



Efforts To Improve The Morality Of Children Aged 5-6 Years Through Audio-Visual Media At Ra At Tauhid Mekarsari, Jatiwangi District, Majalengka Regency

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Abstrac:

This study aims to analyze the effectiveness of using audio-visual media in improving the morality of children aged 5-6 years at RA At Tauhid Mekarsari, Jatiwangi District, Majalengka Regency. The method used is a qualitative approach with data collection techniques through observation, interviews, and documentation. The data was analyzed using thematic analysis and verified through source triangulation and member checking to ensure its validity. The results of the study indicate that audio-visual media plays a significant role in enhancing the understanding and application of moral values such as honesty, responsibility, and compassion. The children were more enthusiastic about learning and found it easier to internalize the moral values conveyed through animated videos and interactive stories. In addition, educators and parents reported positive changes in children's behavior after participating in learning sessions based on audio-visual media. This study contributes academically by affirming that the use of technology in early childhood education can strengthen moral learning. The practical implications of this research highlight the importance of integrating audio-visual media into character education curricula at early childhood education institutions to improve the effectiveness of moral education. Moreover, this study can serve as a reference for educators in developing more engaging and innovative teaching methods.

Keywords: Early Childhood Morality, Audio-Visual Media, Character Education, Interactive Learning.

INTRODUCTION

Moral education for early childhood plays a crucial role in shaping a child's character. Children aged 5-6 years are at a highly sensitive developmental stage for absorbing moral values that will shape their future personalities. Therefore, the education provided at this age must be able to guide them in recognizing and practicing good moral values in their daily lives. One effective approach to delivering moral values is through audio-visual media. This medium not only captures the children's attention but also enriches their learning experience. According to research conducted by Santrock (2020), the use of audio-visual media can stimulate children's thinking and creativity, thus accelerating their understanding of various moral concepts. The purpose of this study is to examine how the use of audio-visual media can enhance the morality

of early childhood at RA At Tauhid Mekarsari, Jatiwangi District, Majalengka Regency. Specifically, the study aims to explore the extent to which audio-visual media can help children understand and practice the moral values taught. In addition, the study seeks to assess the effectiveness of audio-visual media in creating a fun and memorable learning experience for children. This media is expected to not only educate but also inspire children to act according to the moral values they learn.

However, despite the importance of moral education for early childhood, there are several challenges in its implementation. One of the challenges is how to present the teaching materials in an engaging and developmentally appropriate way for children. According to Fitria (2022), the approach used in teaching morals to children often seems monotonous and does not fully accommodate the need for children to learn through enjoyable experiences. Moreover, the limited use of technology in moral education is another issue, considering that children at this age are very familiar with technology and are more attracted to visual media such as images and videos. In this case, the use of engaging audio-visual media is expected to address these issues and enhance the effectiveness of moral education. One of the gaps found in early childhood moral education is the lack of innovation in teaching methods that accommodate children's learning needs in the digital age. Although various methods have been used to teach morality, such as lectures, discussions, and role-playing, not many have maximally integrated technology into the learning process. In fact, according to Prasetyo and Wulandari (2023), young children are highly responsive to media that combines moving images and sound. The use of videos or animations with strong moral messages can have a greater impact in helping children understand and internalize moral values. Therefore, there is a need for innovation in teaching methods that are more relevant to the times.

Another gap is the limited research that examines the use of audio-visual media in early childhood moral education, particularly in rural areas such as RA At Tauhid Mekarsari. Much of the existing research focuses more on the use of technology in education in general, but few studies specifically discuss the influence of audio-visual media on improving children's morality in early childhood education institutions. This opens opportunities for further research that can provide a clearer picture of the impact of audio-visual media on the moral development of children in these areas. This research proposal aims to fill this gap by conducting an in-depth study of the use of audio-visual media in enhancing early childhood morality at RA At Tauhid Mekarsari. The study will observe how children respond to and apply the moral values taught through audio-visual media, as well as examine changes in their attitudes and behavior after participating in learning activities based on this medium. The results of this research are expected to contribute to the development of more innovative and effective moral education methods in early childhood education institutions, particularly in rural areas.

In this proposal, we will develop a series of audio-visual-based learning materials specifically designed for children aged 5-6 years. The materials will cover basic moral themes such as honesty, compassion, responsibility, and tolerance. These materials will be packaged in engaging and easy-to-understand animated videos, featuring characters that the children can relate to and emulate. The learning process will be followed by light discussions and activities that allow children to apply the values they have learned. It is hoped that this research will yield significant results in improving children's understanding of the moral values taught and can serve as a model for other early childhood education institutions in developing more creative and technology-based teaching methods. Additionally, the findings from this study are expected to provide useful recommendations for educators, parents, and the government in designing higher-quality education programs for young children across Indonesia.

