



The Analysis of Utilizing Pinterest Application in Making Interactive Teaching-Learning Media for Early Childhood Students

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Abstract

This research aimed to discover the use of virtual pinboard applications in making learning media for early childhood. The method used is a qualitative research approach. The subjects to be studied were teachers who had used the virtual pinboard application to find inspiration in making media, totalling 10 teachers. Data collection techniques in this study were observation, documentation, and interviews using previously validated instruments. The results of the study show that by using virtual pinboard applications to inspire teachers, teachers can increase early childhood student enthusiasm for the learning process. The ideas that the teacher found while using the virtual pinboard application, in addition to being original, combine ideas that are triggered as a source of information to be adapted and adjusted to the teacher's abilities and existing resources to support teaching and learning activities in the classroom.

Keywords: Virtual Pinboard Applications, Learning Media, Learning Process



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INTRODUCTION

Technology advancements have made practically every field automatable. The way people live and interact with one another will radically change as a result of new technologies and methodologies that integrate the physical, digital, and biological worlds (Ansorida, 2022). Industry 4.0 has brought about a number of developments in daily life that have fundamentally altered how individuals carry out activities and have had a significant impact on the workplace, opening up opportunities for transformation across all industries. Education is one area that is influenced by technological developments (Zou, Kong, & Lee, 2021). Technological advances in the field of education underlie and encourage the ability of educators to continuously update and evaluate learning models, bearing in mind that education cannot be separated from the times. As a result, teachers must have qualified competence to carry out the changes that occur in some of these educational components (Al-hadithy & Ali, 2018).

Everyone now has a basic need for access to the media. owing to the demand for knowledge from many regions of the world and the need for entertainment, education, and information (Ni, Wang, & Liu, 2020). The world appears to be in their hands thanks to developments in technology and information and the growing sophistication of the products made by the sector. As so far obtained from traditional media, media functions have also become increasingly available on the internet. For example, television provides programs that aim to entertain the audience. The presence of YouTube provides a choice for watching audio-visual shows that compete with television programs (Khasanah, Asry, Medan, Latifah, & Malikussaleh, 2023). Not only that, the time provided and sources are unlimited and can be accessed anytime and anywhere, causing the presence of the internet and the media in it, such as social media, to become more dominant (Sadiman, 2012).

The current demand is for teachers to develop more innovative teacher-centered learning models in line with the new education paradigm. A number of interconnected factors, which are essentially divided into internal and external factors, have an impact on teachers' competency. Creativity is one of the deciding internal variables. For them to survive in the current of development, educators and early childhood students must be able to deal with various difficulties and possibilities. Here, teachers are evaluated on how professionally they handle lesson plans created with cutting-edge learning tools (Baniyah, Jannah, & Utama, 2023). Learning media is a tool that is used to facilitate the delivery of information during classroom instruction. Such things are a great help to teachers in the classroom and a way to keep students engaged and from getting bored while they are learning (Rochanah, 2021). In order to prevent students from becoming bored at school, learning using computer technology and similar learning media must be coordinated between the teacher and what effective learning methods are taught to students (Becker, 2007).

The usage of learning media in the teaching and learning process can also spark early childhood students' interest and passion for learning. In addition, it can motivate students to learn and even psychologically impact them. Additionally, the utilization of media can improve how well students comprehend academic material. Slides, photographs, graphics, and films are just a few examples of the media that are used as teaching aids. Computers are also a great tool for learning since they can be used to

record, process, and rearrange verbal and visual information. As a teaching tool, the media is also anticipated to give early childhood students real-world applications, inspire them to learn, and improve their assimilation and retention of what they have learned. Teachers must be able to use the resources offered by the school for learning media to flourish, and it's likely that these resources align with current trends and expectations (Kustandi & Sutjipto, 2016).

Media for instruction can support early childhood student learning, which is anticipated to be successful to some extent in terms of student learning outcomes. The following justifies the use of teaching media in the education of students: Teaching draws in more students' attention to increase their excitement for learning; as a result, students will better understand the teaching materials and grasp the day's learning objectives. There is a greater variety of instructional techniques. Students engage in more learning activities because they do more than just listen to the teacher explain things; they also watch videos, sketch, do, and demonstrate. Many schools continue to focus solely on cognitive factors without considering student learning issues. Early childhood students that engage in such learning become more disinterested and unmotivated to learn in the classroom (Farhan & Kurniati, 2022).

Fostering teacher innovation is one of the issues the education sector faces now. Student learning is largely motivated by the teacher's inventiveness during the teaching and learning process. The progress of education requires a high level of creativity from teachers. Creativity in learning is very important; therefore, teachers are required to show their creative side in processing effective, efficient, and creative learning activities. Suppose this has to do with the instructor's creativity. In that case, the teacher in question may come up with a teaching method that is entirely new and original (originally his own conception) or it may be a modification of a number of current methods to make a new form. Teachers require motivation to aid them in developing a teaching plan (Kamaruddin et al., 2023). Teachers can adopt teaching strategies that are commonly applied in schools, or they can develop and modify new strategies and then adapt them to the situation at school. Besides that, in this modern era, teachers are also facilitated by accessing information via the internet as a means of finding inspiration (Nata, 2019).

