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DEVELOPMENT OF AUDIO VISUAL LEARNING MEDIA IN IMPROVING RELIGIOUS AND MORAL VALUES IN EARLY CHILDREN

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Abstrak

Moralitas dan agama merupakan benteng utama bagi pembentukan karakter anak dalam menyikapi arus globalisasi di era digital. Bentuk upaya konkrit dalam dilakukan melalui proses pembelajaran yang bermutu bagi anak. Penelitian ini bertujuan untuk mengembangkan media pembelajaran audio visual yang dapat meningkatkan nilai-nilai agama dan moral anak usia dini. Penulis menggunakan jenis penelitian R&D (*Research and Development*). Penggunaan metode penelitian tersebut ditujukan untuk menghasilkan produk baru dalam pembelajaran dan menguji efektivitas produk tersebut. Dalam konteks ini, produk yang akan dihasilkan berupa media berupa film "Aku Anak Shaleh" untuk meningkatkan nilai-nilai agama dan moral anak usia dini dengan model Borg and Gall. Tahapan proseduralnya meliputi; tahap persiapan dan pengumpulan data, tahap pengembangan produk, tahap validitas produk, tahap revisi, tahap uji coba produk, desimilasi dan implementasi. Desain media film "Aku Anak Shaleh" dilakukan melalui penentuan tema, membuat logline, mengembangkan sinopsis film, membuat storyboard, dan implementasi sistem produksi. Hasilnya media tersebut dinilai efektif dan valid oleh para ahli diterapkan pada siswa RA Nurul Aflah Kecamatan Medan Labuhan. Media tersebut memiliki keunggulan dari aspek kemudahan yang disajikan bagi peningkatan moral dan nilai agama pada anak usia dini, menarik perhatian belajar anak, dan sesuai dengan gaya belajar audio visual. Begitupun, terdapat kelemahan dari media ini berupa waktu relatif lama dalam merancang media tersebut, menuntut kreativitas guru dalam mendesain media berbasis teknologi, serta menuntut fasilitas memadai di sekolah (proyektor, sound system, ruang kelas).

Kata Kunci: Anak Usia Dini, Audio Visual, Media Pembelajaran, Moralitas, Nilai Agama.

Abstract

Morality and religion are the main fortresses for the formation of children's character in responding to the flow of globalization in the digital era. The form of concrete efforts is carried out through a quality learning process for children. This study aims to develop audio-visual learning media in improving the religious and moral values of early childhood. The author uses the type of research R&D (*Research and Development*). The use of this research method is intended to produce new products in learning and to test the effectiveness of these products. In this context, the product that will be produced is in the form of media in the form of the film "Aku Anak Salih" to improve religious and moral values for early childhood with the Borg and Gall model. The procedural stages include; data collection and preparation stage, product development stage, product validity stage, revision stage, product trial stage, dissimulation and implementation. The design of the media for the film "Aku Anak Salih" was carried out through determining the theme, making a logline, developing a film synopsis, making storyboards, and implementing the production system. The result is that the media is considered effective and valid by experts to be applied to students of RA Nurul Aflah, Medan Labuhan District. These media have advantages in terms of convenience that are presented to increase moral and religious values in early childhood, attract children's learning attention, and are in accordance with audio-visual learning styles. Likewise, there are weaknesses from this media in the form of a relatively long time in designing the media, demanding teacher creativity in designing technology-based media, and demanding adequate facilities in schools (projectors, sound systems, classrooms).

Keywords: Early Childhood, Audio Visual, Learning Media, Morality, Religious Values.

PRELIMINARY

Children are an age phase that requires full guidance from adults (teachers, parents, community) (Nurmalitasari, 2015: 103-111). The range of the child's age phase is from infancy to six years, or other

opinions say from 0-8 years old (Hasan, 2010: 17; Baharuddin & Wahyuni, 2015). In the context of psychology, this age is referred to as the golden phase for the growth and development of children. On this basis, the government through the ministry of education prepares an educational curriculum based on the development of children's potential, both from the moral and religious aspects, psychomotor, cognitive, language and art, social and emotional (Assingkily & Hardiyati, 2019: 19-31).

