PENGEMBANGAN MEDIA *GAME* BERBASIS *EDUCANDY* UNTUK MENSTIMULASI KEMAMPUAN LITERASI AWAL ANAK PADA KELOMPOK B TK SARASWATI TABANAN

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ABSTRAK

Riset ini berangkat dari minimnya keragaman perangkat ajar berbasis teknologi guna merangsang literasi awal peserta didik di TK Saraswati Tabanan. Sasaran studi ini mencakup: (1) memaparkan rancang bangun media *game* berbasis *Educandy*, (2) menguji kelayakan media *game* berbasis *Educandy*, serta (3) menganalisis efektivitas media *game* berbasis *Educandy* dalam merangsang literasi awal anak. Riset pengembangan ini mengacu pada model ADDIE (*analyze, design, development, implementation, evaluation*). Pengujian efektivitas melibatkan 29 peserta didik kelompok B. Penjaringan data memanfaatkan kuesioner dan lembar pengamatan, lalu diolah melalui analisis deskriptif kuantitatif serta statistika inferensial. Temuan studi membuktikan bahwa: (1) produk media *game* berbasis *Educandy* tuntas dirakit mengikuti lima fase ADDIE; (2) uji kelayakan meraih skor 100,00% dari pakar rancang bangun, 100,00% dari pakar isi pembelajaran, 100,00% dari pakar desain instruksional, 94,23% dari pakar media pembelajaran, 90,63% pada uji perorangan, serta 92,71% pada uji kelompok kecil, yang seluruhnya berkualifikasi sangat baik dengan rerata empat validasi pakar sebesar 98,56%; dan (3) rerata skor literasi awal bergerak naik dari 54,02 saat *pre-nontest* menjadi 87,07 saat *post-nontest*. Pengujian normalitas Shapiro-Wilk atas selisih skor menghasilkan $W = 0{,}956$ dan $p = 0{,}254 > 0{,}05$. Analisis *paired samples t-test* menunjukkan $t(28) = -12{,}881$ dan $p < 0{,}001$ sehingga H_0 ditolak dan H_1 diterima. Simpulannya, media *game* berbasis *Educandy* terbukti sangat layak dan efektif pada uji coba terbatas guna merangsang kemampuan literasi awal peserta didik kelompok B TK Saraswati Tabanan.

Kata kunci: *Educandy, literasi awal, anak usia dini, ADDIE*

THE *DEVELOPMENT* OF *EDUCANDY*-BASED *GAME* MEDIA TO STIMULATE EARLY LITERACY SKILLS OF GROUP B CHILDREN AT TK SARASWATI TABANAN

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ABSTRACT

The scarcity of diverse technology-assisted instructional tools for fostering children's early literacy at TK Saraswati Tabanan prompted this study. Specifically, this research sought to: (1) delineate the structural design of *Educandy*-based *game* media, (2) assess the product's feasibility, and (3) evaluate its effectiveness in enhancing early literacy skills. This development study adopted the five-stage ADDIE framework (*analyze, design, development, implementation, evaluation*). Twenty-nine Group B learners participated in the effectiveness evaluation. Empirical data were gathered via questionnaires and observation rubrics, then processed using quantitative descriptive and inferential statistics. Findings reveal that: (1) the *Educandy*-based *game* media was systematically built across the five ADDIE phases; (2) feasibility evaluations achieved 100.00% from the structural design specialist, 100.00% from the content specialist, 100.00% from the instructional design specialist, 94.23% from the media specialist, 90.63% in the one-to-one trial, and 92.71% in the small-group trial—all categorized as very good with an expert validation mean of 98.56%; and (3) the mean early literacy score rose from 54.02 on the *pre-nontest* to 87.07 on the *post-nontest*. The Shapiro-Wilk normality check on paired differences produced $W = 0.956$ and $p = 0.254 > 0.05$. The *paired samples t-test* indicated $t(28) = -12.881$ and $p < 0.001$, rejecting H_0 and accepting H_1. Accordingly, the *Educandy*-based *game* media is highly feasible and effective within this limited trial for fostering early literacy among Group B learners at TK Saraswati Tabanan.

Keywords: *Educandy, early literacy, early childhood, ADDIE*