

Design of Contextual-Collaborative Assure-Based Learning Program Development in Improving Reading Skills and Bilingual Communication Skills of Early Childhood Children

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ABSTRACT. This article aims to describe the design for developing and evaluating the media for learning with a collaborative-contextual model in improving the reading skills and bilingual abilities of early childhood in the Sukorambi Islamic Kindergarten (TK), Jember Regency. This research uses a qualitative type with a descriptive exploratory approach—data collection techniques using in-depth interviews, participatory observation, and documentation studies. The data were then analyzed using the stages of domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis with the validity of the data, the credibility of the triangulation method and sources, and confirmability. Based on the research findings, it was concluded that the six stages in the design of contextual-collaborative assured-based learning program development in improving reading skills and bilingual communication skills are as follows: Analysis of Early-Age Learners as Digital Natives: Determining learning objectives, selecting methods, media, and materials (including the application of student-centered methods, developing an Outline of Content for Podcast Media, creating Podcast Media Scripts, and formulating Bilingual Learning Implementation Plans). Utilizing media and teaching materials involves reviewing and preparing materials, establishing conducive learning environments, engaging learners, and ensuring enriching learning experiences. Additionally, active learner involvement and thorough evaluation are essential components.

Keywords: *Contextual-Collaborative, Assure-Based Learning, Reading Skills, Bilingual Communication.*

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INTRODUCTION

Early childhood is a golden age for children to measure and determine their growth and development in the future. One of the fundamental developments that is very important to develop is foreign bilingual skills (Hopp, Vogelbacher, Kieseier, & Thoma, 2022). However, the concerning conditions are shown in the survey results released by the EF English Proficiency Index in 2022; Indonesia is ranked 81st in the world based on foreign language skills with a low ability category (Nahidin, 2024), but has increased to 79 out of 113 countries in the Foreign Language Proficiency Index in 2023 (EF, 2023). In line with the Reading Literacy Activity Index (IKLM) report, which explains that out of 34 provinces in Indonesia, 9 provinces (26%) are included in the moderate literacy activity category (index numbers between 40.01 - 60.00); 24 provinces (71%) are in the low category (20.01 – 40.00); and 1 province (3%) is in the deficient category (0 – 20.00) (Agustina,

2022). This means that most provinces have a low literacy activity level, and none are included in the high and very high literacy activity levels (index values between 60.01 – 80.00 and 80.01 – 100.00).

According to Rismawan, early childhood is a child with an age range of 0-6 years, where intelligence growth increases from 50% to 80% (Rismawan, 2023). Fundamental developments that can be honed early include moral, language, physical, motor, social, emotional, cognitive, and artistic development (Budiarti & Adar, 2023; Fasya, Darmayanti, & Arsyad, 2023). This is supported by the results of Grigori's research, which concluded that children from birth to 10 years of age are the best time to introduce a new language to children—strengthened by Tabroni's research in concluding that bilingual children tend to have higher levels of intelligence than children who only speak one language (Tabroni, Hardianty, & Sari, 2022). The same applies to adults who study foreign languages.

One of the schools that has characteristics in developing the quality of graduates who have multilingual reading and language skills is Sukorambi Elementary School, Jember Regency; this school was chosen as a research locus because it has creativity and innovation in developing learning media to improve bilingual reading and language skills (Asse, Putri, Fatimah, Nursyam, & Faqihuddin, 2024; Gunawan, Musthafa, & Wahyudin, 2022). The learning model designed to make learning media more effective and efficient, especially in evaluating learning that uses media and technology, is the assured podcast for the learning model. This model is a bridge between students, media, and materials (Observation, 2024). This model is based on Gagne's (1985) assumption that the teaching and learning process consists of several stages called "event of instruction (Gagné & Briggs, 1979; Pourhejazy & Isaksen, 2024).

