

IMPLEMENTATION OF VIDEO MEDIA TO IMPROVE DEVELOPMENT OF EARLY RELIGIOUS AND MORAL VALUES OF CHILDREN

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ABSTRACT

This study aims to prove that there is an influence of the use of video media on the development of religious and moral values by introducing polite behavior. This research uses a quantitative quasi-experimental design with a pretest-posttest controlled group design model. Learning in the control group using a conventional model teacher-centered media storybook while the experimental group using the medium of video. This research was conducted in kindergarten TRI DHARMA sub-district Sukapura districts Probolinggo in group A with research subjects 20 children to group control and 20 children to experiment. From the results of this study indicate that the influence of experimental class children who use video media has an average higher when compared to the control class that uses conventional models that are centered on the teacher with the storybook media. The average score of the experimental class is 82.25 and the average number of the control class is 75.5. Based on the analysis of data that has been done that $t_{\text{arithmetik}} > t_{\text{table}}$, which is $2.163 > 2.08387$. Thus it can be concluded that video media influences the development of religious and moral values of early childhood.

Introduction

The development of religious and moral values is very important for children. The ability of religious and moral values, especially the way a child has good character becomes the foundation, is the driving force of various activities to be carried out in the future. Age in early childhood education is the best and most appropriate time in laying the foundations for developing religious and moral values. Children are the successor to the future of the nation, where the Indonesian people uphold religious and moral values highly.

The development of moral and religious values is closely related to the character of a child, manners, willingness to carry out religious teachings in his daily life (Lestarinigrum, 2014). Antonio (Djuwita, 2017) courtesy is the behavior of individuals who uphold the values of respect, respect, not arrogant and noble. Examples of courtesy are attitudes in respecting others by communicating using good and polite language by not degrading others (Khasanah & Herina, 2019).

Kindergarten children are children in a concrete preoperational development stage, while moral values are abstract concepts so in this activity, children are not able to directly accept what is taught by teachers or parents who are abstract quickly (Safitri et al., 2019). One way that is done in the activities of developing religious and moral values is in conducting learning activities that can use learning media so that children are interested in learning the development of religious and moral values. According to Hinic et.al stated that the media is an intermediary or introduction to communication from the sender to the recipient. So it can be concluded that learning media is a means of learning in the learning process (Safitri et al., 2019).

Current era the developing media is very diverse in types so that teachers can choose the right educational media according to the needs of children for learning activities (Wardani et al., 2018). One of the various learning technology media is video media, which has advantages that are good enough for the implementation of learning (Anshor et al., 2015).

A. Literature review

1. Video Media

Riyana (Efendi et al., 2015) Instructional video media defined as is a medium that presents audio and visuals that contain learning messages that contain concepts, principles, procedures, theories, applications to help the understanding of learning material. Rusman (Agustiningasih, 2015) defines video as audio-visual learning material that can be used to convey messages / subject matter. Stated to appear to hear because the elements of hearing (audio) and visual elements (visual) can be presented simultaneously.

Video is a message delivery medium that is included in audio-visual media or media of view – hear (Purwanti, 2015). Audiovisual media is said by giving sound and moving images so that it can attract children's interest in every learning activity.

2. Development of Religious and Moral Values

According to Syaodih (Syafiril & Anggraini, 2018) defines the development of religious and moral values of early childhood is children imitation (imitation) which starts to imitate the attitudes, perspectives, and behavior of others, children are internalized ie the child has begun to get along with their social environment and begin to be influenced by circumstances in the environment, the child is introverted and extroverted, that is the reaction shown the child based on experience.

The development of religious and moral values is the psychological changes experienced by young children related to their ability to understand and perform good behavior and to understand and avoid bad behavior based on religious teachings that are believed (Nurjanah, 2018).

Planting religious values, morals, discipline, and affection in the learning program in kindergartens included in the field of formation of behavior is an activity that is carried out continuously and in the daily life of a child in kindergarten, so that aspect - aspect of these developments expected to develop optimally.

3. Polite Behavior

According to Lickona (Murdiono, n.d.) states that one development of moral values that must be possessed by humans is the character of courtesy. According to Antonio (Djuwita, 2017), good manners is the behavior of individuals who uphold the values of respect, respect, not arrogance and noble. Good manners are knowledge related to respect through attitudes, actions, or behavior. Examples of courtesy are attitudes in respecting others by communicating using good and polite language by not degrading others (Sari et al., 2017). Polite is an important element in everyday social life with other people because it is with manners that someone can be valued and favored by his existence as a social being wherever he is (Kholifah & Naimah, 2017).

