THE INFLUENCE OF AUDIO-VISUAL LEARNING MEDIA ON EARLY CHILDHOOD LANGUAGE DEVELOPMENT

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Abstract

This research aims to examine the influence of audio-visual learning media on early childhood language development through a literature review approach. Language development in early childhood is an important aspect that forms the basis for children's subsequent communication, thinking and learning abilities. Audio-visual media, which combines elements of sound and images, is believed to be able to provide effective stimulation in improving children's language skills, both from the receptive (hearing and understanding) and expressive (speaking and expressing ideas) aspects. This study analyzes various scientific sources such as journals, books and articles in the last ten years, using a content analysis and thematic synthesis approach. The study results show that audio-visual media can enrich children's language environment, expand vocabulary, and help understand language structures contextually, especially if their use is accompanied by interaction with teachers or parents. However, the effectiveness of this media is very dependent on the quality of the content, duration of use, and the active involvement of the companion in the learning process. Thus, audio-visual media has great potential to become an effective learning aid if applied appropriately and wisely in early childhood education.

Keywords: Learning Media, Audio-Visual, Language Development, Early Childhood

INTRODUCTION

Language development is an important aspect of early childhood growth. Language is not only a means of communication, but also plays a role in children's cognitive, social and emotional development. At an early age, children begin to absorb various stimuli from their environment which influence language abilities, both receptive (listening and understanding) and expressive (speaking and writing) (Taufik & Jannah, 2024). Therefore, appropriate stimulation is very necessary to optimize the stages of language development in children.

In the world of early childhood education, the role of learning media is a key one in providing stimulation that suits children's characteristics and needs. Learning media is able to attract children's attention, clarify concepts, and foster meaningful learning experiences (Sania et al., 2022). With the development of technology, learning media has also undergone a transformation from conventional to more modern and interactive forms.

One form of media that is increasingly being used in early childhood learning is audio-visual media. This media combines elements of sound and moving images so that it can provide a more interesting and lively learning experience for children (Sania et al., 2022). Examples of this media include learning videos, educational films, animations and interactive digital applications that are adapted to the child's age.

Audio-visual media is considered effective because it is able to stimulate various children's senses simultaneously. Children not only hear, but also see and respond to information visually and auditively. Through interesting presentations, audio-visual media can help children understand new vocabulary, practice pronunciation, improve memory, and build sentence structures naturally (Hestika et al., 2023).

However, the effectiveness of audio-visual media on children's language development is still a matter of discussion among practitioners and academics. Some studies show positive results, while others find that the use of this media must be adapted to adult assistance for optimal results. Without proper assistance, audio-visual media has the potential to cause disruption in children's social interactions and natural language development (Putri & Syamsuyurnita, 2024).

On the other hand, a learning approach that is too dependent on technology can reduce children's opportunities to interact directly with their surrounding environment. Direct interactions, such as talking with teachers, friends, or parents, still play an important role in forming functional and contextual language skills (Hotimah & Noor, 2024).

Therefore, further studies need to be carried out to find out systematically how audio-visual learning media influences the language development of early childhood. This study is important to provide a theoretical and practical basis for designing effective learning that is appropriate to children's development.

Based on this background, this research will examine various literature and previous research results in order to obtain a comprehensive picture of the influence of audio-visual learning media on early childhood language

development. It is hoped that the results of this study can be a reference for educators, parents and policy makers in choosing and utilizing appropriate learning media to support children's growth and development.

RESEARCH METHOD

This research uses a literature study method (literature review), namely by reviewing and analyzing various relevant written sources to answer research problems. This literature study was carried out by collecting information from various sources such as scientific journals, academic books, theses, theses, dissertations and scientific articles that discuss audio-visual learning media and early childhood language development. Source selection criteria are publications published within the last 10 years to ensure the relevance and up-to-dateness of the information.

Data collection techniques were carried out through systematic literature searches using online databases such as Google Scholar, ResearchGate, ScienceDirect, as well as digital libraries of universities and other educational institutions. The data obtained was then analyzed using content analysis to identify patterns, themes and relationships between audio-visual media variables and language development. Next, a thematic synthesis was carried out to summarize the findings from various studies and draw comprehensive conclusions regarding the influence of audio-visual media on early childhood language development (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION
Early Childhood Language Development

Early childhood language development is a natural process that occurs along with growth and environmental stimulation. Language is a child's main tool for communicating, expressing feelings, and understanding the world around him. In early childhood (0–6 years), children are in a phase that is very sensitive to language development, so this period is known as the golden age for the formation of the basics of language skills (Cun, 2024).

The stages of language development in early childhood can be divided into several phases. In the early stages (0–12 months), children begin to respond to sounds, recognize speech tones, and make sounds such as cooing and babbling. Entering the age of 1-2 years, children begin to say their first words and recognize objects around them. At the age of 2–3 years, children's vocabulary skills increase rapidly, and they begin to form simple sentences. Between the ages of 3–6 years, children can usually speak in complete

sentences, tell stories, ask questions, and understand the concepts of time, cause and effect, and more complex language structures (Tran et al., 2024).