The potential that every child has is different, this shows that every child is unique and every child is special (Rahman, 2009: 46-57). Furthermore, these differences have inspired the emergence of the theory of multiple intelligences, thus denying the term "stupid" to every child. Privileges in children in Islamic teachings must be planted with teaching and fostering aspects of morality-religion (Khaironi, 2018: 1-12). The development of moral and religious values for early childhood can be done by imitating positive behavior, noble culture, and staying in the context of learning while playing (Permana, 2013).

Learning while playing for early childhood is seen as effective as an effort to internalize educational, moral and religious values. The effectiveness of this teaching, has an influence on the child's personality, both in attitudes, thoughts, speech, and behavior (personality) (Haryanti, *et.al.*, 2019: 64-70). Furthermore, the internalization of values for children is carried out systematically through rules and is humane. On this basis, education observers have initiated friendly education for children, both in the family environment, child-friendly schools, to the community (such as child-friendly mosques) (Isna, 2019: 62-69).

Moral and religious values are needed for children as a provision for the future. Personality harmony and tolerance of humanity are imprinted on a person since childhood (Ulfa, 2020: 20-28). This is based on religion which contains the values of monotheism and human morals, as guidelines for living life activities (Novitasari, 2018: 82-90). Furthermore, strengthening moral and religious values in a person is believed to have an impact on attitudes and knowledge insights, just like the existence of spirituality in filling one's emotional and intellectual capacity.

The strengthening of religious and moral values affects the level of spiritual intelligence in children, as a driving force for the mobility of emotional intelligence and intellectual intelligence. According to Sukatin, *et.al.* (2020: 156-171), every child from birth has been given the potential to understand the surrounding life in the form of the sense of hearing, the sense of sight, and the heart as a means of appreciation. From these three tools, humans consciously and slowly sharpen their religious instincts to be able to take lessons from every incident, especially the difference between human will and destiny.

Since birth, humans are entrusted by Allah swt. in the form of "hanif nature", which is inclined to the truth. The tendency of the human heart and mind to do good and right actions is an integral unit (inseparable) (Aguss, 2021). However, greed or greed is the fundamental problem why humans deny their nature to tend to follow the truth (Mulqiah, *et.al.*, 2017: 61-67). Thus, how important it is for monotheism education and the development of moral-religious values to be given to children from an early age.

The child phase also experiences drastic changes in understanding concepts to meta-concepts of something. For example, children aged 4-6 years who like to use fantasy as an imaginary power to understand lessons, interpret strength and might with cartoons, animated films, or characters that are often seen from television or internet-based social media. In fact, children are more receptive to fantasy concepts that tend to be unreasonable than concrete things in thinking about religious values and morality. The child's phase also undergoes drastic changes in understanding concepts to meta-concepts. For example, children aged 4-6 years who like to use fantasy as an imaginary power to understand lessons, interpret strength and might with cartoons, animated films, or characters that are often seen from television or internet-based social media. In fact, children are easier to accept the concept of fantasy which tends to make no sense than something concrete in thinking about religious values and morality (Nurjanah, 2018: 43-59).

Responding to the readiness of children in learning religion and moral values, it takes 2 (two) things at once in a child's daily life, namely religious practice and religious experience (Ali, 2016: 190-215). These two aspects become the basic capital for children to live the moral values taught by religion (Islam). Simply put, at the age of children understand religion includes; (1) believe in Allah swt. and knowing His creatures, (2) children recognize worship rituals, daily prayers, and practices in Islamic recommendations, (3) children practice their knowledge of basic Islamic teachings.

Teaching religion to children contains the moral content they need to interact in a pluralistic society (Kurniawan, 2017: 69-80). The main morality practiced by children is the ability to classify good and bad deeds, right and wrong, and useful or not. The classification is based on Islamic rules, not one's own mind. For that, guidance from adults is needed by children.

