

Development of Moral Religious Values Through Audio Visual Media in Group B of Aisyiyah Kindergarten 1 Palu

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ABSTRACT

The problem in this study is that the moral religious value of the child has not developed as expected. The purpose of the research is to improve the learning process in order to develop the value of moral religion by using audio-visual media in children in group B of Aisyiyah 1 Palu Kindergarten. This research method is qualitative with the type of classroom action research. The subject of the research is group B children of Aisyiyah 1 Palu kindergarten, a number of students are 50 children. Data collection techniques are observation, interview and documentation. The result of pre-action research aspects observed is that 2% of child can imitate the movement of ablutions in very well-developed category, 2% growing as expected and 40% start growing and 56% undeveloped category, aspect of imitating the movement of prayer is 2% of child in very well-developed category and 2% growing as expected and 82% start growing and 14% undeveloped, in discipline aspect, 2% of child in very well-developed category, 4% growing as expected, 78% start growing, and 16% undeveloped category, in hand washing aspect, there are 2% in very well-developed category, 4% growing as expected and 78% start growing and 16% undeveloped category. After the action is performed it is proven that there is a development in moral religious values from Cycle 1 to cycle II. Based on the above data, it can be concluded that audio-visual media can develop the moral religious value of Group B Aisyiyah 1 Palu.

Keywords: *Moral Religious Values, Audio Visual Media, Kindergarten*

1. INTRODUCTION

With the foundation of religious and moral education to early childhood children, an early child can learn to distinguish between good and bad behavior, right and wrong, and get used to living the teachings of religion according to the rate of growth and development. Dimiyati (2013), this age education is one of the most influential moral preservation efforts in the life of a nation. Early childhood education includes the guidance or development of religious and moral values that play a role in improving the life of the nation.

The role of parents is crucial in establishing religious and moral foundations for their children, but the role of early childhood education teachers is also not small in laying religious and moral foundations for a child, since usually early childhood tends to obey the orders of the teacher. Therefore, an early childhood education teacher must always work in various ways to guide early childhood in order to have a good personality, which is based on religious and moral values. Therefore, educators

play a major role in improving or shaping children's moral behavior. However, it is also evident that the teacher has not applied it as best he can to his protégé.

The result of observations at Aisyiyah 1 Palu Kindergarten is of the 50 children observed, about 70% of children had not developed as expected. Where there are still many children who are less disciplined, still often come late to school, so in terms of washing hands, imitating the movement of ablutions and prayer, responsibility and cooperation of children.

Based on the observed behavior in kindergarten, there are several behaviors that are not appropriate. There are still many children who do not want to cooperate with their friends in disposing of garbage and tidying toys. Then in terms of manners there are still some children often get in and out of the classroom, shouting in class, harassing friends, and still many children who have not had the correct prayer procedures.

1.1. Religious and Moral Values

1.1.1. Understanding Religious and Moral Values

Religious and moral values are two things that are interconnected. In fact, Zakiah Daradjat (2014) reveals that religion governs man's relationship with the God Almighty, human-to-human relationships, human relationships with nature, and human relationships with himself that can ensure harmony, balance, and harmony in human life, both personally and as a member of society. Whereas in Sanskrit, religion consists of the word "a" which means no and "gama" which means chaotic. Thus, it can be said that religion is a kind of rule that can prevent people from chaos, so as to realize order and order in life.

“ O my son, establish prayer, and advise one another to do good as in the word of Allah, Q.A. Luqman verse 17 in surah Luqman explains the importance of educating the child early on by praying and so on, "O my son, establish prayer, and have good works, and prevent them from doing what is wrong and be patient with what you have done. That is indeed one of the things that Allah has commanded. “O my son! He is the All-inger, the All-subject”. Based on the above verse, it is very important to teach the child early to know the creator, pray, do well and avoid the bad, as well as instill in the child about religion and good morals.

According to Djamarah and Zain (2006:124) audio visual media is "a medium that has sound elements and image elements". Therefore, teachers should be really selective in choosing the stories that will be shown and listened to in children through this audio-visual medium, choose stories that contain stories, stories about characters who can become role model of children in their daily lives who have educational values that can support the growth and development of early childhood. Rober W. Crapps (Masganti 2016, 55-56) states the basic characteristics and nature of religion in children can be shared above.

