

TEACHERS' PERCEPTIONS TOWARD DIGITAL MEDIA INTEGRATION IN PRIMARY-LEVEL ENGLISH LANGUAGE INSTRUCTION: A CASE STUDY OF ELEMENTARY SCHOOLS IN DELI SERDANG

Adib Jasni Kharisma^{*1}

^{*1}Universitas Muhammadiyah Sumatera Utara, Indonesia

^{*1}email: adibjasnikharisma@umsu.ac.id

Abstract: English has increasingly become a prominent feature in elementary school programs, especially in fostering early language skills through innovative, technology-driven learning methods suited to young learners. This study explores teachers' perceptions of integrating digital media in primary-level English instruction in elementary schools across Deliserdang. Utilizing a quantitative descriptive approach, the research surveyed 36 elementary school teachers in the region, selected through total sampling. The results indicate that teachers generally perceive digital media positively in primary-level English instruction. Despite limited digital proficiency among teachers, they recognize that digital media has the potential to increase student interest and motivation and plays a significant role in stimulating cognitive and language development in young learners. Based on these findings, further steps, such as digital literacy training for elementary school teachers in Deliserdang, are recommended to enhance the effectiveness of digital media integration in early English language instruction.

Keywords: Digital Media, Elementary School, English Instruction, Primary-level, Teacher's Perception.

Introduction

Language development represents a fundamental skill in human cognitive growth, particularly crucial in the context of English language instruction in the digital age. Children aged 7 to 12 years typically experience their most rapid developmental phase in terms of vocabulary acquisition, pronunciation mastery, and sentence construction. The most intensive phase of language acquisition occurs during childhood when the human brain undergoes significant developmental changes toward maturity. In the context of English language instruction, particularly at the elementary level, language serves as a vital instrument for communication and cognitive development. As Morrison (2012) emphasizes, language encompasses all communicative tools that symbolize thoughts and feelings to convey meaning to others. Children learn to utilize various symbols, including words and visual representations, to solve problems and conceptualize objects and people beyond their immediate environment. This symbolic system of communication enables children to articulate their emotions and share their thoughts effectively. In contemporary primary education, especially in Deliserdang elementary schools, the integration of digital media has transformed traditional language instruction methods. While elementary school-aged children traditionally learn through play-based activities, digital technology has introduced new dimensions to this pedagogical approach. Tajuddin (2014) notes that children respond positively and engage more effectively when learning activities incorporate enjoyable, interactive elements - a principle that aligns well

with digital media integration in language instruction. Play-based learning, enhanced by digital tools, represents the most efficient methodology for developing children's language skills. This approach facilitates adaptation, interaction, and socialization with various environmental elements, including peers, educators, and digital learning resources. Through structured digital activities, children can explore language in meaningful contexts while maintaining the essential elements of engagement and enjoyment. Consequently, language development, supported by appropriate digital media integration, remains central to primary-level English language education. The incorporation of digital media in language instruction has become increasingly significant, particularly in elementary schools where English is taught as a second or foreign language. This technological integration offers new opportunities for interactive learning while maintaining the fundamental principles of early childhood language development. Therefore, understanding teachers' perceptions of these digital tools and their implementation in English language instruction becomes crucial for developing effective pedagogical strategies in primary education.

The 21st century, characterized by globalization and digitalization, has positioned English as the predominant language for global communication and information transfer. In this digital age, English proficiency has become an increasingly urgent necessity in contemporary global society. This aligns with Siahaan et al.'s (2020) position that introducing English language instruction at the primary level is crucial, particularly when integrated with digital media technologies. In the context of elementary education, particularly in Deli Serdang schools, English language acquisition facilitates students' entry into the world of information technology and digital literacy. Steinberg's research indicates that children, especially those aged 7 to 10 years, possess remarkable cognitive and memorization capabilities. This developmental stage presents an optimal window for introducing foreign language instruction through digital media, aligned with young learners' characteristics and educational needs. The integration of digital media in English language instruction is supported by Tyaningsih's (2016) assertion that heightened awareness of English's importance significantly influences language learning outcomes and proficiency. This understanding has led to the implementation of systematic and continuous learning approaches, particularly through digital platforms. These approaches emphasize repetition and socialization through entertaining, age-appropriate digital content that accommodates primary-level students' developmental stages and unique characteristics.

