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THE ROLE OF USE OF AUDIO VISUAL MEDIA IN DEVELOPING GROSS MOTORCYCLE IN EARLY CHILDREN

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Abstract **Learning media that teachers can use in this digital era and can attract children's attention is audio-visual media. Apart from being able to improve children's fine motor skills, audio-visual media can also stimulate the imagination of young children . By using audio-visual media, early childhood gross motor development can be done in a fun and effective way, helping children develop their physical skills optimally. There are 3 elements in audio visual media, namely images, movement and equipped with sound. This research uses a library method based on existing reading references, coupled with observations and interviews with a number of Pinang Sebatang (Riau) PAUD teachers. Audiovisual learning media has been proven to be effective in increasing children's interest in learning, awakening imagination, and significantly increasing learning effectiveness. The implication of this research is the importance of using audio-visual media in supporting the gross motor development of young children .**

Keywords : audiovisual media ; early childhood learning media; implementation of audio visual use; gross motor development in early childhood

INTRODUCTION

Early childhood has a natural nature that is full of curiosity and a spirit of exploration. They learn through playing, exploring the surrounding environment, and interacting with other people. Children at this age tend to have a unique approach to learning, one that is based on hands-on experience and active participation. Early childhood education is the first, important foundation that

supports children's development and growth in the future . The aim is to provide stimulation to children aged 0-6 years so that they are ready to enter the next level of education. (Marfu et al. 2024)

This period is often referred to as the "golden age," where development and changes in various aspects of children occur very quickly. (Dian Pertiwi, Syafrudin, and Drupadi 2021) During this period, all aspects of early childhood development will develop if they are properly stimulated, starting from cognitive, language, social, emotional, artistic, fine and gross motor skills, morals and art. One aspect that must be developed in early childhood education is early childhood gross motor skills. Gross motor skills in early childhood refer to their ability to use large muscles to carry out movements that involve overall body coordination.

childhood gross motor skills refer to a child's ability to use the large muscles in their body to perform movements that require strength and coordination, such as running, jumping, climbing and kicking. Gross motor development in early childhood is very important because it is directly related to the development of basic physical skills that they will need throughout their lives. To develop aspects of gross motor development in early childhood , we need to use media as a means of stimulating early childhood. As a teacher educator, you must be able to use today's digital media. In this modern era, the development of science and technology is very rapid. Progress in these fields has brought changes in various aspects of life, including the use of social media which can be accessed via the internet.

According to Suryani & Seto (2020), audio visual media can be used to achieve learning goals as part of the education system. Fitria (2018) stated that the use of audio-visual media aims to improve cognitive abilities through stimulation in the form of moving images and sound, as well as to convey messages that influence attitudes and emotions. Other benefits of using audio-visual media in the learning process include: 1) attracting children's attention during learning; 2) increase children's learning motivation; and 3) provide an impressive learning experience for children. (Rifmasari, Zein, and Anggraini 2022)

Social media is an online platform that allows users to participate, share and create content such as blogs, social networks and virtual worlds. The Internet has

enabled users to transcend the limitations of time and space, making it accessible to anyone, anytime, and anywhere. Examples include the use of YouTube, TikTok, Instagram, and others. These applications can not only be accessed via computers, but also via smartphones and smart phones, making it easier for all people in the world. (Rifani, Rachmayani, and Astini 2022)

One type of learning media that teachers can use in this digital era and can attract children's attention is audio-visual media. Apart from being able to improve children's fine and gross motor skills, audio-visual media can also stimulate the imagination of young children , so that what children see can stick in their minds and be able to put it into practice themselves. By using audio-visual media, early childhood gross motor development can be done in a fun and effective way, helping children develop their physical skills optimally. Audio visual media has 3 elements, namely images, movement and sound.