The researcher conducted observations on the design of learning media in bilingual subjects based on the independent curriculum at the Sukorambi Islamic Kindergarten (TK) in Jember Regency since June 6, 2024; the results of the observation showed that grade Tk-B students at the Sukorambi Islamic Kindergarten (TK) in Jember Regency, received an average score of medium to high, out of 26 students taught, 23 experienced significant development in constructing sentences and speaking using Arabic and English independently. Students can read quickly using vocabulary (Arabic and English), reflected in the appropriateness and variety of vocabulary used in sentences. When confirmed with the teacher, various teaching media can help stimulate critical thinking skills, ranging from multilingual dialogue videos, picture books, E-Books, Quizizz, Wordwall, Kahoot, and Mentimeter (Observation, 2024).

The learning media developed is included in the digital-based learning audio media called podcast for learning (Tarmawan, Rusdiyana, Salim, & Ulpah, 2021). A podcast for learning is a digital audio file created by teachers and then uploaded to an online platform to be shared with students. Podcasting refers to the distribution of audio files in digital format. These audio files can be accessed directly from a desktop or gadget or sent to a portable media device such as an MP3 player to be listened to "on the go" (Budiarti & Adar, 2023; Nurkhasanah, Barnoto, Hasan, & Ashari, 2023; Rahayuningsih, Rosalinah, & Subroto, 2021).

Previous studies on evaluating learning media include research by (Giguere, Tulloch, Core, & Hoff, 2024) and (Jończyk, Krzysik, Witczak, Bromberek-Dyzman, & Thierry, 2024), which concluded that bilingual dialogue videos can increase students' interest and motivation to learn. Research by (Verhagen et al., 2024) concluded that the evaluation of student responses, teacher experiences, and environmental factors showed the importance of an inclusive and responsive learning approach to student diversity in the context of elementary schools. Research by (Korenar, Treffers-Daller, & Pliatsikas, 2023) and (Verbeek, Kleemans, Vissers, Segers, & Verhoeven, 2024) shows that "bilingual learning programs and models help achieve bilingual education additively and in one direction. However, obstacles and problems such as low student motivation remain a significant concern for students. This is clarified by research by (Pereira Soares, Prystauka, DeLuca, Poch, & Rothman, 2024), which states that the bilingual school program implemented by schools

is made in five aspects: staffing, educator recruitment, educator certification, staff development, and curriculum development (Mohzana, Masita, Adnan, Murcahyanto, & Kulsum, 2023; Shofiyah & Khoiriyah, 2023).

Based on the description of the problem and previous research, this study will fill the gap in the literature by providing novelty in the aspects of learning design, evaluation of contextual assure learning for teachers, students, and parents by using podcasts for learning media in improving bilingual reading and language skills at the Sukorambi Islamic Kindergarten level in Jember, as well as providing a better understanding of the effectiveness of bilingual learning programs for early childhood, as well as providing valuable insights for the development of inclusive education in the future. In addition, the results of this study are expected to contribute to formulating more evidence-based education policies to support multilingual education at an early age (Sulthon, Bahau, & Ikhsanuddin, 2024). Therefore, the researcher focuses the research on the design of the development and evaluation of podcasts for learning media with a collaborative-contextual assure model in improving reading skills and bilingual abilities of early childhood at the Sukorambi Islamic Kindergarten (TK) in Jember Regency. Developing this bilingual printed teaching material it can provide high utility value for students, teachers, and the community

METHOD

in this study, the researcher used an exploratory qualitative approach as a research method with a descriptive pattern (Hamilton, 2020). the locus of the study was the Sukorambi Islamic kindergarten (tk), Jember Regency, East java 68131; the focus of the research was on the design, development, and evaluation of podcasts for learning media with a collaborative-contextual assurance model in improving reading skills and bilingual abilities of early childhood at the Sukorambi Islamic kindergarten (TK), Jember Regency. the research was carried out from June 2024 to August 15, 2024.

data collection techniques were collected through interviews, observations, and documentation of informants who supported this study (Patel, 2024), namely educators and education personnel to students of the Sukorambi Islamic kindergarten (TK), Jember regency. participatory observation also focuses on observable activities and phenomena that appear by emphasizing certain situations' meaning, reasoning, and definition (Morgan & Harmon, 2021). data collection techniques are also carried out by collecting and analyzing written documents, images, and electronics. the documentation that has been obtained is then described (analysis), compared, and combined (synthesis) to form a systematic, coherent, and complete study result (williams, 2022).

