

Improving Early Childhood Communication Skills: An Analysis of Influence of Spin Tamadun Game Media

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ABSTRAK. Penelitian ini bertujuan mendeskripsikan penggunaan permainan Spin Tamadun dalam meningkatkan kemampuan komunikasi anak usia dini melalui pembelajaran Sejarah Islam di KB/TK Islam Miftahul Jannah Bringin Kota Semarang. Permasalahan yang diangkat ialah rendahnya kemampuan anak dalam hal komunikasi, menyampaikan pendapat, merespon pertanyaan, serta menggunakan kosakata baru secara aktif dalam kegiatan belajar. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik observasi, wawancara, dan dokumentasi terhadap 15 anak berusia 5-6 tahun selama empat kali pertemuan. Hasil penelitian menunjukkan adanya peningkatan kemampuan komunikasi anak yang ditandai dengan bertambahnya kosakata, meningkatnya keberanian berbicara, serta partisipasi aktif dalam kegiatan diskusi dan tanya di kelas. Spin Tamadun terbukti mampu menciptakan suasana belajar yang menyenangkan, interaktif, dan kontekstual, sehingga mendorong anak untuk berani mengemukakan ide secara lisan maupun nonverbal dengan lebih percaya diri. Dengan demikian, Spin Tamadun berperan sebagai media edukatif yang sederhana namun efektif untuk menstimulasi perkembangan bahasa, keberanian berbicara, dan kemampuan komunikasi anak usia dini dalam konteks pembelajaran yang bermakna dan menyenangkan.

Kata Kunci: Spin Tamadun, Komunikasi anak, Pembelajaran Sejarah Islam.

ABSTRACT. This study aims to describe the use of the Spin Tamadun game in improving early childhood communication skills through Islamic history learning at KB/TK Islam Miftahul Jannah Semarang. The problem addressed is the low ability of children to express opinions, respond to questions, and use new vocabulary actively in learning activities. This research employed a descriptive qualitative approach using observation, interviews, and documentation techniques involving 15 children aged 5–6 years over four meetings. The results show an improvement in children's communication abilities, indicated by an increased vocabulary range, greater confidence in speaking, and more active participation in class discussions and question-answer sessions. Spin Tamadun successfully created an enjoyable, interactive, and contextual learning atmosphere that encouraged children to express ideas both verbally and nonverbally with higher confidence. Therefore, Spin Tamadun serves as a simple yet effective educational medium to stimulate language development, speaking confidence, and communication skills in early childhood through meaningful and enjoyable learning experiences.

Keywords: Spin Tamadun, children's communication, Islamic history learning.

INTRODUCTION

Communication is the process of conveying a message from one person to another to deliver information or suggestions, either verbally or indirectly. Individuals may experience difficulties interacting with their environment if they do not understand communication

(Sukmawati et al., n.d.). Communication skills are essential competencies that must be developed from early childhood. Through communication, children learn to express their opinions, feelings, and experiences while simultaneously building social relationships with their environment. Early childhood, often referred to as the golden age, is also regarded as a critical period of language acquisition, during which the language acquisition system in the child's brain is highly active, allowing communication stimulation to produce optimal outcomes (Al-Harbi, 2019). To ensure that children experience this period effectively, appropriate educational efforts must be implemented from an early age. This stage is a period in which children establish the initial foundation for developing physical-motor, cognitive, emotional, social, language, and artistic potential. Fundamentally, every individual possesses an equal capacity to learn and master communication. The process of human communication develops dynamically through stages and levels, and children's communication development continues progressively without interruption (Ricka Pratama, 2017). Communication skills at this stage not only support language development but also influence children's cognitive and emotional intelligence. According to Piaget, children aged 2 to 7 years are able to represent their environment through language and visual forms, where the presence of words and images reflects the development of symbolic thinking in children (Al Munawaroh et al., 2023). Therefore, the development of communication skills in children from an early age plays a crucial role, and the inclusion of educational play activities can enhance children's confidence in communication (Dinda Aprilia et al., 2024).

