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The influence of Educational Game Media on Kinesthetic Learning Styles in Early Childhood

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Abstract

This study aims to examine the impact of the use of educational game media on kinesthetic learning styles in early childhood. The study uses a quantitative research method with an explanatory research approach. The research was conducted at RA Al-Jazila with a population of 99 students and a sample size of 20 from class B4. The sampling technique used was probability sampling with simple random sampling, while the instruments used were questionnaires and tests. The data analysis requirement tests included normality testing using the Kolmogorov-Smirnov test and linearity testing, with hypotheses tested using correlation and regression analysis assisted by SPSS version 26. This study concludes that Educational Game Media has a significant effect on Kinesthetic Learning Styles in Early Childhood. Therefore, the use of educational game media is highly recommended in early childhood education, especially to support kinesthetic learning styles. This study also provides recommendations for teachers, educational institutions, and future researchers to develop innovations in the use of educational game-based learning media. Future researchers could explore more specific types of educational games or integrate digital technologies to improve learning effectiveness.

Keywords: *Educational Game Media, Kinesthetic Learning Style, Early Childhood*

INTRODUCTION

Early childhood education is a fundamental process in the development of a child's character and potential (Achmad et al., 2022; Wulandari, 2022; Yenti & Maswal, 2021). At this stage, children experience rapid development in physical, cognitive, emotional, and social aspects. Therefore, teaching methods and learning media need to be specifically designed to meet their developmental needs. Educational game media is one effective option to create an enjoyable learning environment while fostering active engagement in children (Andriani et al., 2023). Moreover, this media has the potential to accommodate various learning styles in children, including kinesthetic learning styles, which tend to require physical activity and direct exploration (Al Ayyubi

et al., 2024). However, it is important to scientifically evaluate the extent to which educational game media can influence the kinesthetic learning styles of early childhood children so that it can be optimally implemented in an educational context.

Kinesthetic learning style refers to an individual's preference for learning through physical activity, interaction with objects, and direct participation in the learning process (HS, 2023; Lutfirohmatika & Faninda, 2021; Pramesti & Ratnadi, 2020; Rinca et al., 2023; Supit, Meiske Maythy Lasut, et al., 2023; Supit, Melianti, et al., 2023; Yusliani et al., 2023). Children with this learning style often show a high interest in activities involving body movement, such as playing, dancing, or experimenting with objects around them (Anjarweni et al., 2024; HS, 2023; Saputri et al., 2024). In the context of early childhood education (ECE), children with kinesthetic learning styles require a different approach compared to children with visual or auditory learning styles (Khasinah & Elviana, 2023; Yusliani et al., 2023). Educational game media becomes one of the solutions to support this learning style, as it is designed to provide an active and interactive learning experience (Amaliah et al., 2024). However, there are still challenges in designing games that are truly relevant to the kinesthetic development needs of children, especially in learning environments that tend to still be oriented toward traditional methods.

Previous research has shown that the use of educational game media has a positive impact on various aspects of child development, such as the improvement of fine motor skills, cognitive abilities, and emotional involvement in learning (Andari & Anadhi, 2023; Sinaga & Sinambela, 2023; Sukmawati & Anadhi, 2023). This media not only functions as a means of play but also as a tool to explore new concepts and build fundamental skills. For example, games such as puzzles, building blocks, or physical activity-based props can help stimulate the development of children's hand-eye coordination and enhance their problem-solving abilities (Abarua, 2022; Nini, 2021). However, studies that specifically examine the impact of educational game media on kinesthetic learning styles in early childhood are still limited. This opens opportunities for further research to explore the potential of this media in supporting the learning needs of children with diverse learning styles.

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This study aims to examine the impact of using educational game media on kinesthetic learning styles in early childhood. In addition to contributing theoretically to the field of early childhood education, this study also provides practical benefits for educators and education practitioners (Tamphu et al., 2024). By understanding the connection between educational game media and kinesthetic learning styles, this study is expected to encourage the creation of more inclusive and effective learning strategies. The findings of this study are also expected to serve as a reference in curriculum development and the provision of learning resources in early childhood education institutions. Thus, this study plays an important role in efforts to improve the quality of early childhood education, especially in supporting the diversity of children's learning styles.