Miles Huberman divides qualitative data analysis based on the stages of qualitative research. the stages are domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis (Sherman, 2022). four stages of data analysis are carried out during and after the field. analysis during the field is carried out to build an intense study focus by developing analytical questions. furthermore, at the end of the analysis of the field, the researcher reflects thoughts about the focus being studied (Taguchi, 2023).

meanwhile, data analysis after leaving the field is carried out to organize and review the analysis results and whether the researcher has found complete and optimal data to describe the focus used as the final research report (John W. Creswell, 2021) The implementation of data validity checking in this study is based on four criteria, namely the degree of trust (credibility), transferability, dependability, and confirmability (Strijker & Bosworth, 2020).

RESULT AND DISCUSSION

Design and Development of Podcast Media for Learning in Improving Reading Skills and Bilingual Communication Skills for Early Childhood

The basis for developing this podcast media began with the results of indirect interviews with teachers at the Sukorambi Islamic Kindergarten, Jember Regency. Based on the interview results, it was found that the lack of use of learning media in the learning process made it monotonous. Furthermore, the lack of student activity makes the learning process challenging to develop contextually. The things explained above are based on the lack of teacher competence in developing and using learning media as a learning aid to improve reading and bilingual communication skills.

In the design and development stage of this podcast media for learning, the researcher used a media development model, namely the ASSURE model. The researcher chose the ASSURE model because of the completeness of the stages needed in designing and developing podcast media for learning and the bilingual learning process at the Sukorambi Islamic Kindergarten, Jember. The following are the stages of design and development using the ASSURE Model:

Student Analysis

In the ASSURE Model development process, the first step taken is to analyze the characteristics of students. Mrs. Arini described how the student analysis step was implemented, saying:

In designing and developing podcast media for learning, analyzing student characteristics is very much needed so that the media developed can be effective and appropriate. The process of analyzing student characteristics is divided into three observed aspects: general student characteristics, specific characteristics, and student learning styles (Interview, Arini Hamidah. 13 July 2024).

To find out the characteristics of students, researchers directly conducted an interview process with teachers at TK Islami Sukorambi so that the analysis results follow what happens in the field. The following is a table of interview results regarding student characteristics as follows:

Table 1. Table of Student Characteristics

No	Aspects observed	Conditions in the field
1	General Characteristics	<ul style="list-style-type: none"> a. Already accustomed to improve cognitive b. The use of media dramatically facilitates the learning process. c. Students are classified as early childhood (5-6 years). d. Use of gadgets in learning.
2	Specific Characteristics	<ul style="list-style-type: none"> a. Students feel helped by concrete examples in each material. b. Students like material that can be directly implemented in everyday life.
3	Learning Styles	<ul style="list-style-type: none"> a. Students are more motivated by active learning processes (practice) or game methods.

(Data source: learning documents, processed. 2024)

Determining Learning Objectives, Choosing Methods, Media, and Materials

After the teacher obtains the data on the analysis of student characteristics, the next stage is to determine learning objectives. This stage is carried out to be used as a basis and objectives related to the design of the learning process.

Determining learning objectives refers to the ABCD formula: Audience, Behavior, Condition, and Degree. Based on the formula for determining learning objectives, the researcher compiles the following learning objectives: Students can Explain, Identify,

Describe, and Analyze each material in the podcast for learning media that has been developed (Observation, July 2024)

The next stage is to choose the methods, media, and materials used. At this stage, researchers need to consider how learning will be designed, what learning strategies will be used, and what media will be used during the learning process. After determining the learning objectives, the method used by the researcher is the Student Center approach method, and the media used is the audio podcast media that will be developed; after that, the researcher compiles the materials that will be presented in the media in the Media Content Outline (GBIM) design, Production Script, and Learning Implementation Plan (RPP). In compiling the materials and all the designs made, the researcher discusses them with experts and subject teachers. As explained by Arini Hamidah in the stages of compiling materials, it must begin with finding experts in the field of technology/media and the importance of the involvement of experienced teachers (interview. Arini Hamidah, 13 July 2024).

