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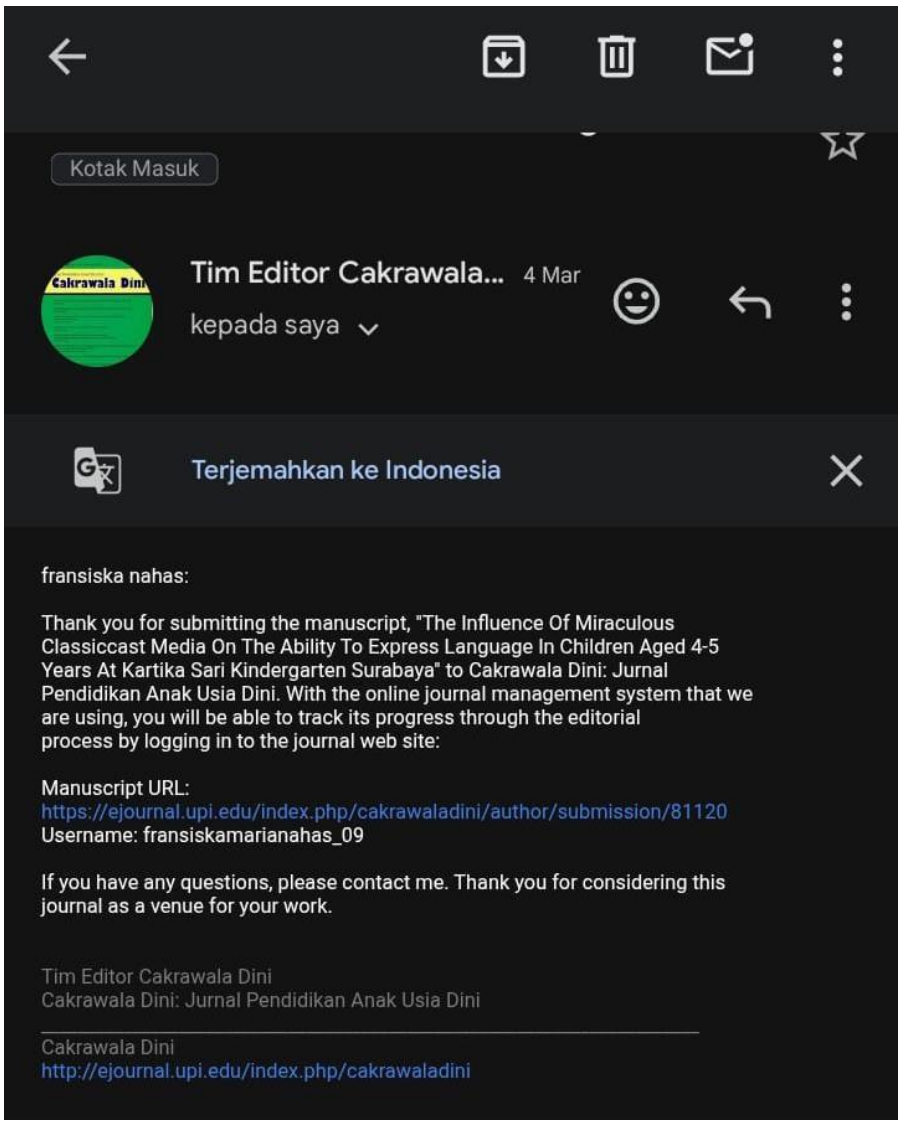
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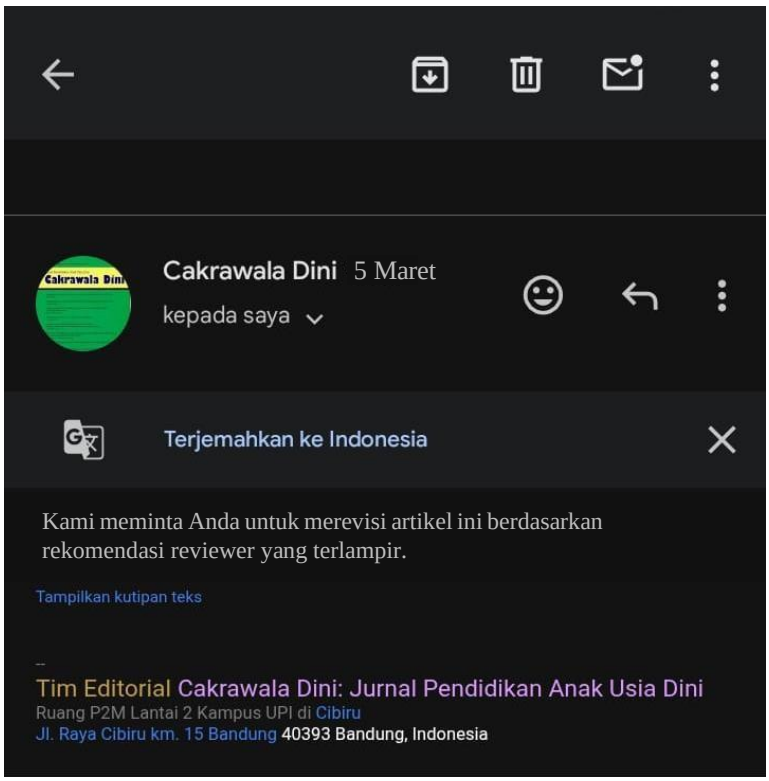
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The Influence of Miraculous Classiccast Media on the Ability to Express Language in Children Aged 4-5 Years at Kartika Sari Kindergarten Surabaya