(Hilayati et al., 2024) However, in practice, these abilities are still not optimally stimulated. Many teachers continue to apply one-way instructional patterns, resulting in children listening more than actively participating. Consequently, children tend to become passive, easily lose focus, and rarely practice expressing opinions or asking questions (Anggraini, 2022). According to Vygotsky, the development of children's language and communication is strongly influenced by social interaction; assistance from surrounding individuals helps children develop communication patterns, and children who engage in two-way communication with adult support are able to understand communication patterns more quickly (Fahmiah & Basid, 2019). Various educational media have been utilized to support children's communication development. (Yanuarsari & Pratiwi, 2023) show that hand puppets, puzzles, board games, and role-playing activities can reduce anxiety in speaking. According to (Wati et al., 2021) the use of cartoon puppet media can improve children's vocabulary. (N. Sari & Arbi, 2021) highlight that hand puppets make children more expressive. Scrapbooks with attractive images can also stimulate curiosity while encouraging children to ask questions and speak more actively (I. P. Sari et al., 2020; Veronica et al., 2024). (Widayati et al., 2020) state that educational games are specifically designed to support various aspects of child development. Nevertheless, most existing media remain general in nature and are not yet widely integrated with educational games that incorporate Islamic historical values. Observational findings at KB/TK Islam Miftahul Jannah indicate that children are more confident in speaking when learning activities use illustrated game media compared to merely listening to stories delivered through conventional methods.

In this context, Spin Tamadun serves as a relevant alternative. The term Spin refers to spinning, while Tamadun means civilization. This medium contains illustrated stories of the Hijrah of Abu Bakr Ash-Shiddiq together with the Prophet Muhammad (peace be upon him). The gameplay is simple: children spin the spinner, after which the selected image is explained by the teacher and then retold by the children. This activity trains children to pay attention, ask questions, express ideas, and speak in turns (Suardi et al., 2019). Spin Tamadun has advantages over other

media, as it is designed not merely as a game but also as a communication medium. The process of spinning, observing, listening, and then retelling the content of the images familiarizes children with listening to others, responding, and expressing opinions using their own language. The integration of visual, auditory, and kinesthetic activities also helps children remain focused, become more confident in asking questions, and actively engage in dialogue (Hilmi et al., 2018). This game encourages children to learn through play, and play-based activities help children become accustomed to engaging in two-way communication among individuals (SHELEMO, 2023). Thus, Spin Tamadun is not only enjoyable but also effective in stimulating communication skills while introducing cultural and religious values.

(Khadijah et al., 2022) emphasize that well-designed educational media make a significant contribution to children's language development. (Omar et al., 2020) add that interactive activities such as storytelling and role-playing are able to enhance oral skills, while (Magableh & Abdullah, 2022) highlight the importance of strategies that are aligned with children's religious needs. (Muslihah et al., 2025) note that the use of learning media can stimulate children's curiosity while strengthening their motivation to learn, particularly in the context of vocabulary development. Based on these realities, this study focuses on how Spin Tamadun can be utilized to support early childhood communication skills through Islamic history learning at Islam Miftahul Jannah School. It is expected that this study will contribute theoretically to the development of Islamic value-based educational media while also providing practical benefits for teachers in designing enjoyable, interactive, and child-centered learning. Ideally, early childhood learners are expected to actively participate in conversations, express opinions, and respond verbally to questions.