According to Scott (2000), the fundamental elements of early English language instruction encompass four key skills: listening, speaking, reading, and writing. These components are increasingly being delivered through digital media platforms, transforming traditional teaching methodologies. For young learners, even basic English instruction through digital media proves instrumental in establishing a foundation for subsequent educational levels. Suganda (2016) emphasizes that "in order to support English language teaching in the classroom, teachers should have some competencies, especially the competencies to teach English to young learners." This includes proficiency in utilizing digital media effectively. Educators must demonstrate sensitivity to children's learning needs while maintaining a balance between technological integration and developmental appropriateness, rather than prioritizing purely academic outcomes. The implementation of digital media in early English language instruction involves various methodologies, including interactive games, digital songs, and visual aids. As Ukkas et al. (2019) note, elementary-level English instruction proceeds through various stages, introducing fundamental concepts through digital platforms while maintaining an active learning environment that develops students' potential across multiple dimensions, including technological literacy.

Charlotte (2014) argues that engaging digital learning experiences prevent young learners from developing negative associations with English language learning. The integration of digital media enriches the learning process, making it more accessible and enjoyable for primary-level students. This technological enhancement of traditional teaching methods has become increasingly significant in contemporary English language instruction. The synthesis of these theoretical perspectives suggests that early English language instruction at the elementary level should be progressive, beginning with digital-aided listening and speaking activities before advancing to reading and writing skills. Teachers must demonstrate creativity and sensitivity to young learners' characteristics while effectively utilizing digital media tools. This approach ensures that primary-level English instruction remains fundamentally different from higher educational levels, focusing on vocabulary introduction and basic practical usage through engaging digital platforms.

The integration of digital learning environments plays a crucial role in supporting English language instruction at the elementary level. In the broader context of educational technology, digital media serves as an instrumental tool for information transmission and communication between educators and learners. Within the framework of primary-level English instruction, particularly in Deli Serdang elementary schools, the learning environment constitutes an integral component of the educational system, inextricably linked to the pedagogical process. Digital learning, characterized by the utilization of digital media (such as text and visual content) through internet-based platforms, has transformed traditional instructional methodologies. According to Holzberger, Philipp, and Kunter (2013), learning materials and teaching methods delivered through digital platforms aim to enhance student learning outcomes, improve instructional effectiveness, and expand personal knowledge and skills acquisition.

The contemporary educational paradigm necessitates the selection and implementation of at least one instructional tool in every teaching-learning process. Luh and Ekayani (2021) posit that an engaging digital learning environment facilitates students' retention and comprehension of instructional materials presented by teachers. Consequently, elementary school educators must strategically employ digital media to enable efficient information absorption and behavioral modifications aligned with desired skills, knowledge, and attitudes. The digital teaching environment encompasses tools and approaches that enable teachers to implement and deliver instructional content through various technological platforms, including computers/laptops, multimedia presentations, and audio-visual equipment. Hidayat and Khotimah (2019) define digital technology integration in education as a digital processing system that promotes active learning, knowledge construction, and student inquiry while facilitating remote communication and information sharing between teachers and students within the classroom context.

In the realm of primary education, Kayode and Olaronke (2014) elaborate that Information and Communication Technology (ICT) encompasses various digital tools including video cameras, computers, software applications, creative and communication tools, internet connectivity, mobile devices, audio recorders, computer games, and programmable educational toys. This comprehensive integration of digital media enhances the English language learning experience for elementary students. Sulasih (2017) emphasizes that effective English language instruction requires appropriate media integration, particularly multimedia resources including computers, internet connectivity, mobile devices, communication platforms, educational videos, interactive games, and broadcast media. The rapid advancement of information and communication technology has significantly influenced human life aspects, particularly in educational contexts. The digital learning environment in elementary schools

must be designed to be engaging, effective, and contemporary to facilitate active student participation in learning activities. This is particularly relevant in the context of English language instruction, where digital tools can provide authentic language exposure and interactive learning opportunities. The integration of digital media in primary-level English instruction represents a significant shift from traditional teaching methodologies, requiring teachers to develop new competencies and adapt their pedagogical approaches.

The integration of digital technology in education, particularly in English language instruction at the elementary level, has become an imperative that can no longer be postponed. Various digital applications are now readily available and adaptable for educational purposes. Digital media as instructional tools encompass various formats, including PowerPoint presentations, audiovisual materials, images, animations, audio recordings, videos, Computer-Aided Instruction (CAI) programs, simulation software, and other digital resources. The implementation of digital technology in primary-level English language instruction represents a significant pedagogical innovation for educators. However, the optimal utilization of digital media in English language teaching requires educators who possess comprehensive knowledge of digital media integration and its pedagogical applications. As Ayuni et al. (2020) note, teachers who lack technological literacy face considerable challenges in adaptation, despite the professional imperative to remain responsive to emerging educational paradigms.