Developing Media Content Outline (GBIM)

Developing a Media Content Outline is based on the identification results determined in the initial stages of the research. Media Content Outline contains details of Basic Competency achievement indicators in the form of topics, sub-topics, and reference sources for materials that will later be presented in the learning media.

Table 2. Media Content Outline (GBIM)	
Title	Development of podcast content for learning in dialogue format at TK Islamic Sukorambi
Topic	About Bilingual Reading and Communication Skills
Media	Audio Podcast
Target	TK Islamic Sukorambi
Duration	15-20 Minutes
Media Description	Podcast for Learning is a digital-based audio media uploaded to a site and downloaded for free so listeners can later listen anytime and anywhere. This podcast for learning contains a question-and-answer discussion whose contents have been adjusted to the essential competencies of students so that they can later help in the learning process. The material presented uses a dialogue format.
Basic Competencies	a. Recognizing vowel and consonant symbols b. Differentiating words that have the same initial letter c. Arranging syllables into a sentence
Indicators	a. Able to distinguish words that have the same initial syllable b. Students can communicate in two languages (Arabic and English)
Developer	a. Arini Hamidah, S.pd
Material Reviewer	a. Anisa Sulistuyowati, M.Pd
Media Reviewer	a. Rumania, M.Pd.

(Data source: learning documents, processed. 2024)

Designing a Media Script

After the previous GBIM script has been completed, the next stage is for the researcher to create a media script. Arini explained that the script functions as a written guideline containing information in the form of visuals or sentences that will be displayed and the audio needed in the media development process. Mrs. Arini described how the designing a media script step was implemented, saying:

“A media script is essential because, with the script, the objectives and materials that will be poured into the media are clear and follow what is needed. In developing this podcast for learning, researchers try to improve students' analytical skills so that the process of developing this podcast media is focused on producing media in the form of sound without the help of visualization but can be easily understood by students. Therefore, the development of this podcast media needs a script that has been designed in such a way that students can clearly understand the objectives and materials presented” (interview, Arini Hamidah, 13 July 2024).

While designing the media script, researchers made three media scripts with different materials but interconnected with each other. The first media script contains material about vocabulary in Arabic and English; in the script, there will be many explanations about the concepts of equivalent words and examples that can help students' understanding. The second script that was made still discusses the symbols of vowels and consonants but has entered into more advanced material from the first script. In this second script, researchers will discuss quite a lot about the problem of words with the same initial letter and how to construct the sentence. Specifically, in this second material, researchers take many examples of concrete problems that occur in society to help students understand vowel and consonant symbols and how to pronounce them. Finally, the third media script will discuss teachers managing the material. This time, it discusses more about the concept and how the roles of vowel and consonant symbols exist in the environment around students (Observation, July 2024).

Designing a Learning Implementation Plan (RPP)

After the pre-production script-making stage (GBIM & Media Script), the next stage is creating a learning implementation plan (RPP). In the RPP that was developed, the teacher chose to use a scientific approach (asking, analyzing, elaborating, concluding, and communicating). The RPP that will be designed has competencies following the aspects of the scientific approach model. The researcher also added lecture and discussion learning methods in groups or individuals as additional practices to improve students' analytical skills (Observation, Juli 2024).

At the beginning of learning or the preliminary stage, the teacher, as usual, conditions the students, explains the learning objectives and explains the technical aspects of the learning process using the podcast media that has been developed. After the teacher explains all the information regarding the learning process, the teacher provides a link containing the podcast media developed and uploaded to a site. The final stage in this learning process is that the teacher asks several questions related to the material that has been listened to by the students, and the teacher also allows students to provide conclusions at the end of the learning (Interview, Arini Hamidah, 19 July 2024).