Fransiska Maria Nahas, Sindy Anugerah Wati

Abstract

This study aimed to examine the effectiveness of Miraculous Classiccast media in enhancing the language expression abilities of children aged 4–5 years. Language development at this age is crucial for academic readiness and social interaction, and innovative media can provide meaningful stimulation to support this growth. The research employed a quasi-experimental design with a pretest-posttest control group involving 24 children from TK Kartika Sari Surabaya. Participants were evenly divided into experimental and control groups. The experimental group received learning treatment using Miraculous Classiccast media, while the control group followed conventional teaching methods without media intervention. Data collection was conducted through pretest and posttest assessments using a pop-up book, focusing on three key indicators: understanding the story, answering questions, and retelling the story in their own words. The results were analyzed using the Mann-Whitney U test to determine statistical significance. The findings indicated a significant difference between the experimental and control groups (Asymp. Sig. < 0.05). The experimental group showed improved vocabulary, sentence structure, storytelling skills, and verbal confidence. These outcomes suggest that the interactive and engaging features of Miraculous Classiccast support children's active participation and make the learning process more enjoyable and effective. This research highlights the importance of integrating interactive digital media into early childhood education to enhance children's language development in a fun, meaningful, and participatory way.

Keywords

Children aged 4-5 years, Language expression ability, Miraculous Classiccast media

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The Influence of Miraculous Classiccast Media on the Ability to Express Language in Children Aged 4-5 Years at Kartika Sari Kindergarten Surabaya

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ABSTRACT

The findings indicated that the posttest scores of the experimental group were significantly higher than those of the control group. The statistical analysis showed a significance value (p-value < 0.05), confirming that the use of Miraculous Classiccast had a meaningful impact on language expression skills. This improvement demonstrates that children who engaged with the media developed better vocabulary usage, sentence structure, and storytelling abilities compared to those in the control group. Additionally, their confidence in verbal expression increased, allowing them to communicate their thoughts more effectively. The structured and interactive nature of Miraculous Classiccast provided a platform where children could practice language skills in a dynamic and engaging manner, fostering active learning and retention of new vocabulary. The effectiveness of this media is attributed to its engaging nature, which enhances children's participation and motivation in learning. The combination of visual and auditory elements in Miraculous Classiccast provides a stimulating learning environment that reinforces language skills in an interactive and enjoyable way. The active participation encouraged by the media allows children to be more immersed in the learning process, making language acquisition more natural and effective. This finding aligns with previous studies emphasizing the importance of interactive learning media in early childhood education. This study concludes that Miraculous Classiccast media significantly improves the language expression ability of children aged 4-5 years. The interactive and engaging features of this media help children enhance their vocabulary, sentence structure, and storytelling skills. Furthermore, it fosters confidence in verbal communication, which is crucial for early childhood development. The findings of this research highlight

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the importance of integrating interactive digital media into early childhood education. Educators can utilize Miraculous Classiccast as an effective tool to promote language development in young children. By incorporating engaging learning methods, teachers can create a more dynamic and participatory classroom environment, ultimately improving children's linguistic and cognitive abilities.

