ANALYSIS OF DIFFERENCES IN LANGUAGE DEVELOPMENT LEARNING TOOLS IN INDONESIAN AND MALAYSIAN PAUD INSTITUTIONS

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Abstract

Learning tools are important in supporting the successful implementation of learning activities. Each country's learning process certainly differs from other countries learning processes. Likewise with Indonesia and Malaysia. This research aims to analyze the differences in language development learning tools, especially beginning reading, in PAUD institutions in Malaysia and Indonesia. This research uses qualitative methods with a case study type of research. Data collection techniques in this research are interview techniques and documentation. Interviews were conducted with school principals and teachers regarding the children's language development learning tools used at the two PAUD institutions. Documentation techniques are carried out as a way of obtaining data in the form of notes or verbally based on the researcher's wishes. The research results show that there are differences between the learning tools used at the two PAUD institutions in Indonesia and Malaysia in language learning. The curriculum used by the two PAUD institutions in the two countries is different, so the learning tools used are also different.

Keywords: Early Childhood; Language; Learning Tools

Abstrak

Perangkat pembelajaran merupakan hal yang penting dalam menunjang keberhasilan pelaksanaan kegiatan pembelajaran. Proses pembelajaran setiap negara tentu berbeda dengan proses pembelajaran negara lain. Begitu pula dengan Indonesia dan Malaysia. Penelitian ini bertujuan untuk menganalisis perbedaan perangkat pembelajaran perkembangan bahasa khususnya membaca permulaan pada lembaga PAUD di Malaysia dan Indonesia. Penelitian ini menggunakan metode kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data dalam penelitian ini adalah teknik wawancara dan dokumentasi. Wawancara dilakukan kepada kepala sekolah dan guru mengenai perangkat pembelajaran perkembangan bahasa anak yang digunakan pada kedua lembaga PAUD tersebut. Teknik dokumentasi dilakukan sebagai cara memperoleh data dalam bentuk catatan atau lisan berdasarkan keinginan peneliti. Hasil penelitian menunjukkan bahwa terdapat perbedaan perangkat pembelajaran yang digunakan pada kedua lembaga PAUD di Indonesia dan Malaysia dalam pembelajaran bahasa. Kurikulum yang digunakan kedua lembaga PAUD di kedua negara tersebut berbeda, sehingga perangkat pembelajaran yang digunakan juga berbeda.

Kata kunci : Anak usia dini; Bahasa; Perangkat Pembelajaran

Introduction

Learning at an early age is an important foundation for children's development, especially in aspects of language and literacy. Early Childhood Education (PAUD) plays a significant role in building good language skills, because language is the main tool for children to interact and express themselves. In Indonesia and Malaysia, efforts to improve children's language skills in PAUD continue to be carried out through a variety of different curriculum approaches. The curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as materials used as guidelines for implementing learning activities to achieve certain educational goals (Nasbi, 2017). The curriculum in education has a very large role in determining the progress of education, starting from the realm of concept to application or practice in the field. Because the curriculum here has a role as a plan and arrangement regarding the content and teaching materials as well as guidelines for how to provide good education (Ananda & Hudaidah, 2021).

Curriculum is understood as a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. The curriculum has four components, namely the objective component, curriculum content, methods or strategies for achieving objectives and the evaluation component. Planning for the learning process at school is packaged in one unified and complete learning tool (Putra, 2017).

Judging from the perspective of curriculum changes, education in Indonesia has experienced several curriculum changes to date. Of course, like it or not, this change must be followed by every educational institution, including Early Childhood Education (PAUD). Early childhood curricula are based on a constructivist approach, which assumes that children construct their own knowledge through experiences in social environments. The content of the curriculum program must be able to provide opportunities for children to learn according to their interests, motivation and needs (Retnaningsih & Khairiyah, 2022).

So far, the curriculum in Indonesia has undergone several revisions resulting in changes to the curriculum components. Including material aspects and curriculum objectives. This change is a response to this challenge, namely the implementation of a prototype curriculum or now changing its name to independent curriculum. The implementation of the Merdeka Curriculum emphasizes learning that is comfortable, independent, active, has character, meaning, independence and so on. Teachers have the freedom to determine teaching tools that are tailored to students' learning needs and interests (Widyastuti, 2022).