In Islam, morality is known as *taqwa*, which is a spontaneous act carried out by humans in response to something. A person's character is closely related to the level of his faith in Allah swt. This shows that one's actions, thoughts, and words are influenced by the level of faith. Furthermore, morality is closely related to one's piety, carrying out all the commands of Allah and staying away from all His prohibitions (Jannah, 2015: 87-98; Sit, 2012).

Observing the description above, it is understood that the development of moral and religious values in early childhood involves reasoning, appreciation, behavior, and action, based on the rules (customary norms) that apply in interaction activities in the community. Reflecting the involvement of elements in the child's morals, can be identified through the child's knowledge of the limits of good and bad deeds, discipline, and the independence of the child to do an act (Savira, *et.al.*, 2020). This shows the child's level of recognition and awareness of the rules around him.

Cultivate an independent attitude, discipline, and do good to children, starting with instilling the foundation of religious and moral values as early as possible. Because, children who practice their religious knowledge will experience psychological (mental) changes to like to do good and not like to do bad, so that slowly children will display commendable morals as "fruit" or the result of self-improvement. Therefore, the role of parents is needed in the child's development phase (Oktarina & Latipah, 2021: 137-149).

The teaching of religion and moral values in early childhood requires media as a transmitter of moral messages for children. In this context, it is understood that children enjoy playing, learning colors, teaching aids are unique and can move, and produce sound. For that, the media needed by early childhood in audio-visual-based learning (Anjarsari, 2020: 40-50; Andriati, *et.al.*, 2016). As stated by Agusniatih (2020: 158-164), that audio-visual media is the right choice in developing moral and religious values in children, because it is concrete, interesting, and in accordance with the stage of child development.

Indeed, academic studies on the development of audio-visual learning media have been studied from various perspectives. Among them are discussing from the aspect of IPA (science) material (Asmara, 2015: 156-178), student motivation and learning outcomes (Pradilasari, *et.al.*, 2019: 9-15; Nurrita, 2018: 171), student achievement (Arwudarachman, 2015), self-concept through group guidance (Fitriani, 2019: 104-114), sophistication of information technology (Muhson, 2010), as well as a study of teaching aid facilities and students' ability to solve a problem (Nomleni & Manu, 2018: 219-230).

Observing the literature review above, obtained a gap analysis (differentiating form) of this research with previous relevant research, namely from the aspect of developing moral and religious values for early childhood through audio-visual learning media. On this basis, the researcher seeks to deepen the study, summarized in the title, "Development of Audio Visual Learning Media in Improving Religious and Moral Values of Early Childhood". Through this research, it is hoped that it will become a reference for further researchers in an effort to develop audio-visual-based learning media, especially for the development of children's religious and moral values.

METHOD

This study uses a type of research and development (R&D) that is oriented towards testing the effectiveness of audio-visual-based learning media (Rangkuti, 2015; Assingkily, 2021). The product produced is in the form of an animated film entitled *Aku Anak Salih* on the learning theme "AKU". The purpose of making the film is to increase religious and moral values in children at RA Nurul Aflah Medan Labuhan North Sumatra. This is based on the lack of introduction of children to matters of worship in Islam and there is no learning media that supports the development of religious and moral values in children in the RA.

In this context, the product that will be produced is in the form of media in the form of the film "Aku Anak Salih" to improve religious and moral values for early childhood with the Borg and Gall model. The procedural stages include: preparation and data collection stage, product development stage, product validity stage, revision stage, product trial stage, dissemination and implementation (Borg, *et.al.*, 2003). The design of the media for the film "Aku Anak Salih" was carried out through determining the theme, making a logline, developing a film synopsis, making storyboards, and implementing the production system.