Method

Based on the problem studied, the influence of the use of video media on the development of religious and moral values with the introduction of polite behavior in Kindergarten Tri Dharma sub-district Sukapura district probolinggo, the form of this research is quantitative research with the type of research Quasi Experiment (experiment pseudo). The population of this study is the entire group A Kindergarten Tri Dharma sub-district Sukapura district probolinggo, has 40 students. The technique is taking the research sample is the purposive sampling technique. The sample in this study is group A1 and A2. Group A1 is used as an experiment with 20 children and an A2 group is a control group with 20 children. Data collection techniques used in this study are teacher-made tests, which have been tested for validity. In this assessment, the instrument used is the checklist format. With the evaluation criteria, namely Developing Very Well was given a score of 4, Developing according to Expectations was given a score of 3, Starting to Developed 2, Not yet developing 1.

In the data analysis technique, this study uses analysis that compares the differences of the two average values, so that it is done by t-test. But before carrying out the analysis of these differences, it is necessary to do a normality test with a lilies test, and a homogeneity test with a Barlett test. If it is known that data is normally distributed and homogeneous, data analysis will be carried out under the analysis technique that has been carried out by looking for comparisons using t-tests.

Result

The data described in this study consisted of two groups, namely data about the results of the pre-test in the experimental group (A1) and in the control group (A2) of the development of religious and moral values of early childhood treatment.

Table 1
Recapitulation of Pre-test Results of the development of religious and moral values of early childhood in Experiments and Control Classes

Variable	Experiment Learning A 1	Control Learning A 2
N	20	20
Rated highest	80	80
Lowest Value	50	50
Amount of values	795	750
Median	68,5	65,5
Average	66,8	62,2
Elementary school	7,06	8,8

Based on that table, the experimental class with the number of 20 children received the highest value of 80 and the lowest value of 50. From the grades of this experimental class, children obtained an overall total score of 795 median 68,5 with an average value of 66,8 standards deviation 7,06. While the control class with the number of children 20 people got the highest value of 80 and the lowest value of 50. From the value of the control, class children obtained an overall total score of 750, median 65,5 with an average value of 62,2 standard deviations 8,8.

Table 2
Recapitulation of Post-test Results of the development of religious and moral values of early childhood in the Experiment and Control groups

Variable	Experiment Learning A 1	Control Learning A 2
N	20	20
Rated highest	90	90
Lowest Value	70	70
Amount of values	980	900
Median	84,25	82,2
Average	82,2	75,5
Elementary school	8,8	7,60

Based on table 2 above, the experimental class with the number of 20 people will get the highest value of 90 and the lowest value of 70. From the value of the children of the experimental group, the overall number of scores was 980, median 84,25 with an average value of 82,2 standard deviations of 8,8. While the control group with the number of children 20 people got the highest score of 90 and the lowest value of 70. From the value of the control class children obtained an overall total score of 900, a median of 82.2 with an average value of 75,5 standard deviations of 7,60.

So that the results of this study are the development of religious and moral values with the introduction of courtesy behavior in the experimental group and the control group, the results were obtained that the children in the experimental group (group A 1) were higher than those in the control group (group A 2).

To test the hypothesis using t-test. From the results of hypothesis testing using t-test obtained the following results:

Table 3
Pre-test Calculation Results Testing with t-test

No	Class	N	Average Results	t _{count}	T _{table} α 0.05	Decision
1	Eksperimen	20	66.8	2,613	2.08387	Acceptance H0
2	Control	20	62,2			

Seen from the table above for the real level $\alpha = 0.05$ (5%) with a df of 22 is = 2.08387. Thus, it can be seen that at the real level $\alpha = 0.05$ (5%), the count smaller than the t table ($0.6215 < 2.08387$). So it can be concluded that there is no significant difference between the development of religious and moral values with the introduction of polite behavior in the experimental and control classes in the pre-test scores.

Table 4
Results of Calculation of Post-test Liliefors Testing for Experiment Groups and Control Groups

No	Class	N	α	L0	Lt	Veteran gan
1	Eksperimen	20	0,05	0.167	0.242	Normal
2	Control	20	0,05	0.168	0.242	Normal

Based on table 4 above, it can be seen that the experimental group L calculated value 0.167 is smaller than Table 0.242 for α 0.05. Thus the value of the experimental class comes from normally distributed data. For the control class, it was obtained that Lhitung 0.168 was smaller than Table 0.242 for α 0.05. This means that the control class data comes from normally distributed data.

Conclusion

Based on the results of data analysis that has been done, so that conclusions can be drawn as follows: Based on the results of research conducted at Tk. Tri Dharma Kec.Sukapura Regency, Probolinggo in the development of religious and moral values with the introduction of courtesy behavior through video media that children the experimental group (A 1) higher than the control class children (A 2) by using a conventional model with a teacher-centered media storybook, namely (82.2) for the experimental class and (75.5) for the control classes.

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