

Implementation Of Audio-Visual Media In Stimulating Moral And Religious Values Abilities In Group B At Nurul Iman Kindergarten In The 2024/2025 Academic Year

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Abstract

Stated that this study aims to describe the implementation of audio-visual media in stimulating moral and religious skills in group B at Nurul Iman Kindergarten, Karang Sobor, Tanjung. This research is a qualitative study with a case study approach. Data collection techniques used in this study included observation, interviews, and documentation. Information was collected from the principal, class teachers, and assistant teachers. The data analysis technique used in this study involved several stages, including 1) Data Collection, 2) Data Reduction, 3) Data Presentation, and 4) Conclusions. The results of this study reveal that the implementation of audio-visual media in stimulating moral and religious values has been designed and implemented to instill moral and religious values so that the school can achieve its goals. To be more effective, an evaluation is conducted so that the school can identify shortcomings and areas for improvement.

Keywords: Implementation of Audio-Visual Media, Moral and Religious Values

INTRODUCTION

Early childhood is a critical period in the formation of character, moral values, and even religious ones. During this phase, children are able to absorb information quickly and develop behavioral foundations that will influence their future lives (Hasanah & Fajri, 2022). However, modern challenges such as the influence of technology, the social environment, and the lack of engaging learning methods often hinder the optimal internalization of religious values.

According to Law No. 20 of 2003 concerning the National Education System, Chapter 1, Article 1, Point 14, it is stated that "Early Childhood Education is a method of development aimed at children from birth to the age of 6 years which is carried out through providing educational stimulation to stimulate physical and spiritual development and growth so that children have the readiness and mentality to enter higher education (Ministry of National Education, 2005).

Instilling moral and religious values is crucial for every individual, and it's best to instill them from an early age. Cultivating Islamic character plays a crucial role in a child's development and subsequent growth. This Islamic character can serve as a foundation for shaping a child's personality, including the development of good morals, a trait every parent desires. The Prophet Muhammad (peace be upon

him) was once asked, "Who is the best among the believers?" He replied, "The one with the best morals." (Marita, 2023)

Character is the nature, disposition, mental traits, morals, or manners that distinguish one person from another. Character is a person's natural disposition to respond to situations morally. This natural disposition is manifested in concrete actions through good behavior, honesty, responsibility, respect for others, and other noble traits. In Islamic teachings, humans are born with a state of fitrah (natural disposition) as a basic human potential linked to beliefs that encompass values, attitudes, and the need to interact with the environment. (Yulianingsih, 2022)

One aspect that grows and develops in early childhood is the development of moral and religious values. The development of moral and religious values is closely related to a child's character, politeness, and willingness to practice religious teachings in their daily lives. Philosophical discussions about character, particularly in terms of moral education, as proposed by Kilpatrick, will continue to develop with various opinions and aspects of character, moral and religious values. Within the scope of the development of religious and moral values, children are expected to be able to distinguish between good and bad behavior. (Ananda, 2017)

The development of moral and religious values in Early Childhood Education programs is

very important. If these values are embedded and ingrained well in every individual from an early age, it is a good start for the education of the nation's children to undergo further education. The existence of the development of aspects of religious and moral values in early childhood carried out through routine habituation activities and role models for children in their daily lives makes an educator have to design more programmed learning activities, especially regarding media in their learning (Huliyah, 2000).

With the development and advancement of technology, audio-visual media has become easier to access and use, whether by using video, animation, and sound, which can certainly make learning much more interesting and enjoyable for early childhood.

Learning media is anything that can be used to convey messages and stimulate children's thoughts, feelings, and desires (Maimunawati, 2020). Learning media can stimulate students' interest in learning and assist teachers and students in the learning process to achieve learning objectives. Audio-visual media is one learning tool that uses sight and hearing to achieve learning objectives (Purnomo et al., 2014).

Audio-visual media is also a form of media that combines sound (audio) and image (visual) elements to convey information, entertainment, messages and so on (Sri: 2019).