RESULTS AND DISCUSSION

The media produced in this development research is a film titled *Aku Anak Salih*, with the aim of optimizing the religious and moral values of early childhood. The following are the stages of developing the media, according to the Borg & Gall media development procedure, (6 stages):

Preparation and Data Collection

The preparation efforts in the data collection process include elements of core competency standards (KI) and basic competencies (KD), learning objectives, and indicators of learning success. Next, the researcher identified the scope of the subject matter with the theme "AKU" and the sub-theme "AKU ANAK SHALEH". The entire material contained in the animated film (as the development of audio-visual-based learning media) is learning religious and moral values for early childhood, as a provision for daily life practices, in the form of worship and doing good to others.

The indicators that have been formulated as criteria for determining the achievement of increasing religious and moral values in early childhood, through audio-visual-based media, consist of: (1) teaching children about divinity (oneness) according to their level of ability; (2) introduce children to worship activities (5 daily prayers, and others); (3) asking children to practice the experience (ritual) of worship; (4) introduce children to commendable behavior; and (5) imitating (presenting oneself as an exemplary figure) to children.

Development of Audio-Visual Media in the Form of Children's Animated Films

Based on the results of the identification in the first stage, researchers made efforts; (1) analysis of student needs (in the form of increasing religious and moral values based on audio-visual media); (2) designing the media created (animated film Aku Anak Salih); (3) make a synopsis (short flow of learning content); (4) create storyboards; and (5) implementation of the production system. This shows an effort to present learning in the form of a spectacle by containing the values of religious guidance and moral education.

In line with the above, Taubah (2015: 109-136) explains that early childhood needs guidance that is in accordance with the stage (phase) of development, which involves elements of sight and hearing at the same time (such as animated films). This also underlies the development of animated film-based learning media (AKU ANAK SHALEH) at RA Nurul Aflah Medan Labuhan. Thus, the film is believed to be able to increase the development of religious and moral values in children because it is fun and contains educational values.

Product Initial Trial (Media Validation)

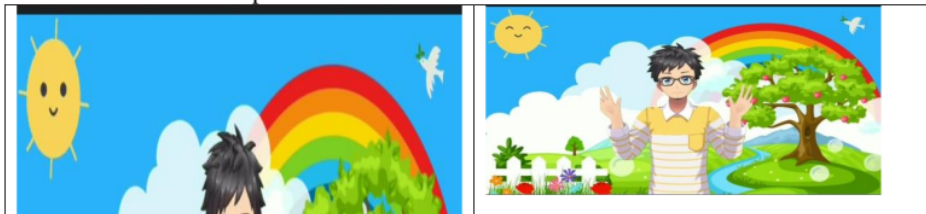
The results of material expert validation related to the development of the AKU ANAK SHALEH animated film media are described in the form of qualitative data and quantitative data from Material Experts, Media Experts, and classroom teachers. The quantitative data were obtained from material experts (Dr. Mesran, M.Pd.I.), with the results of an achievement rate of 90% so that it was declared valid and worthy of being a learning medium. While qualitative data from experts provided criticism or input that read, "Add an opening greeting section to the children's animated film as an introduction to the material and add pictures to complete the material at the beginning as an introduction."

Furthermore, quantitative data was obtained from a media design expert (Dwi Hastuti, M.Pd.), with an achievement rate of 78% so that it was declared valid and worthy of being a learning media. While qualitative data from experts provide criticism or input that reads, "Items that score / point 3 as an assessment to be revised". Finally, quantitative data were obtained from the classroom teacher (Idawati, S.Pd.I.), with an achievement rate of 86% so that it was declared valid and worthy of being a learning media. While qualitative data from experts provide criticism or input that reads, "Sounds and pictures in audio-visual learning media are more clarified" and "overall it is quite good and can help children in the development of their religious and moral values and is also interesting for children".