Language development is not only influenced by biological factors, but also by environmental stimuli. Internal factors such as the child's health condition, intelligence, and neurological readiness greatly determine the speed and quality of language development (Feng et al., 2023). For example, children with normal hearing and healthy brain function tend to have better language development than children with disorders in these aspects.

Apart from internal factors, external factors also have a big influence. A language-rich environment, such as a family that frequently communicates with children, educators who actively invite children to discuss, as well as the presence of reading materials and educational media, will stimulate optimal language development. Active social interaction allows children to learn language structures, enrich vocabulary, and understand the context of language use (Prima, 2024).

The role of parents and teachers is very vital in shaping children's language development. Adults function as language models that children will imitate. When children get a positive response from parents or teachers when they try to speak, they are encouraged to continue developing their language skills (Reza & Mayar, 2022). Therefore, the quality of interactions becomes more important than the quantity of time spent with children.

The development of technology and media also has a significant influence on children's language abilities. If used wisely, learning media such as picture story books, children's songs, educational videos and interactive applications can enrich children's vocabulary and language understanding. However, if media use is not controlled or is not appropriate to the child's age and needs, it can actually create obstacles in verbal communication and social interaction (Combs & Higgins, 2023).

Thus, early childhood language development is the result of a complex interaction between biological and environmental factors. Understanding the stages and the factors that influence them is very important to help parents, teachers and educational practitioners in providing appropriate stimulation. Through a targeted approach and support from appropriate learning media, children's language development can be optimized effectively from an early age.

Audio-Visual Learning Media

Audio-visual learning media are tools or aids used in the learning process that involve the senses of hearing (audio) and sight (visual) simultaneously. This media is designed to convey information or subject matter in a way that is more interesting and easy to understand, especially for young children who learn through concrete and visual experiences (Jamila & Ammar, 2024). This form of media can be in the form of videos, animations, short films, multimedia presentations, or audio and image-based educational applications.

The main characteristic of audio-visual media is its ability to present messages simultaneously through sound and images. Children not only listen to narratives or instructions, but also see visualizations of the information conveyed. This provides a more complete learning experience, because the two sensory channels work simultaneously in receiving and processing information (Sari & Kartikasari, 2022). In addition, audio-visual media is usually presented in a dynamic, interactive and colorful form, so that it can attract children's attention and maintain their focus.

In the context of early childhood education, audio-visual media is often used to convey basic learning material such as recognizing letters, numbers, colors, shapes and language vocabulary. Examples of commonly used media include educational children's song videos, Indonesian or foreign language cartoon films with subtitles, sound and animation-based learning reading applications, and interactive picture stories equipped with narration. This media is also often used in digital storytelling activities or role playing using educational videos (Maulida & Hadi, 2022).

The main advantage of audio-visual media is its ability to create a fun learning experience and motivate children to learn. Attractive visualization makes abstract concepts more concrete and easier to understand. In addition, the use of audio supports pronunciation, intonation and the introduction of new vocabulary, which is very important in the formation of language skills. This media also allows children to learn independently or in groups, at different speeds and interests (Hanifah & Makruf, 2023).

However, behind its advantages, audio-visual media also has disadvantages. One of the main obstacles is the potential for children's dependence on screens (screen dependency) which can reduce direct social interaction. If used excessively without supervision, this media can make children passive and less active in talking or asking questions (Takaeb & Billik,

2023). In addition, not all audio-visual content is suitable for young children, especially if it is not adapted to developmental stages and educational values.

Another weakness is the limited opportunities for children to express spontaneously. In one-way media, children tend to only be spectators, not active actors in the learning process (Triana et al., 2023). Therefore, assistance from adults is very important when using audio-visual media, both to explain the content and to encourage discussion and interaction after watching.

Thus, audio-visual learning media has great potential in supporting the learning process of early childhood, especially in terms of language development. However, the effectiveness of this media really depends on how it is used. Selecting the right content, limited broadcast time, and active involvement from teachers or parents are important factors so that audio-visual media truly provides maximum benefits for children's growth and development.

The Relationship between Audio-Visual Media and Language Development

The relationship between audio-visual media and early childhood language development can be explained through several learning theories that underlie the language acquisition process. One of them is the behavioristic theory put forward by B.F. Skinner (Berghi et al., 2022). According to this theory, children learn language through a stimulus and response process, where language behavior is reinforced by positive reinforcement. In the context of audio-visual media, children receive stimuli in the form of sounds and images, then respond by imitating the words or actions they see and hear. When a positive response is received from the environment, the behavior tends to be repeated.

Meanwhile, cognitive theory pioneered by Jean Piaget emphasizes that language development is closely related to children's cognitive development. Children build their knowledge actively through interaction with their environment (Pratama & Rozi, 2024). Audio-visual media, through visual presentations and narratives, helps children connect new concepts with the knowledge they already have. For example, when watching videos about animals, children not only learn the names of the animals but also associate them with their habitat, sounds or behavior, thereby strengthening their cognitive structure and enriching their vocabulary.