In addition, a current factual issue in early childhood education is the decreasing intensity of direct communication between teachers and children due to increasing dependence on digital media and the reduction of play activities that emphasize social interaction. This situation causes children to become more accustomed to being recipients of information rather than expressers of ideas. In fact, children's communication skills are largely determined by how frequently they are involved in meaningful dialogue and learning situations that encourage verbal expression. From the perspective of media development, most educational games used in early childhood education institutions are still general in nature and have not been specifically designed to actively and systematically stimulate children's communication skills. The media used by teachers often emphasize cognitive aspects but provide limited opportunities for children to practice speaking, engaging in dialogue, and expressing ideas using their own language. This research gap is what the use of Spin Tamadun seeks to address, as it is an interactive and communicative educational game developed within the context of Islamic history learning. This game not only supports cultural value elements but is also designed to facilitate children in practicing the expression of ideas, asking questions, and responding verbally. Therefore, this study is important to assess the extent to which Spin Tamadun can serve as an effective medium for improving early childhood communication skills through meaningful and enjoyable learning activities.

METHOD

The study was conducted using a descriptive qualitative approach. Qualitative research is used to describe linguistic phenomena in depth through the analysis of data obtained from real contexts (Fauzi, 2021). Data were collected through participant observation, interviews, and documentation. Observation in qualitative research is an empirical scientific activity based on field

facts without manipulation, aiming to provide an in-depth description of observed social phenomena (Hasanah, n.d.). The observation applied in this study was participant observation, in which the researcher was directly involved in children's learning activities in order to understand behavioral contexts in depth (Dwitasari et al., 2020). The research was conducted at Islam Miftahul Jannah school, Ngaliyan, Semarang City. Over a one-month period with four meetings, the research subjects consisted of 15 children aged 5–6 years who were selected based on their relevance to communication development.

The research instruments included observation sheets with indicators of vocabulary use, discussion participation, response quality, and participation frequency; interview guidelines for teachers covering questions about children's communication development before and after the use of Spin Tamadun; and documentation in the form of photographs and field notes. The research procedure began with an initial observation, followed by the implementation of learning activities using Spin Tamadun over four sessions, observation and documentation during the learning process, and interviews conducted after all sessions were completed. The research procedure is illustrated in the following diagram:

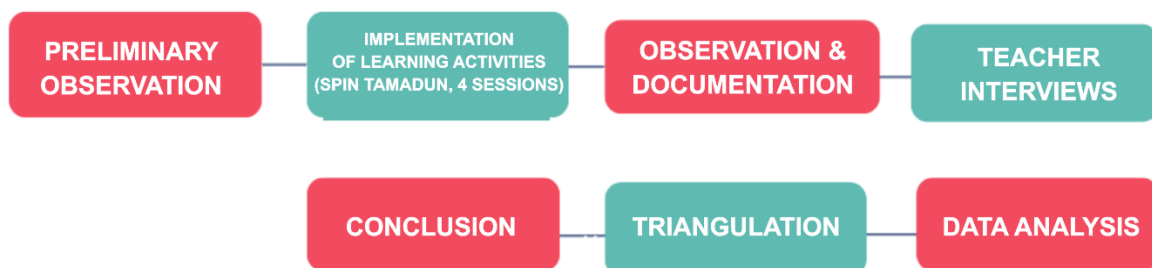


Figure 1. Research Procedure

Data were analyzed descriptively using qualitative techniques through the stages of data reduction, data presentation, and conclusion drawing. The analysis was conducted by interpreting and explaining the results of observations and interviews in depth to identify patterns of children's communication development. Triangulation was carried out by comparing observation, interview, and documentation data to ensure data validity.

RESULTS AND DISCUSSION

The Use of the Spin Tamadun Game in Islamic History Learning

Spin Tamadun plays a role in creating an enjoyable and interactive learning experience for children. This medium not only introduces new vocabulary but also encourages children to actively communicate with peers and teachers. During play activities, children take turns spinning the Spin Tamadun, listening to stories related to the images that appear, such as Thawr Cave, the Ka'bah, or the desert, and then retelling them using their own language. This activity encourages children to construct sentences, respond to their peers, and practice both verbal and nonverbal communication skills (Fatma et al., 2019; Pipit Muliyah, 2020). The Spin Tamadun media is made from practical materials that are easily obtained from the surrounding environment, allowing children to be directly involved in engaging activities. This enjoyable and interactive play process reflects real-life situations, enabling children to learn turn-taking in speaking, respect peers'

opinions, and build self-confidence in expressing ideas and feelings (Paramitha & Anggara, 2018; Wahyono et al., 2021). In line with this, (Yulianeta et al., 2022) emphasize that learning media integrated with storytelling elements and cultural values can increase learning motivation, strengthen language skills, and foster an understanding of social and religious values among learners. Thus, Spin Tamadun functions not only as an educational game medium but also as a contextual learning tool that connects Islamic cultural values with children's learning experiences.

