

Development of Audio Visual Media in Early Childhood Learning in RA Palu City

Nur Fhatila Dini ^{1*}, Askar Askar ² & Hamka Hamka ³

¹ Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

³ State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Nur Fhatila Dini E-mail: nurfhatiladini14@gmail.com

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ABSTRACT

Learning using audio-visual media is related to the senses of sight and hearing so that it can streamline the ability of children's sensory organs and children easily capture a material raised in the learning video that focuses on learning the Worship Center. In this case, the author formulates the problem of how feasibility of developing audio-visual media in early childhood learning in RA Palu City. The method used is the Research and Development (R&D) method. the results of the research produced audio visual media that is feasible to use in early childhood learning. Audio visual media is made through a video application that can unite videos with interesting images so that it can make children interested in seeing and hearing this media. The results of validation trials by a team of validators received a valid category, and the results of limited trials by teachers received a feasible category. Therefore, learning using audio-visual media is expected to develop several aspects by providing stimulation in the form of moving images and sound, and conveying messages to influence attitudes and emotions.

1. Introduction

Early Childhood Education (PAUD) is one of the stages of education that can determine the growth and development of children in the future, early childhood education is a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (mind power, creative power, emotional intelligence, spiritual intelligence), social emotional (attitude and behavior and religion), language and communication, in accordance with the uniqueness and stages of development through early childhood.

The development of children in learning requires the existence of media that helps the effectiveness of the learning process of children at an early age. the media in question is learning media that can help children to understand about a knowledge conveyed by the teacher. learning media can also have an influence on children's psychology and will provide stimulation for children to be more enthusiastic in learning, therefore teachers are required to use media as a learning space in early childhood by using learning media, especially audio-visual media, can make children motivated in learning and easily capture its content by children.

How is the feasibility of developing audio-visual media in early childhood learning in Three RA of Palu City? will be discussed in this article.

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2. Literature Review

2.1 Fitri Indrayani, "Development of Scientifically Based Audio Visual Learning Media through Color Mixing Activities at RA Al-Kautsar Bengkulu City" For this reason, the purpose of this study is to produce products in the form of scientifically based audio visual learning media designed with animated images, sounds and videos that are more interesting so that children are more active in learning. The type of research used is (research and development) using seven development steps, namely problem identification, information gathering, product design, product revision, small-scale product trials, and second product revision. Design The results of research on pre-test activities obtained that the ability to recognize colors in RA Al-Kautsar children in the category is quite capable. While in the post-test activities, the ability to recognize colors in children at RA Al-Kautsar is in the capable category. Thus there is an increase in the category of ability to recognize colors in children in this development research, so it can be concluded that the product of development results in the form of scientific-based audio visual media through early childhood learning activities that lead to the center of worship while in previous studies on the development of scientific-based audio visual learning media.

2.2 Novita Purwa Hadi, development of audio-visual learning media with an android-based scientific approach in Madrasah Ibtidaiyah, the method used in this research and development is (Research and Development) which is used to produce certain products and test the effectiveness of these products. The writing steps are as follows: Analysis, Design, Development, Implementation, and Evaluation. This media was implemented on grade V students at MI Al Hidayah Domas Trowulan Mojokerto which was divided into 2 stages. The result is that the average percentage of validation results of material experts and media experts is 92% and 93%, so the media is very feasible and does not require revision. The average percentage of students' attractiveness test results on learning media is 96%. Audio learning media visual with a scientific approach is very interesting, so that students easily receive information about the teaching and learning process. Previous research and research conducted are research and development methods, while previous research focused on developing audio-visual learning media with an android-based scientific approach, while the research conducted focused on developing audio-visual media in early childhood learning that leads to the Worship center.

3. Methodology

This type of research uses the Research and Development (R&D) method which is a research method used to produce certain products, and test the effectiveness of these products, the research is carried out in stages / longitudinal so that the results of these products can benefit the wider community. The development model in this study uses a descriptive procedural model developed by Borg and Gall.

4. Results and Discussion

4.1 Initial Product Design

The development of products produced in the form of audio-visual media that focuses on the center of worship, in the development of audio-visual media is tested in three different schools in terms of the quality and quantity of audio-visual media in the school, in this modern era if children are not taught from this time it will be difficult when entering adolescence because this period is usually called (The Golden Age) which is a time when children begin to be sensitive or sensitive to receiving stimuli, from the potential and problems that exist researchers want to develop audio-visual as an early childhood learning media that can help aspects of early childhood development. Based on the potential and problems and data collection that has been done, researchers design audio visual products to develop aspects of early childhood development.

