet, pretest, and observation sheet.

In implementing cycle II actions, there were three meetings with different themes. The first meeting was themed "My Needs/Food". In the initial activity, the teacher starts with greetings and prayers, then does ice breaking to stimulate the development of children's fine motor skills. The teacher tells a story according to the theme, then shows the Superbook story video. Core activities involve watching videos, retelling stories, and coloring activities. The second meeting had the theme "My Environment/Family". The teacher tells the sub-themes, invites the children to sing fish songs, watch Superbook story videos, and do coloring activities and put together puzzles. The third meeting had the theme "My Environment/School". Children watched the Superbook story video again, colored, and did post-test activities.

Cycle II observations involve observing the implementation of learning by teachers and children, as well as pretests and post-tests. The implementation of learning by teachers and children is measured using observation sheets. Observation results show that the implementation of learning by teachers and children is going very well, with high average scores for these two aspects.

The reflection stage of cycle II includes an evaluation of the advantages and disadvantages of using Superbook story videos as well as the results of observations and observations. Some of the points highlighted in the reflection are increasing children's focus in learning, children's ability to retell stories, children's active participation, and enthusiasm in participating in learning.

Children's learning outcomes are measured in the cognitive domain using observation sheets. There are four criteria for assessing children's learning outcomes: Not Yet Developing, Starting to Develop, Developing Very Well, and Developing According to Expectations. Data on children's learning outcomes at the end of cycle II shows that after the action was implemented, there was a significant increase in children's development. The percentage of children who are declared to be developing very well and developing according to expectations has increased, while the percentage of children who have not yet developed or are starting to develop has decreased.

Overall, the results of this study indicate that the use of Superbook story videos has a positive impact on children's learning outcomes in the cognitive domain. Observations, observations and final test results show that the children were able to understand, respond and retell the content of the story well. Thus, a learning approach using interactive media such as Superbook story videos can be an effective alternative for improving children's abilities in understanding and communicating stories as well as improving their fine motor skills.

According to (Wisudayanti, 2019), children's ability to make movements only in certain parts of the body is carried out by small muscles but requires careful coordination. Children have certain characteristics that are unique and not the same as adults and will develop into complete humans. Children have various kinds of potential that must be developed, although in general children have the same development pattern, the rhythm

779 *Analysis of The Use of Super Book Media on the Development of Language and Fine Motor Skills in Early Childhood* - Anita A. Hege Udju, Maria Regina Jaga, Maryance F. Tamelab, Vitha Eki
DOI: <https://doi.org/10.31004/edukatif.v6i1.6383>

of development will be different from one another because basically children are individuals (Paramitha & Sutapa, 2019).

CONCLUSION

Based on the data analysis and discussion described in the previous chapter, the following conclusions can be drawn: The use of Superbook media in improving the development of language and fine motor skills in early childhood at Pelita Harapan Early Childhood Education in Kuanheun Village, Kupang Regency has taken place and ended well. This can be seen in the increasing enthusiasm of children to participate in learning, and The use of Superbook media in improving children's language and fine motoric development at Pelita Harapan Early Childhood Education in Kuanheun Village, Kupang Regency has been proven to improve children's learning outcomes in improving language and fine motoric development. This is proven by the increase in the percentage of children's learning outcomes at the beginning before the action by 40%, increasing to 60% at the end of cycle 1 and to 90% at the end of cycle 2.

ACKNOWLEDGEMENT

The collaborative research team between lecturers and students is grateful to the LP2M Kupang State Christian Institute and the Early Childhood Christian Education Study Program for providing the research team with the opportunity to develop knowledge in society. In this research, the research team also thanks the administrators and teachers at Pelita Harapan Kuanheum Early Childhood Education, Kuanheum Regency who have received and provided accurate data so that this research can be used to develop this institution much better.

REFERENCES

Andayani, S. (2021). *Karakteristik Perkembangan Anak Usia Dini*. JURNAL AN-NUR: Kajian Ilmu-Ilmu Pendidikan <https://www.journal.an-nur.ac.id/index.php/annur/article/view/130>

Astini, B. N., Rachmayani, I., & Suarta, I. N. (2017). *Identifikasi Pemakaian Alat Permainan Edukatif (APE) Dalam Mengembangkan Motorik Halus Anak Usia Dini*. Jurnal Pendidikan Anak. <https://journal.uny.ac.id/index.php/jpa/article/view/15678>

Bayoe, Y. V, Kouwagam, M. L., & Tanyit, P. (2019). *Metode pembelajaran melalui film superbook dan minat belajar firman tuhan pada anak usia 6-8 tahun*. Jurnal jaffray. <http://ojs.sttjaffray.ac.id/index.php/JJV71/article/view/327>

Fitrah, M. (2018). *Metodologi penelitian: penelitian kualitatif, tindakan kelas & studi kasus*. books.google.com.

