

CHAPTER II THEORY

A. Description of Literatures

In this chapter, the researcher will present some definitions and theories related to the title of this research, The Implementation of Cocomelon YouTube Channel as a Medium to Learning English Vocabulary for Playgroup in Sukolilo Pati. There will be sub-chapters describe about YouTube, YouTube as a Learning Media, Cocomelon, English vocabulary and Playgroup.

1. YouTube

a. Definition of YouTube

YouTube is a video sharing website, YouTube was founded in America in February 2005. Currently, YouTube can be downloaded on Google Play store. as well as on the web and can be accessed for free using the internet network. video clips, films, tv and videos made by the users themselves are videos on YouTube.¹ One of the services contained in YouTube includes users can upload videos and share them and can be accessed by users others around the world. Video blog is a form of information media made in a simple way that is used online via the YouTube channel.²

Media YouTube is a video service that is distributed and available on Google for all viewers to be used as entertainment such as sharing video clips for free, can be used to watch etc. YouTube is a technology that emerged from the current technological sophistication of the internet (world wide web) from the "read only web" to the "read write web", that is, starting from the internet it can only accommodate readings for its viewers then the internet is able to accommodate and be able to create and share

¹ Tjanatjantia, Widika. (2013). *Sejarah Berdirinya YouTube_Sejarah Dunia*. Retrieved from <https://canacantya.wordpress.com/sejarah/sejarah-berdirinya-Youtube>

² Ronny Yudhi Septa Priana, 'Pemanfaatan Vlog Sebagai Media Pembelajaran Terintegrasi Teknologi Informasi', *Prosiding Seminar Nasional Pendidikan FKIP UNTIRTA 2017*, 2017, 313-16.https://scholar.google.co.id/scholar?hl=id&as_sdt=2007&q=Pemanfaatan+Vlog+Sebagai+Media+Pembelajaran+Terintegrasi+teknologi+Informasi&btnG=

various readings. For other spectators so that they experience progress from era to era. Technological advances have made YouTube one of the affordable social media that is easy to access and efficient to use, because of that YouTube is a social media that is very popular among teenagers and in all types of circles and YouTube always gets a lot of viewers up to thousands of people within a day or so. every hour. Most people see YouTube growing 60% annually and 40% daily. Then the number of YouTube viewers always increases every year up to three times. Therefore, the number of videos that are being viewed every day is 100,000 videos and there are 65,000 videos uploaded every hour. Approximately 20 million visit and view YouTube every month around the age of 12 - 17 years.³

YouTube characteristics are grouped into 5 sections, namely no has a duration limit in uploading videos, has a security system that start accurate, paid, have an offline system and have a simple editor.⁴ This is what distinguishes YouTube from other applications because it has characteristics that make many people use it. In addition, YouTube has the advantage of being a learning medium.

YouTube media is one of the suitable media choices to be applied in the learning process. When choosing YouTube media as a learning medium, educators will also benefit because YouTube can be used as a good instructional resource. It can even be used as a source of motivational teaching tools that will engage students and modern learning styles, and can be used as a free or no-cost learning resource in consideration of the education budget. Through YouTube, the online teaching and learning process is considered more practical. Because educators

³ Lestari, Renda. (tt), *Penggunaan Youtube sebagai Media Pembelajaran Bahasa Inggris*, dalam Jurnal Pendidikan Makalah Seminar Kedua Pendidikan Berkemajuan dan Menggembirakan, Universitas Muhammadiyah Surakarta, hal. 609

⁴ Fatty Faiqah, Muh. Nadjib, and Andi Subhan Amir, 'Youtube Sebagai Sarana Komunikasi Bagi Komunitas MakassarVidgram', *Jurnal Komunikasi KAREBA*, 5.2 (2016), 259–72.

only need to insert a URL or video link that has been uploaded on YouTube.⁵

YouTube learning media has advantages in the world of education, namely YouTube is the most popular site in the internet world and provide edit value to education, easy to use by students and teachers, provide educational information, facilitate discussions, have share features on social networks and are free.⁶

b. Content for children on YouTube

The following is a YouTube channel for children which contains educational shows according to Gramedia:

1) Nussa Official

Nussa Official is a YouTube channel containing educational entertainment (edutainment) animated cartoons. This YouTube channel features two sibling animated characters, namely Nussa and Rara. This Indonesian Islamic animation channel has existed on YouTube since 2018 and already has more than seven million subscribers with 151 videos.

