UTILIZATION OF DIGITAL MEDIA ON VOCABULARY ACQUISITION OF INCLUSIVE CHILDREN

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Keywords:	Abstract
Digital Media Utilization; Vocabulary; Inclusive Children;	*This study aims to describe the utilization of digital media in early childhood vocabulary acquisition. The method used is qualitative research with a phenomenological approach, which explores the experiences of teachers at Insan Kamila Surakarta KB and TK in the learning process using digital media. The data source used in this study is information about children's vocabulary mastery involved in digital media-based learning. Data collection was conducted through in-depth interviews, observations and documentation studies using data validation techniques through triangulation. Data analysis techniques refer to data reduction, data presentation, and conclusion drawing/verification. The results of the study were threefold: 1). The utilization of digital media in literacy activities during the learning process can develop children's vocabulary mastery. 2). The use of picture media with game settings in learning is in accordance with children's development. 3). Support interactive classroom conditions. The implication of this research is to develop an educational curriculum as a means of early childhood learning with the integration of digital media.*

INTRODUCTION

Background of the Study

The influence of globalization has had a significant impact on language development in early childhood. This happens because children are increasingly exposed to various digital media that make it easier for them to imitate new languages. Digital media has become an integral part of daily life, and children often interact with various digital platforms, especially in the era of the industrial revolution 4.0. Research by Isrofah et al. (2022) states that the use of digital media is increasingly necessary in early childhood learning. Rahakabauw & Budiarti (2022) also emphasized that digital media provides children with opportunities to get to know a variety of new knowledge. All teachers at the primary level are expected to develop their competence in the use of digital media to help children understand language better (Caswita & Noviyani, 2023). Because the role of digital media is very important in early childhood language education and must be used wisely to support language development.

Vocabulary mastery in early childhood is strongly influenced by the methods used in the learning process. Early childhood growth is a golden period where they absorb language quickly. During this period, children are

more likely to understand and remember new words and the right learning media can help children improve their vocabulary acquisition effectively. Research by Rahimah & Izzaty (2018) states that early childhood is in an important phase of language and cognitive development. Purwani et al. (2019) emphasized that media as a tool cannot be separated from an effective learning process. Previous research shows that the use of digital media in learning has proven effective in increasing children's vocabulary (Faizah, 2023). Well-designed digital media can have a positive impact on early childhood vocabulary acquisition.

Problem of The Study

Music as a learning medium has been shown to be effective in improving early childhood vocabulary. The use of songs in learning offers a fun and relevant way for young children. Because songs are easily integrated into various learning activities and songs can be used to introduce new vocabulary contextually. Poku's research (2022) shows that the singing method increases the effectiveness of vocabulary acquisition in children. In another study, it was mentioned that songs can help transition between activities and provide fun in the learning process. Research by Ernawati et al. (2022) confirms that songs can be used in various stages of learning to keep children engaged. So songs are one of the learning media that are very helpful in improving children's vocabulary mastery and creating a fun learning atmosphere.

Research by Hudain et al. (2023) shows that the use of digital media enriches early childhood learning experiences. Abdul Sakti (2023) found that the right strategy in utilizing digital media can make learning more effective and improve learning outcomes. The study by Yuniarti et al. (2023) states that digital media is an integral tool in a successful learning process.

Research's State of the Art

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Gap Study & Objective

Although there are many studies that discuss the use of digital media and music media, there are still gaps in understanding how digital media can specifically be used to improve early childhood vocabulary acquisition, especially in the context of modern education. In addition, there are limited studies that combine digital media approaches with learning methods that suit the unique characteristics of early childhood, such as storytelling activities, word matching, and interactive oral methods. This study aims to describe the utilization of digital media in improving vocabulary acquisition in early childhood. This is because it is based on the importance of digital media as a tool that can improve the quality of language learning. Digital media allows the delivery of material in a more interactive and interesting way. Digital media also utilizes technology in education to help children recognize more vocabulary through various visual and audio media.

Special effective methods are needed to help young children improve their vocabulary acquisition. Early childhood has unique learning characteristics, so learning methods must be customized. The methods should be simple, interesting and varied to keep children engaged in the learning process. Previous studies (Anggrayni et al., 2023; Kurniawati & Rachmi, 2017; Rahayu & Rusdiyani, 2022) show the importance of approaches that match the characteristics of early childhood to make learning more effective.