LITERATURE REVIEW

In the literature review, previous research has highlighted the importance of using appropriate stimulation tools in early childhood education to stimulate children's gross motor development . Gross motor development in children can be hampered due to lack of physical activity, so games are needed that can train them. This research aims to improve children's gross motor skills through the application of training methods using audio-visual media in creative dance. This research is Classroom Action Research which was carried out in two cycles. The research subjects were 10 girls from group B1. Data was collected through observation and analyzed using the average formula, learning completeness, and t-test. The training method is applied with steps such as providing clear understanding and goals, diagnosing students' initial abilities, holding repeated exercises, identifying students' obstacles or difficulties, and providing individual reinforcement and guidance. The results of the research show that the training method using audio-visual media in creative dance can improve children's gross motor skills from an average of 2.965 in the first cycle with poor criteria, to 4.01 in the second cycle with good criteria. (Yuliastuti, Kurniah, and Ardina 2020)

The next researcher , the research aims to develop an audio-visual interactive playmat as a learning tool to stimulate gross motor skills in young children at the Laboratory Kindergarten, State University of Malang. The development methods used include needs analysis, product design and production, as well as evaluation and revision. This playmat is designed to create a fun learning experience while stimulating gross motor development through the use of audio and visuals. The elements on the playmat are strategically chosen to encourage gross motor responses such as jumping, running, and following movement directions. The playmat's interactive features provide immediate feedback on the child's physical movements, strengthening the connection between sensory stimuli and motor responses. This research has a positive impact on early childhood education by providing interesting and effective learning media to support gross motor development, which is important for children's physical growth and motor skills in the future. (Aruna, Muanam, and Soepriyanto 2024)

Learning media is a tool used to facilitate the learning process, especially for young children , to stimulate their brain development. The use of this media not only increases children's interest in learning but also stimulates their imagination. Learning media such as visuals and audiovisuals play an important role in helping children understand subject matter more easily. This media-based technology also makes it easier for teachers to convey information. The implementation of visual and audiovisual learning media by early childhood education teachers has been proven to attract the attention of children in educational institutions and significantly increase learning effectiveness . This research aims to describe the use of online learning videos for developing gross motor skills in children aged 4-6 years. The research methodology used was qualitative by collecting data through questionnaires from 21 respondents—parents of children in this age group in Bojong Menteng Village. Data analysis was carried out descriptively. (Nurlela, Astuti, and Amelia 2022)

Findings suggest that current use of instructional videos to improve gross motor skills in this demographic is suboptimal. Some components of gross motor skills include locomotor skills such as climbing, non-locomotor skills such as

jumping in place, bending, stretching, pushing, twisting, shaking, nodding, bending and swinging arms, as well as manipulative skills such as hitting, bouncing, ropes. spinning , and the capture of objects, have not yet been fully achieved. This study underlines the important role of parents in monitoring and continuing to train the development of children's gross motor skills. Apart from that, previous research also emphasizes the importance of early childhood education in preparing children to be successful in subsequent education. Stimulating aspects of early childhood development, especially in the area of gross motor skills, will help the development of other aspects, for this reason as educators you must master use of audio visual media. (Nurdiyanti 2019)

Research has shown the benefits of using audio-visual media in the development of gross motor skills in early childhood, however, there is still a need for further research that can explore in more depth the use of audio-visual media in the context of early childhood education in more depth. By understanding the contributions of previous studies and the need for further research, this research aims to provide deeper insight into the role of audio-visual media in stimulating gross motor development in early childhood.

METHOD

This article uses a library method based on existing reading references, coupled with observations and interviews with a number of Pinang Sebatang (Riau) PAUD teachers. as material for analysis in this research, namely the influence of the use of audio-visual media in developing gross motor skills in early childhood, where initially educators only used traditional tools to develop gross motor skills in early childhood.