The existence of the Nusa Official channel presents a new color for Indonesian children's entertainment. Not only entertaining, this channel also conveys positive messages, moral messages, as well as religious messages that contain life values for the growth and development of children in each episode.

2) National Geographic Kids

The National Geographic Kids channel is highly recommended for young children. This channel contains content related to knowledge of the universe, flora and fauna. This channel uses English so children need a companion when watching it.

3) Kok bisa ?

The Kok Bisa channel is very suitable for children to watch because the content is related to natural

⁵ Achmad Baihaqi, Analiya Mufarroha dan A. Ilham Tsabit Imani, *Youtube Sebagai Media Pembelajaran Pendidikan Agama Islam Efektif Di SMK Nurul Yaqin Sampang*, dalam EDUSIANA: Jurnal Manajemen dan Pendidikan Agama Islam Vol. 7, No. 1, Maret 2020, hal. 84

⁶ Siti Musarofah, *Pengembangan Media Pembelajaran berupa Video Animasi Bermuatan Ayat AL-Qur'an dengan Output Youtube*. Undergraduate thesis. UIN Raden Intan Lampung (2019).

science as well as social knowledge. This channel, which is engaged in education, was originally formed by three final semester students from the communications department who took the initiative to form an educational channel targeted at teenagers on YouTube. This channel is perfect for school age children. The Kok Bisa channel currently has more than two million followers and more than 400 videos have been uploaded.

Presentation of content in the form of motion graphics is easier for children to understand and of course very interesting because it is easy to understand. Children don't get bored easily and keep wanting to know the continuation of the show. How come this channel has two keys to its vision, namely curiosity and simplicity with the intention of being able to answer people's curiosity with simple explanations.

4) Pinkfong

The Pinkfong channel is famous for the song Baby Shark. The viral song "Baby Shark" is not only liked by children, even adults also sing along because the song is fun to dance and move around. This YouTube channel with more than 44 million subscribers features adorable characters and invites children to learn in a fun way. Children can learn about nature, animals, transportation and so on this channel.

5) 5-Minute Crafts PLAY

This channel, which was created in November 2016, currently has more than 70 million subscribers. The simple experiment of making interesting works through videos has made this channel often included in the YouTube trending series.

5-Minute Crafts presents unique tips and tricks as well as do-it-yourself creations that are easy to do at home in a short amount of time. Another benefit that teachers and children can get is that this channel presents various languages besides English, including Arabic, German, French, Spanish and also Indonesian. So children can learn another language.

6) Diva The Series

This channel already has more than three million subscribers and more than 500 videos have been uploaded. On the Diva The Series channel, it tells the story of a little girl named Diva who is always with her beloved cat named Pupus, there are many things that children can learn about socializing and the moral messages contained in each episode.

This channel teaches positive messages to children about how to solve problems between friends. So that the moral values in this show can be used as learning for children at home.

7) Make Me Genius

This channel has more than 30 thousand followers with more than 300 videos uploaded. The Make Me Genius YouTube channel contains explanations about science which are packed with interesting animations and of course fun for children. In addition, the content uses English, so it becomes a means for children to learn foreign languages. Through this YouTube channel, children can learn to understand the everyday events around them, such as how the lights turn on, how the body digests food, the seasons in the world, and so on.

8) Blippi

This broadcast made in 2014 was able to make children like Blippi's personality. The character played by Stevin John who is energetic, kind and funny with the characteristic hat and glasses can make children interested in watching it. His figure is never tired of sharing interesting new things.

By watching this show, the teacher can teach children to always have a cheerful nature, like learning and sharing, and of course be enthusiastic. Children are driven by curiosity and are always learning about the objects around them and always learning new things.

9) Indonesian Children's Songs Toddlers

This channel contains content from Indonesian children's songs. This channel can be watched by children and is a fun activity. Mother's baby at the

same time can learn to add new vocabulary from the songs you listen to.