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. In this framework, teachers are given the freedom to choose various teaching tools so that learning can be tailored to the learning

needs and interests of students. This concept was promoted with the main aim of overcoming the rigidity of traditional learning which is often focused on achieving rigid and uniform curriculum targets. With the Independent Curriculum, it is hoped that every student can achieve their maximum potential through a learning process that is more personal and relevant to real life (Yulmiati et al., 2024).

The independent learning program includes 4 policies, including the simplification of the RPP (Learning Implementation Plan) as stated in the Indonesian Ministry of Education and Culture circular number 14 of 2019. There are core components, namely learning objectives, learning steps, and learning assessment. The preparation of learning tools in the independent learning program is carried out with the aim of producing good learning tool products, in accordance with the steps in the development model (Lestari, 2022)..

Preparing learning tools is part of learning planning. Learning planning is designed in the form of a syllabus and lesson plans which refer to content standards. Apart from that, in learning planning, learning media and resources, assessment tools, and learning scenarios are also prepared (Masitah, 2018). Learning tools function as signs for teachers to carry out learning (Sugiyanto & Erviana, 2022).

Learning tools are one of the important things to support the successful implementation of learning activities, therefore they must receive attention to be well prepared by the teacher. The learning tools needed to manage the teaching and learning process can be in the form of a syllabus, lesson plans and student activity sheets. Learning tools become a guide for teachers in carrying out learning both in the classroom, laboratory and outside the classroom (Khoiriyah et al., 2022).

The tools in independent curriculum learning itself are very diverse, including teaching materials used by teachers in an effort to achieve the Pancasila Student Profile and Learning Achievements. Examples of independent curriculum teaching tools are teaching modules, textbooks and learning videos. Teaching modules have a main role in helping teachers in designing learning. In preparing learning tools, the teacher plays an important role. The teacher will hone his thinking skills to be able to innovate in teaching modules designed by the teacher. (Simatupang, 2023).

This change in teaching modules in the independent curriculum learning plan is also something new for PAUD teachers, where previously they used the Learning Implementation Plan (RPP). With this teaching module, all important material will be included there so that changing lesson plans into teaching modules will be more efficient. The teaching module is a RPP Plus in the Merdeka Curriculum, a form of implementation in the classroom learning process, emphasizing freedom, independence and diversity in education. The independent curriculum concept prioritizes autonomy and varied learning experiences. The RPP in the Independent Curriculum is contained in the independent curriculum teaching module which is called RPP plus (Rizka et al., 2023). Teaching modules help teachers plan learning activities that are appropriate to the characteristics and aspects of early childhood

development, including children's language development.

Language is a very important aspect of development. Language development for early childhood aims to enable children to communicate verbally with their surrounding environment. The environment is one of the factors that greatly influences a child's language development because essentially the child's language acquisition process begins with the ability to hear and then imitate the sounds they hear, namely from the environment where they live. The environment is a place where a child grows and develops (Djasmani et al., 2021)

Children aged 4-6 years are at a critical developmental phase in literacy. This is the time when they begin to recognize letters, sounds, and the basics of reading and writing. Understanding the stages of literacy development at this age is important for designing appropriate learning approaches. Initially, children need to understand letters, recognize letter sounds, and understand basic language structures. In this period, children can begin to form their first words and relate them to the pictures they see around them. This process is the first step in building their vocabulary and understanding of written language (Kurnianda & Rahimah, 2024)

The aspect of language development really needs to be developed because by using language children can understand words and sentences and understand the relationship between spoken and written language. Reading ability in early childhood is called early reading ability. Beginning reading ability can be seen in visual activities that involve understanding symbols or writing. Beginning reading is the ability to recognize letters one by one and combine the letters into simple words. So that children can read well, children must be introduced to the letters of the alphabet one by one first. A child's ability to recognize letters can be seen from the child's ability to name the sound and name of each letter of the alphabet (Astuti & Istiarini, 2020).

According to Zubaidah, the definition of beginning reading or early reading places more emphasis on recognizing and pronouncing sound symbols in the form of letters, words and sentences in simple form. The goal of early reading for early childhood children 5-6 years old refers to the Minister of National Education Regulation Number 58, concerning Early Childhood Education Standards, namely that children can communicate orally, have a vocabulary, and recognize symbols in preparation for reading (Astuti & Istiarini, 2020).

