

Development of Video Media to Internalize Religious and Morals Values by Using Local Wisdom

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Abstract—This research aimed to produce a decent and effective video media used in the development of religious and moral values for children in kindergarten with local wisdom approach. It was based on the view that religious and moral values need to embed early in a good and right way. The research design used Research and Development by developing video media contains religious and moral values development with of local wisdom approach to Banjar culture. Development procedure using ADDIE model. Learning media in the form of the developed video has been recommended feasible and effective use in the development of religious and moral values with the approach of local wisdom in Kindergarten.

Keywords—Video Media; religious; moral value; local wisdom.

I. INTRODUCTION

Religious values, morality, discipline, and affection are always given in the ECE program because they are parts of the important qualities the children have in their daily life. It hopes that the personal qualities can be internalized and develop as well as possible. The process is done through habituation of such things in the school all the time. The result expected is that they will have personal qualities which accord with the religious values and social norms where they stay or live.

In the formal educational system, the need for moral education has been limitedly accommodated by integrating the character education into the Islamic one. For the realization, the materials of Islamic education taught in schools includes some sub-discussions on moral values. It can be done by giving stories of good persons and manners [1]

In kindergartens, the material of Islamic education is reflected in the discussion about spiritual and moral aspects. The goal is to internalize the basic knowledge on tauhid, ways of Islamic worships and good manners. All these aspects are the most foundational for Muslim and the success of internalizing them will be the foundation for the other aspects to grow. The development of the religious and moral aspects will hopefully increase the children's piety to God and their good attitudes in order to be good citizens [2]

In internalizing the religious and moral values, teachers should be able to use the media which are interesting and in accordance with the stages of children's thinking development, because through the learning media abstract things can be made concrete and complex ones can be made simple. The video is one of the best media to use. Videos which are made

or developed in accordance with the stages of early childhood thinking can be the way to create the learning atmosphere which makes them more able to observe the concrete examples given in stories which are easily understood because they are created according to their level of thinking. Through the examples of behavior exhibited on the stories contained in the video designed with the approach consistent with the cultures and habits of everyday kid, it will be easier for them to replicate and apply in their everyday life.

The media package of instructional video with a local wisdom approach can make children easier to capture the message or material and apply it in their daily lives because they are familiar with the things and ways people behave around. The video media can be used as the example in the effort of developing religious and moral values for children so that in making an instructional video the educator needs to include the local customs and cultures the children are familiar with.

Palangka Raya is the city with various tribes, races, and religions. The customs and cultures in Palangka Raya are influenced by the characters of each group of tribes and religions. The population comes from various tribes such as Dayak, Banjaresse, Javanese, Bugis, Minang, and so on. They also diverse in religion such as Islam, Catholic, Protestant, Hinduism, Buddhism, Konghuchu and Kaharingan. Muslims are 74, 42 % of the total population of the province, and 70, 08 % of 252.105 population of the city (2014). The language used in daily activities is Banjaresse, mostly in markets and other public places. This may be because of many Banjaresse people residing in the city especially the markets, and because the city is not far from the province of South Kalimantan.

The Banjaresse people who live in Palangka Raya are mostly Muslims and they are devout followers of Islam. They use Banjaresse as their mother language that is used in their daily communication.

Banjaresse culture is influential, especially in the urban environment, so that the development of religious and moral values will be easier for children to catch or understand if it accords with the cultures and customers they are accustomed to every day. In general, the Banjaresse customs and cultures are such as:

1. When the younger walks in front of the older, he/she must bow slightly with the right arm fastened into the left body

and the head is bowed down while saying “umpat lalu”, and then he/she starts to take several steps before he/she passes through and several steps after passing.

2. One must greet or salute “Assalamu’alaikum” while raising his/her hand, either when walking or driving, when he/she meets a friend, parent or a respected figure in a way, and the greeted should also answer the greeting by saying “Wa’alaikumussalam.”

3. One should be polite when talking or behaving. For example, when he/she wants to say “I” to the same age, he/she can say “aku” or “unda”, and say “ulun” to the older one; when saying “you” to the same age, one can say “nyawa” or “ikam”, and say “pian” to the older one. And when he/she is called by his/her parents, he/she should answer with the word “puun” with a weak tone, and say “inggih” if he/she agrees with someone or to confirm something [3]

Customes and daily habits influenced by the Banjaresse culture need to be noticed in the making of the video based teaching materials.