Apart from getting to know songs and adding vocabulary, through shows on this YouTube channel children can get to know the types of fruits, animals, cutlery, and so on. With an attractive and adorable appearance, it is certain that children will be entertained.⁷

c. Steps to Use YouTube in the Learning Process

There are the steps for using YouTube as a medium to learning process:

- 1) Make sure our devices is connected to the internet.
- 2) Click browser/google on your devices.
- 3) Access YouTube via www.youtube.com
- 4) Write down the keywords or terms you want to get the information you want to find.
- 5) If it has been entered then click the search/enter button.
- 6) After that the YouTube page will display the information provided we want.
- 7) Then select the video based on the subject we want.
- 8) Inside YouTube there is a display of pause, speed up, zoom, volume and duration which we can set according to what we want.
- 9) When the video playback on YouTube has finished, we can replay video or go to next video.
- 10) Inside YouTube there are several icons to download videos, favorite, or add to playlists, and share videos.⁸

2. YouTube as a Learning Media

In increasing English vocabulary for students, interesting and fun learning media are needed. Youtube is one of the media that is effectively used in learning activities. This media is designed with attractive visual images to make it easier for children to absorb the information or material that has been conveyed. Youtube is a media and learning resource that can increase interest and motivation in overcoming

⁷<https://www.gramedia.com/best-seller/channel-youtube-edukatif-untukanak/amp/> . Access on Tuesday, 3 January 2023 at 07:51 WIB

⁸ Laras Eka Yulianti dan Marniati, *Video Tutorial Berbasis Youtube Sebagai Media Belajar Pembuatan Hiasan Busana*, dalam e-Journal Vol.10, No. 03, Oktober 2021, hal. 21

difficulties in understanding English vocabulary for children in the digital generation era.

The use of YouTube as a learning medium, namely:

- a. **Improving Students' Listening Skills**
The use of YouTube media as a learning medium is one of the newest innovations in providing learning materials. So that students will not be bored when participating in the learning process and feel enthusiastic about participating in the learning process with a new learning model. With this new learning model, it will finally make students listen to the material presented educator to the end.
- b. **Improving Students' Speaking Skills**
By frequently educators use YouTube learning media in the teaching and learning process will motivate students to have skills in speaking. This speaking skill is needed by students so that they have no difficulty when making presentations, speaking in front of the public or when meeting new people. Therefore, the use of YouTube media will help students practice their public speaking skills.
- c. **Improving Students' Reading Skills**
In addition to improving listening and speaking skills, the use of YouTube media can also improve students' reading skills. Usually educators will display writing (power point) when making learning videos. While watching the learning video, students besides listening to material explanations also read existing material. When reading this material students will be trained to be able to read quickly because usually the duration of the video is very short. Therefore, using this learning media will train students to be able to read quickly.
- d. **Improving Students' Writing Skills**
The use of YouTube media in the teaching and learning process can also train students' writing skills. After listening and reading material provided by educators in learning videos, students are usually directed to make a summary or core of the video. In making a summary of this material will train students to make good and correct writing according to KBBI.⁹

⁹ IMS Widyabara dan W Rasna, *Penggunaan YouTube Sebelum Dan Saat Pandemi Covid-19 Dalam Pembelajaran Keterampilan Berbahasa*

As learning media, YouTube has advantages and disadvantages. According to Suryaman (2015), the advantages of YouTube as a learning medium include: (1) Informative, namely YouTube can provide information about the development of science and technology, (2) Cost Effective, namely YouTube can be accessed free of charge by using the internet network, (3) Potential, namely YouTube is a very popular site and has many videos so that it can have an impact on education, (4) Practical and complete, namely YouTube can be used easily and has complete information, (5) Shareable, that is, YouTube videos can be easily shared with share links, (6) Interactive, namely YouTube has facilities for questions and answers through the comments column.¹⁰

While the disadvantages of using YouTube as learning media are: (1) Sometimes, the network is bad connection, (2) Poor image resolution if the video is downloaded at low capacity, (3) Learning seems boring when video learning is less interesting and seems monotonous, (4) If it is constrained network or the internet, teachers must download learning videos before teaching.¹¹

3. Cocomelon

The Cocomelon is a children's YouTube channel that contains animated educational videos for children. This channel, which was created in September 2006, has a main character, namely an adorable baby boy. This channel is recommended for preschool age children. One that your children are familiar with is their most famous song "ABC Song".