METHOD

This study uses a quantitative research method with an explanatory research approach (Sugiyono, 2021). The purpose of this study is to describe the relationship and cause-and-effect influence between the independent and dependent variables, which in this case are Educational Game Media and Kinesthetic Learning Styles in Early Childhood. Therefore, the study used is a causal-correlational study. A causal-correlational study is a method used to examine the relationship or influence between independent and dependent variables, referred to as variables X and Y, without direct manipulation. This research was conducted at RA Al-Jazila, with a population of 99 students and a sample size of 20 from class B4. The formula for sampling is as follows.

$$n = \frac{N}{1 + Ne^2}$$

The sampling technique used is probability sampling with a simple random sampling technique, while the instruments used are questionnaires and tests. The data analysis prerequisites consist of normality testing using Kolmogorov-Smirnov and linearity testing, with the hypotheses being tested using correlation and regression analysis assisted by SPSS version 26. If the data is normally distributed, the data analysis continues with Pearson's correlation test, followed by regression analysis to predict the

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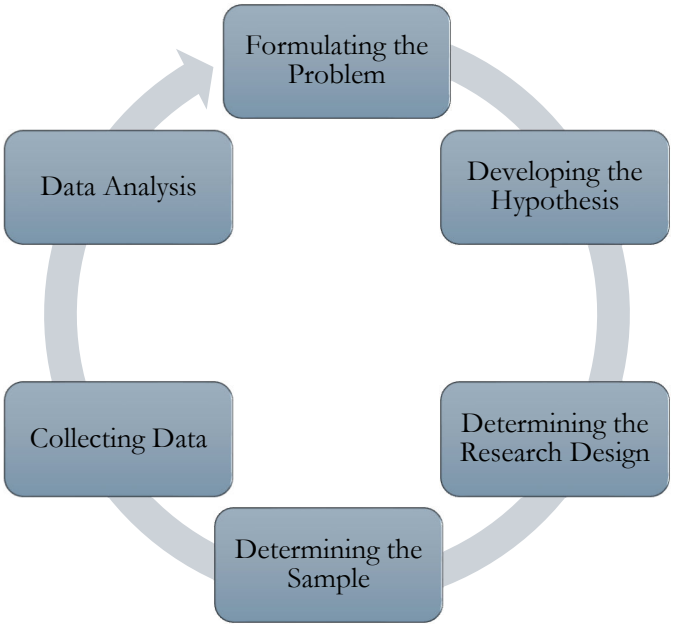
dependent variable based on the independent variable (Arnani, 2024; Setyawan et al., 2021; Wulansari, 2023). However, if the data is not normally distributed, the analysis proceeds with Spearman's correlation test without conducting regression analysis.



Picture 1. Steps in Research Design

RESULTS AND DISCUSSION

Results

Normality testing is performed to determine whether the obtained data comes from a normally distributed population or not, as this is a requirement for inferential statistical testing. In this case, the researcher used the Kolmogorov-Smirnov test for normality.

Table 1. Normality Test Output

		Statistic	Sig.
Value	Educational Game Media	.119	.200*
	Kinesthetic Learning Style	.153	.200*

sed on the data in Table 1 above, the significance value for Educational Game Media and Kinesthetic Learning Style in Early Childhood is 0.200. From this data, it can be concluded that the significance value is greater than 0.05, so according to the decision

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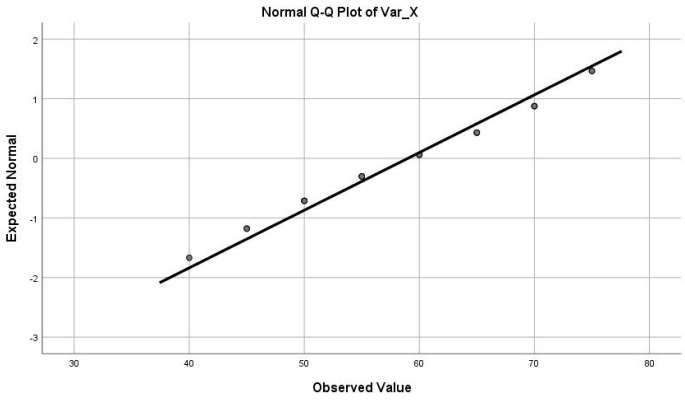
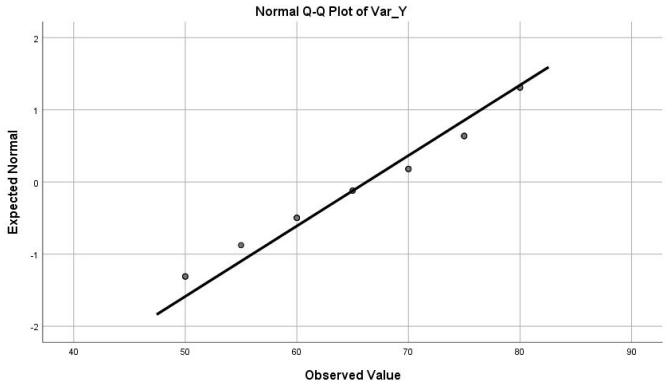
criteria, H7 is accepted. Therefore, it can be concluded that the data is normally distributed.