Based on the results of the researcher's observations, the learning tools used in the two PAUD institutions, namely TK Aisyiyah 2 Kadidi and Tadika Pasti Al-Mukmin Port Dickson, Malaysia, have differences. This is caused by differences in the curriculum used by the two early childhood education institutions. Aisyiyah 2 Kadidi Kindergarten applies the Independent Curriculum with learning tools in the form of teaching modules which are used by teachers. Meanwhile, Tadika Pasti Al-Mukmin Port Dickson, Malaysia implements the National Preschool Standard Curriculum (KSPK), with learning modules intended for teachers and also children's textbooks according to their age.

Although much research has been conducted to improve language learning in PAUD, there are significant differences in curriculum approaches between Indonesia and Malaysia. In Indonesia, the newly implemented Merdeka Curriculum gives teachers the freedom to choose or design teaching tools that suit students' needs. Widyastuti (2022) states that the Independent Curriculum allows a more flexible and child-centered approach, where teachers can innovate in developing teaching tools that are more relevant to children's conditions and interests. Meanwhile in Malaysia, the National Preschool Standard Curriculum (KSPK) uses teaching tools that are more structured and oriented towards national standards. Ali and Mahamod (2015) in their research highlighted that the phonics learning method, which is widely used in Malaysia, can improve reading ability and phonetic understanding in preschool children, which is designed according to KSPK standards. This method is different from the approach in Indonesia which places more emphasis on language exploration through games and project-based activities.

Based on previous research conducted by (Pujianti et al., 2024), which discussed the comparison between the Merdeka Curriculum in Indonesia and the National Preschool Standard Curriculum (KSPK) in Malaysia. The research results show that the Merdeka Curriculum provides teachers with more flexibility in designing and implementing project-based learning tools tailored to children's interests. Meanwhile, KSPK in Malaysia applies a more structured approach, focusing on basic literacy skills and the use of nature-based learning media. This research highlights significant differences in language learning approaches in the two countries, where Indonesia places more emphasis on creativity and exploration, while Malaysia tends to use a strict, standard approach.

Research conducted (Husein, 2020) explored the differences in the PAUD curriculum between Indonesia and England, with a focus on the application of the Montessori method in England and a more structured curriculum in Indonesia. Research results show that in England, the Montessori approach gives children the freedom to choose their own learning activities, encouraging autonomy and individual development. In contrast, the curriculum in Indonesia tends to be more structured, with an emphasis on more systematic cognitive and social development.

This research aims to fill this gap by analyzing the differences in language learning tools in Indonesian and Malaysian PAUD. By conducting case studies on Aisyiyah 2 Kadidi Kindergarten in Indonesia and Tadika Pasti Al Mukmin in Malaysia. This research analyzes how different curriculum approaches influence the teaching tools used by teachers to develop early childhood language skills.

Method

The method used in this research is a qualitative method. Qualitative research is a research procedure that uses descriptive data in the form of written or spoken words from people and actors who can be observed. Qualitative research methods are often referred to as naturalistic research methods because the research is carried out in

natural conditions by paying attention to research location sites with qualitative data, does not use statistical mathematical models and the analysis is more qualitative in nature (Fitrah & Luthfiyah, 2017). Qualitative methods do not only rely on numbers or statistics, but also provide a clearer picture through words and extensive explanations.

This research aims to determine a phenomenon that occurs in the research object, which can be behavior, action, motivation or perception which is summarized into data needed during the research process, then described in the form of words and rearranged into a scientific work.

The type of case study research in the qualitative research method is a method used by researchers to explore a particular phenomenon (case) in a certain time and activity, to find out information related to the background of the problem, or individual interactions within a group, or about a group of individuals in depth, completely. , holistic, intensive, and naturalistic (Assyakurrohim et al., 2022). This case study allows researchers to dig deeper into the phenomenon of early childhood language learning in the social and cultural contexts of both countries. Researchers use case studies because this method allows researchers to see differences in curriculum, learning materials and methods or methods used by educators at the two PAUD institutions in Indonesia and Malaysia.