This American YouTube channel was acquired by British company Moonbug Entertainment and managed by an American company called Treasure Studio. This channel features 3D characters of their own traditional nursery rhymes

Peserta Didik, dalam *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia* Vol.9, No.2, Oktober 2020, hal.117-119

¹⁰ Maman Suryaman, "Penggunaan Youtube Sebagai Media Pengajaran Bahasa dan Sastra Indonesia Pada Kurikulum 2013", *Jurnal Pendidikan*. Vol 1, No. 2, (2015) hal. 222

¹¹ Kartika Yulianti Wulandari, *Penggunaan Media YouTube Dalam Pembelajaran Menyimak Bahasa Perancis*, Universitas Pendidikan Indonesia|Repository.Upi.Edu| Perpustakaan.Upi.Edu| 2017

and original nursery rhymes. The content of the Cocomelon channel includes children and adults who interact with each other in everyday life. In each video content there are lyrics that appear on the bottom screen. This is useful to make it easier for someone to understand the contents of the video.

Before experiencing high popularity, in 2006-2013 the channel was known as "Checkgate". On September 1, 2006 the channel founded by the Jay Jeon family uploaded 2 videos containing the alphabet song to YouTube for the first time. 9 months later they uploaded their third video entitled "Learning the Alphabet - The Letter "K" - The Kangaroo Game". The channel contains mostly videos teaching about the alphabet that are between 1 and 2 minutes long.

In 2013-2018, Treasure Studio started a new look called "ABC Kid TV". The channel features a new logo and intro which aims to be better known by the general public, especially children. Videos uploaded from ABC Kid TV channel contain older videos that expand with transitions from alphabet videos to longer duration nursery rhymes. In April 2016, for the first time, this channel used 3D animated characters which were uploaded in a video entitled "Twinkle Twinkle Little Star". Videos with 3D animation are increasingly being modernized using motion capture technology. So that at the end of 2016 the ABC Kid TV channel was increasing in subscribers and views.

After experiencing quite rapid development, in 2018-now the ABC Kid TV channel was renamed "Cocomelon". This cocomelon logo takes the form of a traditional TV box and a small animal that flies as part of the opening and closing of the video. In 2019-2021, they are adding content in Arabic, Portuguese, Chinese, Spanish and German. According to The Wall Street Journal, this channel earns from advertising which reaches \$ 120 million annually. Channel, which has 151 million subscribers and 844 videos, is not only broadcast on YouTube, but is broadcast on television. Television channels that broadcast Cocomelon are Universal Kids, SAB TV, Cartoonito, BBC iPlayer, Tiny Pop and TV5. Cocomelon YouTube channel experienced an increase with the release of "Yes Yes" Bedtime song, "Bath Song + More Nursery Rhymes & Kids Song", "Yes Yes Vegetables Song". Cocomelon gained popularity as the third most popular show with 100 million subscribers on

December 12, 2020. Also on the Netflix Reelgood show, Cocomelon won 1st place above The Office and The Queen's Gambit.¹²

The benefits that children can get by watching this video are that it is easier for children to remember letters, names of body parts, and also about animals. Teachers can teach learning to students by watching videos on the Cocomelon channel together.¹³

4. English Vocabulary

a. Definition of English vocabulary

Definition of vocabulary according to some experts:

- 1) The definition of vocabulary according to Keraf (2004, p. 64) can be seen from two aspects of the language itself, which states that vocabulary is all the words that are owned by a language which is a language component that contains all the information about the meaning and use of words in the language. Second, in terms of language users, vocabulary is the wealth of words that a speaker or writer has.¹⁴
- 2) This is in line with Nurgiyantoro (2016, p. 338) which states that vocabulary is a wealth of language that is owned by (found in) a language. Vocabulary is a very important component that can even be called a key in learning a foreign language, because the richness of a person's vocabulary also determines the quality of that person's language skills.¹⁵
- 3) Vocabulary is the root of language which is very important to learn for foreign language learners, especially English. Without knowledge of vocabulary, one cannot communicate or exchange ideas effectively both orally and in writing. Limited vocabulary can be a

¹² <https://en.m.wikipedia.org/wiki/Cocomelon>. Access on Sunday, 15 January 2023 at 06:43 WIB

¹³ <https://www.gramedia.com/best-seller/channel-youtube-edukatif-untukanak/amp/>. Access on Tuesday, 3 January 2023 at 08:33 WIB

¹⁴ Gorys Keraf, *Diksi dan Gaya Bahasa*, Jakarta: Gramedia (2004) hal. 64

¹⁵ Burhan Nurgiyantoro, *Penilaian Pembelajaran Sastra Berbasis Kompetensi*. BPFE Yogyakarta, (2016).

