DIGITAL ILLUSTRATED STORIES AS AN ALTERNATIVE MEDIA IN EARLY CHILDHOOD RECEPTIVE LANGUAGE ACQUISITION: A CONTRIBUTION TO THE DEVELOPMENT OF LANGUAGE SKILLS

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Abstract

Digitalization in education has many benefits, but it is also a problem for early childhood learning if not applied appropriately. Bina Putra 1 Wonorejo Kindergarten, Demak Regency has a learning innovation using digital media as an alternative medium to support early childhood receptive language acquisition. This is the basis of this study with the aim of knowing the implementation, supporting factors, and inhibiting factors in this learning. This research is a qualitative research with case study type. The subjects in this study were 25 students of Group B of Bina Putra 1 Wonorejo Kindergarten, Demak Regency. Research data were obtained through observation, interviews, and documentation. The data obtained were analyzed using qualitative descriptive analysis techniques. The results of this study indicate that, support from various parties and a well-organized learning design are the main factors for the smooth implementation of digital illustrated stories in receptive language learning at Bina Putra 1 Wonorejo Kindergarten, Demak Regency. This is also inseparable from the aspects of adequate facilities and infrastructure as well as competent educators. However, there are still obstacles in the learning process, namely technical obstacles related to the operation of tools and class conditioning at the beginning of learning. Nevertheless, the presence of school operators and accompanying teachers can support the learning process.

Keywords: digital illustrated stories, alternative media, receptive language acquisition, early childhood.

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INTRODUCTION

Entering the digital era as it is today, the world of education is the main vehicle for carrying out and developing technology in order to achieve the national goals of education. Triwiyanto (in Asiba, 2021) states that education is a form of effort in providing learning experiences, has various forms of programs, takes place throughout life, and aims to optimize one's competence in order to play life appropriately according to the times. This is also emphasized in Law Number 20 of 2003 concerning the National Education System Article 1 Paragraph 2 which reads "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture, and responsive to the demands of changing times" . If adapted to the present, being responsive to the demands of the times means being responsive to current technological developments, especially digital technology.

Furthermore, Asiba (2021:5) states that the application of technology in the realm of education is useful for increasing students' interest in learning. The use of technology in education is carried out through the learning process by applying technology as a medium in learning. In other words, technology can be a medium in implementing innovative learning. The utilization of technology in learning is now increasingly necessary, especially during the emergence of the Covid-19 pandemic since March 2020. The existence of a distance learning system that must be carried out to prevent the spread of Covid-19, makes digital technology the main media in learning. For school-age children, this is not a significant problem because currently most of them can access digital media easily and do not require complete parental assistance. This is reinforced by the results of a survey conducted by the Indonesian internet service provider association (APJII) which states that in 2016 as many as 768 school-age children, namely the age range of 10-14 years, were recorded as active internet users out of 132.7 million people who use the internet actively in Indonesia from various age groups (Rohayani, 2020: 34-35). This proves that the use of digital media for distance learning is no longer foreign to school-age children.

However, for preschool education levels such as kindergarten, this is a significant obstacle. Especially at this level, children who are still 4-6 years old still really need adults nearby to guide and direct them in learning. Rohayani (2020: 48) states that adults, both teachers and parents, need to apply the method of playing with children through various educational media. This needs to be done so that children are not easily bored in learning. Unfortunately, currently teachers as representatives of parents for children who are tasked with accompanying and guiding them in learning cannot freely carry out these tasks along with the distance learning system.

A new problem that has emerged in early childhood education, especially at the kindergarten level, is the threat of inhibition of developmental aspects in children, which includes six aspects. This is in accordance with Permendikbud RI No. 137 of 2014 Article 7 Paragraph (3) which reads: "aspects of child development are an integration of the development of aspects of religious and moral values, physiscalmotor, cognitive, language, and social-emotional, and art". Looking at these aspects of child development, the concern that arises from distance learning is that optimal child development is not achieved due to the limited space and time between teachers and children in carrying out