Based on the results of initial observations on Monday, February 3, 2025, Nurul Iman Kindergarten is one of the schools that uses audio-visual media as an attraction or development or to stimulate the ability of moral and religious values in group B. Nurul Iman Kindergarten routinely applies audio-visual learning media as a means of learning for children because by using this audio-visual learning media, it can provide a new nuance and atmosphere, is fun, provides enthusiasm, is varied, is not boring and of course can improve the quality of education, especially religious morals in children.

Interviews with teachers at Nurul Iman Kindergarten on Monday, February 3, 2025, revealed that children in Group B have begun to show interest in using new learning media,

namely audio-visual media. Children in Group B can memorize or sing Islamic songs, recite the pillars of Islam and faith using songs, and develop many other religious and moral values. Based on the results of the observations and interviews above, the researcher is interested in knowing more about how the implementation of audio-visual media stimulates the ability of moral and religious values in AUD 5-6 years, so the researcher took the initiative to conduct research on "Implementation of the Use of Audio-Visual Media in Stimulating the Ability of Religious and Moral Values in Group B at Nurul Iman Kindergarten in the 2024/2025 Academic Year.

METHOD

The design used in this study was descriptive qualitative research. This qualitative approach was chosen in accordance with the general objective of the study, namely to stimulate children's moral and religious values.

Sugiyono stated that qualitative research method is a research method based on post-positivism or interpretive philosophy, used to research in natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses. (Sugiyono, 2020).

The descriptive qualitative method is a research approach that aims to describe in detail the observed phenomena or events. In this method, researchers attempt to present a detailed and in-depth picture of what occurred (Vivi, 2020). The research conducted by the researchers used a qualitative method that focused on the implementation of audiovisual media in stimulating children's religious and moral values. The approach used was a case study.

The location of this research was in group B at Nurul Iman Karang Sobor Kindergarten, Sokong, Tanjung, KLU, in the 2024/2025 academic year.

Data collection techniques are the methods researchers will use. According to Arikunto (2006), data collection refers to the methods researchers use to gather research data. The primary goal is to obtain data that aligns with the objectives. Therefore, it is crucial for researchers to pay attention to the information processing process, be thorough, and record the information obtained. Therefore, the data collection techniques used are observation, interviews, and documentation.

a. Observation

Sugiyono explained that observation as a data collection technique has specific characteristics compared to other techniques. Observational data collection techniques are used when research concerns human behavior, processes, work, or natural phenomena, and when the number of respondents observed is small. Based on the data collection process, observation is divided into participant observation (participant observation) and non-participant observation (observation without direct involvement). In terms of the instrumentation used, observation can be divided into structured and unstructured observation (Sugiyono, 2019).

This study used semi-participant observation, where the researcher participated in some of the activities carried out by the subjects. This type of observation facilitated the researcher's observation. The observations involved the classroom teacher and students. This observation was necessary to obtain data on students' learning motivation (Sutikno P.H. Sobry, 2020).

b. Interview (*interview*)

In this study, the researchers used semi-structured interviews. These semi-structured interviews can include answers or questions beyond the predetermined list to gather more necessary data through the prepared questions (Moleong, 2012).

c. Documentation

Documentation is a source of data that supports research, in this research the documentation that researchers collected includes; In this research the

documentation data referred to includes: Type of motivation, data related to the motivation given, photos of activities when providing motivation.

The data analysis technique used in this study is the Miles and Huberman model. The Miles and Huberman model consists of three stages as follows: (Saldana, 2014)

1. Data Reduction

The first stage in the data analysis process is data reduction. Data reduction is a process that makes it easier for researchers to select and sort the right data obtained in the field. Data reduction means sorting and selecting data, focusing more, simplifying, grouping raw data for easy understanding (H.R. Zulki Zulkifli Noor, 2015). Therefore, it can be emphasized that reducing data is summarizing, summarizing, selecting, or choosing data or main things that are considered important to provide a clear picture of the data needed in the research.