Picture 2. Normal Q-Q Plot Var_X



Picture 3. Normal Q-Q Plot Var_Y

In the Normal Q-Q Plot of Educational Game Media and Kinesthetic Learning Style in Early Childhood, the data points are spread around the diagonal line and are close to the diagonal line. Therefore, the data can be considered normally distributed. To examine the strength of the relationship, the correlation value is as follows.

Table 2. Correlations

	Var_X	Var_Y

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Educational Game Media	Pearson Correlation	1	.920**
	Sig. (2-tailed)		.000
Kinisthetic Learning Style	Pearson Correlation	.920**	1
	Sig. (2-tailed)	.000	

Based on the data in Table 3 above, the significance value for Educational Game Media and Kinesthetic Learning Style in Early Childhood is 0.000. From this data, it is obtained that the significance value is less than 0.05, so according to the decision criteria, H7 is rejected. Therefore, it can be concluded that Educational Game Media has an effect on Kinesthetic Learning Style in Early Childhood

Table 3. Correlation Value

Correlation Coefficient Interval	Relationship Strength
0,00 – 0,19	Very low
0,20 – 0,39	Low
0,40 – 0,59	Moderate
0,60 – 0,79	Strong
0,80 – 1,00	Very Strong

Meanwhile, the value of the Correlation Coefficient is 0.920, which falls within the interval of 0.80-1.00. According to the interpretation guidelines in Table 3, it can be said that the relationship between Educational Game Media and Kinesthetic Learning Style in Early Childhood is very strong. From the Correlation display, it is also evident that the variables Educational Game Media and Kinesthetic Learning Style in Early Childhood are significantly correlated.

Table 4. Model Summary

Model	R Square
1	.846

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Based on the data in Table 4 above, the R Square value or the Coefficient of Determination, which indicates how well the regression model formed by the interaction between Educational Game Media and Kinesthetic Learning Style in Early Childhood, is 0.929 or 92%. This can be interpreted as Educational Game Media having a 92% influence on Kinesthetic Learning Style in Early Childhood, with the remaining 8% influenced by other factors outside of Kinesthetic Learning Style in Early Childhood.

Table 5. ANOVA[a]

Model		df	Mean Square	F	Sig.
1	Regression	1	1685.961	98.598	.000[b]

Based on the data in Table 5 above, the significance value for regression is 0.000. From this data, it is obtained that the significance value is less than 0.05, so based on the decision criteria, H^o is rejected. It can be concluded that the linear regression equation model meets the linearity criteria, and thus, the regression model can be used to predict the independent variable and the dependent variable, namely Educational Game Media and Kinesthetic Learning Style in Early Childhood.

Tabel 6. Coefficients[a]

Model		Unstandardized Coef.		Sig.
		B	Std. Error	
1	(Constant)	12.482	5.493	.000
	Media Permainan Edukatif	.911	.092	.000

Based on the data in the Coefficients display, the constant coefficient and the variable coefficient in the Unstandardized Coefficients B column, the regression equation model is Y = 12.481 + 0.911X. Thus, it can be stated that if the value of Educational Game Media is zero, the Kinesthetic Learning Style in Early Childhood will be 12.481, with a regression coefficient of 0.911, meaning that if the value of Educational Game Media increases by one unit, the Kinesthetic Learning Style in Early Childhood will increase by 1.633. Furthermore, from the data, it is obtained that the significance value is less than 0.05, so based on the decision criteria, H^o is rejected, and

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it can be concluded that Educational Game Media has a significant effect on the Kinesthetic Learning Style in Early Childhood.