Utilization of Media and Teaching Materials

After selecting media, methods, and materials are complete, the next stage in the ASSURE model is to utilize Media and Teaching Materials. Mrs. Arini described how the utilization of media and teaching materials step was implemented,:

At this stage, the researcher uses the "5P" steps proposed by Arini Hamidah, namely "Preview the materials, Prepare the materials, Prepare the environment, Prepare the learner,

and Provide learner experience." The following is an explanation of the "5P" steps (Interview, Arini Hamidah, 19 July 2024):

First Preview the materials. In this first stage, the researcher reviews the script and materials designed to ensure the suitability, adequacy, and quality of the script that will later be delivered in the media to be developed. After completing the review of the script and materials that have been developed, the next stage can be carried out. Second Prepare the materials. After reviewing the script and materials to be delivered, the next stage is the media development stage. However, before carrying out the media production process, the researcher first prepares the supporting devices that were previously analyzed according to production needs (Observation, August 2024).

Podcast media is classified as audio media, so at the production stage, podcast media can be equated with the sound recording process. In the voice recording process, researchers use the Audacity application because of the ease of the recording process. The recording process involves the researcher and a resource person, namely the TK-B class teacher, who helps in the recording process and provides direction on how to deliver the material properly and correctly. After the recording process is complete, the next stage is the editing stage; in the editing process, the researcher uses the Adobe Audition application because of the completeness and ease of operating the application.

Mrs. Arini described how the utilization of media and teaching materials step was implemented, saying:

"During the editing process, the researcher pays close attention to the duration so that later, the duration is shorter to be listened to in the learning process. The final stage after the media has been edited in the process of uploading the media to a site that has been developed. Namely, Edutech Podcast, which accommodates various Podcast media, has automatically uploaded to other sites and applications such as Spotify and Anchor"(Interview, Arini Hamidah, 19 July 2024).

The third stage is preparing the learning environment for students. After the media has been uploaded and is ready to be used, the researcher must prepare an effective learning environment to be appropriate for the purpose. At this stage, the researcher provides a Google Form that functions to accommodate student responses regarding the media used and has attached a link to the podcast media that has been developed, as well as the WhatsApp application as a place for discussion between students or with teachers directly or via Video Conference such as Zoom Meeting or Google Meeting (Interview, Arini Hamidah, 19 July 2024).

The fourth stage is the preparation stage, namely the stage of preparing students; at this stage, the researcher must work with subject teachers so that learning can run according to the plan that has been prepared. After that, the teacher conditions students to learn through WhatsApp or Video Conference applications. After all the preparation stages are complete and appropriate, the next stage is to prepare the students. This stage is necessary to ensure that all students get the same learning experience with excellent or meaningful learning quality. Therefore, researchers and teachers must work together before learning begins to provide direction and remind students of the learning process.

The final stage is Learner Involvement. After the previous stages are complete, the next stage is the implementation of the media and learning designs that have been developed. According to Smaldino (2011), student involvement in following a series of activities in the learning design is essential for building constructive ideas in the mental process of students. The learning process carried out by students includes the use of podcast media, analyzing the material that has been explained, making conclusions, and presenting the results of the analysis and conclusions in the

form of discussions, either in groups or individually, according to the competency of the learning objectives to be achieved.

Discussion

The first stage carried out in the process of developing a Podcast for Learning media is problem identification. The problem identification stage carried out by researchers focuses on learning process problems. The goal made by researchers is to help students' learning process, especially in developing reading and bilingual communication skills at Sukorambi Islamic Kindergarten, and the solution to solving the problem is to develop digital audio-based learning media called Podcast for Learning. The determination of objectives is also based on problems that occur at the early childhood education level, and the solutions provided are based on the results of literature studies found by researchers regarding the use of Podcast audio-based learning media in helping the learning process.

The solution offered is obtained by researchers based on theories regarding the functions and benefits of learning media. Learning media functions as a tool in the learning process that can overcome limitations of space, time, and sensory power (Jończyk et al., 2024), and its benefits are flexible in use so that it can be used anytime and anywhere when needed (Korenar et al., 2023). Of the many types of learning media that can be developed, the digital-based audio media Podcast for Learning, according to researchers, is the suitable media to use in helping the learning process, especially at the early childhood education level. The selection of this Podcast audio media is based on the results of a literature study regarding the advantages and characteristics of Podcast audio-based learning media (Arifin, Rofiq, & Aliani, 2022; Song et al., 2024).

