

early childhood teachers STEM content and influence their knowledge of STEM learning [5].

5. Conclusion

The use of STEM videos has allowed teachers to understand how to design and implement STEM learning in early childhood school. The teachers finally increase their knowledge of STEM and understand how to teach science, technology, engineering, and mathematics in learning topics according to the curriculum. [6]. In discussion activities, teachers from various different places in Indonesia share their experiences and knowledge through feedback given after watching videos of educational game tools that have been designed to be STEM based. More than 50% of teachers gave a positive response to the videos that have been designed by emphasizing STEM education so that it shows that there are new things that teachers get from these activities.

Moreover, there is a significant correlation between teachers' attitudes, knowledge, and application of STEM. And a highly significant correlation between knowledge and application. This indicates that teachers with high attitudes towards STEM education perform better knowledge on how to apply STEM. The previous study has found that attitude has positive correlation with knowledge [19].

The findings have implications for early childhood teachers to develop knowledge and how to apply STEM. Teachers of young learners need to be engaged in professional learning community [20]. It benefits from understanding what STEM is termed in early childhood education [21].

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