

Implementation of Learning Media Use in Improving the Quality of Learning at Tadika Suriah EduKids Centre Malaysia

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| <p>Abstract: This study aims to analyze the implementation of learning media use in improving the quality of learning at Tadika Suriah EduKids Centre Malaysia. The research employs a qualitative approach with a descriptive method. Data collection techniques include observation, interviews, and documentation. The research subjects consist of teachers and early childhood students. The findings reveal that the use of learning media, including visual, audio, and audiovisual media, enhances student engagement, facilitates understanding of learning materials, and creates a more interactive and enjoyable learning environment. In addition, teachers play a crucial role in selecting and managing appropriate media based on students' characteristics. The challenges identified include limited facilities and varying levels of teachers' competence in developing learning media. Therefore, professional training and development for teachers are necessary to optimize the implementation of learning media.</p> | <p>Keywords: Learning Media, Learning Quality, Early Childhood Education, Implementation, Malaysia</p> |
| <p>Abstrak: Penelitian ini bertujuan untuk menganalisis implementasi penggunaan media pembelajaran dalam meningkatkan kualitas pembelajaran di Tadika Suriah EduKids Centre Malaysia. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi guru dan peserta didik pada jenjang pendidikan anak usia dini. Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran, baik media visual, audio, maupun audiovisual, mampu meningkatkan keterlibatan peserta didik, mempermudah pemahaman materi, serta menciptakan suasana belajar yang lebih interaktif dan menyenangkan. Selain itu, guru berperan penting dalam memilih dan mengelola media yang sesuai dengan karakteristik peserta didik. Kendala yang dihadapi antara lain keterbatasan sarana dan variasi kemampuan guru dalam mengembangkan media pembelajaran. Oleh karena itu, diperlukan pelatihan dan pengembangan profesional bagi guru agar implementasi media pembelajaran dapat berjalan secara optimal.</p> | <p>Kata Kunci: Media Pembelajaran, Kualitas Pembelajaran, Pendidikan Anak Usia Dini, Implementasi, Malaysia.</p> |

A. Introduction

Education is a fundamental aspect in shaping high-quality and competitive human resources. In the context of early childhood education, the learning process must be optimally designed to stimulate children's cognitive, affective, and psychomotor development in a balanced manner (UNESCO, 2021). Therefore, innovation in the learning process is necessary, one of which is through the effective use of learning media that aligns with students' characteristics.

Learning media plays an important role in supporting the success of the teaching and learning process. According to Arsyad (2017), learning media refers to anything that can be used to convey messages and stimulate students' thoughts, feelings, attention, and willingness, thereby encouraging the learning process. Thus, the appropriate use of learning media can significantly improve the quality of learning.

In early childhood education, the use of learning media is crucial because children are at a concrete developmental stage. Piaget stated that young children are in the preoperational stage, where they more easily understand concepts through concrete objects and visualizations (Piaget, 1964). Therefore, visual and interactive learning media are highly needed in the learning process at this level.

The use of learning media also plays a role in increasing students' learning motivation. According to Mayer (2009), learning that utilizes multimedia can enhance understanding because it involves more than one sense. This aligns with the dual coding theory, which states that information presented in both visual and verbal forms is easier to understand and remember.

Furthermore, learning media can create a more engaging and enjoyable learning environment. In early childhood education, a pleasant learning atmosphere is essential to foster children's interest in learning from an early age (Berk, 2013). Creative and innovative learning media can help teachers create a conducive learning environment.

The quality of learning is not only determined by the material being taught but also by the methods and media used. According to Slavin (2018), learning quality is characterized by active student engagement, effective interaction, and the achievement of learning objectives. Therefore, the use of appropriate learning media can serve as an indicator of improved learning quality.

In the digital era, the development of information technology has provided significant opportunities for the advancement of learning media. The use of technologies such as videos, animations, and educational applications can enrich students' learning experiences (Selwyn, 2016). This requires teachers to have competencies in utilizing technology as learning media.

However, in practice, the implementation of learning media still faces various challenges. Some teachers have limitations in developing and effectively using learning media (Koehler & Mishra, 2009). This highlights the importance of improving teachers' competencies in both technology and pedagogy.

In addition to teacher competency, limitations in facilities and infrastructure also pose challenges in the use of learning media. According to OECD (2020), disparities in access to educational technology remain an issue in many educational institutions. Therefore, efforts are needed to provide adequate facilities.