This research was carried out at two Early Childhood Education (PAUD) institutions. The PAUD institutions are TK Aisyiyah 2 Kadidi which is located in South Sulawesi, Indonesia and Tadika Pasti Al Mukmin Port Dickson which is located in Bandar Springhill, Port Dickson, Malaysia. The subject and first instrument in this research was carried out by researchers to obtain the data needed regarding language development learning tools for children aged 4-6 years at the two PAUD institutions.

In research, there is a data collection technique that can be used, namely the triangulation technique. Triangulation is a component that is often discussed in qualitative research, especially in checking the validity of data. Valid data in a study should have valid value, therefore, data confirmation is carried out repeatedly to ensure the validity of the data obtained. This technique is used in research to ensure the validity and reliability of the data obtained. Data triangulation ensures that what the main respondents convey is truly valid and in accordance with what is happening in the field (Sa'adah et al., 2022). Triangulation is carried out by combining data from various sources, such as interviews, documentation and observation, so that a more comprehensive and accurate picture can be obtained in a study.

Thus, the data collection techniques in this research are interview techniques and documentation. The interview technique is a communication activity between two or more people to exchange information or explore data and ideas through questions and answers. So that meaning can be built on the data extracted by the interviewer. Interviews were conducted directly to obtain more natural responses and so that researchers could dig deeper if there were answers that needed to be explained further.

Interviews were conducted with school principals and teachers regarding

children's language development learning tools used at the two PAUD institutions, namely at TK Aisyiyah 2 Kadidi and Tadika Pasti Al Mukmin Port Dickson Malaysia. The documentation technique is carried out as a way of obtaining data in the form of notes or verbally based on the wishes of the researcher. Documents can be in the form of videos, images and recordings. The form of documentation that the researchers used included photos of learning tools used in Aisyiyah 2 Kadidi and Tadika Pasti Al Mukmin Kindergartens, Port Dickson, Malaysia.

The data obtained was then analyzed using thematic analysis techniques, where the researcher identified themes that emerged from the data that had been collected. Thematic analysis enabled researchers to discover relevant and interesting patterns in the language learning tools implemented in both countries. In this analysis, each data that has been collected will be coded and compiled according to main themes, such as the use of learning media, teaching methods, and children's involvement in the learning process. After these themes have been identified, the researcher will interpret the data to find differences and similarities in the language learning tools applied in Indonesia and Malaysia.

By using this approach, it is hoped that this research can provide a deeper understanding of how language learning tools influence early childhood language development in both countries, as well as contribute to the development of more effective learning methods.

Results and Discussion

The PAUD curriculum used in Indonesia is the independent curriculum. Meanwhile, PAUD institutions in Malaysia use the National Preschool Standard Curriculum (KSPK). Previous research conducted by Yetti and Aminah discussed the comparison of the preparation process and content of the PAUD curriculum in Indonesia with the PERMATA Negara curriculum in Malaysia (Husein, 2020).The curriculum contains learning tools used by teachers in dealing with classroom learning. The following are the learning tools used at both PAUD institutions in Indonesia and Malaysia.

a. **Teaching Module**

The implementation of the independent curriculum at the early childhood education level in Indonesia is carried out simultaneously. Since 2023, Aisyiah 2 Kadidi Kindergarten has established an independent curriculum. In its application, teachers have the freedom to choose or modify teaching modules that have been provided by the government to suit the characteristics of students or to compose their own teaching modules according to the characteristics of students (Salsabilla et al., 2023).

The preparation of learning tools in the independent learning program is carried out with the aim of producing good learning tool products, in accordance with the steps in the development model. Teaching modules are one of the tools or devices that teachers can use to carry out learning. In the independent curriculum,

teaching modules are implemented as a simplified implementation of learning implementation plans. Teachers in educational units are obliged to prepare teaching modules completely and systematically so that learning takes place in an interactive, inspiring, fun, challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity and independence in accordance with talents, interests and development. physical and psychological of students.