When compared to looking for information on the pages of books at the library, access to information via the internet is quicker. The internet has become an instant choice and the fastest means for teachers to find inspiration for making learning media. Users can type in keywords for the material to be searched for, and then the Google page will provide options for users to search further (Pentury, 2017). According to the poll, 92.6% of Indonesian students are internet users. Students who are aspiring instructors are still not fully utilizing the internet to support their studies. According to the survey, only 9.6% of internet usage is for educational purposes. This is a very low percentage when compared to other uses of the internet, such as social media (18.9%), chat applications (24.7%), finding information for the workplace (11.5%), and other activities like playing online games (6.5%), looking for news in online media (5.5%), watching movies and videos (5%), and other activities (22.6%) (Schoper, 2015).

These statistics show that there is still little internet use in education for the purpose of learning. This presents an opportunity to introduce technology into the field of education, including institutions of higher learning, with the goal of improving

student learning outcomes. Education must constantly adapt to technological advancements in order to raise the standard of instruction, particularly when it comes to changes in how information and communication technology is used. It is impossible to separate improving education quality from tertiary institutions' function as one of the educational objectives' implementers. The learning process that students engage in inside and outside the classroom helps schools fulfill this duty by supporting teaching and learning activities. Therefore, tertiary institutions must carry out and execute science- and technology-based innovations and discoveries that engage lecturers to enhance the learning process. Due to a lack of knowledge and awareness of using technological media and uncertainty about their capacity to use technology, most instructors still do not employ information and communication technology for teaching to its fullest potential (Schroeder et al., 2019).

Only 40% of teachers, according to the PUSTEKKOM survey results, are technologically prepared. This makes teachers reluctant to use technology in learning media; in other words, the teacher still maintains his teaching style with conventional methods. Learning using conventional methods tends to make learning activities boring because the learning atmosphere is less attractive, and students tend to find it difficult to focus on the learning process. This situation does not encourage students to be creative and develop (Kamaruddin et al., 2023). Students less like this conventional teaching style. Therefore, the role of the teacher in utilizing information and communication technology needs to be continuously developed. In line with this, the researcher chose Pinterest as one of the social media sites to find teacher inspiration for making creative and innovative learning media. The first emergence of social media stemmed from the idea of connecting people from all parts of the world. This idea was developed so that people who do not know each other could know each other. The presence of social media for the first time began with the emergence of SixDegrees.com in 1997 as the first social media site in the world. In 1999 and 2000, social media sites Lunarstrom, Live Journal, and Cyword emerged with a one-way information system. In 2003, other social networking sites began to emerge with various categories, such as Flickr, Youtube, MySpace, and Pineterest (Wilkinson & Tech, 2013).

Pinterest is a social media-based photo-sharing service. A virtual pinboard is a service that helps you collect scattered ideas in cyberspace. The virtual pinboard has a variety of interesting content ideas to help users find inspiration in the projects they are working on. Suppose the virtual pinboard is used to find teacher inspiration in making instructional media. In that case, the teacher can use the virtual pinboard application to find fresher and more innovative learning media ideas simply by searching for keywords related to the media or the type of activity to be designed. Generally, users of Pinboard have many different boards, each focused on a specific topic or theme. Users can embed the ideas obtained into the "grub boards" to be saved and then accessed again if they need the idea one day. In its implementation, teachers can use ideas obtained from the Virtual Pinboard application to adapt it to the school climate when making learning media (Yunus, 2014).

Currently, the role of the teacher is important in learning, especially professional competence, which includes mastery of learning material and utilizing technology to make something that attracts students' attention. Social media can facilitate collaboration, leverage collective intelligence, and encourage users to

participate according to their abilities, interests, and needs. The Pinboard Virtual application as a social networking platform also encourages users to participate via pins made by fellow users (Nata, 2019). Once created, other users can discover pins via keyword searches, saved to similar collections of pins called boards, liked, or commented on. These features make it easier for users to collaborate with other users who have the same interests.

METHODOLOGY

Researchers in this study took a qualitative approach while using a descriptive research methodology. Researchers can find the sources of data they utilize by using both secondary and primary data. In order to gather data for this study, observation, interviews, and documentation were used. Validity and reliability tests were used in this study to assess the data's validity. while a triangulation strategy can be used for the data checking technique. This study chose to use the data analysis model according to Miles and Huberman (Miles, M. B., Huberman, A. M., & Saldana, 2018). In this study, researchers can reduce the amount of data on findings from observations and interviews that have been carried out by summarizing and selecting important and appropriate data so that they can focus on continuing the next process. Presentation of the data carried out in this study by displaying the results of the data obtained by researchers regarding the teacher's ability to create learning media through virtual pinboard social networks. Concluding is the last step of a series of qualitative data analyses on the Miles and Huberman model. Researchers can verify the data by drawing conclusions. Usually, this conclusion is in the form of a description of an object. The outcomes of this study's data analysis will be used to judge how well teachers can produce learning material using a virtual pinboard network.