barrier for children in learning a foreign language. Vocabulary has an important role in the process of developing and mastering foreign language skills in students.¹⁶

According to the expert's statement above, it can be concluded that English vocabulary is a sentence consisting of several words in English that form a meaning that is interconnected. Making it easier for someone to learn, communicate, exchange ideas or opinions in the context of education, trade, and others.

b. The Importance of English Vocabulary

Vocabulary is often seen as an important tool for second language learners, a limited vocabulary will hinder someone from communicating. Regarding the importance of learning vocabulary, lexical knowledge is central to communicative competence and second language acquisition.¹⁷

Mastery of English vocabulary in early childhood will be an asset for them to master all aspects of learning English, including the ability to be able to communicate well in this foreign language. Alqahtani (2015) in his writings stated that "Vocabulary is often viewed as a critical tool for second language learners because the lack of this will impede the success of their communication." In addition to communication purposes, vocabulary mastery also helps in reading skills.¹⁸

Teaching vocabulary at the beginning of teaching English is indeed very appropriate when applied to children, especially early childhood. Teaching simple vocabulary will be easy for children to remember. There are several characteristics of teaching materials given to early childhood, namely:

- 1) The grammar is very simple.

¹⁶ Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press (2010) hal 61

¹⁷ Norbert Schmitt, *Vocabulary in Language Teaching*, Cambridge: Cambridge University Press (2000) page 55

¹⁸ MOFAREH ALQAHTANI, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <https://doi.org/10.20472/te.2015.3.3.002>.

- 2) Types and completeness of vocabulary need to be provided because there is almost no language learning outside the classroom.
 - 3) Vocabulary is limited, therefore it needs to be given because there are almost no language lessons outside the classroom.
 - 4) Students barely hear the English around them, so they need to practice repeated pronunciation.
 - 5) The vocabulary used is everyday and simple for communication.¹⁹
- c. Technique for Teaching English Vocabulary

From the explanation above, it can be concluded that teachers need special techniques in teaching English vocabulary to children. Vocabulary teaching is one of the important things used in mastering the four skills namely, speaking skills, reading skills, writing skills and listening skills. Therefore, the teacher must pay attention to the preparation and basic principles needed when teaching or conveying material about vocabulary to children.

There are techniques for teaching English vocabulary

- 1) By showing real object
- 2) Using demonstration
- 3) Showing pictures
- 4) By drawing pictures²⁰

5. Playgroup

a. Definition of Playgroup

Here are some definitions of Playgroups:

- 1) According to Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of stimulation education to assist physical and spiritual

¹⁹ Kasihani K.E. Suyanto, *English For Young Learners*. Jakarta: Bumi Aksara (2008)

²⁰ Virginia French Allen, *Techniques in Teaching Vocabulary*. New Oxford University Press, 2000

- growth and development so that children are ready to enter further education.²¹
- 2) Depdikbud states that: "Playgroup is a form of educational service for children aged 3-6 years which functions to help lay the foundations towards the development of attitudes, knowledge and skills needed by early childhood in adjusting to themselves in their environment and for further growth and development, including the readiness to enter basic education."²²
 - 3) Based on Permendikbud number 137 of 2014, Playgroups (KB) are clearly very important PAUD services and programs. The Play Group (KB) is a coaching forum as a child welfare effort by prioritizing play activities and organizing preschool education for children aged at least 3 years up to entering basic education (Directorate of PAUD, 2006).²³
 - 4) According to Yuliani Nurani Sujiono, playgroup (KB) is a form of Early Childhood Education (PAUD) on non-formal channels which organizes educational programs as well as welfare programs for children aged 2 to 4 years.²⁴

From some of the meanings above, it can be concluded that the play group is one of the gathering places for a group of children of a certain age the form of non-formal education PAUD units with the aim of obtaining information and providing pleasure to them. So that they can grow and develop according to their potential and are ready to enter the next level of education. Play group learning activity program functions, namely (1) improving children's welfare through health and nutrition, (2) developing all the potential that children have according to their development.

²¹ Standard Pendidikan Anak Usia Dini (PERMENDIKNAS NO. 58 TAHUN 2009)

²² Depdikbud. Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka (2002:2).