2. Data Presentation

After the data reduction stage, the next step is data presentation. In qualitative research, data is described in descriptive form and can be presented in tables, graphs, pictograms, and similar formats. In this study, the data obtained were presented in tables, figures, and narratives. This was done to make it easier for researchers to understand the data and actual conditions in the field (Syahroni, 2022).

3. Conclusion Drawing and Verification

The qualitative conclusions drawn in this study are expected to be innovative. This innovation is in the form of new findings in the form of descriptions or images of objects that were previously unclear, becoming clearer after the research was conducted. The author drew conclusions related to students' numerical abilities in the high, medium, and low ability categories that correspond to the numeracy indicators according to the 2017 GLN Team and the factors inhibiting students' numerical abilities (Gunawan, 2015).

The validity technique used by the researcher was triangulation. (Mardawani, 2020) stated that triangulation is information obtained from several sources: interviews, tests, observations, and documentation. The validity techniques used in the research were source triangulation and technical triangulation.

According to (Sugiyono, 2020), source triangulation is data collection using one technique from various sources, such as in this study, interviews will be conducted with students, homeroom teachers, and the principal. Using one technique on different informants

RESULTS AND DISCUSSION

1. Teacher Strategies in Stimulating Moral and Religious Values Skills in Group B at Nurul Iman Kindergarten

The research results show that teachers play a crucial role in stimulating and enhancing moral and religious values in early childhood. Teachers are not only educators but also facilitators and role models in shaping and enhancing children's moral and religious values. Strategies implemented by teachers at Nurul Iman Kindergarten include preparing a clean and comfortable classroom, preparing teaching tools and materials, and using audio-visual media to stimulate children's moral and religious values.

Interviews with the class teacher and the assistant teacher revealed that preparing a clean and comfortable classroom, preparing teaching tools and materials, and using audio-visual media are implemented daily and have become routine for the teachers at this school. These strategies have proven effective in stimulating children's moral and religious values.

In line with this, Albert Bandura's theory (1997) reveals that teachers are moral models through exemplary behavior in accordance with principles and observational learning Bandura. Children learn moral/religious values by observing and imitating authority figures (teachers). Furthermore, teachers' preparation of a neat, clean, and attractive physical environment stimulates children's concentration,

discipline, and appreciation for their environment (moral values) (Montessori 1912).

2. Supporting and Inhibiting Factors in the Use of Audio-Visual Media in Stimulating Moral and Religious Values in Group B at Nurul Iman Kindergarten

In practice, teachers' strategies for fostering moral and religious values are inextricably linked to supporting and inhibiting factors. Based on interviews and observations, several supporting factors were identified at Nurul Iman Kindergarten, including:

- a. With this audio-visual media, it is easier for us to convey learning materials,
- b. By having a clean classroom, this can provide comfort to children.
- c. Creative teachers, this is very necessary in improving moral and religious values because with creative teachers, intelligent children will emerge.
- d. The available facilities can support in stimulating moral and religious values in children.

These supporting factors play a big role in creating a conducive and effective learning atmosphere to stimulate moral and religious values in children.

The results of the discussion above are supported by the theory of Virtue Ethics (Aristotle) in Maria J (2005) which reveals a focus on morals and religion rather than rules or consequences. A person is considered moral if he has policies such as honesty, courage and justice.

3. The Impact of Using Audio-visual Media on the Development of Religious and Moral Values in Nurul Iman Kindergarten

In practice, the implementation of audiovisual media in fostering moral and religious values certainly has both positive and negative impacts. Based on interviews and observations, several positive and negative impacts were identified at Nurul Iman Kindergarten, including:

- 1) The positive impacts are as follows:
 - a. Increasing moral and religious values by making them more interesting and interactive

- b. Make learning more interesting so that the child's interest in learning increases and can facilitate the child's understanding,
 - c. Strengthening children's memory of moral and religious values"
- 2) The negative impacts are as follows:
- a. Children become too dependent on screens and interact less with their friends because they are too focused on the screen.
 - b. children also pay less attention to their teachers
 - c. depends on providing material using audio-visual media

The impact of audiovisual media can help foster moral and religious values in children. Learning becomes more engaging, fostering a child's interest in learning, and fostering a sense of discipline and responsibility. The use of audiovisual media can also shape children's morals, facilitate understanding, and strengthen memory. This media is expected to aid independent learning. Currently, the availability of audiovisual media to support the learning process, particularly in moral and religious subjects, is still limited and not widely used in schools.