RESULTS AND DISCUSSION

Learning media is urgent at this time to support learning activities that will take place in such a way as to attract the attention of early childhood students. The virtual pinboard application is a service that helps you collect scattered ideas in cyberspace. The virtual pinboard app is a visual discovery tool that can be used to come up with ideas for your projects and interests. The virtual pinboard application has a variety of interesting content ideas to help users find inspiration in the projects they are working on. Suppose the virtual pinboard application is used as a means to find teacher inspiration in making learning media. In that case, teachers can use the virtual pinboard application to find fresher and more innovative learning media ideas simply by searching for keywords related to the media or the type of activity to be designed.

Virtual pinboard applications are currently dominated by educators who want interesting learning that suits their needs. This requires a person's ability to make or create something that can affect the development of technology, which is very, very fast. This is reinforced by previous research that used the virtual pinboard application as a platform for them to find inspiration in designing studio assignments. The information obtained by architecture students when looking for references on a virtual pinboard application platform is in the form of practical visual information without regard to copyright. They enter keywords to bring up related designs, for example, kitchen. The virtual pinboard application will display kitchen designs in image format.

Social media can bring long distances closer and closer; strangers can become acquaintances. This is because social media is a communication medium in the current era of globalization that can easily and quickly change lifestyles and human behavior. This is the social media that educators use to attract students' attention, namely Instagram, Facebook, Twitter, Tiktok, and finally, the virtual pinboard application.

The virtual pinboard application can help teachers be more creative and effective in their instruction, particularly when social media is included as a learning tool. The teacher can use social media to promote their lifestyle and their job, particularly in learning, after teaching kindergarten-aged children. Teachers may learn more about the features and offerings on Facebook, Instagram, Tiktok, and the digital pinboard app. Online media, such as virtual pinboard applications and other online media, are sources that are usually used as media for inspiration and references in their work, which design early childhood students then develop according to their needs. The pinboard virtual app is a visual discovery engine for finding ideas like recipes, homes, style inspiration, and more. Users can upload photos or images that can be put into categories that can be customized. In accordance with its function as an intermediary for discovery or for developing ideas presented to its users, it can cause users affected by exposure to visual ideas in the virtual pinboard application to limit themselves in developing ideas for their work. The benefit of the virtual pinboard application is that it makes it easier to find ideas in the development of learning media when you don't have any by storing them with the various references needed or collecting more so that they can be selected. So, in this case, the more ideas users collect from the virtual pinboard application, the more influence and choices can be made to create something new.

The virtual pinboard application is a source of information that facilitates learning and attracts students' attention with a variety of options that present a variety of content in the form of images and videos that are appropriate for the learning of children aged 3-6 years, making it easier because with short keywords you can easily find suitable ideas. Learning media is a component of education that is crucial to teaching and learning processes (Maftutah, Jannah, & Utama, 2021). In this instance, the goal is essentially to maximize learning. Every learning activity that captures the teacher's attention should incorporate media usage. In order to maximize the learning that will occur, the teacher's role is necessary. The involvement of teachers in the creation of educational media can undoubtedly draw students' attention or spark additional activities. Of course, the teacher must be aware of the qualities of the students when creating the learning materials and must modify them accordingly. The use of learning media by teachers mostly still uses traditional learning media; on the other hand, they rarely use digital learning media, one of which is the virtual pinboard application, in which we can find ideas according to what is needed. With the presence of this virtual pinboard application, it makes it easier for teachers to create learning media that attracts the attention of early childhood students, who are not easily bored, of course, with cute icons.

Pinboard is a virtual application that provides information and ideas for teaching and learning activities. With the virtual pinboard application, teachers don't need to worry about running out of interesting and interactive ideas for processing classroom teaching and learning activities. Given the nature of teachers who are constantly learning and teachers who are not tired of exploring their creativity, the

virtual pinboard application can be a means for teachers to explore and process student learning resources so that activities don't seem stiff and boring. Teachers can exchange ideas and opinions with other teachers worldwide, although it is possible for teachers to use international languages as keywords to search for certain activities.

CONCLUSION

Using a virtual pinboard application as a source of inspiration ever since. Teachers are looking for various inspirational examples of learning media in the virtual pinboard application by utilizing existing features. The features that teachers often use are Pins, which can be saved into various categories called boards, Save to save ideas to internal storage, and Share to be shared among teachers. The teacher's ability to process, develop, and create learning media is needed so that early childhood students can more easily understand the material. Teachers are expected to continue to adapt to the times as access to information expands learning materials. The virtual pinboard application has helped teachers hone their creativity from the resulting image ideas contained in the virtual pinboard application when making learning media. In the interview results, the teacher stated that early childhood students became more interested in learning media that came from the virtual pinboard application. So that by using the virtual pinboard application as a means of inspiring teachers, teachers are able to increase early childhood student enthusiasm in the learning process. The ideas that the teacher found while using the virtual pinboard application, in addition to being original, combine ideas that are triggered as a source of information to be adapted to the teacher's abilities and existing resources to support teaching and learning activities in the classroom.

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