Based on the view above, it can be said that the development of religious and moral values for kindergarten pupils in all around the Palangka Raya city will be more appropriated if it uses the video media which include the local wisdom, namely the Banjaresse culture and customs which are mainly inspired from the Islamic teachings. According to [4] et with the audiovisual we can find the description on some categories that allow us to understand the universe so that we will be able to interpret it deeply, and can find and build the cultural relationship, and can give the description on the contribution of the learning package software that facilitates the analysis of images, videos, and narration.

Based on the observation at several kindergartens in the city, the learning media used for internalizing religious and moral values, especially Islam, are still not designed according to the theories of learning.

The audio-visual is the one which has both sound and image element. This kind of media has a better capability because it covers sound and image and its use touch the senses of hearing and seeing [5]

The development of religious and moral values in the kindergarten can not be separated from the habits at home, so that it is necessary to design the video media which link between the habits at home as well as the social environment and the ones happening and elaborated in the kindergarten.

From the explanation above, then the construction of the theoretical or conceptual framework is on the position of the issue examined in the field of educational technology. According to [6] it can be found in the element of the definition of creating, where creation refers to the theory, research and practice that can be noticed in the production of learning materials, learning environment, and the overall learning process which has various backgrounds, both formal and non-formal. The elements of the definition of use in which these elements refer to the theory and practice which is related to bring students on the learning process and condition.

There have been several previous studies about the learning of religious and moral values which underly this research. Some of them are as follow:

On learning and teaching moral values in the kindergarten curriculum. The research shows that: The moral values that can be developed for kindergarten children are truth, honesty, justice, compassion, and patience. About the use of VCD media shows that the use of the VCD media affects the internalization of religious and moral values in kindergarten students.

The study shows that the use of video media influences on the development of religious and moral values in kindergarten students, in which the students who get learning by using video media experience the better development of religious and moral values.

The research tells that: 1) the values of the characters/moral-religious values such as good behavior, honesty, politeness, ability to distinguish between good and bad, familiarity with ritual and religious rituals, respect to other people’s religion, can be delivered well by the teachers to the students. 2) the implementation of the use of Audio-visual media such as video in the internalization of characters is very appealing to children and can support the ongoing learning process so that the character development that includes social and religious values can be increased. 3) The use of the audio-visual learning media can enhance the quality of the children’s morality and religiosity.

Among the researches above, there is still no one which concerns the local wisdom approach to develop religious and moral values. Therefore, it is necessary to work out on the development of the video-based learning media for the preschools which respect the local wisdom.

This study works on the development of instructional media in early childhood education, and concerns on the model of media development for internalizing religious and moral values for young children, especially at the age of 5 to 6. The learning media developed is in the form of audio-visual or video for the early childhood education (ECE) level. The materials of the curriculum of the development of religious and moral values include the manifestation of the learning environment for the development of behavior based on religious and moral values as well as on social life in the context of playing.

The local wisdom in this research contains materials about teaching a caring attitude and willing to help others, respecting any differences, responsibility, honesty, humility, and courtesy to parents, and so on, according to the perspective of Banjaresse culture.

This instructional video is also able to overcome the limited ability of educators to achieve the realm of the development of religious and moral values in the ECE. The use of video learning can improve the character of young children and facilitate them in learning and practicing the morality and behavior according to their religion (Islam).

The fundamental question to be answered in this research is how can the video media development with a local wisdom

approach internalize religious and moral values in the kindergarten level of education? How does it work? Does it really effective the internalization of religious and moral values in kindergarten students?

A. Moral Development

Based on the theory of mind and understanding of the developing intention, children also develop a sense of right and wrong. This section focuses on the reasoning (moral reasoning), their mind on right and wrong, and their active construction of moral judgment. Some of the earliest moral issues in the classroom involve dividing and using shared materials or distributive justice [7] For young children, (5-6 years old), the fair distribution should be tared on equality.

According to Kohlberg's theory of moral development (1981) which has evaluated the moral reasoning of children and adults by serving them with moral dilemmas or hypothetical situations, based on their reasoning Kohlberg proposes a detailed sequence of stages of moral reasoning or the ability to determine right and wrong. He divides moral development into three levels: (1) pre-conventional; (2) conventional; and (3) post-conventional.