Novitasari and Fauziddin (2022) emphasize the necessity of enhancing elementary school teachers' digital literacy to maximize the utilization of digital devices in instruction, thereby optimizing students' developmental outcomes. Consequently, it becomes crucial for educators to continuously update their knowledge and adapt their teaching strategies to incorporate technological innovations that facilitate students' growth and development, particularly in early English language instruction. Preliminary observations in Deli Serdang elementary schools reveal that the current utilization of digital media in English language instruction remains limited. Many teachers rely predominantly on traditional media such as flashcards and printed materials, remaining anchored to conventional methodologies that primarily utilize whiteboards for content delivery. While teachers incorporate engaging songs and interactive elements into their instruction, the integration of digital media remains sporadic and constrained by several factors such as limited infrastructure and technological resources, insufficient access to digital teaching tools, variable levels of teacher proficiency in digital media integration, and constraints in implementing digital resources for primary-level English instruction.

Despite the availability of digital alternatives, the persistence of traditional teaching methods suggests a need to investigate teachers' perceptions regarding digital media integration in English language instruction. This study aims to examine educators' impressions of digital media usage in primary-level English language teaching, focusing specifically on elementary schools in Deli Serdang. This research is particularly relevant given the growing importance of digital literacy in contemporary education and the potential benefits of technology integration in language instruction. Understanding teachers' perceptions toward digital media integration could provide valuable insights for developing more effective professional development programs and improving the implementation of digital resources in primary-level English language instruction.

Method

This study employs a descriptive research design utilizing quantitative methodology to investigate teachers' perceptions toward digital media integration in English language instruction at elementary schools in Deli Serdang. According to Sugiyono (2016), descriptive research examines relationships between variables within a single sample rather than comparing

variables across multiple samples. The primary objective of this investigation is to explore teachers' perceptions regarding the integration of digital media in primary-level English language instruction, with a specific focus on identifying patterns and trends in pedagogical approaches and technological implementation. The research population comprises elementary school English teachers in the Deli Serdang district, representing a generalized domain of subjects possessing specific characteristics relevant to the study's objectives. Utilizing a saturated sampling technique, a deterministic sampling method wherein all members of the population are included, the study encompasses 36 elementary school English teachers from various schools within the district. This comprehensive sampling approach ensures thorough representation of the target population and enhances the validity of the findings. Data collection was conducted over a nine-month period, from January to September 2024, in elementary schools throughout the Deli Serdang district. The primary data collection instrument consisted of a structured questionnaire, which Sugiyono (2016) defines as a systematic data collection technique involving the presentation of a series of questions or statements for respondent consideration. The questionnaire used in this study was adapted from the research instrument developed by Pardede and Sunarto (2020), modified to align with the current research context of digital media integration in primary-level English language instruction. The instrument was designed to assess various aspects of digital media implementation, including teachers' technological competence, pedagogical approaches, and perceived effectiveness of digital tools in language instruction.

Table 1. Questionnaire Indicators

NO	INDICATORS
1	Potential to enhance student's learning interest
2	Potential to increase student's learning motivation
3	Benefits of learning activities
4	Benefits for student's knowledge development
5	Benefits for student's skill development
6	Ability to use digital devices for learning activities
7	Level of confidence in digital competency mastery
8	Intensity of digital device usage in learning activities
9	Urgency of digital literacy training for teachers

As the final part of the research process, data analysis involves quantitative data processing and descriptive analysis, as this research is descriptive in nature and aims to explain existing problems. Data processing is conducted after all data has been collected through questionnaires. Following the data processing, evaluation criteria for all received information related to clustering criteria for data processing are presented in Table 2.