Egocentric orientation of egocentric orientation in childhood is described in Piaget's research on the language of children ages 3-7. According to Piaget's that children's language concerns no one else, but it is more of a collective monologue and monologue. Anthromorphic Concreteness at this stage, religious words and descriptions are translated into experiences that have been lived in the form of people he already recognizes (Dimyati, 2013). All the teachings of religion are imagined as human beings or experiences that he has experienced. Experimentation, initiative, spontaneity aged 4-6 years is a critical year where the child goes out of the house, takes the initiative and appears on the playing field with playmates and other adults. Children at this age like to go to the mosque following adults or

always follow religious activities that their parents do outdoors.

1.1.2. Stages of Moral-Religious Development in Early Childhood

One of the psychologists who uses this method is Piaget. He examined religious development in children with a moral-cognitive approach. Piaget introduces two moral stages, namely the moral stage of realism and the moral stage of independence. Piaget is responsible for both stages of morality through stories or good and bad stories. Then the child is asked to tell right or wrong on the story he or she gave. These two moral stages are the basis of the cognitive stage. In addition to the two moral stages as mentioned above, Piaget proposes a general theory of cognitive development through three stages.

The three stages of cognitive development are: first, the pre-operational stage (2-7 years). At this stage, the child has not been able to think logically and abstractly. Second, operational stage (7-11 years). At this stage, children begin to use classification and operational logic. Third, formal operational stage (after the age of 11) (Suyadi 2010, 131). In the third stage, the child begins to develop mental and thinking abstractly and conceptually. It is at this stage that children are able to distinguish right and wrong and make their own decisions, so that the development of their religion can be known easily.

Furthermore, a psychologist has continued and developed both Piaget's moral stage and the three stages of his cognitive development above. The psychologist is Lawrence Kohlberg. It explores piagetian theory directly into three stages of moral development, each of which has two sub-stages, in the number being 6 stages (Suyadi 2010, 131-132). Kohlberg's moral development:

- Pre-conventional: emphasis on external control. a) Orientation on law and compliance. Wrong and right is determined by whether he gets punished or obeys the rules. b) Relative instrumental orientation. Right and wrong are determined by the reward or reward for his struggle.
- Conventional: emphasize on the pleasures of others. a) Orientation of human relationships. Right and wrong are determined by the actions of someone in the neighborhood. b) Orientation on the maintenance of social systems. Right and wrong are determined by the maintenance of the social order.
- Conventional end: its emphasis on recognition of conflict and alternative internal options. a) Social contract orientation. Right and wrong are determined by social agreement. b) Orientation of ethical principles. Right and wrong are determined by internal customs.

1.2. Media Audio-Visual

1.2.1. Benefits of Audio-Visual Media

As for the benefits of using audio-visual media according to Sadiman, et al, among others. (a) Clarify the presentation of the message so as not to be too visual. This means that with audio-visual media learning is no longer fixated on verbalistic and teacher-centered learning. Children's learning becomes more conducive and easier for children to understand because the child immediately sees things concretely. (b) Overcome the limitations of space, time and sensory power. With audio-visual media, the child can see distant objects, or that happened in the past. This audio-visual media can also be replayed repeatedly. c) Overcome the nature of the child. Using audio-visual media can increase excitement in children, allowing children to interact more directly with the environment and reality. d) Provide the same stimuli, can equate the experience and perception of students to the content of the lesson. e) Share similar experiences with children about events in their wards (Sukiman, 2012:40).

1.2.2. Advantages and Disadvantages of Audio-Visual Media

The advantages of audio visual media: 1) Teaching materials will be clearer in meaning so that they can be better understood by students, and allow students to master teaching goals better, 2) Teaching will be more varied, not just verbal communication through speech by teachers, so that students do not get bored and teachers do not run out of energy especially if the teacher teaches for every hour of the lesson, 3) Students do more learning activities, because not only listen to the teacher's description, but also activities observe, perform, demonstrate, etc., 4) Teaching will attract more students' attention so as to foster learning motivation (Harjanto, 2000:243-244). The disadvantages of audio-visual media: 1) More audio media using sound and verbal language, can only be understood by listeners who have a good level of word and language mastery. 2) Presentation of material through audio media can cause verbalism for the listener, 3) less able to display details of perfectly presented objects (Wina Sanjaya, 2008).

