



Model for developing audio visual media efforts to increase religion and moral values of early age children kota Bengkulu

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ABSTRACT

This study aims to: (1) Design audio-visual media development that can enhance religious and moral values in learning; (2) Describe the effectiveness of using audio-visual media to improve religious and moral values. The subjects of this study were class B teachers and children in the B grade of Bengkulu City. While the object of this research is audio-visual media as a learning medium in aspects of religious and moral values. This research was carried out using a "Research and Development" approach. Conclusions are taken: (1) Audio-visual media as learning media that can explain abstract religious and moral values to be concrete and attract children's attention so that they can increase religious and moral values child. (2) The audio-visual media developed is an effective alternative media as a learning media for aspects of religious and moral values to enhance the religious and moral values of Class B PAUD children. Increased religious values are significantly based on the results of t-test level significance 0.00 which is smaller than 5%. The use of audio-visual media can improve children's morale after using audio-visual media is higher than before using audio-visual media.

Keywords :
*Media, Audio
Visual, Religious
Values*

INTRODUCTION

Early Childhood Education is very important and even becomes a strong foundation for realizing an intelligent and strong generation. Childhood Education focuses on laying the foundation towards physical growth and development Fine and gross motor fitness, intelligence (thinking power, creativity, intelligence), social-emotional (attitude and behavior as well as religion), language and communication, following the uniqueness and the stages of development that are passed by early childhood.

Moral education carried out from an early age is not a useless endeavor. Kristin A and Jeannie A [1] explain "Moral behavior is of great concern to society in general and to parents, teachers and others who care for children. "Moral development" is the process through which children acquire the concepts of right and wrong. "Good morale comes from a good moral environment because the environment (both the community, family, and school environment) becomes a source of learning for children to behave by applicable values.

The development of children at an early age will affect development at a later age. Rahim and Rahiem [2] explained "Early childhood is a crucial stage in terms of a child's physical, intellectual, emotional and social development. Mental and physical abilities progress at an astounding rate and a very high proportion of learning takes place from birth to age six years old. "Early age is a critical age on physical, intellectual, and social-emotional development. The average progress of physical and spiritual abilities is very rapid at the new age of birth up to six years. The development progress is obtained through learning outcomes from the environment. Given the importance of the existence of an early age, it is necessary to provide optimal stimulation at that age, so that the growth and development of children can run as they should.

Early Childhood Education is the first education that a child goes through in his life phase and has a great influence on the life of the next child. Siraj and Blatchford [3] revealed: "Early Childhood Education, therefore, has a major role to play in achieving sustainable development." Early childhood education has a major role so that children can achieve sustainable development.

One aspect that must be developed in Early Childhood Education is the aspect of religious and moral values. The education of religious and moral values in the Early Childhood Education program is a solid foundation and very important objections, if it shines and is well engraved in every human being from an early age, faith and moral can be felt in further education.

The low quality of education in Indonesia also causes a low level of quality of human resources. So in this case, the government must be able to improve the quality of education through learning in which there is a strategy to make it easier for children to understand and apply the learning they have gained in their lives, especially learning found in early childhood education. very useful for children from an early age. This is because so that the soul values and norms that are by the Islamic religion.

In addition to the stages of moral development, Lawrence Kohlberg also offers the concept of justice as the basis for implementing moral education in the West. This principle is an immanent condition in a social reaction network or a law that regulates the balance of all social relations [4]. Therefore, Kohlberg gives stories to people of different ages and cultures that place a person in certain positions and situations that are confronted with moral problems in certain standards.

Based on the above background, this study focuses on efforts to develop one of the learning media in the form of audio-visual media for early childhood, especially on aspects of the development of religious and moral values. This is very important to do because with audio-visual media learning will add and deepen children's learning experiences and motivation. Because audio-visual media is easier to convey messages in the form of interesting programs.

METHOD

This research was conducted using the "Research and Development" (Research and Development) approach. According to Richey and Clients, research and development is one type of pragmatic research, which is used to test theories and validate practices that are continuously carried out essentially through non-challenging traditions [5]. A way to get new procedures, techniques, and equipment based on a methodical analysis of specific cases.

Research and development aim to find, develop and validate a product, thus R&D research are longitudinal. Research and development is a method used to produce new products and test the effectiveness of these products. Both opinions are strengthened by the opinion of Sukmadinata which states "research and development is a process/steps. To develop a product and improve existing products, which can be accounted for [6].

Development research can be carried out in various fields including education, this research will produce material, media, tools and or learning strategies, evaluation tools and so on used to overcome educational problems increase the effectiveness of teaching and learning in the classroom and laboratories and not to test a theory.

The research method used is development research which consists of 3 main components, namely: preliminary studies, product development, and testing. Furthermore, descriptive testing was added to see the effectiveness of the use of media developed by children's religious and moral values and to find out the significance level before and after the use of media on children's religious and moral values.

In this research and development, it refers to the procedure offered by Sugiyono with the modification of the ADDIE model. Phase I: Preliminary studies in the preliminary stage are carried out a needs analysis with literature studies relating to the concepts and theories of audio-visual media learning and learning, especially on aspects of the development of religious and moral values.

Based on the study of literature found that the use of media, especially audio-visual learning media is very important to achieve the desired learning goals. With the use of audio-visual learning media, learning messages that are conveyed can easily use media for learning will foster students' motivation in learning.