²³ Permendikbud RI Nomor 137 Tahun 2014

²⁴ Yuliana Nurani Sujiono, *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT. Indeks (2011)

b. Playgroup Curriculum

Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals.²⁵ The play group curriculum was developed by educators at the institution itself with reference to Permendiknas No. 58 of 2009 and developed according to the potential and needs of the institution.

The problems of implementing the curriculum in early childhood still need updating and improvement on the part of teachers, the National Education Standards Agency (BSNP) and the education system in Indonesia in order to provide flexibility for the originators of the golden generation who are morally intelligent, cognitively superior and psycho motorically productive. It can be seen from the lack of teacher attention in the implementation of active learning. The lack of infrastructure to implement innovative and fun learning.²⁶

The following is the playgroup curriculum in the PAUD education unit:

1) High Scope Curriculum

The High/Scope approach assumes that children learn based on personal interactions with ideas, direct experience, and physical objects and logical thinking. This approach also gives children time to play in groups so that this will develop socialization in children.²⁷ The High Scope approach is an approach that enables children to think independently and be able to solve their own problems.

The curriculum trains independence and self-confidence. One of the methods is that children are

²⁵ Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

²⁶ Naili Rochmah, Umi Fahridatun, and Hanifatunisak Hanifatunisak, 'Esensi Model Pembelajaran High/Scope Dalam Pembelajaran Anak Usia Dini', *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 1.1 (2019), 16 <<https://doi.org/10.35473/ijec.v1i1.133>>.

²⁷ Azizah Amal Nurhaedah, 'Model Pembelajaran High / Scope Dalam Menumbuh Kembangkan Kemampuan Anak Usia Dini', *Pendidikan Anak Usia Dini*, 1.1 (2018), 471–76.

accustomed to planning their own activities and adults are facilitators who direct and remind, not an "authoritarian" figure.

- 2) Creative curriculum
The creative curriculum serves to stimulate students' mindsets to grow curiosity and find out. Curiosity is needed so that knowledge can be absorbed by its main essence. Curiosity will encourage self to find out, so that the attitude of students in the class also becomes active and not passive.
- 3) Vygotsky's Curriculum
This curriculum emphasizes the importance of utilizing the environment in learning. If the environment and atmosphere are supportive and guided by someone who is capable, then the learning process will be effective and efficient. For Vygotsky, learning involves acquiring signs through teaching and information from others. Development involves the child's internalization of these signs so that they are able to think and solve problems without the help of others.
- 4) Waldorf Curriculum Model
Waldorf originated in Germany and has spread all over the world. This approach was made by Rudolf Steiner (1861-1925). Waldorf early childhood education has been implemented in a variety of service settings including homes and daycare. Parental support programs, and kindergarten and age range programs for children 3-7 years. Waldorf emphasizes the routine and trust that is built between student and teacher over a long period of time. Waldorf emphasizes the creative side of children such as singing, cooking, playing drama, telling stories, painting, and others. The goal is that children can develop in emotional aspects, physical aspects and intellectual aspects.²⁸
- 5) Curriculum 1964: In 1964, the curriculum for Early Childhood Education (PAUD) was better known as an educational plan that implemented the Pancawardhana

²⁸ Fauzi Fahmi and Rahmi Wardah Ningsih, 'Eksistensi Model Kurikulum Pendidikan Anak Usia Dini', *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling*, 04.01 (2021), 1–16.

educational system, where students were directed towards developing into Pancasila human beings who were responsible for the establishment of a just and prosperous society.

- 6) Curriculum 1968: The 1968 curriculum provided official guidelines for the implementation of Kindergarten education in Indonesia. This was done in the field of education, specifically in Early Childhood Education, as an effort to improve and review the concepts and practices of early childhood education in Indonesia.
- 7) Curriculum 1976: In 1976, through the decision of Mendikbud No. 054/U/1977 article 6, it was explained that religious education in Kindergarten (TK) education was integrated into the field of Pancasila Moral Education development, regional languages were used as the language of instruction and preparation for reading, writing, and arithmetic for students entering primary school in scholastic education.
- 8) Curriculum 1984: The 1984 curriculum for Kindergarten education was adjusted to suit the students' talents, interests, abilities, and needs so that they could move more easily and choose activities according to their needs, interests, and abilities. Therefore, in 1984, learning focused more on activities that were oriented towards the Active Student Learning Approach (CBSA).
- 9) Curriculum 1994: The 1994 curriculum used themes and sub-themes as the main topics that were further developed by teachers into operational learning programs. The theme topics were taken from the environment closest to the children.²⁹
- 10) The 2004 curriculum, also known as the competency-based curriculum, conditions students in a semester system. The learning paradigm in the previous curriculum was that students only learned from the