Table 2. Assessment Criteria

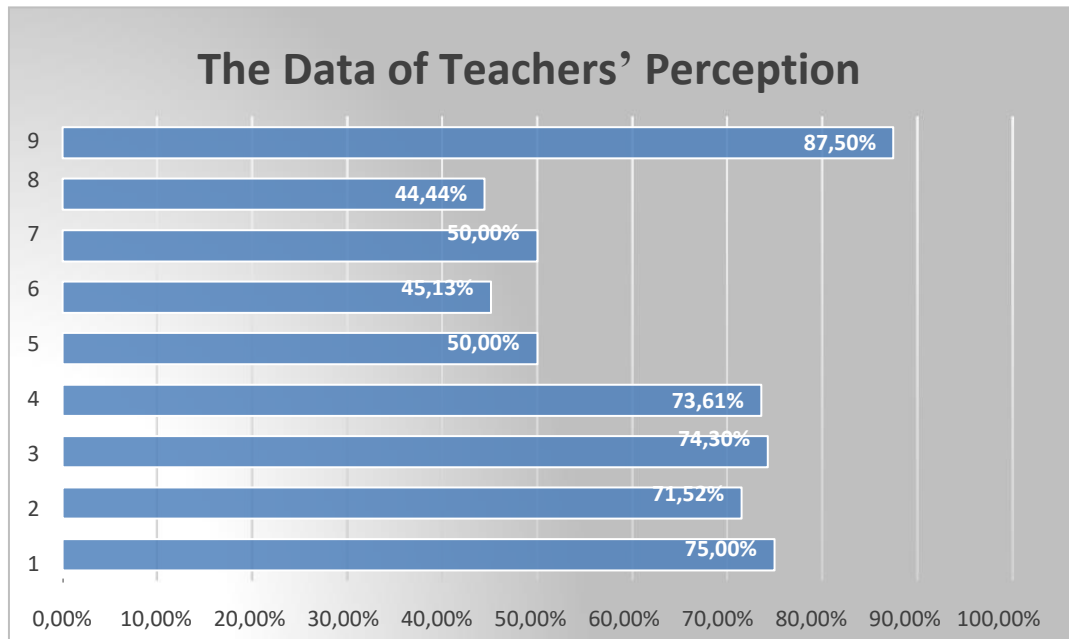
Score	Criteria
76% – 100%	Excellent
51% – 75%	Good
26% – 50%	Poor

0% – 25%

Very Poor

Result and Discussion

In the results and discussion section of this research, we conducted a discussion based on teachers' impressions of utilizing Digital Learning Media in early English language teaching for elementary school students. Figure 1 presents an overview of this research's findings.



The diagram in Figure 1 illustrates teachers' impressions of digital learning media utilization in early English language teaching for elementary school students. Based on the recapitulation table, it is evident that the potential to increase learning interest achieved a percentage of 75%, aligning with the potential to increase children's learning motivation at 71.52%, both falling within the high category. Motivation represents the journey process toward achieving a goal (Marisa, 2019). According to Rahman (2021), research from direct observation indicates that most highly motivated students demonstrate effort, appear aggressive, persistent, and actively read to enhance their learning and solve problems they encounter. Conversely, individuals with low motivation appear apathetic, easily discouraged, and unfocused on learning, leading to learning difficulties. This highlights the importance of motivation for learners, including elementary school students. With high motivation, children will engage in activities with enthusiasm and perseverance when encountering difficulties in classroom learning. Good motivation will also support better learning outcomes. This aligns with previous research findings (Wulandari et al., 2023) indicating that the presence of learning media in classroom material delivery increases student interest in learning. Digital-based learning media, one of which is digital games, make learning fun. It is also known that digital games themselves positively influence increasing student motivation in the learning process (Safitri et al., 2022). To enhance basic information and stimulate student attention, it is necessary to use appropriate learning environments. The goal is to facilitate teachers in visualizing and helping students understand the material (Kandori, 2021). With media, students will be more motivated to learn,

encouraged to write, speak, and have their imagination increasingly stimulated. Thus, through the aid of learning media, teaching processes can become more effective and efficient, fostering harmonious relationships between educators and students (Manik et al., 2021). Teachers as facilitators should prepare media that can increase children's interest, motivation, and engagement in classroom learning, particularly in early English language teaching for elementary school students. Consequently, children will be able to follow lessons enthusiastically and participate in activities with teachers and peers.

Furthermore, teachers' impressions of the benefits in learning activities and children's knowledge development also fall within the high category, obtaining percentages of 74.30% and 73.61%, respectively. Based on these results, it can be interpreted that teachers' impressions of digital media use in English language learning are highly beneficial and have good potential in improving children's knowledge. Naturally, if children's motivation and learning interest are good, learning can be enjoyed as a pleasant activity, and participated activities can construct children's knowledge. Teachers with digital media can deliver material effectively, and children will find it easier to understand. This differs from the summary results for the Child Skill Development Benefits Indicator, which received a percentage of 50.00% in the relatively low category. Teachers believe that elementary school students still require guidance, explanation, and direct in-depth direction to develop their skills. Additionally, the research findings reveal that teachers' impressions of their ability to use digital devices for early English language teaching in elementary school remain in a relatively low category at 45.13%, consistent with teachers' confidence levels in digital competency mastery, which is also relatively low at 50%, and the intensity of digital device usage in learning activities is also relatively low at 44.44%. This occurs due to teachers' not yet proficient abilities in utilizing digital media for classroom learning activities, resulting in low intensity of use. Teachers view digital literacy training as important for them to improve their skills and find appropriate ways to utilize digital media in learning activities for early English in elementary school. The research results clearly show that the urgency indicator for digital literacy training for teachers reaches 87.50%, meaning it falls within the very high category. Therefore, teachers and prospective teachers need digital utilization expertise to optimize elementary school students' development (Novitasari & Fauziddin, 2022).