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the learning process. For example, in the aspect of language development. Child development in this aspect includes aspects of receptive language development (reading and listening) and expressive (conveying language). To maximize the development of receptive aspects of language, teachers usually invite children to play with several image media, storybooks, and so on so that children's vocabulary increases. Alam & Lestari (2019:278) through research that has been conducted on children's receptive language skills mention that, one of the media needed by teachers in an effort to develop children's receptive language skills is flashcards (picture cards related to concepts). Through this media, teachers usually invite children's interaction directly to observe and listen to the teacher when introducing the pictures in the flashcards to them. Next, children are asked to practice the pronunciation of the vocabulary in the picture cards. In this way, children automatically acquire new vocabulary and it can be said that there is a process of improving their language development, especially in the receptive aspect.

However, currently learning with such methods is difficult to do and has been replaced by digital learning methods. This is in line with the findings of Azis (2019:308) in his research, that the learning process in the form of direct interaction has begun to shift and turn into digital learning interactions. Therefore, digital learning strategies need to be continuously developed.

Unfortunately, the facts found in the field regarding digital learning for kindergarten level cannot run easily. This is known through pre-research interviews conducted with teachers in five kindergartens spread across Karanganyar District, Demak Regency on August 10-12, 2021. The five kindergartens are Bina Putra 1 Wonorejo Kindergarten, Binaputra 2 Wonorejo Kindergarten, Pembina Kindergarten Karanganyar District, Marsudirini Karanganyar Kindergarten, and Mardi Luhur 1 Kedungwaru Kidul Kindergarten. The conclusion from the interviews shows that there are obstacles faced by students, guardians, and teachers in implementing digital learning. In addition to technical obstacles, namely inadequate communication tools, other obstacles also arise such as: parents who cannot always accompany children in learning because their working time is the same as children's learning time, children's disinterest in learning, teachers who have not mastered well about digital learning media, and so on. If these obstacles continue to be ignored, the hope for the establishment of learning in the digital era for the pre-school level is difficult to realize. Meanwhile, children's interest in digital media is increasing. In response to this, one kindergarten, Bina Putra 1 Wonorejo Kindergarten, Demak Regency, has an innovation in learning by utilizing digital media. This is realized in the form of using digital illustrated stories as an alternative media in early childhood receptive language acquisition.

Based on the various explanations and findings that have been revealed, the researcher feels that there is a need for further research on digitial cergam as an alternative media in early childhood receptive language acquisition. Furthermore, as a source of reference as well as strengthening the research argument, a literature review is carried out related to similar research that has existed before. Research related to the design of picture story media conducted by Hasrullana (2015) shows the results that the products produced can be one of the alternative learning media for children aged 6 to 9 years. The similarity between Hasrullana's research and this research, namely the focus of studies related to picture stories that can be used as an alternative supporting media in learning for early

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childhood. However, there are some differences between the two which lie in the form of digital illustrated stories media used, the purpose of its use, and the theme of the story raised.

Other research that has been reviewed and has relevance to this research, namely "Designing Cergam 'Ibu Kami Seekor Kucing' Jambi Folklore" with the aim of delivering moral messages by containing elements of local wisdom (Ulandari, 2020). There are benefits of this research for this study. Picture stories produced from this research are also realized in digitial form so that they can be useful for this research, namely as materials that can be used in supporting research.

A study that also emphasized the socialization of local wisdom was conducted by (Wiranatha, et.al, 2020). In this study, the socialization of Mengwi's original story to the audience was carried out by utilizing the latest technology, namely digital illustrated stories. The suitability of one of the research variables, namely illustrated stories, is the common thread of this research with that research. The difference is that the digital illustrated stories in the study was specifically designed for the purpose of socializing an original regional story, while the digital illustrated stories in this study is used as an alternative media in receptive language acquisition in children.