METHOD

Type and Design

This study used a qualitative approach with a phenomenological design. The phenomenological approach was chosen to explore and understand the subjective experiences of teachers in utilizing digital media to improve vocabulary acquisition in early childhood. Phenomenological research allows researchers to deeply understand the meaning of informants' experiences, including the challenges, strategies and outcomes they experience in the context of vocabulary learning. This design is relevant to the purpose of the study, which is to explore the effectiveness of digital media from the perspective of educational practitioners (teachers), as well as to provide a

real picture of how digital media is integrated into the early childhood learning process. This approach has also been used effectively in previous research (Poku, 2022; Tulung et al., 2022; Fatah, 2024; Mulyatno, 2022).

Data and Data Sources

The data sources in this study are teachers in Insan Kamila's KB and TK who have experience in using digital media to teach vocabulary to early childhood. Data was obtained from in-depth interviews with teachers, to explore their perceptions, experiences and practices in digital media-based learning. Direct observation in the classroom, to see the real application of digital media in teaching and learning activities. Information from teachers is considered important because they are direct actors in the teaching process who can provide concrete and contextual insights.

Data collection technique

Data collection techniques in this study used two main methods In-depth interview: Used to understand in detail teachers' views on the use of digital media, the types of media used, and their impact on children's vocabulary acquisition. The interviews were semi-structured to remain flexible yet purposeful. Direct observation: Conducted in the classroom during the learning process. Observations focused on the interaction between teachers and students, the use of digital media, and children's responses to learning. The combination of these two techniques can increase the accuracy and depth of data (Nashrullah et al., 2023; Daruhadi & Sopiati, 2024; Hakiki et al., 2022), as well as allow triangulation for validation of findings.

Data analysis

Data analysis in this study was conducted using the Miles and Huberman analysis model, which includes three main stages:

Data Reduction: Information from interviews and observations was filtered to find data relevant to the focus of the research, and eliminate unrelated information.

Data Display: Data that has been reduced is organized in the form of narratives, tables, or matrices to facilitate interpretation.

Conclusion Drawing/Verification: Researchers draw conclusions based on patterns found in the data, and verify to ensure the validity and reliability of the findings.

Data validation was conducted through triangulation of sources and methods, as suggested by Susanto et al. (2023). This systematic analysis aims to produce an in-depth understanding of the effectiveness of digital media in improving early childhood vocabulary acquisition.

RESULTS

The utilization of digital media in improving vocabulary acquisition in early childhood focused on four main informants, namely teachers who teach using digital media in the learning process. The informants provided information on what media they use and how it is utilized in improving vocabulary acquisition in early childhood.

Table 1. Researcher interview results on the utilization of digital media

Informant	Digital Media	Learning Activities	Benefits
Teacher 1	Color print images	Rhyming the names of sea animals	Children are excited and active
Teacher 2	Videos from YouTube	Vocabulary learning using videos	Facilitates children's understanding and interest
Teacher 3	Java programs	Interactive activities Java word game	Children learn with fun
Teacher 4	Digital storybooks and learning apps	Reading together Discussing stories	Makes it easy for children to understand new vocabulary and Children understand faster because while playing

Based on the results of the interviews, teachers at Insan Kamila KB and TK generally stated that the use of digital media is very effective in improving vocabulary acquisition in early childhood. Teacher 1 explained that digital media, such as videos, are able to attract students' attention and interest during learning. This media provides an interesting visual display, which helps students recognize new words more easily and creates a fun classroom atmosphere where children look more enthusiastic. Teacher 2 also agrees, stating that digital media such as pictures and videos help children remember new vocabulary more quickly through interesting visual displays. In addition,

this media is also considered to increase children's focus during the learning process, resulting in better vocabulary acquisition.

Furthermore, Teacher 3 emphasized the importance of using interactive apps as one of the variations of vocabulary teaching methods. With this media, children are more actively involved in learning activities and feel interested because interactive applications provide opportunities for them to practice vocabulary independently and repeatedly. This has a positive impact on children's ability to master vocabulary. Teacher 4, representing the combined interviews with Teacher 4 and Teacher 5, highlighted the effectiveness of using YouTube in vocabulary learning. According to him, the videos presented on the platform often contain visual elements that are easily understood by children. Children are more eager to participate in lessons when using videos, and their understanding of vocabulary improves because they can directly see the relevant objects or activities in the show.