Based on Muhammad and Alia's research (2012) about the influence of story-based program in the moral development of kindergarten children, it is said that by applying the method of storytelling, teachers will be able to evoke mental stimulation in which according to Kohlberg this is the foundational principle of moral development. Kohlberg explains that the good stage of moral development is the product of socialization. By telling a story, children have the opportunity to actively grapple with moral issues, and through role-play activities, children are given the opportunity to consider the other person's perspective. Children interact with others. They learn how the perspectives differ from each other.

Moreover, if the mental stimulus is given by looking at the more concrete picture of something in a video which utilize the states or situations they are familiar with in their everyday lives, they will certainly be easier to capture the religious and moral values packed with such an approach of local wisdom. The factor of local culture and habit can stimulate the moral change of the children to work easier.

B. The approach of local wisdom

Local wisdom is a mix between the sacred values of God words and some other local values. The local wisdom is formed as the excellence of that local culture of the area. It is a product of the local history that should be preserved.

S. Swarsi says that conceptually local wisdom and local excellence are human wisdom that rests on the philosophy of values, ethics, ways and behavior that are traditionally institutionalized. It is the values considered to be good and right so that it can survive for a long time and be institutionally established.

According to Nyoman Sirtha's view, forms of local wisdom in the society can be values, norms, ethics, beliefs, customs, customary laws and certain rules [8]

Tezzi, Marchettini, and Rososini say that the final dimension of this local wisdom will embody tradition and religion. In Indonesian society, local wisdom can be found in songs, proverbs, advice, slogans and ancient books inherent in everyday behavior. It is usually reflected in the social habits that have lasted a long time. The sustainability of local wisdom will be reflected in the prevailing values of a certain society. The values become the guidance of the society which would normally be part of their lives, which can be observed through their attitudes and everyday behaviors.

Palangka Raya as the capital city of Central Kalimantan province is inhabited by various groups of tribes such as Banjaresse, Dayak, Javanese, Bugis, Minang, etc., and religions like Islam, Catholic, Protestant, Hinduism, Buddhism and the local religion Kaharingan. The majority is the Banjaresse who are mostly Muslims. The Banjaresse Muslims who are originally from South Kalimantan have brought Islam to Central Kalimantan. The history notes that the Islamization went on two phases and at two different areas. First, Islamization to the west (Kotawaringin) lead by Kyai Gede in about 1620 AD at the time of Sultan Mustain Billah (the fourth Sultan of the Islamic Banjaresse sultanate 1595-1620). The second phase, Islamization to the north along the Barito river to the city of Marabahan at the time of Sultan Tahmidullah II (1787-1801 AD). [9]

The Banjaresse held Islam and are considered to be loyal to their religion, and they speak Banjaresse as their mother language in their everyday life.

Some life philosophy of the Banjaresse adhere are as follows:

First, Baiman: every Banjaresse believes in God (Allah). Each of the Banjaresse is obliged to learn about the pillars of Islamic beliefs (rukun Iman). When one does not learn about it, his/her faith is still considered imperfect.

Second, Bauntung: as a child, they have been prepared to have some skill of life according to what has been done by the people around.

Third, Batuah: it means blessing or benefit to other people. As Muslims, they are aware that they have to behave appropriately according to Islamic moral teachings in order to be a good person for others.

Fourth, Cangkal: it means tenacious and diligent in working. They always try to balance between the worldly interests and the hereafter. Life must be filled with the hard work, prayer, and worship to God.

Fifth, good behavior. It means, in the daily life they have to show the noble character that other people like.

Six, competitive individual. It means that they have to be hard workers. They have to work hard to achieve their goals, but it is done individually not collectively.

Seventh, qana'ah and resigned attitude. Young Banjaresse works hard for their goals, but after succeeding they will enjoy their old life and improve their worship of God.

Eight, Haram manyarah dan waja sampai kaputing: it means never give up and keep the principle. They have a strong

position on maintaining their faith or what they are fighting for, not easily shaken or swayed in any condition [10] research design

The design of this research is Research and Development (R & D). Educational Research and Development is industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard.

This development research is conducted systematically, ranging from designing a product, validating and testing so that it results from the final product qualified to meet the certain criteria related to the feasibility, efectivity, and quality of learning of religious and moral values in the kindergarten. The learning tool that will be developed is the video media with a local wisdom approach that comes with a guide book and VCD player.