In the learning process, we not only design a learning process that requires students to master and be proficient in the knowledge aspect, but also develop in terms of attitudes and skills. This teaching module is available as a guide for teachers, including Learning Outcomes (CP), Learning Objectives, assessment plans, activity details and learning media. For students in learning, they use magazine books with different themes. Books and teaching materials reflect life in the child's local environment, such as regional songs, folklore and traditional games. This magazine book is provided by the Aisyiyah institution for students to use at school.
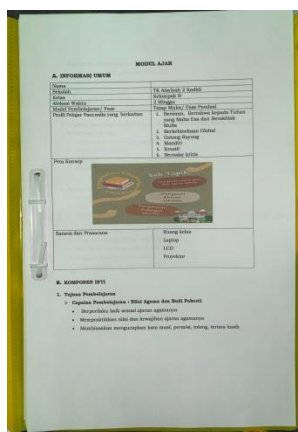
Figure 1. Teaching Module at Kindergarten Aisyiyah 2 Kadidi, Indonesia

Figure 2. Aisyiyah 2 Kadidi Kindergarten Magazine Book, Indonesia

The National Preschool Standard Curricum (KSPK) is the curriculum used by educational institutions in Malaysia. KSPK is prepared with an emphasis on content standards and learning standards that are known and practiced by children aged four to six years. Content standards and learning standards focus on knowledge, basic skills and values in six learning pillars. The KSPK learning pillars

consist of communication, spirituality, attitudes and values, humanity, science and technology, physical and aesthetic development, and personal skills.

Tadika PASTI Al-Mukmin Port Dickson, Malaysia is an early education institution for children aged 4-6 years located in Negeri Sembilan, Malaysia. Tadika has a special **curriculum** available, namely the SURE Curriculum, however, this curriculum still adheres to the same principles as the KSPK curriculum. The learning tools used include reading books for each subject. Subject components include Malay, English, Arabic, Javanese, Mathematics, Social Sciences & Human Development, Al-Quran, Muslim Personality, and Pre-writing.

Malay language books used for children aged 4 to 6 years vary. The books used are adjusted to the child's age characteristics. Children aged 4-6 years are in the early stages of communication, language and literacy development which are divided into three phases of development, namely pre-literacy, emerging literacy and early literacy which is the foundation for future literacy success. Diversity of Teaching and Learning (PdP) methods in improving reading skills for preschool children is important. This needs to be implemented by preschool teachers to improve children's reading abilities. The reading skills learning module is the most important learning medium for preschool children because that is where they get the best source of educational material to help improve their cognitive skills.

In the KSPK document, the Pillars of Malay Language Communication module states that aspects of Malay language skills need to be mastered by preschool children. Preschool students' Malay language skills consist of reading skills, listening skills, speaking skills and writing skills. This component suggests that teachers teach and learn language skills through various fun language activities and games (Ali & Mahamod, 2015).

In learning, teachers need to have the ability to prepare and implement a Daily Teaching Plan (RPH) by referring to the Annual Teaching Plan (RPT). The Daily Teaching Plan (RPH) is the main indicator of teaching implementation. The following are examples of RPT and RPH used in Tadika Pasti Al Mukmin Port Dickson, Malaysia.

Figure 3. RPT Tadika Pasti Al Mukmin Port Dickson, Malaysia

Figure 4. RPH Tadika PASTI Al Mukmin Port Dickson, Malaysia

Tadika Pasti Al-Mukmin is an early education institution for children aged 4-6 years using books for every subject for children aged 4-6 years. In the process of teaching and learning to read Malay, teachers use the phonics method. The reading books used are specially designed, consisting of writing skills, writing skills and listening skills.

The Malay reading books used by each age range are different. For 4 year olds, use two books with the titles Surely My Little Brother is Good at Reading Activities and the book My Little Brother is Good at Writing.

Figure 5. Buku Anak Usia 4 Tahun

For ages 5 years old, use 3 books including books Pasti Adikku Pandai Membaca Siri 1, books Bahasa Melayu Pasti Adikku Pandai Membaca Stage 1 (workbook), and books Bahasa Melayu Pasti Adikku Pandai Menulis Stage 1 (exercise book).