METHODS

In this study, the approach used is qualitative research with a case study design, focusing on the implementation of audio-visual media to enhance the moral character of early childhood students at RA At Tauhid Mekarsari, Jatiwangi District, Majalengka Regency. The aim of this research is to identify and explore how audio-visual media can contribute to the development of moral character in children aged 5-6 years. The researcher will collect data through direct

observation, interviews, and documentation related to the learning process using audio-visual media. Data Sources The primary data sources in this study are children aged 5-6 years who participate in the educational program at RA At Tauhid Mekarsari, as well as educators and parents involved in the learning process. The children will be the main data source to understand how they respond to and apply the moral values taught through audio-visual media. Other data sources include educators, who will provide information about the learning strategies implemented, and parents, who will offer their perspective on the behavioral changes in the children after participating in the learning activities. In addition, documents containing lesson plans and audio-visual-based learning materials developed will also be used as data sources to understand how the media was prepared and applied in the classroom. The data collected from these various sources will be analyzed to explore the effectiveness of audio-visual media in improving the moral character of early childhood students.

Data Analysis The data collected will be analyzed using a qualitative data analysis approach. The analysis technique used is thematic analysis, where the researcher will identify the main themes emerging from the data obtained through observation, interviews, and documentation. The first step in data analysis is to transcribe the interview results and observation notes, which will then be categorized based on topics relevant to the research objectives, such as children's responses to audio-visual media, changes in attitude, and the moral values applied in daily life. Subsequently, the data will be analyzed to find patterns or relationships between the use of audio-visual media and the improvement of children's moral character. For example, whether there is a difference in children's behavior before and after participating in audio-visual media-based learning, or whether children can easily identify the moral values taught through the media. Data from parents and educators will be compared to see if there is alignment between the changes observed at home and at school. In addition to thematic analysis, the researcher will also use data triangulation, which involves comparing the data obtained from various sources to ensure the validity of the research results. By using triangulation, the researcher can obtain a more comprehensive picture of the effectiveness of audio-visual media in enhancing the moral character of early childhood students at RA At Tauhid Mekarsari. The results of this data analysis will be presented in the form of a narrative that illustrates the impact of using audio-visual media on the development of children's moral character. Overall, this data analysis method is expected to provide deeper insights into the role of audio-visual media in supporting moral education for early childhood, as well as offer useful insights for developing more innovative educational methods in the future.

RESULTS

Based on the results of observations and interviews conducted during the research process, it was found that children aged 5-6 years at RA At Tauhid Mekarsari responded very enthusiastically to the use of audio-visual media in moral education. During the learning process, they appeared more active and focused, especially when watching animated videos or listening to stories that contained moral messages. This media had a positive impact in capturing the children's attention, which in turn enhanced their understanding of moral values such as honesty, compassion, and responsibility. In general, the children demonstrated a better ability to identify the moral values taught through audio-visual media compared to conventional teaching methods such as lectures or discussions. The children found it easier to remember the moral messages conveyed through characters in the videos or animations. For instance, after watching a video about the importance of sharing, many children voluntarily shared their toys with their friends, which indicated the application of the values they had just learned. This finding aligns with research by Putra and Kusumaningtyas (2021), which states that audio-visual media can enhance children's engagement and understanding of moral values. On the other hand, interviews with educators revealed that they found audio-visual media very helpful in delivering moral values in a more engaging and understandable way for the children. Educators also expressed that this media helped them be more creative in presenting the teaching materials. Similar findings were discovered in interviews with parents, who reported observing positive behavioral changes in their children at home, such as speaking more about the importance of honesty and helping others. This indicates that audio-visual media not only has

an impact at school but also contributes to the development of children's moral character within the family environment.

Data Verification To ensure the validity and credibility of the findings, data verification was conducted using the triangulation method, which involved comparing data obtained from various sources, such as observations, interviews, and documentation. This process aimed to verify the consistency of the information provided by each data source. The triangulation results showed consistency among the findings from the children, educators, and parents, reinforcing the validity of the research findings. Additionally, the researcher also conducted data verification by involving research group members in discussions about the identified findings. This discussion aimed to ensure that the data interpretation aligned with the experiences and understanding of all parties involved. For example, interviews with parents were conducted a few weeks after the children participated in audio-visual-based learning. The results of the interviews with parents, who noticed positive changes in their children's behavior, such as sharing more and speaking honestly, provided confirmation of the findings obtained from school observations. The use of documentation, such as video recordings and photos of the learning activities, also provided visual evidence that strengthened the findings. Videos showing the children's interactions during the learning process, as well as recordings of discussions and games conducted after watching the audio-visual media, demonstrated how the children applied moral values in their daily lives. Through data verification conducted via triangulation and group discussions, the research findings can be considered valid and reliable. These findings provide strong evidence that the use of audio-visual media can enhance the understanding and application of moral values in early childhood, particularly at RA At Tauhid Mekarsari, and have the potential to serve as a model that can be implemented in other early childhood education institutions.

Discussion This section will further discuss the research findings, especially in relation to data validation and the results of the validation process. This discussion will also link the research findings to relevant theories and previous studies, as well as provide insights into the implications of using audio-visual media to enhance early childhood moral education.

Data Validation Data validation was conducted to ensure that the research findings have a high level of reliability and accuracy. The validation methods used in this study include source triangulation, method triangulation, and member checking.