Product Revision

Referring to the third stage, the results of the product revision are shown in the image below:

a. Revision from Material Expert



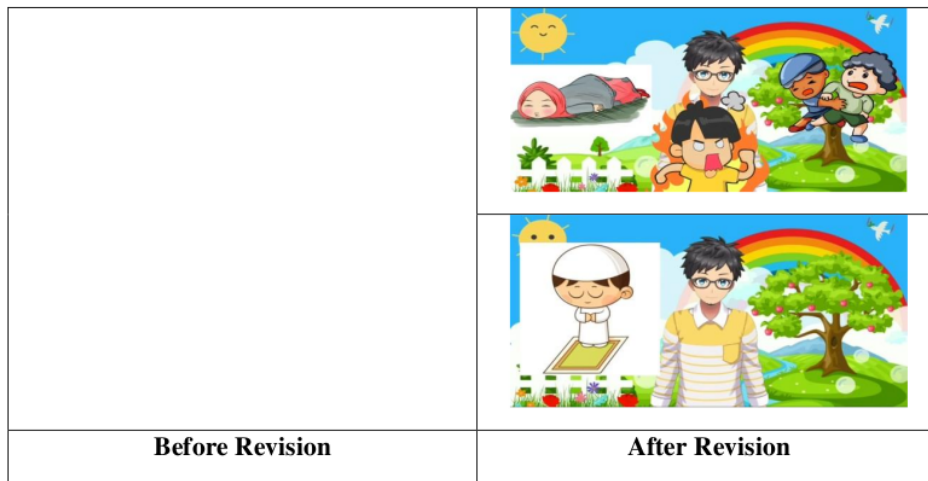


Figure 1. Product Revision from Material Expert

From the picture above, which originally did not contain animated images as an introduction to the material, it has been improved by adding animated introductory images starting with greetings to make it even more interesting and adding pictures as an introduction to deepening the material in the children's story based on suggestions from material expert.

b. Media Expert Product Revision

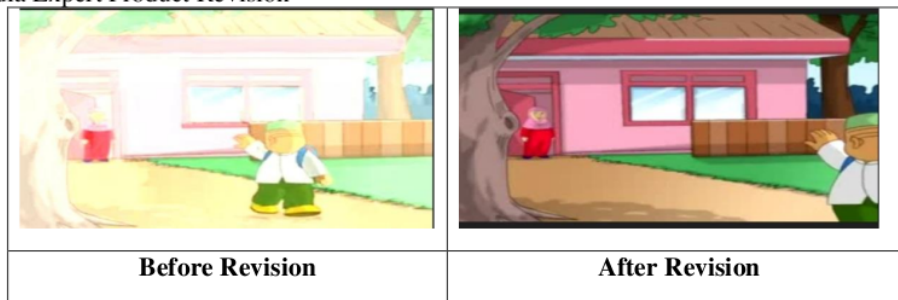


Figure 2. Revision of Media Design

From the picture above, which originally contained the story, the image lighting was too bright so that the object looked unclear, then it was revised to an image that had good brightness, so that the object could be seen clearly. according to the standard so that children are clearer in watching the film based on the advice of media design experts.

c. Product Revision from Learning Experts (Class Teacher)



Figure 3. Revision of Media from Learning Experts (Class Teachers)

From the picture above, the picture that originally had a fairly small font so it was not clear to read in a rather far distance, namely the distance between the blackboard and the student and teacher desks, the Indonesian writing size was improved from 10 to 14, and the Arabic writing size from 12 to 16 fonts, the writing box has also been tidied up again than before based on user expert advice (class teacher) RA Nurul Aflah.

Field Trial

After the product improvements have been made, the researcher must re-test the developed product to determine the feasibility and success of the product when used in the field. Field testing is applied to children. At this stage, researchers used audio-visual learning media in the classroom directly. This is done so that researchers can find out directly whether or not the product that has been developed is effective.

The results of the product effectiveness test in the field of audio-visual media development, namely children's animated films as learning media in this study can be measured by conducting pre-test and post-test stages through a t-test implemented by group B children RA Nurul Aflah, totaling 15 children. Before the product is used, each student does a pre-test to find out how deep the students are to the AKU ANAK SHALEH material. Furthermore, it was continued to post-test 15 students after the students received learning using development products in the form of audio-visual media, namely children's animated films.