Phase II: Model development stage. This learning audio-visual media development model applies a procedural model. The procedural model is a descriptive model, which outlines the steps that must be followed to produce a product. The procedural model adopted in the development of learning audio-visual media is the ADDIE model. The steps taken are 1) Analysis, namely analyzing and determining the needs of media and learning content through literature studies and field studies. In this case the developed media is learning audio-visual media, while the learning audio-visual media content is on the aspects of the development of Religious and Moral Values, 2) Design is compiling a draft model of audio-visual media learning aspects of the development of religious values and morally based on needs analysis that has referred to the topic or topic, namely aspects of the development of religious and moral values, firstly through an assessment by audio-visual media experts, Principals and Early Childhood Education Teachers. Components in the draft model compiled include an outline of the contents of audio-visual media aspects of the development of religious and moral values, audio-visual media text aspects of the development of religious and moral values and accompanying materials, 3) Development of the process of producing or recording audio-media visual aspects of the development of religious and moral values and then proceed with a limited trial of the product in the Early Childhood Education and its results as a guide and guide to revising the product.

In a limited trial conducted the teacher plays the program in children with Early Childhood Education, then after completing it is followed by filling in the questionnaire by the child and the teacher after completing the program listening process. After the whole process of the limited trial is completed until revising, then the next step is to test the audio media -visual learning aspects of the development of religious and moral values broadly namely in two Early Childhood Education in the City of Bengkulu Early

Childhood Education Dahlia and Sehati Early Childhood Education which results to guide improvement and justification of the initial effectiveness of the product. The strategy used in the trial was expanded namely initially two schools were selected before the learning process in.

RESULT AND DISCUSSION

Learning is also a process to improve one's abilities. Meyer [8] argues that learning is a change in student's self-knowledge, and the change occurs because of the experience. Thus learning has the nature of changing knowledge permanently. Student creativity can be optimized by discovering new multimedia tools and making materials in styles available to them through games, CDs, and television. Meyer further stated that learning has three main points of understanding, namely: 1) Learning is the occurrence of changes that include cognitive, affective and psychomotor aspects, 2) Learning includes changes in knowledge that are reflected in changes in behavior, 3) Learning depends on the experience of the student or student. Changes in cognitive aspects refer to the achievement of knowledge mastered by students.

The learning process has an impact that is learning outcomes achieved directly by directing learners to the expected goals, while the other impact is the impact of accompaniment in the form of other learning outcomes produced by a learning process as a result of the creation of a learning atmosphere experienced directly by the learners without direct direction from teacher. Hamrlik [9] defines learning as a combination that is composed including human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives, so learning is a system that involves sub-systems and each sub-system influences each other.

According to the NAEYC (National Association for the Education of Young Children), early childhood is a child who is at the age of zero to eight years. According to education experts, Mursid [10] explained that early childhood is a group of people aged 0-8 years. Mursid explained about early childhood is a group of children who are in a process of growth and development that is unique, in the sense of having patterns of growth and development (fine and gross motor coordination), intelligence (power of thought, creativity, emotional intelligence and spiritual intelligence), social-emotional (attitude and behavior as well as religion), language and communication that are specific to the child's level of growth and development.

Learning media according to Briggs is a means to provide incentives for students so that the learning process occurs. Media are all forms and channels for the transmission process. in the scope of education, the media is one of the objects that can be manipulated, seen and heard, read or discussed along with the instruments used for educational activities [11]. Religious and Moral Values are one aspect that must be developed in children, especially in the Early Childhood Education of Bengkulu City. Religious values are beliefs in regular living conditions, morality means customs, habits, rules/values, or ways of life.

Researchers will explain the compatibility of audio-visual learning media on children's moral development. This research is limited to learning material about morals, especially on basic competencies that describe the attitude of discipline and responsibility. Azhar explained that: "Audio-visual media is a way to produce or convey material using mechanical and electronic machines to present audio-visual messages. So that teaching conducted through audio-visual is a production and use of material whose absorption through sight and hearing and is not entirely dependent on the understanding

of words or similar symbols. This is in line with Arsyad's opinion in Khadijah that: "audio-visual media is an intermediary that can convey messages to students through being seen and heard [12].

Learning should be able to use media that can facilitate communication in the process, and use facilities that can make students comfortable and easily understand it, so learning can achieve its goals to the fullest. Audio-visual learning media is done so that children are more focused on finding and finding information about moral behavior related to disciplined and responsible attitudes from a variety of audio-visual media including films and videos.

Development media is an interactive media as a source of learning aspects of religious and moral values in children of Class B Early Childhood Education. This audio-visual media is a learning media in the form of interactive video so that in use it requires a laptop or computer with minimum specifications: 1) Processor Intel Pentium IV 3.0 GHz, 2) 512 MB RAM, 3) Windows XP, 4) Has a flash player application, 5) Application in the form of exe so that it can be operated in a stand-alone way and can be displayed.

CONCLUSIONS

Based on the analysis used in this study, conclusions are drawn: (1) Audio-visual media as a learning medium that can explain things about religious and moral values that are abstract to be concrete and attract the attention of children to improve religious and moral values child. (2) The developed audio-visual media is an effective alternative media as a learning medium for aspects of religious and moral values to improve religious and moral values of PAUD Class B. Children The increase in religious values is significantly based on the results of t-test levels significance of 0.00 which is smaller than 5%. The use of audio-visual media can improve children's morale after using audio-visual media higher than before using audio-visual media.

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