Furthermore, her research entitled "Children's First Language Acquisition According to Psycholinguistic Review" shows the results that language acquisition in children is a long process that begins from the time children do not know language until they are fluent in language (Fatmawati, 2015). The literature study research concluded that the role of psycholinguistics in children's language acquisition is very important for parents and teachers in order to understand the process of listening or speaking to children and quickly find out if there are problems in this regard. The research conducted by Fatmawati is relevant to this research. One of the variables in this study is children's receptive language acquisition, while the study also examines in more depth about children's language acquisition. Thus, the research can be one of the sources of reference for this research. Research conducted by Juniarti & Nurlaeni (2017) also has relevance to this study. It is shown from the results of the study that parents must provide guidance in the learning process of children at home so that they have readiness to step into formal education at school and provide motivation to children to build their enthusiasm for learning so that children's language skills develop as expected. Indirectly, the results of the discussion in the study are useful for this research, especially regarding the role of parents in teaching language to children.

Not stopping there, research conducted by Istianto et al. (2015) also has relevance to this study. The study aims to provide information about moral values from the life story of Liu Bei, a leader during the founding of three kingdoms through a story with illustrations. One of the research variables, namely picture stories, is relevant to this study. The study of picture stories in the study can be one of the sources of reference and enrich the research study on this digital illustrated stories. Similar research by Adi (2016) is also one of the relevant references. The purpose of the study was to convey the moral message of "willing to sacrifice" for readers. The moral message to be conveyed can be accepted by readers of various ages, especially children. In the study, digital illustrated stories is used as a medium for conveying Gatotkaca's story which contains moral messages for readers, while in this study digital illustrated stories is used as an

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alternative media in learning, especially for receptive language acquisition for early childhood.

Some of the previous research studies presented have similar objectives, namely to produce a picture story product that contains a certain value to be presented to readers. In contrast to this study, which more specifically makes digital illustrated stories as a medium that supports certain abilities, namely receptive language in early childhood. Thus, this research is expected to provide more applicable benefits for educators in answering the challenges of learning in the digital era, especially those focused on receptive language learning in early childhood.

METHODOLOGY

This research applies a qualitative approach with the aim of finding, describing, and explaining something in depth. Qualitative research in this study is of the case study type. This is because the problems highlighted in this study are in accordance with the characteristics of case study research, namely scientific activities that aim to gain in-depth knowledge about an event. This is in line with Rahardjo (2017:3) opinion that a case study is a series of scientific activities carried out intensively, in detail, and in depth about a program, event, and activity, whether at the individual, group, institution, or organization level in order to gain in-depth knowledge about the event. In this study, the in-depth thing that wants to be known through scientific activities is the application of digital illustrated stories as an alternative supporting media in early childhood receptive language acquisition at Bina Putra 1 Wonorejo Kindergarten, Demak Regency. The aspects that want to be known from this include implementation, factors that support, and factors that hinder the application of this alternative media.

The data needs in this study include findings regarding the implementation, supporting factors, and inhibiting factors in the use of digital illustrated stories as an alternative media to support receptive language acquisition in early childhood at Bina Putra 1 Wonorejo Kindergarten, Demak Regency. The subjects in this study, namely 25 students from Group B of Bina Putra 1 Wonorejo Kindergarten, Demak Regency with details of 11 boys and 14 girls. For the acquisition of research data, three data collection techniques were applied. First, through observation with the object of the receptive language learning process using alternative digital illustrated stories media at Bina Putra 1 Wonorejo Kindergarten, Demak Regency. The next technique is semi-structured and open-ended interviews with face-to-face interviews with participants, namely teachers as research subjects to capture in-depth information about the use of digital illustrated stories as an alternative supporting media. The last technique is documentation. Documents obtained through documentation techniques can be in the form of records or writings of events that have passed, pictures, or videos. In this study, documentation is focused on collecting data in the form of writings or files in digital form, pictures, and videos before, during, and after the implementation of digitial illustrated stories as an alternative media to support early childhood receptive language acquisition at Bina Putra 1 Wonorejo Kindergarten, Demak Regency.

All data that has been generated through the data collection process is then analyzed using qualitative descriptive analysis techniques. In the data analysis process, the data is interpreted as relevant or in accordance with the existing problem formulation points

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and accompanied by explanations. Next, conclusions are carried out from the data analysis that has been carried out. To determine its validity, research data needs to be tested. In this case, researchers apply the triangulation method to obtain and interpret data in various ways. The type of triangulation applied in this research is technical triangulation. In its application, the search for the truth of research data comes from the same source, but is carried out using different techniques (Alfansyur & Mariyani, 2020). Through technical triangulation, researchers combined three data collection techniques, namely: observation, interviews, and documentation, then the results were combined to draw conclusions.