Hasanah, U. (2016). *Pengembangan kemampuan fisik motorik melalui permainan tradisional bagi anak usia dini*. Jurnal Pendidikan Anak. <https://journal.uny.ac.id/index.php/jpa/article/view/12368>

Hayati, S. N., & Putro, K. Z. (2021). *Bermain dan permainan anak usia dini*. : Jurnal Pendidikan Islam Anak Usia Dini. <https://journal.uir.ac.id/index.php/generasiemas/article/view/6985>

Hermoyo, P. (2015). *Membentuk komunikasi yang efektif pada masa perkembangan anak usia dini*. Anak Usia Dini dan Pendidikan Anak Usia

Ilat, I. P., Talangamin, S., & Wullur, K. A. (2021). *Pendidikan Agama Kristen Bagi Anak Sekolah Minggu Di Era Digital (Penggunaan Media Pembelajaran Superbook Bagi Anak Usia 6-12 Tahun)*. Kristen Anak Usia <https://ejurnal-iakn-manado.ac.id/index.php/montessori/article/view/737>

Ilato, A. (2020). *Meningkatkan Kemampuan Motorik Halus Dalam Menyusun Sebuah Gambar Melalui Permainan Puzzle Bagi Anak Usia Dini 3-4 Tahun di RA AT-TAQWA Kidspedia: Jurnal Pendidikan Anak Usia Dini*. <http://ejurnal.unima.ac.id/index.php/kidspedia/article/view/256>

Madyawati, L. (2016). *Strategi pengembangan bahasa pada anak*. books.google.com.

780 *Analysis of The Use of Super Book Media on the Development of Language and Fine Motor Skills in Early Childhood* - Anita A. Hege Udju, Maria Regina Jaga, Maryance F. Tamelab, Vitha Eki
DOI: <https://doi.org/10.31004/edukatif.v6i1.6383>

Maulida, M. (2020). *Optimalisasi Perkembangan Motorik Halus Anak Melalui Permainan Lagu Daerah "Ampar-Ampar Pisang."* In *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*.

Mustafa, P. S., Gusdiyanto, H., Victoria, A., & ... (2022). *Metodologi Penelitian Kuantitatif, Kualitatif, dan Penelitian tindakan kelas dalam pendidikan olahraga.* repository.insightmediatama.co.id.
<http://repository.insightmediatama.co.id/id/eprint/18/>

Nasrudin, J. (2019). *Metodologi Penelitian Pendidikan: Buku ajar praktis cara membuat penelitian.* books.google.com.

Paramitha, M. V. A., & Sutapa, P. (2019). *Pengembangan Model Pembelajaran Berbasis Permainan Sirkuit Untuk Meningkatkan Motorik Halus Anak Usia 4-5 Tahun.* *Jurnal Golden Age.*
<http://e-journal.hamzanwadi.ac.id/index.php/jga/article/view/1336>

Prabangkara, B. (2021). *Ministry in the Digital World.* books.google.com.

Rohmah, N. (2016). *Bermain dan pemanfaatannya dalam perkembangan anak usia dini.* *Tarbawi: Jurnal Pendidikan Islam.* <http://ejournal.unisnu.ac.id/JPIT/article/view/590>

Salmiah, A., & Harahap, D. P. (2019). *Implementasi Pelaksanaan Kurikulum 2013 Pendidikan Anak Usia Dini Dalam Mempersiapkan Anak Memasuki Sekolah Dasar.* In *International Seminar And* repository.uinsu.ac.id.

Talango, S. R. (2020). *Konsep Perkembangan Anak Usia Dini. Early Childhood Islamic Education.* <https://ejournal.iaingorontalo.ac.id/index.php/ecie/article/view/35>

Winarni, E. W. (2021). *Teori dan praktik penelitian kuantitatif, kualitatif, PTK, R & D.* books.google.com.

Wisudayanti, K. A. (2019). *Peningkatan motorik halus anak usia dini di era revolusi industri 4.0.* *Purwadita: Jurnal Agama* <https://jurnal.stahnmpukuturan.ac.id/index.php/Purwadita/article/view/200>