Learning media will help the learning process be more effective in conveying messages and lesson content. Teachers sometimes overlook the importance of media use, even though using learning media, especially audiovisual media, can motivate children to learn and make it easier for them to grasp the content.

The theory supporting this discussion is Anderson's opinion in (Dwi: 2024), which states that audiovisual media is a series of electronic images accompanied by audio elements and also has image elements that are streamed through video tape. The series of electronic images is then played using a tool, namely video *cassette recorder* or *video player*.

Additionally, Barbara Mayer, a psychology professor at the University of California, San Antonio, explained that learning through multimedia (a combination of text, images, sound, and video) is more effective than

learning using only one form of media (Richard, 2025).

CONCLUSION

Based on the results of research conducted at Nurul Iman Karang Sobor Kindergarten can be concluded as follows:

1. Teacher Strategies in Stimulating Moral and Religious Values Ability in Group B at Nurul Iman Kindergarten.

Instilling moral and religious values in children begins with educators, namely teachers, because children easily imitate what adults do, especially children at an early age are very quick to absorb both what they hear and what they see. The approach taken by teachers is by using audio-visual media such as videos, films, or animations to teach moral and religious values to children.

2. Supporting and Inhibiting Factors in the Use of Audio-visual Media in Stimulating Moral and Religious Values Abilities in Group B at Nurul Iman Kindergarten.

Supporting factors for the use of audio-visual media include:

- a. Audio-visual learning media has the ability to display moving images that can be seen as well as sounds that can be heard so that it will facilitate the delivery of messages from the material delivered by the teacher to the students.
- b. Audio-visual learning media can focus students' attention because of its attractive appearance.
- c. Audiovisual learning media can display both images and sound, thereby increasing student enjoyment of learning. This is because audiovisuals can change students' emotions and attitudes.

In addition to supporting factors, audio-visual media also has inhibiting factors, among others:

- a. Not all subjects of a subject can be conveyed by using audio-visual learning media
- b. The facilities are inadequate.

Although the facilities and infrastructure for stimulating moral and religious values are still limited to using only laptops, it can increase children's enthusiasm and interest in learning and can stimulate moral and religious values.

The inhibiting factors found were the lack of aids such as projectors or LCDs, which could really support the implementation of audiovisuals in stimulating moral and religious values in children.

3. The Impact of Using Audio-visual Media on the Development of Religious and Moral Values in Nurul Iman Kindergarten.

The impact of audio-visual media can help in improving moral and religious values in children. Learning is more interesting, the child's interest in learning improves the child's personality and becomes disciplined and responsible. The use of audio-visual media can also shape children's morals; besides that, it can also facilitate understanding and strengthen children's memory.

SUGGESTION

Based on the research conclusions above, the author provides the following suggestions:

1. For Schools
For schools to be able to improve the quality of education, especially in improving moral and religious values in children of this age.
2. Kindergarten head and teachers
To further strengthen their efforts in instilling moral and religious values in children so that children can grow up with good religious and moral values.
3. For Further Researchers
It is hoped that future researchers will utilize the results of this study as a reference in conducting research and are expected to develop and improve this research even better in subsequent research.

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 3. Group B children are really proof of the positive impact of this strategy: increased interest in learning, the formation of disciplined and responsible characters, and strengthening the understanding of moral and religious values.
- Awards were also presented for collaboration in overcoming facility challenges, where teachers' commitment transformed limitations into meaningful learning opportunities.

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