RESULTS AND DISCUSSION

The research results based on three aspects of data collection are as follows: observations on receptive language learning using alternative digital illustrated stories media at Bina Putra 1 Wonorejo Kindergarten, Demak Regency; structured interviews with teachers regarding the use of digital illustrated storiess as alternative supporting media at Bina Putra 1 Wonorejo Kindergarten, Demak Regency; and documentation related to the implementation process of digital illustrated storiess as an alternative supporting media for early childhood receptive language acquisition at Bina Putra 1 Wonorejo Kindergarten, Demak Regency.

The discussion in this research includes: the implementation of digital illustrated storiess as an alternative supporting media for the acquisition of receptive language in early childhood education (AUD) at Bina Putra 1 Wonorejo Kindergarten, Demak Regency; factors supporting the implementation of digital illustrated storiess as an alternative supporting media for the acquisition of receptive language in early childhood education (AUD) at Bina Putra 1 Wonorejo Kindergarten, Demak Regency; and factors inhibiting the implementation of digital illustrated storiess as an alternative supporting media for the acquisition of receptive language in early childhood education (AUD) at Bina Putra 1 Wonorejo Kindergarten, Demak Regency.

Implementation of Digital Illustrated Stories as an Alternative Supporting Media for the Acquisition of Receptive Language in Early Childhood at Bina Putra 1 Wonorejo Kindergarten, Demak Regency

The implementation of digital illustrated storiess as an alternative supporting media for the acquisition of receptive language in early childhood education (AUD) at Bina Putra 1 Wonorejo Kindergarten, Demak Regency can be understood through the research data described. The description of the research results refers to the triangulation of research techniques which include: observation, interviews, and documentation. Data collection through observation, interviews, and documentation was carried out on Monday, September 15, 2022, in line with the implementation of receptive language learning (listening and reading) for Group B at Bina Putra 1 Wonorejo Kindergarten, Demak Regency. The observation and documentation process was conducted from preparation to the end of the learning process. Furthermore, interviews were conducted with the teachers after the learning process. In more detail, the following table presents the implementation of digital illustrated storiess as an alternative supporting media based on the research data obtained.

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Table 1. Implementation of Digital illustrated Stories as an Alternative Supporting Media for the Acquisition of Receptive Language in Early Childhood at Bina Putra 1 Wonorejo Kindergarten, Demak Regency Based on Research Data

Num	Research Aspects	Observation	Interview	Documentation
1.	Preparation of Learning	Preparation of the hardware devices used in learning (LCD projector, laptop, speakers); involving school operators.	The teacher has prepared the teaching materials, including lesson plans (RPPM, RPPH); learning materials; and the media to be used.	Teaching Materials (RPPM, RPPH); Documentation of learning preparation photos.
2.	Digital Illustrated Stories Content	The illustrated story used in the learning is titled "Semut dan Apel" (Ant and Apple), which contains a story of mutual help, and at the end of the story, there is vocabulary learning for 'minta tolong' and 'terima kasih'.	The teacher chose digital illustrated storiess with relevant story ideas that match the children's level of imagination and contain certain moral values.	The digital illustrated stories video used in the learning is titled "Semut dan Apel" (Ant and Apple), which tells the story of two ants helping each other to lift an apple, containing simple dialogues.
3.	Presentation of Digital illustrated storiess in Learning	The digital illustrated stories is displayed through an LCD projector media for the students to watch together.	The teacher mentioned the criteria for presenting suitable digital illustrated storiess to the students in the form of audio-visual, as it serves as a good stimulus for the acquisition of receptive language in children.	Documentation of photos and videos of the learning activities showing students watching the digital illustrated storiess presented through an LCD projector.
4.	Process of Receptive Language Acquisition in Early Childhood Education	In an effort to optimize the acquisition of receptive language in children, the digital illustrated storiess used are narrated with a choice of standard Indonesian vocabulary and informal words; the average number of words in one sentence is 5-10 words; the narration tempo is relatively slow; the narrator's intonation varies according to the role; the teacher re-teaches the vocabulary obtained from the video through several methods.	The language used in the digital illustrated storiess as learning materials is narrated with simple vocabulary choices and does not contain specific terms, making it easy for children to learn.	Documentation of learning activities in the form of photos and videos shows that both the teacher and students are actively involved in the process of acquiring receptive language.
5.	Applied Teaching Methods	Storytelling method; demonstration; and question and answer.	-	Documentation of the RPPH file mentions the access method to learning, which is through observation and direct practice.
6.	Student Responses During the Learning Process	All students were enthusiastic when watching the digital illustrated stories video; all students paid close attention to the	The students were quite enthusiastic from the beginning to the end of the learning session; some students	The documentation of the learning video from the beginning to the end shows that the students were very enthusiastic