2. METHOD

2.1. Approach and Type of Research

This type of research is a classroom action research that aims to improve the learning process in developing the religious and moral value of children aged 5-6 years. Sanjaya (2011) stated that action research is the use of certain interventions or treatments for the good of performance in the real world. Then according to him etymologically there are 3 terms related to classroom

action research namely research, action, and class. First, we review the understanding of the research is a problem-solving process that is done systematically, empirically and controlledly. Second, it can be interpreted as a specific treatment performed by the researcher, such as the teacher. Actions are directed to improve the performance of teachers. Third, the class shows where the learning process is taking place. This means classroom action research is done in a class that is not set up for special research purposes, but classroom action research takes place in real situations and conditions without being engineered."

2.2. Research Objects and Research Design

The object of this research is the action to develop a child's moral religious abilities through audio-visual media. This study used the design of kemmis and Mc. Taggart models (Arikunoto, 2006), this research was conducted with several cycles, namely cycle I, cycle II consists of four components namely 1) Planning (Planning), 2) Action (acting), 3) Observation (Observing), 4) Reflection (reflect). Cycle I reflection is used as a reference I, used as a reference for further learning plans. The design of the research carried out is classroom action research obtained from Kemmis and MC Taggart models.

2.3. Observation Procedure

This research was a collaboration with early childhood education teacher Aisyiyah I which was planned for several cycles until success such as cycle I and cycle II. The implementation of this classroom action research includes planning, action, observation, and reflection. Cycle I of this study performs the action of using audio- visual media where this child will be grouped directly to know the good and bad deeds. Based on the actions in cycle I improvements to the action. The improvement of the teacher also instructs how to perform the learning procedures that will be performed by the child in the cycle I which will also be used in cycle II. This class action research will be carried out with the following stages: 1. Planning, 2. Actions, 3. Observation, 4. Reflection.

2.4. Technique of Data Collection

The tool used to collect this research data is observation during the learning process.

2.4.1. Child Observation Sheet

This observation is done to authorize the data to make it clear that the correct problem occurred and must be solved through the selected solution that is to use audio-visual media.

Table 1. Pre-Action ObservationAI Recapitulation

Category	Aspects Observed								Average %
	Imitating Ablutions movements		Imitating Prayer Movements		Discipline		Getting Used to Hand Washing		
	F	%	F	%	F	%	F	%	
Very well developed	1	2 %	1	2 %	1	2%	1	2%	10,5
Growing as Expected	1	2 %	1	2 %	2	4%	2	4%	4,5
Start growing	20	40%	41	82%	39	78%	39	78%	104,25
Undeveloped	28	56%	7	14%	8	16%	8	16%	38,25
Amount	50	100	50	100	50	100	50	100	

2.4.2. Document Engineering

The document is a record of events that have passed. Documents can be in the form of writings, drawings, or monumental works of a person (Sugiono, 2106). Documents in the form of writings, such as diary, life histories, stories, biographies, rules and policies.

2.5. Technique of Data Analysis

After data collection is done, followed by data analysis. Then get the highest score and the lowest score. High score (HS) = 4, Low score (LS) = 1. Fill in the data by correcting like each of the above descriptors after two meetings. Furthermore, the presentation of data is in the form of frequency tables.

An analysis of the observation sheet is to find out the improvement of the development of the child's moral religion. Observation results are analyzed using percentage analysis. Percentage analysis using formulas (Sugiono, 2016) such as below:

$$Pi = \frac{f}{n} \times 100\% \tag{1}$$

Description:

Pi = Observation results

f = Number of scores achieved by the child

n = Total number of scores

3. RESULT AND DISCUSSION

3.1. Research Result

The implementation of this classroom action research was conducted to develop religious moral values in group B of Aisyiyah 1 Palu Kindergarten using audio-visual media. As for the observed aspect, the child imitates the movement of ablutions and the movement of prayer, discipline, and routine hand washing. This learning process is carried out 4 (four) times in 2 (two) cycles. In cycle 1, 2 (two) meetings and observations are conducted from the initial activities, core activities, final activities, and each end is evaluated.