4.2 Test results

The manufacture of audio-visual products as learning media in early childhood development has been designed, then this product test will be validated by 4 teams of validator experts, as for the data from the validator team can be seen in the following table:

Table I

Expert Validator Team Data

No.	Name	Position	Validator Team
1	Nurni Kinabi, S.Pd.I	Material expert	Validator I
2	Dr. Hamka S.Ag., M.Ag.	Learning media expert	Validator II
3	Dr.Arifuddin M Arif S.Ag., M.Ag.	Learning design expert	Validator III

- The results of validation by a team of validators on audio-visual products as learning media in early childhood development are filled in by a team of validators via google form and the authors present in the form of the following table:

Assessment results Test validator I

Table II
Validator Test Assessment Results I

No.	Assessment Aspect	Rating Scale			
		1	2	3	4
1.	Correctness of material content				4
2.	Free of conceptual errors			3	
3.	Contemporary and innovative material				4
4.	Coverage and depth of material			3	
5.	The reference that is used by Kememadaian				4
6.	Level of effectiveness of media in learning				4
7.	Media can support learning content and materials				4
8.	Using sentences that do not cause multiple interpretations (straightforward)				4
9.	Presentation support				4
	Total	34			
	Percentage Score	94 %			
	Description	Valid			

Written Comment/Review

No.	Topic	Sub Topic	Comments/Reviews/Recommendations
1	Material and way of presentation	Use of materials and way of presentation	The material and method of presentation are good, but the presentation of children's songs still needs improvement in the lyrics of the prayer movement song.

Based on the validation test by the validator I team above, the lowest score for each aspect of the assessment is number 2 and 4 by giving a score of 3, the entire number of scores for each aspect of the assessment is multiplied by 100%, divided by the maximum score, thus obtaining a practicality score with a valid category.

- Validator II Test Assessment Results

Table III

Validator II Test Assessment Results

No.	Assessment Aspect	Rating Scale			
		1	2	3	4
1.	Suitability of media delivery strategies with related audience (student) characteristics				4
2.	The accuracy of the media delivery strategy so as to enable the ease and speed of understanding and mastery of material, concepts or skills.			3	
3.	Time efficiency in using media in learning				4
4.	The level of contextuality with real-life application/application in accordance with the characteristics of the audience (students) concerned			3	
5.	accuracy of media selection				4
6.	Advantages of using media			3	
7.	Suitability of media characteristics to the learning process			3	
8.	Layout consistency			3	
9.	Use of fonts in the content			3	
	Total	30			
	Percentage Score	83 %			
	Description	Valid			

Written Comment/Review

No.	Topic	Sub Topic	Comments/Reviews/Recommendations
1	Media	Use of media	Can be used in research

Based on the validation test by the validator II team above, the lowest score for each aspect of the assessment is number 1, 3, 5 by giving a score of 4, the entire total score of each aspect of the assessment is multiplied by 100%, divided by the maximum score, thus obtaining a practicality score with a valid category.

3. Validator III Test Assessment Results

Table IV

Results of Validator III Test Assessment

NO.	ASSESSMENT ASPECT	GRADING SCALE			
		1	2	3	4
1.	Clarity of audio and images in accordance with student characteristics				4
2.	Appropriateness of language and communication style with student characteristics			3	
3.	Accuracy of the use of sound effects with the objectives and content of the material			3	
4.	Attractiveness of audio media packaging				4
5.	Overall accuracy and attractiveness of audio media				4
6.	Appeal to learners				4
7.	Suitability of media characteristics to the learning process			3	

8.	Time efficiency in using media in learning				4
9.	Consistency of audio and visual layout			3	
Total		32			
Percentage Score		88 %			
Description		Valid			

Written Comment/Review

No.	Topic	Sub Topic	Comments/Reviews/Recommendations
1	Image	Image dimensions	The dimensions of the image about the prayer demonstration should be even more enlarged because the character of early childhood is more focused on the image and display of writing

Based on the validation test by the validator II team above, the lowest score for each aspect of the assessment is number 2, 3, 7 and 9 by giving a score of 3, the entire number of scores for each aspect of the assessment is multiplied by 100%, divided by the maximum score, thus obtaining a practicality score with a valid category.

4.3 Product Revision/Design Improvement

After the product assessment was carried out by a team of expert validators, suggestions were obtained from the validators, then the suggestions given were made into input to revise the product design, as for the revision results described as follows: If the video recognizes prayer movements, it should not be combined with other material and should not use a duration that is too short. Media constructs in the aesthetic / beauty aspect still need to be polished so that students are interested in seeing and hearing this audio visual. Color selection should be colors that are easily recognized by children such as green, yellow, red and pink. After getting revisions from the validator team, the author has made the video separately and uses colors that are easily recognizable by students and the author has made a CD that will be displayed during the exam later.

5. Conclusion

This research and development has produced Audio Visual Media in Early Childhood Learning in RA Palu City, overall audio visual media products are categorized as feasible in early childhood learning in RA DWP STAIN Datokarama Palu, RA DWP 1 Regional Office of the Ministry of Religion of Central Sulawesi Province, RA DWP 2 Regional Office of the Ministry of Religion of Central Sulawesi. The results showed, (1) Produced audio-visual media that is suitable for use in early childhood learning. (2) Audio visual media is made through video applications that can unite videos with interesting images so that it can make children interested in seeing and hearing this media. (3) The results of validation trials by a team of validators received a valid category, and the results of limited trials by teachers received a feasible category, as explained in the previous description.

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