Discussion

The normality test using the Kolmogorov-Smirnov method showed that the data obtained follow a normal distribution, with a significance value of 0.200. This value is greater than 0.05, so the null hypothesis (H0) is accepted. This indicates that the data meet the requirements for further inferential statistical analysis. Visualization through the Normal Q-Q Plot diagram also supports this conclusion, with the data points scattered around the diagonal line, indicating a normal data distribution. To examine the relationship between Educational Game Media and Kinesthetic Learning Style in Early Childhood, correlation analysis was performed. Based on the analysis results, the correlation coefficient of 0.920, which falls within the 0.80-1.00 range, indicates a very strong relationship between the two variables. The significance value of 0.000, which is smaller than 0.05, provides evidence that this relationship is statistically significant.

The influence of Educational Game Media on Kinesthetic Learning Style was analyzed through simple linear regression. The coefficient of determination (R2) value of 0.929, or 92%, shows that Educational Game Media contributes significantly to Kinesthetic Learning Style, while the remaining 8% is influenced by other factors. The obtained regression equation model is:

$$Y = 12.481 + 0.911X$$

This model indicates that if Educational Game Media has a value of zero, the Kinesthetic Learning Style in Early Childhood will have a baseline value of 12.481. Additionally, every one-unit increase in Educational Game Media will increase the Kinesthetic Learning Style by 0.911 units. The significance value of the regression of 0.000, which is smaller than 0.05, indicates that this linear regression model is significant and can be used to predict the effect of Educational Game Media on Kinesthetic Learning Style. This is in line with Gardner's Theory of Multiple Intelligences, where children have various types of intelligence, one of which is kinesthetic intelligence related to physical and motor skills (Nurhikmah, 2024).

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Kinesthetic learning requires children to learn by engaging in physical activities and body movements, which are often carried out through educational games that involve physical movements. In addition, the Constructivist Theory developed by Piaget and Vygotsky explains that children learn most effectively when they are involved in active and interactive activities (Nursalam., Nurhikmah., & Purnamasari, N, 2019). Educational game media are designed to provide enjoyable learning experiences that engage the whole body, making them suitable for the characteristics of young children who tend to prefer learning through direct experiences and physical activities (Murharyana et al., 2024; Mutaqin et al., 2024; Pancawardana et al., 2023; Sabarudin et al., 2023).

Through this approach, children not only receive information passively but actively construct knowledge through interactions with their surrounding environment, which in this case, is through play (Nurhikmah, Indo Santalia, 2023). In this context, well-designed educational games will help stimulate the children's kinesthetic abilities and reinforce their understanding of the concepts being taught. Therefore, although the regression model shows a significant relationship, it is important to continue considering the influence of other external factors, such as learning motivation, social environment, and the quality of interactions between teachers and children, which may moderate or strengthen the results obtained from using educational game media.

Overall, the research findings indicate that Educational Game Media has a significant effect on Kinesthetic Learning Styles in Early Childhood. This study provides empirical evidence that educational game-based learning media is not only relevant but also effective in facilitating the learning needs of children with kinesthetic learning styles.

CONCLUSION

This study shows that Educational Game Media has a significant impact on Kinesthetic Learning Styles in Early Childhood. The normality test using the Kolmogorov-Smirnov method shows that the data is normally distributed with a significance value of 0.200. This meets the requirements for further inferential

statistical analysis, providing a strong foundation for testing the relationship between the two variables. The correlation analysis shows a very strong relationship between Educational Game Media and Kinesthetic Learning Style, with a correlation coefficient value of 0.920. This relationship is statistically significant with a significance value of 0.000, which is well below the critical threshold of 0.05. These findings suggest that Educational Game Media can support the kinesthetic learning style needs of early childhood children. The simple linear regression results reveal that Educational Game Media contributes 92% to Kinesthetic Learning Style, as indicated by the R2 value of 0.929. The regression equation model Y=12.481+0.911X shows that every one-unit increase in Educational Game Media can increase Kinesthetic Learning Style by 0.911 units.

Overall, this study reinforces the importance of integrating educational game media into early childhood education, particularly in supporting the development of kinesthetic learning styles. This media not only enhances children's active participation in learning activities but also strengthens the learning process with an approach that matches their developmental characteristics. This study provides a foundation for future research that could explore other factors influencing kinesthetic learning styles in early childhood. Future researchers could explore more specific types of educational games or integrate digital technologies to improve learning effectiveness.

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