²⁹<https://www.kompasiana.com/amp/alnunawwar/54f7427ca3331152748b489b/dari-masa-ke-masa-perkembangan-kurikulum-paud-di-indonesia>.
Access on saturday, 11 Maret 2023 at 09:37 WIB

material presented by teachers. However, in the 2004 curriculum, students are expected to actively develop all aspects of their optimal development.

11) The 2006 curriculum, or the Curriculum of School-Based Education Unit Level (KTSP), was used in Indonesia before being replaced by the 2013 curriculum. The KTSP curriculum was designed to accommodate the needs and conditions of each educational unit, including playgroups. The following is an example of the KTSP curriculum for playgroup education:

a) Core Competencies:

- (1) Spiritual Attitude
- (2) Social Attitude
- (3) Knowledge and Understanding
- (4) Critical and Creative Thinking Skills
- (5) Communication Skills
- (6) Play and Learning Skills

b) Basic Competencies:

- (1) Knowing oneself and the environment
- (2) Communicating with friends and teachers
- (3) Playing with friends
- (4) Establishing social relationships
- (5) Conveying ideas and feelings
- (6) Understanding concepts of numbers, size, time, and space
- (7) Creating simple works of art
- (8) Knowing flora and fauna
- (9) Knowing colors, shapes, and patterns
- (10) Understanding and knowing social, cultural, and natural environments

c) Learning:

- (1) Thematic learning with themes relevant to the needs and interests of children.
- (2) Active, creative, and enjoyable learning.
- (3) Learning is done through various activities such as playing, singing, dancing, creating works of art, and others.
- (4) Learning is done individually, in small groups, and in large groups.

- d) Assessment:
- (1) Assessment is done continuously and comprehensively, covering aspects of attitude, knowledge, and skills.
 - (2) Assessment is done through observation, written tests, and portfolios.
- 12) The KTSP curriculum for playgroup education emphasizes enjoyable, active, and creative learning, as well as accommodating the needs and interests of children. Assessment is done continuously and comprehensively to obtain a complete picture of a child's development. Although the KTSP curriculum is no longer used, the learning and assessment principles contained in the curriculum can still be applied in the development of effective playgroup curricula.³⁰
- 13) The 2013 Curriculum is a National curriculum that has been developed for years and fulfills two dimensions of the curriculum, which are plans and arrangements regarding the goals, content, and learning materials as well as the methods used for learning activities.
- a) Basic Competencies
- Basic Competencies in the 2013 Curriculum for Early Childhood Education contain the abilities and learning content for a learning theme in early childhood education that refers to the Core Competencies. Basic Competencies are developed based on the principles of accumulation, mutual reinforcement, and enrichment among development programs. In formulating Basic Competencies, the characteristics of learners, initial abilities, and the characteristics of a development program to be developed are also considered. Basic Competencies are divided into four groups in accordance with the grouping of Core Competencies as follows:
- (1) Group 1: Basic Competencies for spiritual attitudes in order to describe Core Competency 1

³⁰ Herlina Yuke Indrati, *Sejarah Perkembangan Kurikulum Taman Kanak-Kanak di Indonesia dari Masa ke Masa*. Edisi 2010, Jakarta: 2010

- (2) Group 2: Basic Competencies for social attitudes in order to describe Core Competency 2
- (3) Group 3: Basic Competencies for knowledge in order to describe Core Competency 3
- (4) Group 4: Basic Competencies for skills in order to describe Core Competency 4

b) Core Competencies

Core Competencies (CC) in the 2013 Curriculum for Early Childhood Education are the level of ability to achieve the STPP that must be possessed by early childhood education learners at the age of 6. So, Core Competencies are the operationalization of STPP in the form of quality that children must have with various learning activities through play carried out in Early Childhood Education units. This quality contains a description of the main competencies grouped into attitude, knowledge, and skills competencies. Structurally, the intended core competencies include:

- (1) Core Competency-1 (CC-1) for spiritual attitude core competencies.
- (2) Core Competency-2 (CC-2) for social attitude core competencies.
- (3) Core Competency-3 (CC-3) for knowledge core competencies.
- (4) Core Competency-4 (CC-4) for skills core competencies.³¹