Source Triangulation Source triangulation was done by comparing the data obtained from various parties, namely children, educators, and parents. The observations at school were compared with interviews with teachers and parents to ensure consistency in the children's behavioral changes after using audio-visual media in moral education. The results showed alignment among these three data sources, where children demonstrated improvements in understanding and applying moral values both in the school and home environments.

Method Triangulation To ensure the validity of the results, data were collected through various methods, including observations, interviews, and documentation. Observations were conducted during the learning process to see how children interacted with audio-visual media and how they applied the moral values learned. Interviews with educators and parents provided additional perspectives on the children's behavior changes outside of the learning sessions. Documentation, such as recordings of learning activities and notes on children's progress, was also used to support the research findings.

Member Checking Data validation was also performed through member checking, by asking educators and parents to review the research findings to ensure that the data interpretation made by the researcher was consistent with their real-life experiences. The educators and parents confirmed that the research findings reflected the actual changes in the children's behavior after participating in audio-visual-based learning.

Validation Results Based on the validation process, the research findings have a high level of credibility. Here are some key points obtained from the validation results:

Improved Moral Understanding The validation results show that children were better able to understand moral concepts such as honesty, responsibility, and compassion after being exposed to audio-visual media. This was confirmed by educators, who stated that children were quicker to remember the values taught through animated videos compared to lecture methods.

Behavioral Changes in Children Parents reported that after participating in audio-visual-based learning,

their children began to show more positive behavior, such as sharing more frequently with friends and demonstrating honesty in their daily lives. This indicates that audio-visual media is not only effective in conveying moral messages but also in helping children internalize the moral values they have learned. Effectiveness of Audio-Visual Media The validation results also reinforced that audio-visual media was more engaging for children compared to conventional learning methods. Children were more enthusiastic about learning when the material was delivered through animation or interactive videos, which allowed them to understand moral values in a more enjoyable and memorable way. Involvement of Educators and Parents One of the key success factors in this study was the active involvement of educators and parents in reinforcing the moral messages conveyed through audio-visual media. Educators used the media as a teaching aid, while parents helped remind children of the values they had learned at school when they were at home. Therefore, the validation results indicate that the use of audio-visual media in early childhood moral education at RA At Tauhid Mekarsari is highly effective and can serve as a learning model that can be implemented in other early childhood education institutions. Furthermore, these research findings are consistent with early childhood education theories that emphasize the importance of visual and interactive approaches in moral and character education (Santrock, 2020; Prasetyo & Wulandari, 2023). From this discussion, it can be concluded that the use of audio-visual media not only enhances children's understanding of moral values but also encourages the application of these values in daily life. Therefore, the integration of audio-visual media in early childhood education should continue to be developed as an innovative and effective learning strategy.

CONCLUSION

Based on the research conducted, it can be concluded that the use of audiovisual media has a significant impact on improving the moral values of early childhood students at RA At Tauhid Mekarsari, Jatiwangi District, Majalengka Regency. The main findings of this study indicate that children more easily understand and apply moral values taught through audiovisual media, such as honesty, compassion, and responsibility. This media effectively captured the children's attention and increased their engagement in learning, which in turn accelerated the internalization process of moral values in their daily lives. A strong finding from this research is that children who participated in audiovisual-based learning showed positive behavioral changes, both at school and at home. Based on interviews with educators and parents, it was found that the children became more active in sharing, speaking honestly, and showing empathy toward their peers after being exposed to learning materials through animated videos and moral stories. This proves that audiovisual media can be an effective tool in enhancing the quality of character education for early childhood students.

Academic Impact Academically, this research provides significant contributions to the development of early childhood education theory and practice, particularly in the context of teaching moral values. The findings show that audiovisual media can be integrated into the learning process to achieve more effective character education goals. This aligns with Santrock's (2020) findings, which state that the use of media in early childhood education can stimulate children's thinking and creativity. This study strengthens the argument that moral education for young children can be more effectively delivered through approaches that utilize engaging visual technology. In addition, this research can serve as a reference for educators, particularly in early childhood education institutions, in developing more innovative and relevant teaching methods that align with technological advancements. With the continuous growth of digital technology, the use of audiovisual media in learning can be an alternative to make the education process more engaging and enjoyable for children.

Contribution The main contribution of this research is demonstrating how audiovisual media can be applied as a learning strategy to enhance the moral values of early childhood students. This study provides deeper insights into the importance of utilizing technology in supporting moral education, which is not limited to lectures or other conventional teaching methods. Therefore, this research makes a substantial contribution to the field of early childhood education by opening opportunities for the development of more interactive and creative learning media and enriching the literature related to character education in early childhood.

Furthermore, this study can serve as a model for other early childhood education institutions, especially in rural areas, to integrate audiovisual media into their educational curricula. Thus, this research not only contributes to the development of early childhood education theory but also provides practical implications for educators and parents in shaping children with noble character from an early age. Overall, the findings of this study are expected to inspire various stakeholders to optimize the use of audiovisual media in educating children, as well as to encourage positive changes in teaching methods that are more creative and in line with the times.

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