Based on classroom observations, children need special methods to effectively acquire vocabulary through their activities. So teachers use various methods, such as simple activities that children can understand, which are designed to suit their abilities. Oral and audio-based activities, such as listening to spoken language, allow children to understand vocabulary faster than written language. With written language. As stated by teacher 1 as follows: "if the teacher uses pictures or videos the children will be more interested in the teaching that we do, they are more enthusiastic".

DISCUSSIONS

The use of digital media, such as color printed pictures, has a positive impact on improving early childhood vocabulary. Teachers use picture media by printing the names of animals and inviting children to imitate and repeat the names. Observations show that children are very excited and happy when using this media, which creates a positive learning atmosphere. The use of picture media for the names of family members is also done in the same way, where children are asked to write the vocabulary that has been learned. Prahesti et al. (2019) suggested that learning with color print media is more influential than conventional methods. This result shows that visual media can be an effective tool to improve vocabulary and make learning more fun.

Digital media plays an important role in improving children's vocabulary. Digital media, such as videos, games and songs, provide an engaging context for learning. Children can learn from a variety of fun and educational digital resources, which introduce new vocabulary interactively. Digital media can be customized to suit children's needs and their developmental characteristics. Rupnidah & Suryana's (2022) research states that digital media are an excellent resource for improving vocabulary as they offer an engaging and interactive approach. In a study mentioned that the application of literacy and numeracy with holistic learning becomes more organized and results in improved literacy and numeracy skills (Minsih et al., 2024). Thus, effective use of digital media can improve vocabulary acquisition in early childhood.

One of the digital media used is YouTube, which is proven to have a positive influence on the learning process. Based on observations, teachers utilize videos to explain various fields of science that match students' interests and attention. Video learning makes the learning process fun and educational. The diversity of materials available on YouTube, such as culture and language-based videos from around the world, enriches students' learning experience. Amada & Hakim's research (2022) states that learning through YouTube can positively change the learning environment. The use of digital media such as YouTube can optimize vocabulary learning in a creative and fun way.

The utilization of digital media by teachers in Insan Kamil's KB and TK has proven to be effective in improving children's vocabulary. The use of digital media as an intermediary in learning not only makes children's vocabulary increase, but also makes the learning process more interesting. Applying the right strategies in using digital media according to children's needs is very important to achieve optimal results. The role of parents in supporting learning at home is equally important, such as inviting children to interact by speaking clearly and easily understood. Maduratna & Lilla (2020) mentioned that positive interactions between parents and children contribute to increasing children's vocabulary. The combination of appropriate use of digital media and support from parents is essential for the success of children's vocabulary learning. Research by Khotimah et al. (2021) shows that children listen to spoken language more effectively than reading. Learning media, such as Java programs, have been shown to improve children's vocabulary skills (Dinihari & Nazelliana, 2020). Thus, interesting, varied and stimulating activities are key to maintaining children's focus and engagement in the learning process.

DISCUSSIONS

This research reveals that the use of digital media, especially videos and interactive applications, is very effective in expanding vocabulary acquisition in early childhood. Children more easily recognize and remember new vocabulary through interesting visuals and interactive nature. Results from observations and interviews show that digital media such as YouTube and educational game apps succeed in creating a fun learning environment, where children become more focused and actively involved in learning activities. Teachers agreed that the use of digital media not only supports vocabulary acquisition, but also helps to create a more conducive classroom atmosphere and increase students' interest in learning. The main strength of this study lies in the variety of digital media used,

which provides a diverse approach to learning and suits the needs of the children. The use of interactive apps, videos and color images offer different learning experiences, with each type of media playing an important role in supporting vocabulary learning. In addition, this study shows that digital media can create a more engaging and relevant learning experience for children today's children are very familiar with technology. This study has some limitations. One of them is the limited access to digital media, which not all schools or parents may have. Effective use of digital media requires adequate technological infrastructure and access, which may not be available in every educational environment. In addition, this study emphasizes visual and audio aspects, so students' involvement in writing-based activities has not received adequate attention. This research was also only conducted in one educational institution, so the findings may not be generalizable to all educational institutions with different conditions.

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