The advantages of the media that are the focus of researchers' attention are because of the suitability of the media in increasing learning motivation, ease of use, and helping to increase learning focus. As well as the characteristics of the media that can overcome space and time limitations, messages/information that can be played back, develop students' imagination and participation, overcome the problem of teacher shortages, and are communicative (Rahayuningsih et al., 2021). Audio media Podcasts' ability to develop students' imagination and participation and ease of use during the learning process is one of the advantages of the selected audio media Podcast compared to other media (Giguere et al., 2024; Huda, Arif, Rahim, & Anshari, 2024).

Researchers first create a production script for media development at the media design stage. The production scripts made Learning Implementation Plans (RPP) and Media Content Outlines (GBIM), which contain synopses and media scripts. The design of RPP and GBIM refers to the concept of media production planning proposed by (Anderson et al., 2024), namely planning four things (RPP, GBIM, Flowchart, and Storyboard).

After the media planning in the form of a production script was completed, the researcher began trying to contact the resource person as the deliverer of the material in the podcast media later. After the researcher found a suitable resource person, the researcher then discussed the technical aspects of media production. Based on this discussion, the researcher also obtained additional material not previously in the media script that had been made so that the material presented became more complete regarding concept or theory. In short, the media design and development process carried out by researchers through several stages, the following stages are carried out: 1) identifying problems, 2) determining objectives and solutions, 3) designing media, namely making RPP, GBIM (media synopsis and script), 4) developing media, 5) if media production refers to the concept put forward by Rusman, then the stages carried out include: design, namely making RPP, GBIM, flowchart and media production storyboard.

Furthermore, if a comparison is made between the stages of media development, according to Rusman, the stages carried out by researchers have covered all stages. The stages of identifying problems and determining objectives and solutions carried out by researchers are included in the stages of the media development research model by (Aziz, Sebgag, Zuana, & Suryani, 2022; Basir

et al., 2024; Hopp et al., 2022). Both stages are included in the stages of research carried out by researchers, which need to be carried out before the stage of designing and developing media (Børte & Lillejord, 2024).

The next stage is the validation of the previous production script by researchers; the validation process is carried out by experts (Material and media) and subject teachers. According to Richey and Klein, validation tests are conducted by experts (Expert Review) and users (User Review). The tools used in validation tests use assessment instruments in the form of questionnaires. If based on the theory related to needs analysis, the stages of needs analysis carried out are considered sufficient to explore information related to gaps and priorities of needs in education.

CONCLUSION

According to the discussion's description, the ASSURE media development model is used to design learning media development based on Podcast for Learning via six stages of growth. The ASSURE Model has the following six stages: Early-age learners and digital natives are analyzed; learning objectives are established; methods, media, and materials are chosen (such as the student center method, the compilation of the Outline of the Contents of the Podcast Media, Podcast Media Scripts, and Bilingual Learning Implementation Plans); media and teaching materials are used (such as material review, preparation, learning environments, and learners, as well as ensuring learner learning experiences); learner involvement is undertaken; and evaluation and revision are carried out.

The final findings of the research that has been carried out are that Podcast for Learning-based learning media are expected to provide additional knowledge and solutions to learning problems experienced by learners during the learning process, both face-to-face learning. The development of this learning media can also increase learners' interest in learning and learners' analytical skills in the field of reading skills and bilingual communication for children aged 0-9 years.

The researcher realizes that this research still needs improvements, and shortcomings and limitations exist. The researcher feels it is appropriate to happen as a learning experience for researchers and further research. In this case, the researcher explains the limitations, namely the lack of theoretical exploration that can enrich the research and the results of the research itself. The researcher is aware of this because of limited information and limitations in analyzing research results with the latest research. According to the researcher, theoretical exploration in learning by improving linguistic skills is essential to add to Indonesia's communication science treasury, especially in testing the role of learning media with a quantitative approach.

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