Another relevant theory is the sociocultural theory of Lev Vygotsky, which emphasizes the importance of social interaction in language development. Vygotsky introduced the concept of the zone of proximal

development (ZPD), namely the distance between the abilities a child has independently and the abilities that can be achieved with the help of other people (Yadi, 2022). In this context, audio-visual media functions as a tool (mediator) that expands children's ZPD, especially if its use involves interaction with teachers or parents in the learning process.

Based on these theories, a framework of thought can be developed that audio-visual media contributes to language development through multisensory stimulation, strengthening verbal responses, and involvement in social interactions. Children who are used to seeing and hearing learning material presented in an interesting way tend to more easily absorb information, imitate vocabulary, and understand language structures contextually. Moreover, if the process is complemented by conversation or discussion after watching, children will be more active in using language.

Audio-visual media can also enrich children's language environment. In many cases, young children experience limitations in acquiring language variations at home or school. With learning media such as video songs or interactive stories, children are exposed to various forms of language, intonation and different contexts of use (Nurcahyanti & Tirtoni, 2023). This provides greater stimulation than regular oral interaction, and allows for more balanced development of receptive and expressive language skills.

However, for the relationship between audio-visual media and language development to run optimally, supporting conditions are needed such as selecting age-appropriate content, assistance from adults, and continued interactions that encourage children to speak. Without additional interaction, media only becomes a passive tool that is not optimal in actively developing language skills (Lingu & Yahmun, 2022). Therefore, audio-visual media should not replace direct communication, but rather be a complement that enriches the learning process.

Thus, theoretically and practically, there is a strong relationship between audio-visual media and early childhood language development. This media supports learning through concept visualization, language modeling, and cognitive reinforcement, as well as creating an interesting and meaningful learning environment. If used wisely and integrated in the learning process, audio-visual media can be an effective strategy in accelerating and enriching children's language development.

The Influence of Audio-Visual Learning Media on Early Childhood Language Development

The results of the literature review show that audio-visual learning media has a significant contribution to early childhood language development. These findings can be interpreted in the context of behavioristic, cognitive, and sociocultural theories. In a behavioristic approach, audio-visual media acts as a stimulus that provides speech models that children can imitate. When children receive praise or reinforcement from teachers or parents after imitating what they see and hear, the language behavior is strengthened. This explains why children who are regularly exposed to interactive learning media tend to show progress in vocabulary and pronunciation.

In the context of Piaget's cognitive theory, audio-visual media helps children connect new concepts with the cognitive schemata they already have. Educational videos or animations, for example, present information in concrete and contextual form, which is very appropriate to the learning characteristics of early childhood (Aslamiah et al., 2023). With interesting visualizations and narratives, children can more easily understand the relationship between words and meaning, and develop symbolic thinking skills which are the basis for language mastery.

From Vygotsky's sociocultural perspective, audio-visual media can function as a learning aid in the zone of proximal development (ZPD). However, the effectiveness of this media increases if its use involves social interaction, such as discussions between children and adults after watching content (Nabilla et al., 2024). Studies that emphasize the importance of assistance when children access learning media support this theory, because they show that two-way dialogue strengthens understanding and increases active use of language.

Although many studies show the positive impact of audio-visual media on children's language development, there are also results that show the potential for negative impacts. Several studies have found that excessive media use without social interaction can hinder children's verbal communication abilities. This is because children are only passive recipients and do not get the opportunity to produce their own language. Incompatibility of media content with the child's developmental stage can also cause misconceptions or difficulties in understanding the messages conveyed.

The differences in the results of these studies highlight the importance of the context of audio-visual media use. Studies that show positive results

generally emphasize limited media use, with educational content designed to be age appropriate, and adult involvement. Meanwhile, studies that show negative results are often related to excessive media exposure, use of non-educational entertainment media, or minimal interaction after watching. Thus, the effectiveness of audio-visual media is very dependent on how the media is used in learning practices.

The implications of these findings for early childhood education practice are clear. Teachers and parents need to be selective in choosing appropriate learning media, and ensure that they are used in balanced portions. Audio-visual media should be used as a tool to strengthen broader learning activities, not as the only source of learning. Follow-up activities such as questions and answers, discussions, redrawing video content, or role-playing based on stories in the media can be strategies to optimize the benefits of audio-visual media.

With proper management, audio-visual media can be an effective and enjoyable means of stimulating children's language development. However, it is important to remember that successful learning still relies on meaningful interactions between children and their environment. Therefore, this media must be equipped with the active presence of teachers and parents who act as facilitators and companions in the child's learning process.

CONCLUSION

Based on the literature review that has been carried out, it can be concluded that audio-visual learning media has a positive influence on the language development of early childhood. This media is able to stimulate receptive and expressive language skills through a combination of sound elements and images that are attractive and in accordance with the learning characteristics of children during the golden age. Using appropriate audio-visual media can help children expand their vocabulary, improve their ability to understand language, and imitate correct sentence structures and pronunciation.

However, the effectiveness of audio-visual media really depends on various factors, such as the suitability of the content for the child's age, duration of use, and the presence of assistance from adults. This media cannot completely replace the role of direct interaction, but must be a complement that supports meaningful communication and learning processes. Therefore, the use of audio-visual media in early childhood education needs to be

designed in a targeted manner so that it really has a positive impact on children's language development.

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