Elementary school age is a golden period for children to learn languages. Linguistic competence refers to one's ability, skills, and richness of language, thoughts, and feelings through specific sounds that function to practice cooperation, interaction, and self-identification in appropriate language use (Setyawan, 2016). English language teaching in elementary school serves as language introduction rather than being treated as a primary task. Children aged 6 to 12 years understand English most quickly when they become accustomed to using English words or phrases (Chistina, 2010). However, media that supports early English teaching activities in the classroom is necessary. The learning to be conducted proceeds well and relates to elementary school children, particularly in introducing English from an early age. Considering that elementary school children are the best individual language receivers, but also not learners with stable emotional levels and short attention spans, English language teaching in elementary school requires engaging methods and techniques. English language learning requires appropriate learning methods that increase students' interest and desire to use English in learning activities that are enjoyable and attractive to students, both orally and in writing, fluently and in harmony with social context (Azhari, 2017). It can be concluded that English language learning can begin from elementary school age, but requires appropriate strategies that consider the characteristics and development of elementary school children.

As this research shows, teachers' impressions of using digital learning media in early English language teaching for elementary school children, when averaged, can be categorized as good with a percentage of 63.50%. The use of technology has great potential to transform existing ways of learning English. This aligns with teachers' impressions that digital media has strong potential to increase children's learning interest and enhance their learning motivation in early English teaching in elementary schools. The impression results of using digital learning environments, as studied by Dubey & Singh (2020), reveal the belief that digital education can enhance children's knowledge. Furthermore, vibrant digital learning environments can arouse students' interest and encourage easier understanding. Dynamic learning environment arrangements and digital media make learning active, creative, effective, and entertaining (Panjaitan et al., 2020). However, this certainly demands digitally proficient teachers who know how to integrate digital media into English learning activities. Being a teacher in the digital era requires mastery of digital literacy, skills that elementary school teachers must possess. In the digital era, the teacher's role has shifted from teaching to managing students' social and emotional behavior; becoming mentors for comprehensive and holistic student learning and development (Setyawati et al., 2021). Teachers must be ready for current conditions, where technology has entered and brought major changes encompassing the world of education, including elementary education. Especially in English language learning, as a second language, it is certainly not easy for children, so teachers are responsible for arranging learning in such a way as to provide ease for elementary school students. This is also a constraint for elementary school teachers around Deli serdang, where teachers' confidence in digital device mastery is relatively low, as is their digital competence. Therefore, solutions to these obstacles need to be found so that learning activities can proceed smoothly and meet learning objectives supported by digital media.

As explained by Anggraini (2021), English language teaching requires significant teacher creativity to continuously update their knowledge to create learning products that meet students' needs. According to research by Saidillah & Subhan (2020), which emphasizes that to facilitate the collection, processing, and production of information, technological and digital literacy training should be provided, particularly through digital media literacy training including Microsoft Word, computer use for Microsoft PowerPoint, and document scanning with smartphones without the need for scanners that not everyone possesses, as well as the use of WhatsApp on laptops to facilitate the sending and storage of learning-related documents and institutional administration. Thus, teachers as the frontline of elementary education must be more responsive to the advancement of the times and technologically literate so they can provide meaningful learning for elementary school children. Moreover, in elementary school teaching, teachers should thoroughly prepare their strategies, appropriate methods, and engaging media so that activities can proceed in an exciting and enjoyable manner.

Conclusion

Referring to the research data processing results and discussion, it can be concluded that elementary school teachers' impressions of digital learning media utilization in early English language teaching for elementary school students can be categorized as good, with a percentage of 63.50%. In other words, although teachers' ability to use digital devices for learning activities remains relatively low, teachers view digital media as having potential to increase children's interest and learning motivation, while also being beneficial in stimulating knowledge and skills of elementary school children, particularly in early English language learning. Furthermore, the implication of this research is the need for digital literacy training for elementary school teachers throughout the school in Deli serdang.

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