Proceedings Series on Social Sciences & Humanities, Volume 25
Proceedings of International Conference on Social Science (ICONESS)
ISSN: 2808-103X

The Effect of Tasuka Video on Pre-Reading Interest and Curiosity Character in Group B3 Students of TK Pertiwi DWP Setda Banjarnegara

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ARTICLE INFO

Article history:

DOI:
10.30595/pssh.v25i.1737

Submited:
July 22, 2025

Accepted:
August 11, 2025

Published:
August 24, 2025

Keywords:

Tasuka Video; Pre-Reading Interest; Curiosity; Learning Outcomes

ABSTRACT

This study aims to determine the influence of Tasuka's video on pre-reading interest and curiosity character in B3 group students of Pertiwi Kindergarten DWP Banjarnegara Secretariat. The research method used was an experiment with a pre-experimental design with a single control group. The research sample consisted of 30 people who were divided into two groups, namely the experimental group (n=15) and the control group (n=15). The experimental group was given the treatment of watching Tasuka's videos for 15 minutes every day for 2 weeks, while the control group was not given the treatment. Data were collected using observations, field records and documentation. The results showed that there was a significant difference between the experimental group and the control group in terms of pre-reading interest and curiosity character. The experimental group showed increased pre-reading interest and higher curiosity characteristics compared to the control group. This shows that Tasuka's video has a significant influence on pre-reading interest and curiosity character in the B3 group of Pertiwi Kindergarten DWP Banjarnegara Secretariat.

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1. INTRODUCTION

Interest in reading is very important in the development of students, especially in the field of Language, namely Reading at the Kindergarten Education level. Deep (IPA, 2024) Learning to read kindergarten children is very important because it has many benefits, including: improving language skills, developing thinking, fostering creativity, and preparing children for academic success in the future. In addition, learning to read from an early age can also help children to more easily adapt to the social and emotional environment. Reading is one of the important skills that must be possessed by early childhood. Reading opens the gates of knowledge and improves children's critical thinking, imagination, and creativity. Deep (Rizaty, 2024)Based on the final report of the study of the reading preferences of the Indonesian people issued by the National Library (Perpusnas), the reading preference level (TGM) of the Indonesian people is 66.77 points in 2023. In it is mentioned that a strong interest in reading forms an important basis for the success of a student's education, by developing an interest in reading from an early age we provide a strong foundation for lifelong learning. deep (Romanti, 2024)(hutapea, 2019)

It is mentioned that the factors that cause such low interest in reading to children are: a). Parents do not realize that reading from an early age is important. Parents often think that childhood is a playtime so their childhood is spent playing with peers. B). School libraries provide books that are less interesting to children.

Books that are interesting to children are those that have colorful appearances and a variety of pictures. C). The community does not care to establish a reading garden. If there is a reading garden set up in the neighborhood, it can invite children to come and read interesting books according to their age

Beginning / Pre reading provides many benefits for children, including:

a. Developing Language and Literacy Skills, Reading begins to help children recognize letters, language sounds, and words. This encourages the development of vocabulary, language understanding, and communication skills.
b. Improving Cognitive Abilities, Reading begins to stimulate the child's brain to think critically, analyze, and solve problems. Reading activities also help improve children's memory, concentration, and focus.
c. Cultivating Creativity and Imagination, Reading stories and other books opens up new worlds for children, sparking their imagination and creativity. Children can explore different ideas, characters, and places through the stories they read,
d. Building Good Reading Habits, Getting children used to reading from an early age can foster a love for reading and make it a positive habit throughout their lives.

Preparing Children for School, Early reading skills are an important foundation for learning in school. Children who are used to reading well will find it easier to follow lessons and achieve success in school. Noting the importance of early reading for early childhood, various parties need to work together to support and encourage children in learning to read. Parents, teachers, and communities need to provide access to books and reading materials that are appropriate for their child's age and interests. In addition, creating an environment conducive to reading and accustoming children to read together can be an effective way to foster a love for reading from an early age., By providing the right attention and support, we can help early childhood to develop good reading and literacy skills, which will be a valuable provision for them in achieving a glorious future. Here are some backgrounds why educators to choose and utilize the right and effective reading learning methods are important to increase early childhood reading interest because:

a. The Golden Age of the Children's Brain, Early life is a golden age for children's brain development. During this time, the child's brain absorbs information more easily and learns faster. Therefore, it is important to provide the right stimulation to children, including stimulation in learning to read.
b. Reading Habits From an Early Age, Getting children used to reading from an early age can provide many benefits for them. Reading can help children develop language, literacy, and cognitive skills. In addition, reading can also foster children's imagination and creativity.
c. Increase Reading Interest, Proper and effective reading learning methods can help children learn to read in a fun and engaging way. This can increase children's interest in reading and make them more motivated to read.
d. Preparing Children for School, Reading ability is one of the important foundations for learning in school. Children who are used to reading well will find it easier to take lessons and achieve success in school.
e. Building a Generation That Loves to Read, By increasing the interest in reading in early childhood, it is hoped that it can build a generation that likes to read and is knowledgeable. This will certainly have a positive impact on the progress of the Indonesian nation.

Reading interest in students is still less than optimal (still relatively low). This is a concern of various parties, one of which is educators, considering that reading is one of the keys to opening the gates of science and improving the quality of human resources.

Starting from the low interest in early childhood reading, educators to find solutions on the other hand, technological developments provide new opportunities to increase children's interest in reading through interesting and innovative methods One of the reading learning methods that can increase early childhood reading interest is through the use of educational videos. Educational videos have many advantages to increase early childhood reading interest. Educational videos can attract children's attention because they have interesting images and sounds. In addition, educational videos can help children understand the concept of reading more easily because they can be seen and heard repeatedly. One of the educational videos that can be used to increase early childhood reading interest is Tasuka's video. Group B of Pertiwi Kindergarten DWP Banjarnegara Regional Secretariat uses the Tasuka Video, which is an educational animation video made by educators to assist students in Beginning reading activities. Tasuka's videos have interesting content and are easy for students to understand.

Based on the above background, this study aims to see the influence of Tasuka Video in increasing interest in early reading in B3 group students at Pertiwi Kindergarten DWP Banjarnegara Regional Secretariat.

2. RESEARCH METHODS

This study uses a quantitative approach. According to Sugiyono (2019), quantitative research is a type of research that produces quantitative data processed with statistical techniques. This research aims to test hypotheses and answer research questions in an objective way, besides that quantitative research also aims to collect data and study social symptoms or phenomena by examining the variables of the research carried out.

The subjects in the study are the parties observed in a study. The subjects in this study can provide information and data related to the research conducted. The subjects in this study consist of Population and Sample The subjects of this study are Group B3 Students of Pertiwi Kindergarten DWP Banjarnegara Secretariat, which is 15 in total, Consisting of 7 Male students and 8 female students as Experimental Class and Group B1 Students of Pertiwi Kindergarten DWP Banjarnegara Regional Secretariat totaling 15 Students, Consisting of 8 Male and 7 Female as Control Class

The research was carried out by Group B3 at Pertiwi Kindergarten DWP Sertda Banjaenegara, Banjarnegara Regency, Central Java. The time for this research will be carried out in the second semester of April 2024.

The procedures or steps in this study are as follows:

a. Preparation Stage, Preparation Stage Including Formulating Problems, Preparing Proposals, Compiling Instrument Grids in the form of Observation Sheets, Documentation Guidelines, and Preparing Initial Data
b. Implementation stage, implementation by making observations, field notes and documentation during learning activities using Tasuka Videos, processing analyzing data, describing research results
c. Final Stage, The final stage is carried out by Preparing a Research Proposal.

According to Creswell (2018), data collection techniques are used to collect data in research. Data collection techniques can be done in a variety of settings, multiple sources, and in a variety of ways. In (Sugiyono, 2019). A research instrument is a measuring tool used to measure research variables. The number of research instruments depends on the number of variables that the research has been set to be studied (Sugiyono, 2019).

The data collection technique in this study uses observation, field notes and documentation. The description of each data collection technique used is as follows:

a. Observation, Observation is an observation activity (data collection) to photograph the extent to which the effect of action has reached the target, Muslihuddin (2009: 60). The aspect that will be observed in this study is the behavior shown by students. The type of observation carried out in this study is participant observation, which is directly involved with the subject being studied. The researcher collaborates with the teacher to teach in the classroom to be studied. As stated by Nasution (2009), the observation of participants is that the researcher is part of the group being researched so that their presence does not affect the situation being studied.
b. Field notes Field notes contain everything that researchers obtain during field observations. As stated by Putra, et al. (2012: 94), field records are records that contain everything that the researcher does both in terms of comments, assessments, evaluations, feelings, responses, criticism, behaviors that the person being studied and the next plan. Field notes in this study were carried out after the completion of the action.
c. Documentation According to Riduwan, (2009:77) documentation is aimed at obtaining data directly from the research site, including the results of student activities, class agreements, activity reports, photos, and data relevant to the research. Thus, the technique of data collection through documentation in the research is very important to be carried out. Because documentation is a data collection technique that can present evidence for concrete/real research data. The documentation used in this study is the Teaching Module, children's report book, and photos of learning activities in each learning cycle contained in the appendix.

3. RESULTS AND DISCUSSION

1. Research Design:
   - Experimental Design: carried out with a pretest-posttest control design.
   - The Experimental and Control Group, The experimental group was given Tasuka's video, while the control group was given no intervention.
2. Data Collection:
   - Pretest: Measure pre-reading interest and character curiosity before Tasuka's video.
   - Intervention: Playing Tasuka's video to the experimental group.
   - Posttest: Re-measured pre-reading interest and curiosity character after the intervention.
3. Normality and Homogeneity Testing:

Pre-reading normality test

Tests of Normality

	group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Itself.	Statistic	df	Itself.
Pretes prabaca	eksperimen	,155	15	,200*	,957	15	,634

	control	,169	15	,200*	,936	15	,335
Posts for Baccarat	eksperimen	,185	15	,177	,924	15	,222
	control	,198	15	,117	,904	15	,109

a. Lilliefors Significance Correction

based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk normality tests:

Group of "pre-reading pretests":

- **Experiments**:
  - Kolmogorov-Smirnov: Statistik = 0,155, df = 15, Sig. = 0,200*
  - Shapiro-Wilk: Stats = 0.957, df = 15, Sig. = 0.634
- **Control**:
  - Kolmogorov-Smirnov: Statistik = 0,169, df = 15, Sig. = 0,200*
  - Shapiro-Wilk: Stats = 0.936, df = 15, sig. = 0.335

The "pre-reading posts" group:

- **Experiments**:
- Kolmogorov-Smirnov: Statistik = 0,185, df = 15, Sig. = 0,177
- Shapiro-Wilk: Stats = 0.924, df = 15, Sig. = 0.222
- **Control**:
- Kolmogorov-Smirnov: Statistik = 0,198, df = 15, Sig. = 0,117
- Shapiro-Wilk: Stats = 0.904, df = 15, sig. = 0.109

From the results of the normality test, if we use a significance level of 0.05, there is not enough evidence to reject the assumption that the data in these groups are normally distributed, because the Significance value (Sig.) in the normality test is greater than 0.05 for all groups and test methods performed. Therefore, the data in both groups are distributed normally.

Pre-reading homogeneity test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Itself.
Pretes prabaca	1,498	1	28	,231
Posts for Baccarat	2,379	1	28	,134

Based on the results of the variance homogeneity test (Levene's Test):

1. **Pretes prabaca**:
- Statistics Levene: 1,498
- df1: 1
- df2: 28
- Sig. (Significance): 0.231

Based on these results, there was insufficient evidence to reject the assumption of homogeneity of variance between the experimental and control groups for the pretest pretest variable, because the Sig. value was greater than the significance level (0.05).

2. **Posts for Berries**:
- Statistics Levene: 2,379
- df1: 1
- df2: 28
- Sig. (Significance): 0.134

Similarly, for the pre-reading postes variable, there was not enough evidence to reject the assumption of homogeneity of variance between the experimental and control groups, because the Sig. value was also greater than the significance level of 0.05.

Thus, we can assume that the homogeneity of variance was met for both the pre-read pretest and post-read variables between the experimental and control groups.

A Test of Curiosity

Tests of Normality

	group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Itself.	Statistic	df	Itself.
Pretest curiosity	eksperimen	,147	15	,200*	,957	15	,632
	control	,141	15	,200*	,949	15	,506
Curiosity Posts	eksperimen	,144	15	,200*	,974	15	,906
	control	,165	15	,200*	,922	15	,206

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test for the pretest and post-curiosity variables:

Curiosity Pretest:

- **Experiments**:
  - Kolmogorov-Smirnov: Statistik = 0,147, df = 15, Sig. = 0,200*
  - Shapiro-Wilk: Stats = 0.957, df = 15, sig. = 0.632
- **Control**:
  - Kolmogorov-Smirnov: Statistik = 0,141, df = 15, Sig. = 0,200*
  - Shapiro-Wilk: Stats = 0.949, df = 15, Sig. = 0.506

Curiosity Posts:

- **Experiments**:
  - Kolmogorov-Smirnov: Statistik = 0,144, df = 15, Sig. = 0,200*
  - Shapiro-Wilk: Stats = 0.974, df = 15, sig. = 0.906
- **Control**:
  - Kolmogorov-Smirnov: Statistik = 0,165, df = 15, Sig. = 0,200*
  - Shapiro-Wilk: Stats = 0.922, df = 15, sig. = 0.206

Description:

- The Kolmogorov-Smirnov statistics show that the distribution of data was not statistically significant (Sig. > 0.05) for both groups (experiment and control) on both variables (pretest and postes curiosity).
- Shapiro-Wilk statistics also show similar results, where the distribution of data was not statistically significant (Sig. > 0.05) for both groups on both variables.

Thus, that the assumption of normality was fulfilled for both the pretest and post-curiosity variables, both in the experimental and control groups.

Curiosity homogeneity test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Itself.
Pretest curiosity	,323	1	28	,575
Curiosity Posts	,096	1	28	,759

Based on the results of the variance homogeneity test (Levene's test) for the pretest and post-curiosity variables:

Curiosity Pretest:

- Statistics Levene: 0.323
- df1 = 1, df2 = 28
- Sig. = 0.575

Curiosity Posts:

- Statistics Levene: 0.096
- df1 = 1, df2 = 28
- Sig. = 0.759

Interpretation:

- Both tests showed that there was no significant difference in variance between groups for the two variables (pretest and post-curiosity). This shows that the homogeneity of variance assumption is met for both variables in the experimental and control groups. In other words, the variance between the experimental and control groups did not differ significantly.

Homogeneity test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Itself.
Pretest curiosity	,323	1	28	,575
Curiosity Posts	,096	1	28	,759

Interpretation of Results

- **Curiosity Pretest**:
  - The significance value of Levene's test is 0.575, which is greater than 0.05. This means that the variance between the experimental and control groups was homogeneous (not significantly different).
- **Curiosity Posts**:
  - The significance value of Levene's test is 0.759, which is also greater than 0.05. This shows that the variance between the experimental and control groups was homogeneous (not significantly different).

Data Analysis:

- Parametric Test (If the assumptions of normality and homogeneity are met):
  - Paired t-test: To compare pretest and posttest scores in the same group.
  - Independent t-test: To compare the difference in scores between the experimental and control groups.
  - Bidirectional ANOVA: If there are more than two different groups or treatments.
- Non-Parametric Test (If the assumption is not met):
  - Wilcoxon Signed-Rank Test: To compare pretest and posttest scores in the same group.
  - Mann-Whitney test: To compare the difference in scores between the experimental and control groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
selisih_pra membaca	Equal variances assumed	3,935	,057	6,121	28	,000	7,00000	1,14365	4,65734	9,34266
	Equal variances not assumed			6,121	24,952	,000	7,00000	1,14365	4,64438	9,35562
selisih_rasa ingin tahu	Equal variances assumed	,772	,387	2,216	28	,035	2,20000	,99299	,16595	4,23405
	Equal variances not assumed			2,216	24,707	,036	2,20000	,99299	,15366	4,24634

- **Interpretation of Results**
- *Pre-Reading Difference*
- **Equal variances assumed**:
  - **F**: 3.935
  - **Sig.**: 0.057 (p> value 0.05, use this line)
  - **T**: 6.121
  - **Df**: 28
  - **Sig. (2-tailed):** 0.000 (p-value < 0.05, there is a significant difference)
  - **Mean Difference**: 7.00000
  - **Std. Error Difference**: 1.14365
  - **95% Confidence Interval of the Difference**: 4.65734 sampai 9.34266

- *The Difference of Curiosity*
- **Equal variances assumed**:
  - **F**: 0.772
  - **Sig.**: 0.387 (p> value 0.05, use this line)
  - **T**: 2.216
  - **Df**: 28
  - **Sig. (2-tailed):** 0.035 (p< value 0.05, there is a significant difference)
  - **Mean Difference**: 2.20000
  - **Std. Error Difference**: 0.99299
  - **95% Confidence Interval of the Difference**: 0.16595 sampai 4.23405
- **Conclusion**

1. **Pre-Reading Difference**:
   - Since the p-value for Levene's Test is 0.057 (> 0.05), we use the line "Equal variances assumed".
   - The p-value for the t-test was 0.000 (< 0.05), indicating that there was a significant difference in the pre-reading difference between the two groups.
   - The mean difference is 7.00000, with a 95% confidence interval between 4.65734 and 9.34266.
2. **The Difference of Curiosity**:
   - Since the p-value for Levene's Test is 0.387 (> 0.05), we use the line "Equal variances assumed".
   - The p-value for the t-test was 0.035 (< 0.05), suggesting that there was a significant difference in the difference in curiosity between the two groups.
   - The mean difference is 2.20000, with a 95% confidence interval between 0.16595 and 4.23405.

Explanation:

- **Significant** differences: The results showed that the learning model using Tasuka's videos had a significant influence on students' pre-reading interests and curiosity characteristics.
- **Use of confidence intervals**: Confidence intervals provide a range of possible values for mean differences, which helps in understanding how big the effect is.

With these results, you can conclude that Tasuka's videos are effective in increasing the pre-reading interest and curiosity character of learners in Group B3.

4. CONCLUSION

Based on the results of the research, it can be concluded that Tasuka's video has a significant influence on increasing pre-reading interest and curiosity character in the B3 group of Pertiwi Kindergarten DWP Banjarnegara Secretariat. Therefore, the use of educational videos such as Tasuka can be an effective method in supporting the development of literacy in early childhood.

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