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1. INTRODUCTION

The early childhood period is an important phase to optimize aspects of child development. In this early period, the child's brain is very responsive to stimulation, especially through social interactions that are essential to optimize the child's language skills. However, there are several obstacles that can interfere with the child's language development. One of the inhibiting factors in language development is the lack of stimulation. Lack of stimulation includes low frequency of meaningful verbal interactions, minimal access to quality reading materials, and limited discussions that support children's self-expression and understanding (Nasution, 2023).

Data showing the low level of early childhood literacy in Indonesia needs attention. The 2022 Programme for International Student Assessment (PISA) noted that Indonesia's reading literacy score decreased by 12 points to 359, far below the global average. This data shows the need to improve children's literacy in Indonesia. In line with this, the 2023 Early Childhood Profile Statistics from the Central Statistics Agency (BPS) indicates that only 17.21% of children are read stories, and only 11.12% learn to read with their parents. This low figure reflects the lack of parental involvement in providing support and stimulation for children's language development (Fauzi, Setiawan, & Rohmadi, 2022). Consistent stimulation, both at home and at school, is essential to support the ability to express language in early childhood. Language stimulation builds the foundation of language skills that are an important capital for future academic development. One way to achieve this is to utilize interactive learning media that is interesting for early childhood (Johnson & Miller, 2022).

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Interesting media can motivate children to learn the language further. Media is used as a tool to help convey learning materials, so that they are more interesting and easier for children to understand. In addition to functioning as a tool in the learning process, media also plays an important role in creating an interactive and enjoyable learning atmosphere, especially for early childhood (Ani Daniyati, 2023). At this stage of development, children learn through play using concrete media that can be heard and touched, which helps them develop language skills. The use of concrete media makes it easier for children to connect the concepts they learn with the real world around them (Putri & Gita, 2021). Through concrete learning media, children can be more active and involved in the learning process. Interesting and interactive media support children's involvement and encourage them to communicate, both verbally and non-verbally, thus helping them to be more confident in interacting with others (Suryani et al., 2023).

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Based on Permendikbud Number 137 of 2014, children aged 4-5 years are expected to be able to achieve several language ability targets, such as repeating simple sentences, asking questions, and retelling stories. Achieving this target requires appropriate stimulation to help children's language development. Despite the recognized importance of language as a means for children to communicate, develop intellectual abilities, and express themselves, traditional teaching methods in early childhood education remain limited. Observations at Kartika Sari Kindergarten Surabaya show that the current language learning process relies on conventional media such as blackboards and notebooks, which fail to engage children effectively. As a result, 18 out of 24 students struggle with retelling stories, understanding narratives, and answering questions.

While prior research highlights the benefits of interactive learning, studies on the effectiveness of Miraculous Classiccast in improving early childhood language skills are still lacking. This study seeks to address this gap by investigating the impact of Miraculous Classiccast on children's ability to comprehend, express, and communicate stories interactively. This research introduces Miraculous Classiccast as an innovative and interactive learning medium specifically designed to enhance language expression skills in children aged 4-5 years. Unlike traditional media, Miraculous Classiccast integrates storytelling, recording, and interactive response features, allowing children to actively engage in language learning rather than passively receiving information.

The novelty of this study lies in its focus on using technology-driven interactive media inspired by classic television to create a stimulating and immersive language-learning experience. By exploring its effects on language expression skills at Kartika Sari Kindergarten, this study provides new insights into the role of modern educational tools in fostering children's vocabulary

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development, storytelling abilities, and communication skills, ultimately laying a strong foundation for their future academic and social success (Marwah, 2022; National Education Association, 2021; Siti Azizah, 2021).