3.2. Pre-Action Data

As for the research material this time is imitating movement of ablutions, prayer, discipline, hand washing. Pre-action observations can be seen in the table 1: Based on the recapitulation table of pre-action observations above, it is known that of the 50 children who sampled the study, in the aspect of imitating the movement of ablutions', there was 1 child (2%) in the very well-developed category, 1 child (2%) growing as expected category, 20 children (40 %) start growing category and 28 children (56%) undeveloped category. The aspect of imitating prayer movement, there is 1 child (2%) in the very well-developed category, 1 child (2 %) growing as an expected category, 41 children (82 %) start growing category, and 7 children (14%) undeveloped category. Furthermore, the discipline aspect, there is 1 child (2%) in a very well-developed category and 2 children (4%) growing as an expected category, while 39 children (78 %) start growing category and 8 children (16%) undeveloped category.

The aspects of the ability of children to wash their hands, 1 child in a very well-developed category. Then there are 2 children (4 %) growing as an expected category, 39 children (78 %) start growing and 8 children (16%) undeveloped category child has not been able to perform hand washing steps. Based on the recapitulation table of observations of cycle 1 action above, it is known from 50 children who were sampled in the study, in the aspect of imitating the movement of taking ablutions, there were 4 children (8%) very well-developed, 10 children (20%) growing as an expected category, 25 children (50 %) start growing category and 11 children (22%) undeveloped category.

An aspect of imitating prayer movement, there are 5 children (10%) in the very well-developed category, 15 children (30 %) growing as an expected category, 23 children (46 %) start growing category, and 7 children (14%) undeveloped. Furthermore, there are 6 children (12%) very well-developed and 10 children (20%) growing as expected, while 26 children (52 %) start growing category and 8 children (16%) undeveloped category. Furthermore, the discipline aspect, there are 6 children (12 %) in the growing as expected category and 10 children (20%) very well-developed category, while

Table 2. Recapitulation of Cycle Observation Results 1

Category	Aspects Observed								Average %
	Imitating Ablutions movements		Imitating Prayer Movements		Discipline		Getting Used to Hand Washing		
	F	%	F	%	F	%	F	%	
Very well developed	4	8	5	10	6	12	5	10	15
Growing as Expected	10	20	15	30	10	20	10	20	33,75
Start growing	25	50	23	46	26	52	28	56	76,5
Undeveloped	11	22	7	14	8	16	7	14	24,75
Amount	50	100	50	100	50	100	50	100	100

Table 3. Recapitulation of Cycle II Observations

Category	Aspects Observed								Average %
	Imitating Ablutions movements		Imitating Prayer Movements		Discipline		Getting Used to Hand Washing		
	F	%	F	%	F	%	F	%	
Very well developed	15	30	16	32	17	34	20	40	51
Growing as Expected	20	40	25	50	26	52	22	44	69,75
Start growing	10	20	7	14	5	10	3	6	18,75
Undeveloped	5	10	2	4	2	4	7	3	9,25
Amount	50	100	50	100	50	100	50	100	100

26 children (52 %) start growing category and 8 children (16%) undeveloped category.

3.2.1. Cycle I Action Data

The aspects of getting used to washing, then there are 5 children (10 %) very well-developed category, there are 10 children (20 %) growing as expected category and 28 children (56 %) start growing because it can do 1-2 steps of handwashing and 7 children (14 %) undeveloped children have not been able to perform hand washing steps. Although the moral values of the child's religion have begun to develop and have increased on a percentage but they have not demonstrated successful indicators achievement as researchers expect so that researchers make improvements in actions in cycle II by maximizing the use of audio-visual media.