Based on statistical calculations that the development of religious and moral values of RA Nurul Aflah's children, namely the average value of 55, median 59, mode 59, 60 and 65, standard deviation 7. Based on the qualification table for the ability test of children's religious and moral values based in percentage, then the average 55 is at the percentage $52 < \text{score} < 68$, the results obtained indicate that the development of religious and moral values of RA Nurul Aflah's children is at the ability level "Starting to Develop (MB)".

Implementation of Audio Visual Media Products

Disseminating and disseminating the product to all subjects, whether it be through a meeting, publication of scientific journals, through collaboration with commercial publishers, is called "Desimilation" of the product. So, with the implementation of product dissimulation, each school or other educational institution can use the product. However, in this study, due to limited time and cost, the researcher only reached the implementation stage in the form of applying audio-visual media at RA Nurul Aflah. The application of audio-visual media in the form of animated children's films with the theme "AKU" with the sub-theme "AKU ANAK SHALEH" to optimize the development of children's religious and moral values was carried out on 15 students in group B at RA Nurul Aflah.

The implementation of audio-visual media in the form of animated children's films in the classroom in the learning process does not require much time from each meeting, in the process of applying it, namely 1)

preparing, especially in mastering the material, 2) proper placement, whether it's the position of placing audio-visual media with student positions such as sitting positions or the arrangement of chairs can be formed in a semicircle (letter U) by ensuring all students get a good view, 3) introducing the material to students at the beginning of opening the lesson because not everything is learned in one day, 4) presenting material according to the contents of audio-visual media in the form of animated children's films by watching the storyline of the film that will be presented, 5) providing opportunities for children to ask questions, give opinions by providing a stimulus so that participants want to ask questions, give opinions, and carry out a reflection process to find out how much clear understanding of students is to the material. 6) Provide opportunities for students to comment on the presentation of audio-visual material in the form of animated films for children, and 7) make conclusions that students need to be encouraged to play an active role in providing conclusions that are strengthened by the teacher. If necessary, the teacher can reopen some animated films that are considered important.

To determine the feasibility level of audio-visual media development products in children's animated films in this study, it was also measured by pre-test and post-test in field trials of audio-visual media development implemented to students at RA Nurul Aflah with a total of 15 students, especially for children aged 5-6 years who are included in the age group B. The average results obtained are pre-test 55 and post-test 87 the average value of the post-test of these children is the conversion of children's abilities in good qualifications, and is assessed as wanting the researcher is looking for that is 80 or the category develops as expected. This shows that the post-test score is better than the pre-test score. The difference in these results states that the audio-visual media in the form of children's animated films has significant differences in the use before and after the media is used in the classroom. The difference is evidenced in the results of the t-test calculation where the acquisition of tcount gets a result of 22.31 with a hypothesis test of a significance level of 5% (0.05) in the t-distribution table with a coefficient of degree (dk=14) showing a value of 1.761 which is called ttable. The results show that Ho is accepted and H1 is rejected. Because the calculation $t_{count} > t_{table}$. So, it can be concluded that the use of before and after audio-visual media in children's animated films to improve the development of religious and moral values for early childhood at RA Nurul Aflah has a significant difference.

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CONCLUSION

Based on the results and discussion above, it was found that the media design for the film "Aku Anak Salih" was carried out through determining the theme, making a logline, developing a film synopsis, making storyboards, and implementing the production system. The result is that the media is considered effective and valid by experts to be applied to students of RA Nurul Aflah, Medan Labuhan District. These media have advantages in terms of convenience that are presented to increase moral and religious values in early childhood, attract children's learning attention, and are in accordance with audio-visual learning styles. Likewise, there are weaknesses from this media in the form of a relatively long time in designing the media, demanding teacher creativity in designing technology-based media, and demanding adequate facilities in schools (projectors, sound systems, classrooms).

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