Interactive Learning Media at Yaspa Kindergarten Palembang

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Abstract

Purpose: Learning media play a crucial role in the educational process, especially for early childhood learners in kindergarten. These media support the development of various aspects of a child's growth, including motor skills, language, moral values, social-emotional well-being, cognition, and artistic expression. Young children learn most effectively through play and interaction with engaging and easy-to-understand media.

Method: The method used is observation to examine the phenomenon, followed by the implementation of interactive learning an approach to the teaching and learning process that emphasizes the active involvement of students through two-way interactions between students and teachers, among students, and between students and learning media. The goal of interactive learning is to create a dynamic, participatory, enjoyable, and meaningful learning environment, so that students are not merely passive recipients of information, but also take an active role in constructing their own understanding.

Practical Applications: The interactive learning implemented at YASPA Kindergarten Palembang through various media such as pasting and cutting, drawing and storytelling, counting using puzzles, reading applications, block play, and paper sewing contributes significantly to early childhood development.

Conclusion: Based on the internship at YASPA Kindergarten Palembang regarding the implementation of interactive learning media for early childhood, it can be concluded that the use of various interactive media such as scrapbook, picture sequence cards, number puzzles, letter cards, building blocks, and paper sewing activities is highly effective in enhancing children's engagement, creativity, as well as cognitive and motor skills.

Introduction

Bina Darma University Palembang, particularly the Psychology Study Program, participates in the Merdeka Belajar Kampus Merdeka (MBKM) Program as an effort to produce high-quality psychology graduates who are competitive in the future industrial world. This participation also serves as a form of support for the government's initiative to create an education system that fosters excellent and skilled generations. In line with the implementation of the MBKM program, the author chose to take part in an internship or fieldwork program at YASPA Kindergarten Palembang as part of the experiential learning approach applied in real-world settings.

Learning media play a crucial role in the educational process, especially for early childhood learners in kindergarten (Hapsari et al., 2023). These media support the development of various aspects of a child's growth, including motor skills, language, moral values, social-emotional well-being, cognition, and artistic expression. Young children learn most effectively through play and interaction with engaging and easy-to-understand media (Ayu Made Yeni Lestari et al., 2024). Technological advancements have opened opportunities for innovative learning tools (Blue, 2023), one of which is interactive learning media that combines audiovisual elements with direct interaction (Hadi et al., 2022). Such media enhance the effectiveness of teaching and learning processes by increasing children's focus and interest, while allowing teachers to guide and clarify the material being taught.

At YASPA Kindergarten Palembang, the use of interactive learning media proves highly relevant in overcoming the challenges of conventional learning methods, which often lead to boredom and lack of focus among children. Interactive media provide enjoyable learning experiences and motivate children to actively learn through play—an essential aspect of early childhood education (Hapsari et al., 2023; Hikmah et al., 2024). These media also foster creativity and critical thinking skills. Therefore, the development and application of interactive learning media at YASPA Kindergarten are expected to improve the quality of education and assist teachers in delivering material more effectively and engagingly.

Based on the background explanation previously described, learning media play an important role in supporting the learning process of early childhood, especially in the kindergarten environment. Children at this stage tend to learn through concrete, visual, and interactive experiences, thus requiring learning media that can stimulate their interest, attention, and active engagement. Therefore, this study is aimed at identifying the types of interactive learning media that are considered effective in the context of early childhood education. In addition, it is also important to understand how children respond to the use of such media in their daily learning activities in kindergarten.

Method

The research methodology employed in this study is centered on systematic observation, a qualitative approach widely used in educational and psychological research to understand behavioral patterns, interactions, and learning dynamics in natural settings. Observation was conducted over several weeks during teaching and learning activities at YASPA Kindergarten Palembang, allowing the researchers to closely monitor how children engaged with various learning media, responded to instructional methods, and interacted with peers and teachers. This direct observation enabled the identification of key behaviors related to attention span, motor coordination, communication, problem-solving, and social cooperation. Field notes, photographic documentation, and informal interviews with teachers were also utilized to enrich the data, ensuring a comprehensive and nuanced understanding of the learning environment and the effectiveness of the implemented media.

Following the observational phase, an interactive learning approach was introduced and applied as a practical intervention within the classroom setting. Interactive learning is an instructional strategy that emphasizes active participation and reciprocal engagement throughout the learning process. Unlike traditional didactic methods, this approach fosters

two-way communication and dynamic exchanges between students and teachers, among students themselves, and between students and the learning media. At YASPA Kindergarten, this was operationalized through hands-on, play-based activities such as cutting and pasting, storytelling, number puzzles, block building, and digital reading applications. These media were intentionally selected to encourage exploration, questioning, collaboration, and reflection, transforming children from passive recipients of knowledge into active constructors of meaning through experiential engagement.