3.2.2. Cycle Action Data II

Based on the recapitulation table observations of II cycle actions above, it is known from 50 children who sampled the study, in the aspect of imitating the movement of ablutions, 15 children (30%) very well-developed, 20 children (40%) growing as expected, 10 children (20 %) start growing category, 5 children (10%) undeveloped category. An aspects of imitating prayer movements, 16 children (32%) very well-developed, 25 children (50 %) growing as expected, 23 children (46 %) start growing, and 7 children (14%) undeveloped category.

Furthermore, a discipline aspect, 2 children (4%) very well-developed category, 17 children (34 %) growing as expected, 26 children (52 %) start growing and 5 children (10%) undeveloped category. Furthermore, the discipline aspect, 17 children (34 %) very well-developed category,

26 children (52%) growing as expected, 5 children (10 %) start growing, and 2 children (4%) undeveloped category. The aspects of getting used to hand washing 20 children (40 %) very well-developed, 22 children (44 %) growing as expected, 5 children (10 %) start growing category, and 3 children (6 %) undeveloped category, children have not been able to perform hand washing steps. Based on the results of cycle II actions, it can be concluded that research conducted by researchers has achieved maximum performance indicators, such as the moral values of the child's religion has largely developed very well. Therefore, no further improvements are required.

3.3. Pre-Action Discussion

According to Daradjat (2008:19), religion is a faith believed by thoughts, words, and attitudes. The development of religious values means the development in the ability to understand, believe, and uphold the truths that come from the creator, and strive to make what is believed as a guideline in speaking, behaving and acting in various situations (Djamjuri, 2016). Based on the pre-action results, it can be concluded that research conducted by researchers, has not been as expected, the moral values of the child's religion generally began and has not developed as expected. Therefore, improvements are needed in cycle action 1.

3.3.1. Cycle Action I

The cultivation of religious moral values contained in a child can be done by various parties, such as parents, teachers and the surrounding environment. It is the obligation for everyone to be able to have a religious awareness and moral high especially for parents and teachers who should teach religious education and invest

the values of akhlaqul karimah as the foundation of the beginning of the next development, Rasulullah saw said: "The most perfect believer of faith is the best of his chastity", Narrated by. Tirmidzi and Ahmad in zabidi and imam (2002:36).

Related to the above opinions, some activities of planting religious moral values such as imitating ablutions movements, prayer movements, being disciplined, and getting used to hand washing can be done through audio-visual media. A study of the results and actions taken by researchers in cycle I shows that religious moral values have developed. Based on the results of cycle I actions, it can be concluded that research conducted by researchers, has not achieved maximum performance indicators, i.e. the moral values of children's religion are largely not as expected. Therefore, it is necessary to make improvements to the next action.

3.3.2. Cycle Action II

After knowing the deficiencies in the cycle I, it needs to make improvements to the action of cycle II in order to improve the learning goals in accordance with expectations. Cycle II actions that use audio-visual media provide improvement results compared to cycle I and pre-action. Khaironi (2017) states that at birth, children have not and do not carry the moral aspect. Responses to moral deeds in children are more about consequences, whereas in older children it is more about purpose. The moral development is linked to the increasing ability to conform to the rules or rules in his environment or in his community. Based on the results of cycle II actions, it can be concluded that research conducted by researchers, has achieved maximum performance indicators, i.e. the moral values of children's religion have largely very well-developed. Therefore, there is no need to make improvements to the next action.

4. CONCLUSION

Based on the results of the above research and discussion, it proves that using audio-visual media can develop religious moral values in Kindergarten Aisyiyah 1 Palu City. This is evident from pre-action data of very well-developed category (10.5%), growing as expected (4.5%), start growing (104.25%), and undeveloped category (38.25%). After the action in cycle I, a very well-developed category increased to 15%, growing as expected is 33.75%, start growing is 76.5%. Undeveloped is 24.75%. In this cycle, the increase has not yet reached the success index. In cycle II of the 50 children who sampled the study, there were 51% very well-developed, 69.75% growing as expected, 18.75% start growing, and 9.25% undeveloped category. Thus, based on the research and observations that researchers have done, it is proven that through audio-visual media

can develop religious moral values in Aisyiyah Kindergarten 1 Palu.

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