

ABSTRAK

Nubatonis, Yudeleta L. (2026), *Pengaruh Media Pembelajaran Digital Interaktif Terhadap Kemampuan Pra Membaca Dan Kemampuan Literasi Anak Kelompok B Di PAUD Buin Noni*. Tesis, Pendidikan Anak Usia Dini, Program Pascasarjana, Universitas Pendidikan Ganesha. Tesis ini telah mendapat persetujuan dan ditelaah oleh Pembimbing I: Dr. Gede Wira Bayu, S.Pd., M.Pd. serta Pembimbing II: Dr. Putu Aditya Antara, S.Pd., M.Pd.

Kata-kata kunci: *digital interaktif, kemampuan pra membaca, kemampuan literasi, media pembelajaran*

Penelitian ini memiliki tujuan untuk menganalisis pengaruh antara: (1) media pembelajaran digital interaktif terhadap kemampuan pra membaca, (2) media pembelajaran digital interaktif terhadap kemampuan literasi, serta (3) kemampuan literasi terhadap kemampuan pra membaca anak Kelompok B di PAUD Buin Noni. Penelitian ini mengadopsi pendekatan kuantitatif dengan populasi dalam penelitian ini mencakup peserta didik kelompok B gugus II Kecamatan Kota Soe tahun ajaran 2025/2026, dengan total 30 peserta didik yang tersebar di PAUD Buin Noni. Penentuan sampel dilakukan melalui purposive sampling rumus *Pearson Product Moment*.

Hasil penelitian menunjukkan bahwa: (1) ditemukan perbedaan yang signifikan antara skor pretest dan posttest kemampuan pra membaca pada kelompok eksperimen dan dari hasil uji Paired Sample t-test dengan hasil analisis memperoleh nilai $t(14) = -9,246$ dengan Sig. (2-tailed) = 0,000 ($p < 0,05$), hal ini menunjukkan bahwa pra membaca pada kelompok eksperimen meningkat signifikan secara statistik; (2) ditemukan perbedaan pada kemampuan literasi anak antara kelompok eksperimen dan kelompok kontrol setelah perlakuan diberikan dengan melihat hasil Independent Sample t-test yang menunjukkan nilai $t = 8,227$ dengan $df = 28$ dan Sig. (2-tailed) = 0,000. Karena nilai signifikansi lebih kecil dari 0,05 ($0,000 < 0,05$); (3) media pembelajaran digital interaktif berpengaruh secara signifikan setelah dilakukan uji MANOVA dengan faktor kelompok sebesar 0,249 dengan nilai $F(2,27) = 40,612$ dan nilai signifikansi sebesar 0,000 ($p < 0,05$);. Hasil ini memperlihatkan bahwa media digital interaktif membantu anak membangun pemahaman mengenai huruf melalui pengalaman belajar yang aktif. Berdasarkan hasil tersebut bahwa media pembelajaran digital interaktif berpengaruh terhadap kemampuan pra membaca dan kemampuan literasi anak kelompok B di PAUD Buin Noni.

ABSTRACT

Nubatonis, Yudeleta L. (2025), *The Influence Of Interactive Digital Learning Media On Pre-Reading Skills And Children's Literacy Skills Of Group B At Buin Noni Early Childhood Education*. Thesis, Early Childhood Education, Postgraduate Program, Universitas Pendidikan Ganesha.

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Keywords: *interactive digital learning media, pre-reading skills, literacy skill, early childhood education.*

This study aimed to analyze the effects of: (1) interactive digital learning media on pre-reading skills, (2) interactive digital learning media on children's literacy skills, and (3) literacy skills on the pre-reading skills of Group B children at Buin Noni Early Childhood Education. This research employed a quantitative approach. The population consisted of all Group B students in Cluster II of Soe District during the 2025/2026 academic year, comprising a total of 30 children enrolled at Buin Noni Early Childhood Education. The sample was selected using purposive sampling, and the research instruments were validated using the Pearson Product-Moment correlation formula.

The findings revealed that: (1) there was a statistically significant difference between the pretest and posttest scores of pre-reading skills in the experimental group. The Paired Samples t-test yielded a value of $t(14) = -9.246$ with Sig. (2-tailed) = 0.000 ($p < 0.05$), indicating a significant improvement in the pre-reading skills of children in the experimental group; (2) there was a significant difference in children's literacy interest between the experimental and control groups after the intervention. The Independent Samples t-test produced $t = 8.227$, $df = 28$, and Sig. (2-tailed) = 0.000. Since the significance value was lower than 0.05 ($0.000 < 0.05$), the difference was statistically significant; and (3) interactive digital learning media had a significant effect, as demonstrated by the MANOVA results, with a group effect of 0.249, $F(2, 27) = 40.612$, and a significance value of 0.000 ($p < 0.05$). These findings indicate that interactive digital media help children develop an understanding of letters through active learning experiences. Based on these findings, it can be concluded that interactive digital learning media have a significant effect on the pre-reading skills and literacy skills of Group B children at Buin Noni Early Childhood Education.