The ultimate goal of implementing interactive learning was to create a dynamic, participatory, enjoyable, and meaningful educational environment that aligns with the developmental needs of early childhood learners. By involving children in multisensory and cognitively stimulating activities, the approach supports the development of critical domains such as cognitive function, language acquisition, fine and gross motor skills, social-emotional intelligence, and creativity. Moreover, the interactive model empowers children to take initiative in their learning, make choices, and express their ideas, thereby fostering autonomy and self-confidence. This method also enables teachers to act as facilitators who observe, guide, and scaffold learning according to individual needs and developmental stages. The integration of observation and interactive learning in this study not only provided valuable insights into current educational practices but also demonstrated a practical, theory-informed model for enhancing early childhood education in real-world classroom settings.

Result

The interactive learning implemented from February to May 2025 at YASPA Kindergarten Palembang through various media such as pasting and cutting, drawing and storytelling, counting with puzzles, reading applications, block play, and paper sewing has made a significant contribution to early childhood development. The pasting and cutting media have proven effective in training children's fine motor skills, improving hand-eye coordination, enhancing precision, and fostering creativity. This activity also cultivates patience and concentration, which are essential components of cognitive and emotional growth.

In addition, drawing and storytelling play a vital role in developing self-expression and language skills (Çetin & Güneş, 2021). Through drawing, children can express their imagination and emotions (Drake, 2023), while storytelling enhances communication abilities and enriches vocabulary (Otoluwa et al., 2022), thereby supporting early literacy and critical thinking skills.

The use of puzzles as a counting medium provides enjoyable cognitive stimulation, helping children understand number concepts and logic in a practical way (Inkasari et al., 2024). This activity also strengthens problem-solving skills, memory, perseverance, and focus. Meanwhile, reading applications utilize digital technology to introduce letters and words interactively, with audiovisual features that support independent learning and boost learning motivation. These tools also prepare children for future technology-based learning environments.

Block play is beneficial for both gross and fine motor development, stimulates creativity and spatial reasoning, and supports social interaction and cooperation key elements in social-emotional growth (Jacobson, 2023). Lastly, paper sewing activities enhance precision, concentration, and hand-eye coordination while building foundational writing skills through repetitive hand movements, encouraging creativity and boosting children's confidence.

Overall, these various interactive media provide comprehensive stimulation for children's motor, cognitive, language, and socio-emotional development. Their implementation at YASPA Kindergarten has successfully created a fun, engaging, and effective learning environment that motivates children to actively participate in the learning process. However, the effectiveness of these media heavily depends on the teacher's role in guiding and facilitating the activities to suit the needs and developmental stages of early childhood learners.

Figure 1. Reconstructing a complete structure from partial components

Source: Private Documentation, 2025.

In the implementation of teaching and learning activities at YASPA Kindergarten Palembang, various interactive learning media are applied to support the cognitive, motor, social, language, and creative development of early childhood. These media are designed using a thematic approach, visually appealing elements, and are supported by child development theories from figures such as Jean Piaget, Lev Vygotsky, Jerome Bruner, Howard Gardner, and Maria Montessori. One of the media used is a thematic scrapbook based on the Picture and Picture method, where children are invited to choose, cut, and paste images according to a certain sequence or category. This activity not only develops fine motor skills but also trains logic and verbal abilities through storytelling about their creations. In addition, a series-of-pictures medium is used to stimulate narrative thinking and communication skills, where children draw sequences of events and retell them.

Figure 2. Assembling a structural beam

Source: Private Documentation, 2025.

To introduce basic numerical concepts, a counting puzzle medium is used, involving activities such as matching numbers with quantities, arranging numbers, and completing simple arithmetic operations. In the area of literacy, children are introduced to a digital reading practice application that is visually and auditorily engaging, featuring letter, syllable, and image recognition. Block play media is also utilized to train motor coordination, spatial thinking, and teamwork, while lacing perforated paper with wool thread becomes a unique activity that fosters precision, patience, and fine motor skills. All of these learning media are designed to provide space for exploration, creativity, and skill enhancement in a fun and participatory learning environment. This approach reflects an integration between practical field application

and strong theoretical foundations, demonstrating that effective early childhood education requires carefully planned media that are engaging and developmentally appropriate.