2. METHODS

This study employs a quasi-experimental design with a pretest-posttest control group approach to examine the impact of *Miraculous Classiccast* media on the language expression ability of children aged 4–5 years. This design allows for comparisons of language expression abilities before and after the intervention while controlling for potential confounding variables. The pretest establishes a baseline for both groups, while the posttest measures the effects of *Miraculous Classiccast*, ensuring that any differences observed can be attributed to the intervention rather than pre-existing disparities. Additionally, the quasi-experimental approach is more feasible in real-world educational settings, where true randomization may be challenging due to ethical or practical constraints. As McMillan and Schumacher (2010) stated, the non-equivalent pretest-posttest control group design is commonly used in education research because true randomization is often impractical. Researchers use existing groups of subjects, administer a pretest, implement an intervention in one group, and conduct a posttest.

Children aged 4-5 years were selected because this period is critical for language development. At this stage, children experience rapid vocabulary growth, improved sentence structure, and a greater ability to express thoughts. Research suggests that early childhood is the optimal time for interventions that enhance language skills, as cognitive flexibility and learning capacity are at their peak. Furthermore, at this age, children begin transitioning from simple verbal communication to structured storytelling and comprehension, making it an ideal time to assess the impact of interactive media on language expression. For example, a study by Gu et al. (2021) found that web-based literacy tools significantly improved English language skills among third-grade students in China. The participants consisted of 24 children from TK Kartika Sari Surabaya, selected through simple random sampling, ensuring that every child in the population had an equal chance of being selected. However, the final sample size (24) was likely determined based on feasibility, resource constraints, and statistical power considerations. A sample of 24 participants, evenly split into control and experimental groups, ensures a manageable study while still allowing for meaningful statistical analysis. Additionally, early childhood studies often work with small sample sizes due to limited class sizes and the need for intensive observation and interaction. For instance, research by Fauzi et al. (2022) involved 27 children in a study examining the impact of a family literacy program on early childhood literacy development.

Data collection involves pretests and posttests using pop-up books, along with systematic observations during the intervention phase. The experimental group engages with *Miraculous Classiccast*, while the control group follows conventional teaching methods.Data analysis is conducted using the Mann-Whitney U test in SPSS v.29 to determine the statistical significance of differences between the groups. This approach aligns with research by Ouchaib (2024), which used a quasi-experimental design with pretests and posttests to evaluate the effectiveness of written corrective feedback on students' writing accuracy. This study was designed by involving two groups of subjects, namely the experimental group, which received the intervention (*Miraculous Classiccast* media),The control group, which followed conventional teaching methods.The mechanisms applied to both groups are as follows: Both groups took a pretest to measure their initial language expression ability.The experimental group received interactive media intervention, while the control group continued with traditional teaching methods. After the intervention period, both groups took a posttest to assess improvements in language expression

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3. RESULTS AND DISCUSSION

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1. Normality Test

A normality test was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests to determine whether the data followed a normal distribution. The results are presented in Table 1.

Table 1. Normality Test Results

Test	Statistic	df	Sig.	Conclusion
Kolmogorov-Smirnov	0.366	24	< 0.001	Not normally distributed
Shapiro-Wilk	0.782	24	< 0.001	Not normally distributed

Since the significance values (Sig.) are below 0.05, the data are not normally distributed, indicating that a non-parametric test is appropriate for further analysis.

2. Mann-Whitney U Test

A Mann-Whitney U test was conducted to compare the language expression abilities between the experimental and control groups. The results are summarized in Table 2.

Table 2. Mann-Whitney U Test Results

Test	U	Z	Sig. (2-tailed)	Conclusion
Mann-Whitney U	0.000	-4.249	< 0.001	Significant difference

The test results indicate a statistically significant difference ($p < 0.001$) in language expression ability between the experimental and control groups. This suggests that the use of Miraculous Classiccast media had a significant impact on enhancing children's language expression skills.

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Tabel results of the Control Group Pretest

No.	Name	Control Group			Total
		Indicator 1	Indicator 2	Indicator 3	
1.	NA	2	2	1	6
2.	CK	2	2	2	6
3.	MR	2	2	1	5
4.	ER	3	2	1	6
5.	NN	2	2	2	6
6.	MZ	2	2	1	5
7.	MFA	2	2	1	5
8.	EF	2	2	2	6
9.	HS	3	2	2	7
10.	SKD	2	2	1	5
11.	MF	2	2	1	5
12.	SKP	2	2	1	5
Amount					67

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Based on the posttest findings, the experimental group showed a significant increase in comprehension, question-answering ability, and retelling compared to the control group. This shows that the use of Miraculous Classiccast media has a positive impact on children's language development. These results are in line with research by Sunarti et al. (2023) which concluded that Pop-Up Book media is effective in improving the reading skills of grade II elementary school students. Likewise, research by Asih Menanti (2023) supports the finding that pop-up books can improve the storytelling skills of early childhood children.These findings suggest that innovative teaching methods, such as pop-up books, can significantly improve children's comprehension, making them an effective tool in early childhood education.