RESULTS AND DISCUSSION

In general, education is a systematic process that aims to develop individual potential through teaching, training and learning. Education includes various aspects such as intellectual, skill, moral and social development. The main goal is to form individuals who are knowledgeable, skilled, and have values that can be

applied in personal life and society. Education can take place in a variety of environments, including formal (schools, universities), non-formal (courses, training), and informal (everyday experiences, parental guidance). (Nabila et al. 2023)

learning is the process of acquiring, assimilating, and understanding knowledge, skills, attitudes, or values through experience, education, or teaching. This process involves relatively permanent changes in a person's behavior or potential as a result of experience. Learning can occur in various environments, both formal such as at school, and informal through daily interactions, media and personal experiences. The purpose of learning is to improve a person's understanding and ability to adapt and deal with various situations in life. (Marfu et al. 2024)

- **Understanding early childhood education, learning media and gross motor skills**

Childhood Education (PAUD) is a very important and fundamental phase of education, aimed at children aged 0-6 years. PAUD includes all educational efforts designed to help children's overall physical, cognitive, emotional, social and language development (Dian Pertiwi et al. 2021) . The following is an explanation of preschool:

1. Holistic Development: PAUD focuses on the holistic development of children, including physical, intellectual, emotional and social aspects. The aim is to form a strong foundation for the child's future development.
2. Learning Through Play: The learning methods used in PAUD are often game-based. Play is a natural way for children to learn and understand the world around them. Through play, children develop motor, cognitive and social skills.
3. Early childhood education provides a safe and supportive environment, where children can explore, experiment and learn without pressure. This environment should be rich with visual, auditory, and kinesthetic stimuli.
4. Teacher's Role: PAUD teachers have an important role as facilitators and mentors. They must understand child development, have the ability to design

appropriate activities, and be able to create warm, supportive relationships with children.

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6. Flexible and Diverse Curriculum: The PAUD curriculum must be flexible and varied, adapting to the needs and interests of children. This curriculum should include activities that stimulate all aspects of development, such as art, music, language, basic mathematics, and physical activity.
7. Child Development Assessment: Assessment in PAUD is more observational and informal. Teachers observe children during play and daily activities to assess their development and plan appropriate interventions if necessary.
8. Foundation for Further Education: PAUD acts as a strong foundation for further education. Children who receive good early childhood education tend to have better social, cognitive, and emotional skills, which help them succeed in formal education and later life.

Childhood Education is an important long-term investment for children's optimal development, equipping them with the basic skills necessary to become competent individuals and contribute to society.

childhood learning media are tools, materials or techniques used to convey information and learning experiences to children aged 0-6 years in an interesting way and appropriate to their development. This media is designed to stimulate various aspects of children's development, including cognitive, motoric, social, emotional and language, in a fun and interactive way. (Fitria 2018) The following is a more in-depth explanation regarding early childhood learning media :

1. Visual Tools and Materials: Visual media includes pictures, picture story books, posters, flashcards, and other visual aids. This media helps children to develop observational abilities, understanding and language skills.
2. Audio Tools and Materials: Audio media such as songs, stories, and recorded verbal instructions can be used to develop children's listening and language

skills. Educational songs are often used to teach basic concepts such as numbers, letters, and vocabulary.

3. Audiovisual Media: A combination of visuals and audio, such as educational videos, animations, and short films, can provide a richer and deeper learning experience. This media can stimulate children's interest and help them understand more abstract concepts.
4. Interactive Media: Tools such as computers, tablets, and other electronic devices that have educational apps and games can provide immediate feedback to children. This interactive media can help children learn through exploration and direct interaction.
5. Educational Games: Educational toys and games designed specifically for early childhood education , such as puzzles, building blocks, and simple board games, help develop fine and gross motor skills, as well as cognitive and social skills.
6. Natural Materials and the Environment: Objects from nature such as leaves, stones, water and sand can be used as learning media. Outdoor activities that take advantage of the surrounding environment can also help children learn about the natural world and develop physical skills.
7. Creative Learning Techniques: Techniques such as storytelling, drama, and art (painting, drawing, crafts) are effective learning media for.

Audiovisual media are tools or materials that combine sound (audio) and image (visual) components to convey information or messages. This media is designed to stimulate the senses of hearing and sight simultaneously, thereby increasing audience understanding, attention and engagement. In an educational context, audiovisual media is used to clarify concepts, make learning more interesting, and facilitate deeper understanding. (Harjanty and Fitriani 2022) The following are the main elements of audio visual media:

1. Audio Components: This includes any form of sound, such as narration, dialogue, sound effects, background music, and other recorded sounds used to provide information or create a certain atmosphere.