Observational findings at Islam Miftahul Jannah school indicate that prior to the use of Spin Tamadun, children demonstrated limited communication skills, rarely expressed opinions, and possessed a restricted vocabulary. After several play sessions, children began to actively ask questions, respond to their peers' stories, and use a wider range of new vocabulary such as Hijrah, Ka'bah, Companion, Preaching, Desert, Mosque, Sword, and Camel within storytelling contexts. The increase in both the quantity and variety of vocabulary following several Spin Tamadun play sessions indicates the effectiveness of this medium in stimulating children's linguistic abilities. This finding is supported by the study of (Indriani & Suteja, 2023), which demonstrates that interactive storytelling activities based on visual media can strengthen early childhood vocabulary mastery while simultaneously developing early literacy skills. In addition, children's social interactions became warmer, as reflected in more expressive facial expressions and more frequent eye contact.



Figure 2. Spin Tamadun Educational Game Tool

This game helps children build confidence in expressing opinions and ideas, responding to peers, and engaging in discussions about the images that appear. Children who were initially shy or hesitant gradually became more confident in narrating the stories behind the Spin Tamadun images. This is reinforced by the findings of (Yulian et al., 2022), which show that the use of multimedia-based learning media can enhance self-confidence, speaking fluency, and student involvement in communication processes. Through the use of the Spin Tamadun game, the classroom atmosphere also becomes more lively and interactive, supporting the principles of joyful and compassionate education. The implementation of Spin Tamadun further demonstrates that simple media, when attractively and contextually designed, can serve as an effective stimulus for children's

communication. Children are encouraged to pay attention to story details, ask questions when they do not understand, and wait for their turn to express opinions.

Improvement of Early Childhood Communication Skills through Spin Tamadun

Communication during early childhood serves as a fundamental foundation that strongly influences language, social, and emotional development. Children who are able to communicate effectively can express ideas, feelings, and needs, as well as interact with peers and their surrounding environment (Kurnia et al., 2021). In the process of implementing Spin Tamadun, children demonstrated improvements in communication skills through several stages:

1. **Listening to Stories and Comprehending Meaning**

Children focused on listening to stories presented by the teacher after the spinner was rotated, such as the story of the Prophet Muhammad (peace be upon him) and Caliph Abu Bakr in Thawr Cave. This activity helped children enrich their historical vocabulary and understand the context of the story. Listening to stories also trained children to maintain focus, recognize new vocabulary, and understand cause-and-effect relationships within historical events.

2. **Retelling Stories Using Their Own Words**

Children attempted to retell the stories they had heard using their own language. For example: "The Prophet Muhammad and Abu Bakr hid in Thawr Cave because the enemies were chasing them." This activity trained children to construct sentences, increased their confidence in speaking, and expanded their vocabulary. This process also emphasized children's ability to relate the story to their own experiences, making communication more meaningful.

3. **Discussion and Questioning**

Children asked questions and responded to their peers, for example: "Why was the Ka'bah built by Prophet Ibrahim?" or "How were the Prophet and his companions safe inside the cave?" This process strengthened two-way communication, listening skills, and the ability to express ideas (Bakri et al., 2021). Through discussion, children learned to express opinions politely, listen to others, and build simple arguments, resulting in more complex communication skills.

4. **Nonverbal Expression and Social Interaction**

In addition to verbal communication, children displayed facial expressions, eye contact, and gestures that supported communication. This indicates an improvement in social interaction and children's self-confidence during communication. Consistent social interaction also fostered empathy and social skills, such as turn-taking, appreciating peers' opinions, and responding politely.