Discussion

The implementation of interactive learning media at YASPA Kindergarten Palembang demonstrates a developmentally appropriate and theoretically grounded approach to early childhood education, effectively aligning with key principles from prominent educational theorists such as Piaget, Vygotsky, Bruner, Montessori, and Gardner (Weasler, 2024; Webster, 2025). The integration of hands-on, multi-sensory activities—such as pasting and cutting, storytelling, number puzzles, block play, and paper sewing—not only supports the holistic development of children but also transforms the learning environment into an engaging, dynamic, and child-centered space. These media facilitate active learning by encouraging exploration, creativity, and problem-solving, allowing children to construct knowledge through direct experience and social interaction (Dixit, 2021; Lombardi et al., 2021). The observed improvements in fine and gross motor skills, cognitive abilities, language development, and socio-emotional competencies underscore the effectiveness of interactive media in catering to the diverse learning needs of young learners. Furthermore, the incorporation of both physical and digital tools, such as thematic scrapbooks and interactive reading applications, reflects a balanced approach that prepares children for technological engagement while preserving the tactile and kinesthetic experiences essential at this developmental stage. Crucially, the teacher's role as a facilitator remains central in scaffolding learning and adapting activities to suit individual developmental levels. This study highlights that the success of interactive learning media lies not only in the tools themselves but in their thoughtful implementation within a supportive (Dita et al., 2021), theory-informed pedagogical framework. As such, the findings advocate for broader adoption and continuous innovation of interactive media in early childhood settings, particularly within the context of Indonesia's evolving educational landscape under the Merdeka Belajar initiative.

Moreover, the use of interactive learning media at YASPA Kindergarten exemplifies a practical response to the limitations of conventional, teacher-centered instruction, which often fails to sustain young children's attention and engagement. By shifting toward student-active methods rooted in play-based and experiential learning, the kindergarten fosters intrinsic motivation and a positive attitude toward education from an early age. Activities such as reconstructing image sequences, assembling puzzles, and building with blocks mirror real-world problem-solving scenarios, promoting cognitive flexibility and logical reasoning. These tasks also cultivate perseverance and concentration—foundational executive functions that are critical for future academic success. The visual, auditory, and kinesthetic elements embedded in the media ensure inclusivity, accommodating various learning styles and enabling children with different abilities to participate meaningfully. In this way, interactive media do not merely supplement teaching but become integral tools for equitable and effective early learning, supporting the development of 21st-century skills such as creativity, collaboration, and critical thinking within a nurturing environment (Dita et al., 2021; Silver, 2022).

Furthermore, the integration of technology through digital reading applications highlights the kindergarten's forward-thinking approach, preparing children for a digitally driven world while maintaining age-appropriate design principles. The use of audiovisual feedback, interactive animations, and self-paced learning features empowers children to take ownership of their learning journey, fostering autonomy and confidence. However, the study also underscores the importance of balancing digital tools with tactile, hands-on experiences—such as paper sewing and block construction—that are vital for sensory and motor development. The success observed at YASPA Kindergarten suggests a replicable model for other early childhood institutions, particularly within Indonesia's ongoing educational transformation under the Merdeka Belajar Kampus Merdeka (MBKM) framework. Future

efforts could focus on scaling these practices through teacher training programs, resource development, and action research to continuously refine and adapt interactive media to evolving pedagogical and technological landscapes. Ultimately, this initiative not only enhances learning outcomes but also strengthens the connection between higher education and community-based educational practice, fulfilling the broader mission of socially responsible and impactful academic engagement.

Conclusion

Based on the internship at YASPA Kindergarten Palembang regarding the implementation of interactive learning media for early childhood, it can be concluded that the use of various interactive media such as scrapbook, picture sequence cards, number puzzles, letter cards, building blocks, and paper sewing activities is highly effective in enhancing children's engagement, creativity, as well as cognitive and motor skills. The Problem-Based Learning (PBL) method applied encourages children to be active, think critically, collaborate, and express themselves through various play and exploration activities. Teachers act as facilitators, while children serve as active participants in the learning process. Observation results show that the children are more enthusiastic, easily grasp the material, and are able to demonstrate creative work and positive behavioral development throughout the learning activities.

Acknowledgements

To Teachers are encouraged to continuously develop a variety of learning media and methods to prevent children from feeling bored and to keep them enthusiastic about participating in activities. Portfolio-based and observational assessments should be maintained and further improved to monitor each child's individual development effectively.

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