14) Merdeka Curriculum; The Merdeka Curriculum in early childhood education institutions is a curriculum development approach that provides freedom and independence to develop a curriculum that suits the needs and conditions of the young children being served. In addition, the Merdeka Curriculum also considers the characteristics of young children, such as cognitive, psychomotor, social, emotional, and spiritual development. In the Merdeka Curriculum in early

³¹ https://simpuh.kemenag.go.id/regulasi/permendikbud_146_14.pdf.
Access on Saturday 11 March, 2023

childhood education institutions, the role of the teacher is as a facilitator who helps children to learn actively and creatively in order to achieve their maximum potential.

Achievements of the Merdeka Curriculum:

- a) Provides more freedom for early childhood education institutions (TK/BA/RA, KB, SPS, TPA).
- b) Strengthens transitions and provides continuity of learning between early childhood education institutions and primary schools.
- c) Strengthens the articulation of literacy, mathematics, science, technology, engineering, and the arts since early childhood education institutions (TK/BA/RA, KB, SPS, TPA).³²

B. Previous Research

Based on the research which done by the researcher, there are previous researches linked to this research.

1. Journal article by Miratul Hayati and Raihana Fibri Rahimia entitled "Pemanfaatan YouTube Chanel sebagai Media Pengenalan Kosakata Bahasa Inggris Anak". The context of this journal article will be the same as the study context researcher that is utilizing the Cocomelon YouTube channel as a medium for introducing and improving vocabulary in children. The deference is the research method used by researchers is the qualitative research while the journal articles uses a mixed method (the type of explanatory design).
2. Hermiati Ramli (10535654315) (Muhammadiyah University of Makassar) through an essay entitled "Improving Vocabulary Through Audio Visual by Using YouTube Videos to SMP students' of SMP N 2 Takalar". The purpose of this study is to find out whether activities using YouTube videos are effective in increasing vocabulary in grade 7 of SMP Negeri Takalar. The context of the thesis will be the same as the research context researcher that is using YouTube as a medium for learning and teaching English vocabulary activities. The difference with the thesis the researcher is using pre-

³²<https://www.mediaeducations.com/2022/05/ki-kd-kurikulum-merdeka-capaian.html?m=1>. Access on saturday 11 march, 2023

experimental (one group pre-test post-test) research design. While the researcher uses a qualitative method.

3. Journal article by Anggraini et. al., entitled "The Use of the Cocomelon YouTube Channel as a Medium for Introducing Children's English Vocabulary". The context of this journal article will be the same as the study context researcher that is utilizing the Cocomelon YouTube channel as a medium for introducing and improving vocabulary in children. but in this journal it only focuses on its use, while in this study the researcher explains how to implement the cocomelon YouTube audio-visual channel as a medium for learning English vocabulary for playgroup students. Then the difference between the two studies lies in the objects/participants, the objects chosen in this study were teachers and students at playgroup in Sukolilo Pati with ages 3-6 years. Whereas in journal articles, the participants were children aged 6 to 12 years.

C. Theoretical Framework

Based on the theoretical study described above, the main problem experienced by children is difficulty in increasing English vocabulary. Therefore, efforts are needed to make vocabulary learning interactive, fun, easy to understand and understand by using learning media. Audio visual media is a learning media that combines elements of sound and images. So that it can attract students' attention to pay attention to the lesson because it uses two senses at once, namely the eyes and ears. One of the audio-visual media used in the playgroup in Sukolilo Pati is through Cocomelon YouTube content.

The use of YouTube media is an alternative way to attract children's attention, this will increase the effectiveness of the teaching and learning process. The channel is designed using 3D animation, so children can watch it safely and comfortably. In addition, the Cocomelon YouTube channel contains video content about stories and nursery rhymes that make learning fun and not boring.

In the implementation of Cocomelon YouTube channel as a medium to learning English vocabulary, there are several inhibiting and supporting factors. From the existence of these factors can be an evaluation of the learning process that has been implemented. Evaluation here serves to find out how far the child's development

is in the implementation of learning through the Cocomelon YouTube channel. Thus learning using audio-visual media in the form of the Cocomelon YouTube channel is considered more effective in increasing students' English vocabulary.

Figure 2.1:

