

ARTICLE HISTORY

Article title:

GAME MEDIA AND ASSOCIATION SKILLS ON EARLY READING AND WRITING ABILITIES OF KINDERGARTEN CHILDREN

No.	Proses	Tanggal
1.	Konfirmasi submit artikel dan artikel yang disubmit	27 July 2024
2.	Masukan dari Reviewer	21 September 2024
3.	Revisi dan resubmit pertama	23 September 2024
4.	Revisi dan Resubmit Kedua	8 Oktober 2024
5.	Konfirmasi artikel accepted dan Invoice Artikel	15 October 2024
6.	Konfirmasi artikel published online dan Artikel Terpublikasi	28 January 2025

1. KONFIRMASI SUBMIT ARTIKEL DAN ARTIKEL DISUBMIT

#79463 Summary

[SUMMARY](#) [REVIEW](#) [EDITING](#) [HISTORY](#) [REFERENCES](#)

Submission

Authors: Salamah Salamah, Sarjiyem Sarjiyem

Title: Game-based educational media and associative skills in kindergarten students' early reading and writing development

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Supp. files: None [ADD A SUPPLEMENTARY FILE](#)

Submitter: Salamah Salamah

Date submitted: 2024-07-27

Section: Articles Change to Articles Record

Abstract Views: 4

2. MASUKAN REVIEWER

<ul style="list-style-type: none">• Abstract:
<ul style="list-style-type: none">• The abstract provides a clear overview of the study. However, it can be made more concise by eliminating redundant phrases.
<ul style="list-style-type: none">• The sentence starting with “Fourth, youngsters with high association skills...” seems out of place. Consider revising or integrating it into the previous sentences for better coherence.
<ul style="list-style-type: none">• Ensure that the findings and implications are stated clearly without excessive detail.
<ul style="list-style-type: none">• Introduction:

<ul style="list-style-type: none"> The introduction includes relevant background information, but some references are outdated (e.g., Hume, 1965). Consider replacing these with more recent studies from the last 5-7 years.
<ul style="list-style-type: none"> The transition between paragraphs could be smoother. Particularly, the shift from visual literacy theory to association skills can be made more cohesive.
<ul style="list-style-type: none"> Ensure all key terms (e.g., “literate media,” “association skills”) are defined clearly in the context of the study.
<ul style="list-style-type: none"> Methodology:
<ul style="list-style-type: none"> Consider providing more detail on how association skills were measured and scored to enhance transparency and reproducibility.
<ul style="list-style-type: none"> Results and Discussion:
<ul style="list-style-type: none"> In the discussion section, the interpretation of results could be further elaborated by comparing findings with previous research. This would provide a stronger theoretical connection.
<ul style="list-style-type: none"> Emphasize the practical implications for educators and parents based on the findings, suggesting actionable recommendations.

3. REVISI DAN RESUBMIT PERTAMA

https://docs.google.com/document/d/1JLaNL4aHnCCVNj1W4OIJPcm-MT_y7-Ue35q7PythMTc/edit?usp=sharing

4. REVISI DAN RESUBMIT KEDUA

https://docs.google.com/document/d/1wptIzTT89PgSJ0u95N1FV_FEBuVPTrqijdQPVit2ngE/edit?usp=sharing

<ul style="list-style-type: none"> References:
<ul style="list-style-type: none"> Some references are outdated and may not reflect current research in early childhood literacy and educational media. Ensure most references are from the past 5-7 years.
<ul style="list-style-type: none"> Verify that all references are cited correctly in APA format. There are minor inconsistencies in the formatting of journal titles and DOI links.
<ul style="list-style-type: none"> Language and Style:
<ul style="list-style-type: none"> Several sentences are lengthy and complex. Consider breaking them down into simpler sentences to improve clarity and readability.
<ul style="list-style-type: none"> Ensure consistent terminology throughout the paper. For instance, “literate media” and “literacy game media” are used interchangeably, which may confuse readers.
<ul style="list-style-type: none"> There are minor grammatical errors and word choices that could be refined for a more professional tone. Proofreading for language accuracy would be beneficial.

5. KONFIRMASI ARTIKEL ACCEPTED DAN INVOICE ARTIKEL

https://drive.google.com/file/d/1gfseeXFhgk0cZx_FXiioc1fEZVcKq_7/view?usp=sharing

6. KONFIRMASI ARTIKEL PUBLISHED ONLINE DAN ARTIKEL TERPUBLIKASI

<https://journal.uny.ac.id/index.php/cp/article/view/79463>

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Game-based educational media and associative skills in kindergarten students' early reading and writing development

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 10.21831/cp.v44i1.79463

Abstract

This study investigated whether children's association skills and engagement with literate media, toys, games, and activities influence their early reading and writing abilities in kindergarten. The study included 60 participants selected by cluster random sampling using a 2 x 2 factorial design. The results indicated that children with literate media scored higher in early reading and writing abilities than those with non-literate media. Fourth, youngsters with high association skills who play with literate media score better than youngsters with high association skills who play with nonliterate media. Children with high association skills also demonstrated better early reading and writing abilities than those with low association skills. The study found a significant interaction between association skills and media, influencing early reading and writing abilities differently. The study emphasizes the importance of incorporating literate media and activities promoting association skills in early childhood education to enhance children's reading and writing abilities. It also highlights the need for teachers and parents to consider individual differences in association skills when selecting media and activities for young children. Both literate and non-literate media have an important impact when combined with different association skills, influencing children's early reading and writing abilities.

Keywords

play media; association skills; abilities; early reading; writing; kindergarten

Full Text:

PDF

References

Ahsan, M. & Faletahan, A. F. (2021). What do they like and dislike from game-based entrepreneurship learning? A qualitative study. *Cakrawala Pendidikan*, 40(2), 495-507. Doi:10.21831/cp.v40i2.38858