In the context of education in Malaysia, the government has encouraged the use of technology in learning through various educational policies. This aims to improve the quality of education and prepare students to face global challenges (Ministry of Education Malaysia, 2019). Kindergartens (Tadika) as early childhood education institutions are also expected to implement these policies.

Tadika Suriah EduKids Centre Malaysia is one of the early childhood education institutions that strives to implement the use of learning media in the

learning process. This institution has its own characteristics in integrating learning media with approaches that suit children's needs.

The implementation of learning media at Tadika Suriah EduKids Centre Malaysia is interesting to study because it involves various types of media, both traditional and technology-based. This provides a real picture of how learning media are used in the context of early childhood education.

Previous studies have shown that the appropriate use of learning media can improve students' learning outcomes (Hattie, 2009). Therefore, it is important to analyze how the implementation of learning media can enhance learning quality in early childhood education institutions.

In addition, this study is important to identify factors that support and hinder the use of learning media. Thus, the findings can provide useful recommendations for future learning development.

The use of learning media is also closely related to constructivist theory, which emphasizes that students build knowledge through learning experiences (Vygotsky, 1978). Learning media can serve as tools that assist students in the process of constructing knowledge.

In early childhood learning contexts, interaction among teachers, students, and learning media is crucial. According to Bruner (1966), effective learning occurs through active and meaningful interaction. Therefore, learning media must be designed to support such interaction.

Moreover, the use of learning media can help accommodate different learning styles among students. Each child has a unique way of learning, so the use of varied media can help meet their learning needs (Gardner, 2011).

The importance of learning media use is also supported by research indicating that learning media can improve students' retention and understanding (Dale, 1969). Therefore, teachers need to select media that align with learning objectives.

However, the use of learning media must be adjusted to the context and needs of students. Not all media are suitable for all learning situations. Therefore, careful analysis is required in selecting appropriate media.

Based on the above discussion, it can be concluded that the implementation of learning media plays a significant role in improving the quality of learning, particularly in early childhood education. Therefore, this study is conducted to analyze the implementation of learning media use at Tadika Suriah EduKids Centre Malaysia.

This study is expected to contribute to the development of educational science, particularly in the field of learning media, and to provide practical recommendations for teachers and educational institutions in improving learning quality through effective media use.

B. Method

This study employs a qualitative research approach with a descriptive design to explore and analyze the implementation of learning media in improving the quality of learning at Tadika Suriah EduKids Centre. A qualitative approach is chosen because it allows the researcher to gain an in-depth understanding of the phenomena, particularly related to the processes, experiences, and perspectives of teachers and students in the use of learning media.

The research was conducted at Tadika Suriah EduKids Centre Malaysia, an early childhood education institution that actively integrates various types of learning media in the teaching and learning process. The subjects of this study consist of teachers and students involved in classroom learning activities. The selection of participants was carried out using purposive sampling, focusing on individuals who are directly involved in the implementation of learning media.

Data were collected through several techniques, namely observation, interviews, and documentation. Observations were conducted to directly examine the teaching and learning process and how learning media are utilized in the classroom. Semi-structured interviews were carried out with teachers to obtain information about their experiences,

strategies, and challenges in using learning media. Documentation was used to support the data, including lesson plans, photos, and other relevant records.

The instruments used in this study include observation guidelines, interview guides, and documentation checklists. These instruments were designed to ensure that the data collected are relevant to the research objectives and provide comprehensive information regarding the implementation of learning media.

To ensure the validity and reliability of the data, this study applies data triangulation techniques, including triangulation of sources and methods. The researcher compares data obtained from observations, interviews, and documentation to ensure consistency and accuracy.

The data analysis technique used in this study follows the interactive model of Miles and Huberman, which consists of three main steps: data reduction, data display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014). Data reduction involves selecting and simplifying relevant data, data display presents the data in a structured form, and conclusion drawing involves interpreting the findings.

Ethical considerations were also taken into account in this study. The researcher obtained permission from the institution and ensured that all participants were informed about the purpose of the study. Confidentiality and anonymity of participants were maintained throughout the research process.

In conclusion, this research method is expected to provide a comprehensive understanding of how learning media are implemented and how they contribute to improving the quality of learning in early childhood education settings.