Figure 3. Learning Process Using the Spin Tamadun Game

Observational results over a one-month period showed significant changes. Before engaging with Spin Tamadun, children exhibited limited vocabulary, low participation frequency, and minimal social interaction. After several sessions, children's vocabulary increased, and they became more active in asking questions, responding to inquiries, and engaging in discussions with peers. These activities demonstrate that Spin Tamadun is effective in stimulating children's communication skills through enjoyable and meaningful learning methods (Aliyyah et al., 2025).

Table 1. Comparison of the Frequency and Quality of Children's Communication Before and After the Use of the Spin Tamadun Game

Communication Indicators	Before the Use of Spin Tamadun	After the Use of Spin Tamadun
Vocabulary Use	Limited vocabulary, dominated by basic words (approximately 100 words). Examples: ball, table, chair, mother, father.	Increased vocabulary with more varied words (approximately 150 words). Examples: hijrah, Ka'bah, companion, preaching, desert, mosque, sword, camel.
Participation in Discussion	Rarely asks questions, tends to listen more passively	More frequently asks questions and is more actively involved in discussions with peers
Quality of Responses to Questions	Responds with single words or remains silent	More frequently responds to questions using clearer and more meaningful sentences
Social Interaction (Nonverbal)	Rarely displays body expressions or eye contact	More frequently displays facial expressions and eye contact while speaking
Frequency of Participation in Discussion	3–4 times per session (on average)	6–7 times per session (on average)

Data were compiled based on observational results conducted over one month with four sessions at Islam Miftahul Jannah school, Ngaliyan, Semarang City

This table demonstrates a clear improvement across all communication indicators. Spin Tamadun not only enhances children's vocabulary but also significantly improves confidence, response quality, and social interaction. These findings are consistent with previous studies highlighting the effectiveness of interactive media in strengthening early childhood communication skills (Darmawati, 2022). Based on the research findings, Spin Tamadun is not merely a visual medium but an effective learning tool that plays a significant role in improving children's communication skills. The improvement in children's ability to use new vocabulary and their confidence in speaking and communicating during Spin Tamadun play activities aligns with the findings of (Ishtiaq Khan et al., 2021), who reported that the use of socially based interactive media, such as WhatsApp, can enhance vocabulary mastery, speaking skills, and communication confidence. The study by (Nikijuluw & Puspitasari, 2018) also shows that the PMI strategy is

effective in improving speaking ability because it provides students with opportunities to practice expressing opinions, listening, and responding to peers' ideas. Students engaged in play-based strategies demonstrated significantly higher speaking scores than those in the control group and were more confident and fluent in expressing their ideas. This principle is similarly reflected in the use of Spin Tamadun, where children are given opportunities to actively communicate through play and storytelling activities. Spin Tamadun supports experiential learning and social interaction, enabling children to practice sentence construction, respond to peers, and engage in social interaction within the context of Islamic History learning. Moreover, Spin Tamadun aligns with the principle of Qawlan Maysura in the Qur'an, which emphasizes delivering messages in a simple, enjoyable, and easily understood manner (Harahap, 2018). This medium creates a lively classroom atmosphere, fosters children's self-confidence, and allows communication to occur naturally and joyfully.

CONCLUSION

The use of the Spin Tamadun game in Islamic History learning creates a more lively classroom atmosphere and encourages children to speak with greater confidence. Through simple activities such as spinning the spinner, listening to stories, retelling them, and engaging in discussions, children become more confident in speaking, more active in responding to questions, and more capable of using a wider range of vocabulary in structured sentences. A conducive and enjoyable classroom environment further supports the development of harmonious social interactions, fosters self-confidence, and strengthens oral language skills. Thus, Spin Tamadun can be understood as a simple and contextual alternative learning medium that is capable of optimally supporting the development of children's communication skills.

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