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	additional explanations from the teacher after watching the digital illustrated stories; the children were able to mimic the new vocabulary they obtained from the digital illustrated stories; some children were able to retell the content of the digital illustrated stories they had just watched.	were initially less engaged but could be conditioned as the session progressed; some students volunteered to retell the digital illustrated stories they had watched; all students were able to answer in unison the questions posed by the teacher.	and actively involved in the learning process. At times, some students appeared to lose focus during the learning, but they quickly refocused when the teacher applied the demonstration or question and answer methods.

Based on the presentation in Table 1, several conclusions can be drawn regarding the implementation of digital illustrated storiess in the acquisition of receptive language in early childhood at Bina Putra 1 Wonorejo Kindergarten, Demak Regency. Firstly, from the aspect of learning preparation, it is known that the teacher has prepared the learning tools consisting of RPPM, RPPH, learning materials, and digital illustrated stories media to be used. This is aimed at making the learning activities directed and achieving the expected goals, in this case, the effort to optimize the acquisition of receptive language in children. Additionally, other preparations related to the operation of the media to be used, namely digital illustrated storiess, were also carried out before learning with the assistance of the school operator. All of these preparations become the main factors for the successful implementation of digital illustrated storiess as an alternative supporting media for the acquisition of receptive language in early childhood education at Bina Putra 1 Wonorejo Kindergarten, Demak Regency.

Second, regarding the substance of the digital illustrated storiess used in learning, the teacher has specific criteria. One of them is that the idea of the digital illustrated stories story must be in line with the children's imagination level and should contain certain moral values to be instilled. In this case, a comic titled "Semut dan Apel" (Ant and Apple) was chosen for use in learning. The simple story idea, which revolves around the cooperation between two ants in picking an apple, is considered suitable for the students' imagination level. Moreover, at the end of the story, there is also a teaching of new vocabulary, namely 'minta tolong' (ask for help) and 'terima kasih' (thank you), which simultaneously teaches moral values for children to behave politely when asking for help or after receiving assistance.

Third, the presentation of digital illustrated storiess in learning also adheres to the criteria set by the teacher. In the interview, the teacher stated that a good digital illustrated stories is one presented in audio-visual form because it serves as a stimulus for the acquisition of receptive language in early childhood. The presence of moving pictures accompanied by narration and sound effects makes the story appear more real and can be easily understood by the students. Thus, the effort to acquire receptive language becomes easier to achieve. This is also in line with the basic competence of the child's language development indicator, which is understanding receptive language (listening and reading). Furthermore, regarding the technical presentation, the students are conditioned to sit calmly and together watch the digital illustrated stories from the LCD screen.

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Fourth, based on the data obtained through observation, interviews, and documentation, efforts to optimize the acquisition of receptive language in children can be said to be consistent. The implementation of digital illustrated storiess in learning aligns with the language aspect criteria set by the teacher, which includes narration with standard Indonesian vocabulary and non-formal word choices, the number of words used in a sentence ranging from 5-10 words, a relatively slow narrative tempo, different narrator intonations according to the role, and the absence of technical terms that are difficult for children to understand. Additionally, after the showing of the digital illustrated stories, the teacher also re-teaches the vocabulary found in the digital illustrated stories using several language learning methods.

Fifth, the teaching methods applied by the teacher are quite diverse and carried out in a structured manner. The first method is storytelling, which is implemented through the showing of digital illustrated stories videos. This method is still used by the teacher with an active role for the students to retell the comic that has just been watched. Another method used is the demonstration method. In this case, the teacher plays an active role in teaching the students new vocabulary by writing and pronouncing the words together. Additionally, there is also the application of the question and answer method. This method almost always appears from the beginning to the end of the lesson to focus the children's attention and to ensure the children's understanding of the learning material provided.

Last, the implementation of digital illustrated storiess can also be observed through the students' responses during the learning activities. Based on observations, interviews, and documentation, it can be concluded that the students of Group B at Bina Putra 1 Wonorejo Kindergarten, Demak Regency, showed positive responses during the learning process. This was evident from the enthusiasm of the students when the teacher informed them at the beginning of the lesson that they would be watching the digital illustrated stories video together. During the showing of the digital illustrated stories, all the students watched with enthusiasm, even applauding when the story reached the solution part. Furthermore, positive responses were also shown by the students when the teacher asked questions related to the story that had been watched together. All the students answered the questions posed by the teacher in unison and some were brave enough to raise their hands when the teacher offered them to retell the comic they had watched. The learning situation can be said to be conducive from the beginning to the end because all the students in that class gave positive responses.

In general, the implementation of digital illustrated storiess in receptive language learning at Bina Putra 1 Wonorejo Kindergarten has been successful. This is attributed to the functions of the learning media itself, as stated by Dageng (in Melawati, 2019), who mentioned that learning media functions to: (1) stimulate students' motivation; (2) capture students' attention; (3) overcome limitations of space, time, or size; (4) make students more active in learning; and (5) optimize stimuli for learning. These functions can be utilized by teachers to make learning more enjoyable and less tedious for the students.

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Supporting Factors for Implementing Digital Illustrated Stories as an Alternative Media for Receptive Language Acquisition in Early Childhood Education at Bina Putra 1 Wonorejo Kindergarten, Demak Regency

The implementation of digital illustrated storiess as an alternative media to support language acquisition for Early Childhood Education at Bina Putra 1 Wonorejo Kindergarten, Demak Regency, can proceed effectively with the support of various factors. In this context, research data shows several supporting factors from the perspectives of infrastructure and facilities, human resources, and stakeholders. In more detail, the following table presents the supporting factors for the implementation of digital illustrated storiess based on the research data.

Table 2. Supporting Factors for the Implementation of Digital Illustrated Stories as an Alternative Media to Support Receptive Language Acquisition in Early Childhood Education at Bina Putra 1 Wonorejo Kindergarten, Demak Regency, Based on Research Data

Num	Supporting Aspects	Observation	Interview	Documentation
1.	Infrastructure and Facilities	Availability of equipment used to play audiovisual media (laptop, LCD projector, speakers); classroom size of 8x8 m² able to accommodate 25 students; other learning tools such as whiteboards and other teaching aids are adequate and well-maintained.	Bina Putra 1 Wonorejo Kindergarten has adequate equipment such as a laptop, speakers, and an LCD projector to implement learning with digital illustrated storiess.	From the videos and images obtained from the documentation, it is evident that the infrastructure and facilities (LCD, laptop, speakers) for learning using digital illustrated storiess can be operated effectively.
2.	Human Resources	Based on the number of human resources, in the observed group, there is one class teacher, one assistant teacher, and one operator. The class teacher appears to manage the class well from the beginning to the end of the learning process. The assistant teacher assists the class teacher in conditioning the students at the beginning of the lesson, while the operator helps prepare the learning facilities to be used.	The school principal makes efforts to improve human resources (SDM) at Bina Putra 1 Wonorejo Kindergarten, Demak Regency by providing training to teachers and educators. This includes inviting speakers from various fields related to learning and sending teachers and educators to attend regional and national training sessions.	Photo and video documentation shows the active role of teachers and educators. The class teacher is assisted by one assistant teacher in conditioning the class and preparing the learning tools, while an operator helps prepare and operate the media used in the learning process.
3.	Stakeholders	Parents of the students are cooperative and do not accompany their children inside the classroom during the learning process. The school principal provides support by	The teacher receives support from the school principal in the form of motivation to continue innovating in teaching and is facilitated for professional development.	The class runs quite conducive as recorded in the video documentation. The enthusiasm of the students is consistently high from the beginning to the end of the lesson. All students respond

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	approving the learning materials (RPPM and RPPH) that have been prepared by the teacher for receptive language learning using digital illustrated storiess.	when the teacher invites questions and answers. Additionally, some students are also willing to volunteer to retell the digital illustrated stories that has been viewed.

Based on the research data presented in Table 2, it can be concluded that the supporting factors in terms of facilities and infrastructure align with the observation, interviews, and documentation results. The facilities and infrastructure at Bina Putra 1 Wonorejo Kindergarten, Demak Regency support the implementation of digital illustrated storiess for the acquisition of receptive language in early childhood education. This is evident from the availability of audiovisual media presentation tools such as laptops, speakers, and an LCD projector. In terms of infrastructure, a classroom measuring 8x8 m2 for a capacity of 25 students can be considered spacious and comfortable for the learning process. Additionally, the availability of various teaching aids in a clean and well-maintained classroom can also be utilized by teachers and students in the learning process.

Another supporting factor is human resources (HR), which is equally important. Bina Putra 1 Wonorejo Kindergarten, Demak Regency has sufficient human resources in terms of quantity. In the observed class for receptive language learning using digital illustrated stories media, which is Group B, there is one classroom teacher, one assistant teacher, and one operator. This condition can be considered ideal in terms of quantity. Furthermore, in practice, the cooperation built between the classroom teacher, assistant teacher, and operator is quite good. The classroom teacher, assisted by the assistant teacher, conditions the students from the beginning to the end of the learning session to ensure the students are ready to participate in a series of learning activities and to maintain a conducive classroom environment. Meanwhile, the operator assists with technical matters related to the preparation of the digital illustrated stories learning tools to be used in the learning process. This can be well-maintained because it is also supported by the school principal in improving the human resources at Bina Putra 1 Wonorejo Kindergarten, Demak Regency. Periodically, teachers and educational staff receive training from expert speakers brought to the school, regional-level training, and national-level training.

Furthermore, another supporting factor is the stakeholder aspect. Based on the observation results, the classroom situation is quite conducive and involves only the classroom teacher and students, as well as assistance from the assistant teacher and operator. Parents who are used to escorting their children to school can cooperate by not entering the classroom on the grounds of accompanying their child. Thus, the classroom teacher has full authority to implement all learning activities in accordance with the well-prepared daily learning program plan (RPPH). Additionally, full support from the school principal in approving and motivating the implementation of receptive language learning using digital illustrated storiess also enables the classroom teacher to conduct the learning activities seriously and maximally.

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The elaboration on the supporting factors for the implementation of digital illustrated storiess as an alternative supporting media for the acquisition of receptive language in early childhood education at Bina Putra 1 Wonorejo Kindergarten is closely related to the theory of supportive learning factors. One of the theories proposed by Hamalik (in Latip, 2020) suggests that there are four groups of factors that can support the implementation of learning, namely: (1) factors that originate from oneself (internal factors); (2) factors that originate from the school environment; (3) factors that originate from the family environment; and (4) factors that originate from the community environment.

Inhibiting Factors the Implementation of Digital Illustrated Stories as an Alternative Media for Acquiring Receptive Language in Early Childhood at Bina Putra 1 Wonorejo Kindergarten, Demak Regency

Overall, the implementation of digital illustrated storiess as an alternative supporting media for the acquisition of receptive language in early childhood at Bina Putra 1 Wonorejo Kindergarten, Demak Regency, can be carried out well due to various supporting factors. However, during the data collection process of the research, obstacles were also found both from the technical preparation aspect of learning and the existing infrastructure aspect. The table below presents the inhibiting factors for the implementation of digital illustrated storiess based on the research data.