C. Results and Discussion

Results

The findings of this study indicate that the implementation of learning media at Tadika Suriah EduKids Centre has been carried out systematically and adaptively according to the needs of early childhood learners. Based on classroom observations, teachers utilized various types of learning media, including **visual media** (flashcards, pictures, posters), **audio media** (songs and storytelling), and **audiovisual media** (learning videos and animated content).

The use of visual media was found to be the most dominant, as it helps children recognize objects, colors, and letters more easily. Teachers frequently used flashcards and illustrated books to introduce basic concepts such as alphabets, numbers, and daily vocabulary. This aligns with the developmental characteristics of young learners who tend to learn more effectively through concrete and visual representations.

Audio media, particularly songs and rhythmic learning activities, were used to enhance students' engagement and memory retention. Children showed high enthusiasm when participating in singing sessions, especially when the songs were combined with movements. This indicates that learning through auditory stimulation can significantly support language development and classroom participation.

Audiovisual media, such as animated videos, were used to introduce more complex concepts and storytelling. The findings reveal that students were more attentive and focused when learning materials were presented through videos. This suggests that combining visual and auditory elements enhances comprehension and maintains students' attention span.

Furthermore, the study found that the use of learning media contributed to a more **interactive and student-centered learning environment**. Teachers encouraged students to actively participate by asking questions, responding to visual prompts, and engaging in group activities. As a result, students became more confident and involved in the learning process.

However, several challenges were identified in the implementation of learning media. These include limited availability of technological facilities, time constraints in preparing media, and differences in teachers' abilities to design and utilize innovative learning tools. Despite these challenges, teachers demonstrated efforts to overcome them by using simple and creative media.

Discussion

The findings of this study confirm that the use of learning media plays a significant role in improving the quality of learning, particularly in early childhood education. The dominance of visual media usage supports the theory proposed by Piaget (1964), which states that children at the preoperational stage learn best through concrete and visual experiences.

The effectiveness of audio and audiovisual media observed in this study is consistent with Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2009), which emphasizes that learning becomes more effective when information is delivered through multiple sensory channels. The integration of sound, images, and movement enhances students' understanding and retention of learning materials.

In addition, the increased student engagement found in this study reflects the principles of constructivist learning theory (Vygotsky, 1978), where learners actively construct knowledge through interaction and experience. The use of learning media facilitates this process by providing meaningful learning experiences that involve active participation.

The findings also highlight the important role of teachers in selecting and managing appropriate learning media. This supports the Technological Pedagogical Content Knowledge (TPACK) framework (Koehler & Mishra, 2009), which emphasizes that effective teaching requires the integration of technology, pedagogy, and content knowledge.

Despite the positive impacts, the challenges identified in this study indicate the need for continuous professional development for teachers. Training programs focusing on media development and technology integration are essential to enhance teachers' competencies. This is in line with previous research emphasizing the importance of teacher readiness in implementing innovative learning strategies.

Moreover, the limitation of facilities suggests that institutions need to provide better support in terms of infrastructure and resources. Adequate

access to educational technology can significantly enhance the effectiveness of learning media implementation.

Overall, the findings of this study demonstrate that the implementation of learning media at Tadika Suriah EduKids Centre Malaysia has positively contributed to improving the quality of learning. It not only enhances students' understanding and engagement but also creates a more dynamic and enjoyable learning environment.

D. Conclusion

Based on the findings and discussion, it can be concluded that the implementation of learning media at Tadika Suriah EduKids Centre plays a significant role in improving the quality of learning in early childhood education. The use of various types of learning media, including visual, audio, and audiovisual media, has proven to enhance students' engagement, understanding, and participation in the learning process.

Visual media such as flashcards and pictures help children grasp basic concepts more effectively, while audio media like songs support language development and memory retention. Meanwhile, audiovisual media provide a more comprehensive learning experience by combining sound and visual elements, making learning more interactive and enjoyable for students.

In addition, the study highlights the crucial role of teachers in selecting, designing, and implementing appropriate learning media based on students' characteristics. Teachers' creativity and pedagogical competence are key factors in ensuring the effectiveness of media use in the classroom.

However, several challenges remain, including limited facilities and varying levels of teachers' skills in utilizing learning media. Therefore, continuous professional development and institutional support are necessary to optimize the implementation of learning media.

Overall, this study confirms that effective use of learning media not only improves learning outcomes but also creates a more engaging, interactive, and

student-centered learning environment. These findings contribute to the development of educational practices, particularly in early childhood education settings.

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