Tabel Results of the Experimental Group Pretest

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No.	Name	Experimental Group			Total
		Indicator 1	Indicator 2	Indicator 3	
	MB	2	2	1	5
	PB	3	2	1	6
	MA	2	2	2	6
	GN	3	2	2	6
	EA	2	2	1	5
	MS	2	2	1	5
	AE	2	2	2	6
	SK	2	2	2	6
	ZN	2	2	2	6
.	AR	3	2	1	6
.	ARH	2	3	2	7
.	AB	2	2	1	5
Amount					69

Following the posttest, the experimental group exhibited a significant improvement in their comprehension, question-answering ability, and retelling compared to the control group. This indicates that the use of Miraculous Classiccast media has a positive impact on children's language development. These results align with research conducted by Sunarti et al. (2023), which concluded that Pop-Up Book media is effective in improving the reading skills of grade II elementary school students. Similarly, research by Asih Menanti (2023) supports the finding that pop-up books can enhance the storytelling skills of early childhood children. Furthermore, these findings are supported by international studies. A study by Neumann et al. (2021) emphasized that interactive media, such as pop-up books, can improve literacy and narrative skills in early childhood learners by engaging their cognitive and sensory abilities. Additionally, a meta-analysis by Mol and Bus (2019) found that multimedia storytelling tools significantly enhance young children's language comprehension compared to traditional text-based reading materials. These studies suggest that incorporating interactive and visually stimulating materials into early childhood education can greatly enhance comprehension and language acquisition.Thus, the findings of this study reinforce the importance of using innovative teaching methods, such as pop-up books and digital storytelling tools, to support children's language development. The integration of such media in early childhood education can serve as an effective strategy to foster literacy skills and comprehension in young learners.

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Tabel Results of the Control Group Posttest

No.	Name	Control Group			Total
		Indicator 1	Indicator 2	Indicator 3	
	NA	3	1	1	5
	CK	2	2	2	6
	MR	3	2	1	6
	ER	2	3	1	6
	NN	2	2	2	6
	MZ	2	2	3	7
	MFA	2	1	2	5
	EF	2	2	2	6
	HS	3	2	1	6
.	SKD	2	2	2	6
.	MF	3	1	1	5
.	SKP	2	2	1	5
Amount					69

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The posttest results show that the control group performed moderately in comprehension, question-answering, and retelling skills. Most students scored between 5 and 7, indicating steady but limited progress with traditional learning methods.These findings align with previous research. Daniyati (2023) stated that conventional media may not fully optimize children's engagement and comprehension. Similarly, Nasution (2023) found that a lack of interactive materials can limit vocabulary growth and language skills. International studies also support this. Johnson and Miller (2022) found that digital media enhances early language learning more effectively than traditional methods. Gu et al. (2021) showed that web-based literacy tools improve comprehension and engagement in young learners. This suggests that while traditional teaching methods provide a foundation, incorporating interactive media can further enhance children's language development. Using digital storytelling and multimedia tools in early education can be an effective way to improve literacy and comprehension.

Tabel Results of Posttest Administration of Experimental Group

No.	Name	Experimental Group			Total
		Indicator 1	Indicator 2	Indicator 3	
	MB	3	4	2	9
	PB	2	4	3	9
	MA	3	3	3	9
	GN	3	3	2	8
	EA	3	3	2	8
	MS	3	3	2	8
	AE	4	4	3	11
	SK	3	4	3	10
	ZN	3	3	3	9
.	AR	3	4	2	9
.	ARH	3	3	2	8
.	AB	3	3	2	8
Amount					106

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The study commenced with a pretest on Monday, February 10, 2025, following the daily learning plan (RPPH). The session started with welcoming the children, greeting the educators, and

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conducting a flag ceremony alongside the TKA and TK B Kartika Sari Surabaya groups. After the ceremony, students entered the classroom, prayed, and began their lessons. The core activity involved learning about inactive volcanoes through various teacher-prepared activities, along with reading and writing practice. During break time, the researcher conducted a pretest using a popup book. The session concluded with a recalling session, outlining the next day's activities, singing, praying, lining up, greeting, and dismissal.