Table 3. Inhibiting Factors the Implementation of Digital Illustrated Stories as an Alternative Supporting Media for the Acquisition of Receptive Language in Early Childhood at Bina Putra 1 Wonorejo Kindergarten, Demak Regency Based on Research Data

Num	Inhibiting Aspect	Observation	Interview	Documentation
1.	Learning Preparation	Some children cannot be conditioned well because their focus is divided, paying attention to other things, such as noises outside or objects in the classroom.	The teacher mentioned that at the beginning of the lesson, although the children were initially conditioned, they became noisy again.	From the pictures and video recordings of the lesson preparation, the children appeared to be sitting neatly, but some were still talking with their friends, causing the classroom atmosphere to become quite noisy.
2.	Facilities and Infrastructure	The preparation of the video playback device took quite a long time, approximately 10 minutes, which disrupted the concentration of the children who were initially ready.	The teacher mentioned that when the teacher and the operator were busy preparing the teaching tools, the children, who were initially ready, became unruly again.	The operation of the infrastructure, in this case, the digital cartoon video player, took quite a long time and was not fully managed by the operator but still required the teacher's assistance. This made the children less focused.

In terms of lesson preparation, the inhibiting factor related to conditioning the students at the beginning of the lesson is evident. Some students are less focused because their attention is diverted to other objects or noises outside the teacher's voice initiating the lesson. However, this obstacle can be promptly addressed through methods of focusing the children's attention via questioning and informing them about the activities that will be conducted. Additionally, in interviews, the teacher also mentioned that the assistant teacher assists in conditioning the students.

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Furthermore, in terms of facilities and infrastructure, the inhibiting factor that occurs relates to the operation of the video playback device. The time used to prepare this equipment can disrupt the concentration of students who were initially ready to participate in the lesson. This happens because preparing audio-visual-based learning media devices is not only about having the available equipment but also requires skills in operating the device. However, this inhibiting factor can also be overcome with the assistance of the school's operator who is ready to ensure the smooth process of using the audio-visual-based media, in this case, the digital illustrated storiess. Thus, it can be concluded that the inhibiting factors in the implementation of digital illustrated storiess as an alternative supporting media for the acquisition of receptive language in early childhood education at Bina Putra 1 Wonorejo Kindergarten, Demak Regency, can be considered not significant because they can be well managed, allowing the lesson to return to a conducive atmosphere in line with the lesson plan.

The inhibiting factors in the implementation of digital illustrated storiess as an alternative supporting media, as previously discussed, align with classroom management theory. Karwati and Priansya (cited in Nugraha, 2018) state that classroom management can support the achievement of learning objectives through various factors related to classroom conditions and its supports. It is also influenced by various non-physical factors (socio-emotional) present in the teacher. Given that the obstacles encountered in the implementation of digital illustrated storiess in this study were effectively overcome, it can be said that Bina Putra 1 Wonorejo Kindergarten has fairly good classroom management.

CONCLUSION

Based on the interpretation of the research data and discussion in this study, it can be understood that the implementation of digital illustrated storiess in receptive language learning at TK Bina Putra 1 is in line with the lesson plans prepared by the teachers in the form of RPPM and RPPH. Additionally, the digital illustrated storiess used as a learning media are also adjusted according to specific criteria, which include language aspects, content, and presentation. The smooth implementation of digital illustrated storiess at TK Bina Putra 1 is also supported by several factors: the availability of adequate facilities and infrastructure, positive support from stakeholders, and the competence of educators. However, there are also challenges encountered in the implementation process of digital illustrated stories, namely technical issues and classroom conditioning at the beginning of the learning session. Nevertheless, these obstacles can be promptly addressed through the cooperation of the main teacher, assistant teacher, and operator.

Furthermore, the results of this study also provide a profound contribution, especially for practitioners in the field of education. Apart from serving as a reference regarding the utilization of digital media to address the challenges of digital learning era, educators can also obtain practical and applicable benefits. In this context, the use of digital illustrated storiess as a learning medium can be an innovative idea to enhance various developmental aspects in children that are programmed within a learning setting. However, further research regarding the utilization of digital illustrated storiess in receptive language learning for young children needs to be conducted. Therefore, there is a recommendation for future researchers to conduct in-depth studies related to digital illustrated stories, receptive language learning, and early childhood education.

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