Figure 6. Books for 5 Year Old Children

For 6 year olds, 3 books are used, including books Bahasa Melayu (Textbook), book Bahasa Melayu (Exercise Book), and books Bahasa Melayu (Spell).
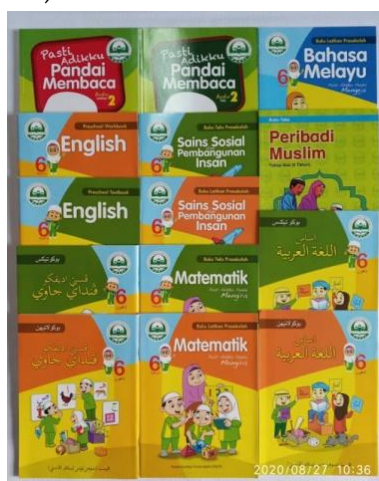
Figure 7. Books for 6 Year Old Children
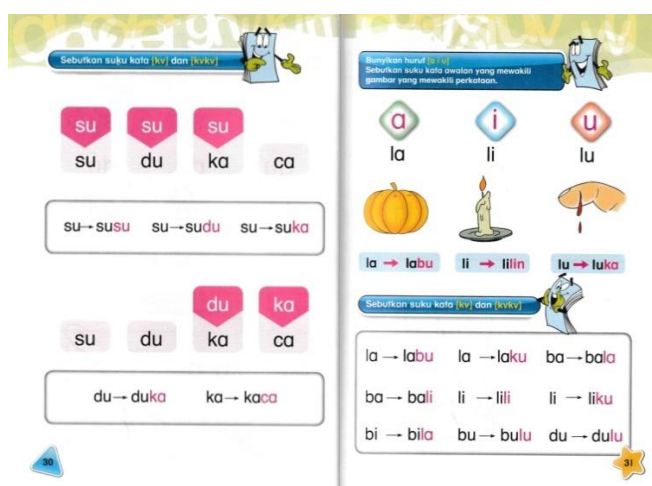
Figure 8. Book Contents Membaca Bahasa Melayu

b. Learning methods

In the learning process at the PAUD institution, namely Kindergarten Aisyiyah 2 Kadidi, stimulation of children's language development, especially in their initial reading skills, is carried out by focusing on recognizing letter symbols, recognizing letter sounds and distinguishing sounds. Teachers apply more varied learning methods such as singing and story-based methods. The most frequently used method is the singing method. Through songs sung together, children can learn about recognizing letter symbols, letter sounds and improving their vocabulary.

Storytelling method with the help of books and picture cards. Using the storytelling method can also help children to understand good and correct language, as well as increase their vocabulary. In its application, the storytelling method needs to be done in a way that attracts the child's interest and the child wants to listen to everything that is said and the child wants to respond well. With

the help of books or picture cards, children will be interested and enthusiastic in learning.

This is in accordance with previous research which stated that the storytelling method is one method that can develop children's language. The aim is to train children's grasping power, train their thinking power, train their concentration power, help develop children's fantasy/imagination, create a fun and friendly atmosphere in the classroom (Wahyu et al., 2023).

The language learning process, especially reading, at Tadika PASTI Al Mukmin Port Dickson, Malaysia includes activities to recognize letters of the alphabet, syllables and simple sentences. The methods used by educators to develop children's language skills vary greatly, one of which is the phonics method. The phonics method is a system of learning to read that builds on the alphabet principle. This system is the main component in learning that adapts letters to their pronunciation. Learning to read through the phonics method focuses on pronouncing the sound of each letter of the alphabet, so that in language learning children will first receive auditory stimulation. Then, the child will manipulate the sound of the letters they have heard by saying the sound of the letter again (Ali & Mahamod, 2015).

c. **Instructional Media**

Learning media is a tool that functions and can be used to convey learning messages (Wulandari et al., 2023). The learning media used by Kindergarten teacher Aisyiyah Kadidi is varied, adapted to aspects of children's development. One of the media most often used to stimulate beginning reading skills is picture cards (flash cards). This media has two sides, one side is an image and the other side is an image description. When using picture card media, children are very enthusiastic about participating in learning activities, children compete to name the descriptions of the pictures shown by the teacher. In this way, children will have the skills to recognize letters, understand pictures and increase their vocabulary.

This is in accordance with previous research that the use of picture card media can improve children's ability to recognize letters of the alphabet and vocabulary. The cards are larger in size, supported by attractive colors, and various techniques for delivering picture word cards, so that the learning atmosphere is more effective and enjoyable. Using picture card media helps children who have difficulty recognizing the letters of the alphabet because it is an interesting and fun media (Ali & Mahamod, 2015).