The pretest, which assessed three indicators, provided the following results: For the first indicator, understanding the story, in the experimental group, three children received a BSH assessment, and nine children received an MB assessment. One child, EA, received an MB assessment due to an error in taking and sticking the picture upside down, whereas AR received a BSH assessment for successfully following the story's sequence. In the control group, ten children received an MB assessment, and two received a BSH assessment. ER demonstrated an understanding of the story and correctly arranged pictures, whereas NN, who was distracted and confused, misplaced the images and failed to complete the assignment.

For the second indicator, answering questions according to the story, the experimental group had one child, ARH, who received a BSH assessment for accurately responding to questions. However, eleven children received an MB assessment, indicating they needed teacher assistance to answer correctly. PB, for instance, struggled to identify characters, confusing Ciko and Cika. In the control group, all twelve children received an MB assessment, as they were unable to respond correctly without teacher guidance. MZ, for example, provided an incomplete response about the activities of Arif and Anita when it rained.

For the third indicator, retelling the story, in the experimental group, six children received an MB assessment, needing teacher assistance to recall and reconstruct the story coherently. ZN, for example, could only mention a small part of the story. The remaining six children received a BB assessment, indicating a reluctance to speak, as seen in MS, who remained silent when asked to retell the story. In the control group, four children received an MB assessment, needing guidance in structuring the narrative. CK, for instance, could recall only a fragment of the story. The remaining eight children received a BB assessment, as seen in SKP, who struggled with remembering story details due to lack of focus.

The posttest was conducted on Tuesday, February 25, 2025, in accordance with the daily learning plan (RPPH). The day started similarly, with welcoming activities, prayers, and lessons focusing on the dangers of volcanoes. During break time, the researcher administered the posttest using a popup book. The session concluded with recalling, outlining the next day's plans, singing, praying, lining up, and dismissal.

The posttest results showed an improvement, particularly in the experimental group. For the first indicator, in the experimental group, one child received a BSB assessment, one received a BSH assessment, and one received an MB assessment. AE demonstrated an advanced understanding of the story and arranged the images accordingly (BSB). ZN also improved and independently understood the story (BSH), while PB still needed teacher guidance (MB). In contrast, most children in the control group received an MB assessment, indicating they still required assistance.

For the second indicator, answering questions, in the experimental group, two children (AE and SK) received a BSB assessment for correctly answering with reasoning. Three children (PB and AR) received a BSH assessment, requiring minimal guidance, while seven children remained at the MB level. In the control group, the majority still received an MB assessment, demonstrating continued difficulty in answering independently.

For the third indicator, retelling the story, in the experimental group, one child (AE) received a BSB assessment for narrating the story logically and independently. Four children received a BSH assessment for retelling the story with slight guidance, while seven children remained at the MB

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level, needing significant teacher assistance. In contrast, most control group children retained an MB assessment, indicating a persistent struggle in retelling the story independently.

Based on the posttest findings, the experimental group showed significant improvements in comprehension, answering questions, and retelling compared to the control group. This demonstrates that the use of Miraculous Classiccast media had a positive impact on children's language development. These results align with research from *[Insert Journal Citation]*, which highlights the benefits of interactive learning tools in enhancing early childhood literacy skills. Similarly, *[Insert Journal Citation]* supports the finding that popup books engage children and improve their ability to recall and understand stories. These findings suggest that innovative teaching methods, such as popup books, can significantly enhance children's comprehension, making them an effective tool for early education.

4. CONCLUSION

Based on the results of data analysis using the Mann-Whitney test, this study shows that there is a significant difference between the experimental group and the control group in terms of children's language expression ability. The Asymp. Sig. (2-tailed) <0.05 value indicates that the use of Miraculous Classiccast media has a significant effect on improving children's language abilities.

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The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. REFERENCES

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