2. Visual Components: These include still images, illustrations, graphics, animations, videos, and films that display information or stories visually. These visuals can be photos, diagrams, or animations that help explain concepts or data.
3. Interactivity (optional): Some interactive audiovisual media allow users to interact with the content, such as selecting options in a video, answering questions, or exploring visual and audio elements that can be changed or customized.

childhood gross motor skills refer to physical skills that involve using the large muscles in the body to perform various movements and activities. These skills are important for children's physical development and health, and contribute to their ability to interact with their surrounding environment. The following is an in-depth explanation of gross motor skills in early childhood :

1. Gross motor skills are abilities that involve large muscle movements, such as the muscles in the arms, legs and upper body. These skills enable children to perform physical activities such as running, jumping, climbing, throwing and catching.
2. Examples of Gross Motor Activities:

a) Walking and Running: Basic skills that begin to develop when children learn to walk.
b) Jumping: An activity that involves strength and coordination of the leg muscles.
c) Climbing: A skill that develops balance and overall body coordination.
d) Kicking and Throwing the Ball: Activities that involve hand-eye coordination and muscle strength.
e) Cycling: Develops balance and motor coordination.

- **Implementation of Audio-visual Media to develop children's gross motor skills**

The implementation of audiovisual media to develop children's gross motor skills is the use of tools or materials that combine sound (audio) and image (visual) components in learning activities or games designed to stimulate and improve

children's gross motor skills. This process involves the use of audiovisual technology such as video, animation, and interactive applications to provide a fun and effective learning experience. The goal is to improve children's gross motor skills in an interesting and enjoyable way . Using audiovisual technology to motivate and direct children in physical activity. Helps children develop coordination, balance, strength, and flexibility. (Humairah and Sitorus 2023)

- **Implementation Method:**
    1. Learning videos: Using videos that show physical movements, such as gymnastics or dance exercises, that children can participate in **.**
    2. Interactive Animations and Games: Digital applications or games that encourage children to move according to instructions given visually and audio.
    3. Tutorials and Demonstrations: Video tutorials that show the steps for gross motor movements, such as how to jump or run properly.
    4. Films and Stories with Physical Activities: Films or stories that include physical activity as part of the plot, encourage children to imitate the movements they see. Examples of activities that young children can imitate through audiovisual media:
        a) Dance and Gymnastics: Using dance or gymnastics videos that instruct certain physical movements.
        b) Interactive Games: Applications that ask children to jump, run, or perform certain movements based on visuals and sounds displayed.
        c) Story-Based Activities: Videos or animations that invite children to move along the story line, such as imitating the movements of animals or characters in the story. (Fitria 2018)

Thus, the implementation of audiovisual media in developing children's gross motor skills is an innovative way that utilizes technology to provide an interactive and fun learning experience, supporting children's physical development effectively. (Darihastining et al. 2020)

CONCLUSION

Childhood education has an important impact in preparing children for the next level of education. Gross motor development in early childhood is vital because it is directly related to the development of basic physical skills needed throughout their lives. Therefore, the use of audio-visual media in the early childhood learning process can be done in a fun and effective way, helping children develop physical skills optimally.

Childhood education, teachers need to master the use of audio-visual media as a stimulation tool that can attract children's attention. Further studies are needed to explore the contribution of audio-visual media in depth in stimulating gross motor development in early childhood. With a deeper understanding of the role of audio-visual media, it is hoped that it can provide better insight in supporting the growth and development of early childhood. It can be concluded that the use of audio-visual media has a significant role in developing gross motor skills in early childhood. Learning media, such as visuals and audiovisuals, provide interesting and effective stimuli for children to understand lesson material more easily. Apart from that, this media can also increase children's interest in learning. awaken the imagination, and strengthen the connection between sensory stimuli and the child's motor response.

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