PASTI Al Mukmin Kindergarten in Port Dickson, Malaysia, provides very comprehensive and structured learning facilities. Especially in language teaching for children aged 4-6 years. Each child has a book specifically designed according to their developmental stage. These books are arranged gradually to help children recognize letters, words, and spelling in a fun and age-appropriate manner. At the

age of 4, children start with writing books that contain exercises for writing lowercase and uppercase letters. These exercises are accompanied by dotted lines as guides, which help children hone their fine motor skills as they begin to recognize letter shapes. In addition to writing books, these early childhood books also introduce new vocabulary using engaging illustrations. These pictures serve to help children associate words with objects they encounter in their daily lives. At the age of 5 and 6, children begin to be introduced to the concept of syllable spelling, where the teaching materials they receive become increasingly complex. Children are taught to blend letters into words through exercises specifically designed to gradually improve their reading skills. The difficulty level in each book is also adjusted to the child's ability, so they can learn gradually and not feel overwhelmed.

In practice, teachers at Tadika PASTI use a variety of learning media to support the textbook. One of the media often used is flashcards containing the names of objects. These flashcards help children recognize objects while saying their names, so they can associate the words they read with the pictures in front of them. The use of flashcards makes the learning process more dynamic and engaging and encourages children to actively participate in learning activities.

The ability to read in children develops gradually. According to Bromley, the stages of basic reading development in children aged 4-6 years occur in five stages, namely: (1) fantasy (magical stage), (2) self-concept formation (self-concept stage), (3) enthusiastic reading (bridging reading stage), (4) reading recognition (take-off reader stage), (5) fluent reading. (independent reader strange). Reading ability in early childhood can be implemented according to the limits of pre-school principles and in accordance with the characteristics of the child, namely learning while playing and playing while learning. (Setyaningsih & Indrawati, 2022). Reading ability in early childhood develops gradually, starting from letter recognition, syllables, to reading simple words. The use of engaging media, such as flashcards and interactive textbooks, is very important at this stage to maintain children's interest and motivation in learning to read.

Conclusion

There are differences between the learning tools used in the two early childhood education institutions in Indonesia and Malaysia in language learning. This research provides a new contribution by highlighting the differences in approaches to language learning devices in Indonesia and Malaysia, particularly in the use of teaching modules, methods, and learning media. The novelty analysis lies in the comparison that shows that the Merdeka Curriculum provides more similarities and freedom to teachers in child-centered learning, while the KSPK in Malaysia offers a more structured and standardized approach. This provides new insights into how differences in impact affect early childhood language learning strategies in both

countries.
a. Teaching Module

PAUD teaching modules in Malaysia and Indonesia have striking differences in approach and implementation. In Malaysia, teaching modules are more structured, with a focus on rigorous national standards and achieving measurable outcomes. Meanwhile in Indonesia, the teaching modules in the Merdeka Curriculum are more flexible and child-centered, giving teachers the freedom to develop creative and contextual learning according to students' needs. These two approaches reflect different educational philosophies and goals, but both aim to support the holistic development of early childhood.

b. Learning methods

In the learning process at the PAUD institution, namely Kindergarten Aisyiyah 2 Kadidi, stimulation of children's language development, especially in their initial reading skills, is carried out by focusing on recognizing letter symbols, recognizing letter sounds and distinguishing sounds. Teachers apply more varied learning methods such as singing and story-based methods. Meanwhile, at Tadika PASTI Al-Mukmin Port Dickson, Malaysia, the process of learning to read includes activities to recognize letters of the alphabet, syllables and simple sentences. The method used by educators in developing language skills is the phonics method.

c. Instructional Media

The learning media used by Kindergarten teacher Aisyiyah Kadidi is varied, adapted to aspects of children's development. One of the media most often used to stimulate beginning reading skills is picture cards (*flash cards*). Meanwhile, in the process of learning to read at Tadika PASTI Al Mukmin Port Dickson, Malaysia, the phonics method is used, supported by learning resources such as reading books and learning media such as block letters and alphabet cards.

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