C. Procedure Of The Model Of Video Media Development (ADDIE model)

- 1) Analysis: Student characters, Curriculum, KI – KD, Indicator, Achievement, Learning materials
- 2) Design: Determine the theme/ Sub Theme/Sub-sub Theme (RPPM), Determine indicators, Learning activity, Grading, Media (RPPH), Plan the script
- 3) Development: Plan the script, Produce the Video, Review, Prepare the Instruments
- 4) Implementation: Darussalam Kindergarten
- 5) Evaluation: Validate materials, Analysis, Revision, Test small groups

D. Experiment

The experiment is begun with a test by the experts in their own areas of expertise, such as learning media, content or material, learning design. The product (video) will be tested on group-individual test, small group, and large group/field test. The data obtained will be calculated using a percentage formula. In this field test, will be conducted the test on two classes which are the control class and experiment class. The experiment class uses the prepared video and the control one without media. The field test is conducted in Nurul Islam Islamic Kindergarten, Palangka Raya, Central Kalimantan.

E. The technique of Data Collection and Research Instrument

The technique used to collect data in this study consists of observation, interviews, and questionnaires. The sheets of the questionnaire are given to media experts, subject matter experts, desain experts and kindergarten pupils when the test on the small and large groups takes place.

F. The technique of Data Analysis

The technique of data analysis used in this research is qualitative and quantitative description. The descriptive qualitative analysis is also used to process the data from the reviews of the analysis experts. The data is used by collecting any information from the qualitative data in the forms of comments, criticisms or suggestions for improvement contained in the questionnaire in order to revise the product that has been made.

Especially for this trial, it is used the research model of true experiment design through the pretest-posttest control group design, as follow:

<i>R</i>	<i>O₁</i>	<i>X</i>	<i>O₂</i>
<i>R</i>	<i>O₃</i>		<i>O₄</i>

Note:

- R* = Random
- O₁* = Pretest at the experiment group
- O₂* = posttest at the experiment group
- O₃* = Pretest at the control group
- O₄* = Posttest at the control group
- X* = treatment

Source: Sugiyono (2014: 303)

The experiment group is the group that uses instructional video media, while the control group is the one that does not use instructional video media and performs conventional learning. The test result is obtained by comparing the results of the pretest of the experiment group and control group while also comparing the results post-test of the experiment group and the control group.

The experiment is conducted by comparing between the group using the developed video which contains about the internalization of religious and moral values and the control group without media, only delivered by the teacher.

The effectiveness of the media video usage is done by processing the data obtained from the field trial evaluation, and data analysis using the t-test. Processing the data is to determine the differences of the learning of religious and moral values between the group who use the video media based on the ADDIE model (treatment group) and the group who use the graphic media like books (control group). Before the t-test, data is first tested with the test of requirements analysis, namely the test of normality and that of homogeneity. The normativity test is carried out by using Kolmogorov- Smirnov. In order to know homogeneity of the

group couple, it is necessary to do the test of homogeneity using the statistical Levene test

II. CONCLUSION

Generally, the objectives will result in the development of video media instrument to internalize religious and moral values with local wisdom approach in the kindergarten, which are properties, efficient and effective.

Based on the results of expert validation analysis and video media test worthy of use, from the results of material expert validators with a value of 49 and 4.9 categories of Very Good. Results from design experts with a value of 68 and average 4.85 categories Very Good. Media experts result with a value of 82 and average 4.10 with the category Very Good, and Assessment of validator on the concomitant with a value of 38 and average 4.75 with the category Very Good. The effectiveness of the use of video media with Banjar's local cultural wisdom approach, to immerse religious and moral values in Kindergarten based on individual test assessments with a value of 75 and a mean of 3.75 criteria Agree with Positive responses. For the medium group trial, the value of 463 and the average of 4.63 criteria Strongly Agree once with Very positive response. While the assessment of trials in large groups using video learning with the value of 1427 and the average of 4.756 criteria Very Agree Once and the overall response Very Positive. For large group trials without using video learning with a value of 1169 and a mean of 3.896 with Agree criteria and Positive overall responses.

Learning media in the form of the developed video has been recommended feasible and effective use in the development of religious and moral values with the approach of local wisdom in Kindergarten. according to the recommendations of material experts, design experts and media experts, as well as observations of children in kindergartens.

If the hypothesis test requirements are met then the data are analyzed using related t-test of the couple. To test the above requirements, it is necessary to use the SPSS program.

III. RECOMMENDATION

The result of this development research can be used as the reference for those who want to learn about the internalization of religious and moral values in the ECE with the approach of local wisdom. The product resulted can be beneficial for early childhood educators to internalize religious and moral values effectively.

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