

Application of Nusa and Rara Audio Visual Media in Planting Religious Character of Children in Group B Aba Kindergarten Tirtajaya

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ABSTRACT: The problem in this research is how to instill religious character in group B1 children through the animated audio visual media Nussa and Rara. This research is Classroom Action Research (PTK) which applies audio-visual media in cultivating children's religious character. Subject this research is child group B1 TK ABA Tirtajaya Regency Banggai Which amounted to 10 child, 5 man And 5 Woman. Study This done in two cycle Which each consists from two meeting session. Activity learning consists from four level that is planning, implementation activity, observation And reflection. Method collection data through interview, sheet observation And documentation. After that, data analyzed with method descriptive-qualitative And descriptive-quantitative. At the pre-action stage, the percentage of classical completeness obtained was 10% or consisted of 1 child who was included in the BSB (Very Well Developed) category and as many as 9 children did not meet these criteria. Furthermore, the classical completeness percentage was obtained at 30% or 3 children in the BSB (Very Well Developed) category and 7 children had not met these criteria in the first cycle of action, meeting I, then the researcher carried out the first cycle of meeting II and obtained classical completeness of 50%, which means they did not meet the standard of classical learning completeness set at 75% and caused the researcher to continue the research action to the next cycle. In the second cycle of the first meeting, the researchers found that there were 7 children included in the BSB (Very Well Developing) category with a percentage of classical completion obtained of 70%, while in the second cycle of the second meeting the researchers found 9 children included in the BSB (Very Well Developing) category and 1 child in the BSH (Developing According to Expectations) category. It can be concluded that the application of audio visual media can instill religious character in the children of group B1 TK ABA Tirtajaya, Banggai Regency.

Keywords: Application of Audio Visual Media, Religious Character.



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INTRODUCTION

Religiosity is one of the most important factors in life and existence, because with religiosity humans have a strong basis and belief in all of God's destiny. Learning knowledge about religious teachings and always carrying out everything that is ordered and avoiding all prohibitions that have been set, having confidence that the prayers offered will be answered, having a sense of calm and so on are forms of actualization of humans who have a high level of religiosity. One thing that can reflect religious teachings is human behavior in everyday life. Humans who have a high level of religiosity at least have an understanding of the religious teachings they adhere to, have an understanding of the holy books, as well as the rules of worship which serve as guidelines for carrying out their activities, worship. Because basically, apart from carrying out obligatory worship, humans also have the obligation to apply their religious knowledge in carrying out all components of life.

A small number of behaviors that can be a reflection of what humans have learned and believe are, being helpful, working together with other people, being honest, and maintaining cleanliness. By always behaving well in accordance with religious teachings that are believed to be indirectly human will have good religiosity in carrying out daily life and obligatory religious activities.

In the Qur'an and its translation Ministry of Religion RI (2015:12). God has commanded Man to always do good as stated in Surah Al-Baqarah verse 83 which reads:

And when We took a covenant with the Children of Israel: "You shall worship none but Allah, and be kind to your children, and to your relatives." And the orphans and the needy, and speak kindly to people, and perform prayer, and give zakat. Then you turned away, except for a little while. Of you while you were turning away

It means:

"And (remember), when We took the promise from the Children of Israel (namely):

Do not worship other than Allah, and do good to parents, relatives, orphans, and the poor, and speak good words to people, establish prayer and pay zakat. Then you do not fulfill that promise, except for a small part of you, and you always turn away." (Q.S. Al-Baqarah:83)

From the Al-Qur'an Surah Al-Baqarah verse 83, it is very clear that Allah emphasized to the Children of Israel not to associate partners with Allah SWT and the command to always do good. According to Ibn Kathir's interpretation, although the command in this verse is addressed to the Children of Israel, the content of the command in it is also applied to all Muslims today as a reminder. Starting from the command to worship Allah to doing good to our parents and fellow Muslims, always speaking good and correct words, and always praying and paying zakat are Allah's commands that we must carry out. So it is very important to instill these values from an early age in children.

Human religiosity develops with age, and early childhood is the right age to equip humans with religious knowledge as they grow older. "Studying knowledge at a young age is like carving in stone." From this statement we can interpret that all knowledge information will be stored very

well by the brain when humans are at an early age. This statement has also been confirmed by many parenting experts, some even say that babies in the womb have started to learn from what their mothers hear.

According to Minister of Education and Culture Regulation Number 137 of 2014 concerning PAUD standards, it is explained that learning activities in kindergarten are more aimed at developing attitudes and behavior through habituation and developing children's basic abilities to prepare themselves for school. The abilities developed include Moral Religious Values (NAM), Cognitive, Language, Physical Motor, Social Emotional, and Arts.

Early childhood will experience a period of doubt in terms of religiosity. Because basically the formation of human religious character occurs at an early age. Therefore, parents, teachers and TPA instructors are required to provide maximum scientific insight, especially about religion, to young children. One of the important things that must be developed from an early age is religion and morals. This is because teaching religion and morals to children can determine good and bad behavior in the future.

There are several methods that can be used to develop religious and moral values, namely, discussion methods, play methods, methods *out bound*, habituation method, storytelling method, poetry method, field trip method, singing method, and Al-Quran learning method. Apart from these methods, there are also media that are very easy to find nowadays, such as television and social media such as *youtube*. With these methods, instilling religious and moral values in children will be more optimal. The development of technology today certainly has various impacts on the development of early childhood. Children can easily access many things through technology in the form of *gadget* who had a big influence on his development.

Various impressions can presented in media digital Which can push development mark religion And moral child. Various program with values positive, like behavior moral Which commendable and story example. Children Also can watching video animation with dish moral Which specifically, easy accessible Of networking social like *YouTube*.

Audio visual media is able to present various kinds of spectacles that can stimulate the development of children's religious character. Various shows that have positive values, such as animations in which there are examples of noble morals and various kinds of exemplary stories from previous characters, which children can directly watch. *platform* like *youtube*.

We need to know that digital technology not only has positive values but there are also negative values that are not intended for young children. Young children can easily look for shows or broadcasts that lead to negative values which have a bad influence on moral and moral development. Therefore, it is necessary to have videos or shows that can attract children's attention so that children are separated from shows that lead to negative values. Like the animated video of Nussa and Rara.

The animated video Nussa and Rara is one of the animated films produced in Indonesia which contains many positive and educative values, especially in the aspect of children's religious and moral education. Coming with their own characteristics, Nussa and Rara's animated videos show

various shows that cover religious and moral values and are presented with interesting concepts, have weighty, funny, entertaining stories and visuals that can attract children's attention.

The animated video Nussa and Rara is an Indonesian animated video series created by an animation studio *The Little Giantz dan 4stripe Production*. This animated video was broadcast on *youtube* since November 2018. This video was shown on two free/FTA TV broadcasts in Indonesia, namely NET Ramadhan 1440 H/2019 AD, and on Indosiar, as well as the Astro Ceria channel in Malaysia since October 2019. This film is a type of children's animation that contains educational elements, directed by Bony Wirasmono and starring Muzakki Ramdhan, Aysha Razana Ocean Fajar, and Jessy Milianty. This film was produced by Aditya Trianto, Yuda Wirafianto and Ricky MZC Manopo.

The animated video Nussa and Rara is an animated video with a duration of around 4 minutes per episode. This animated video presents the latest episode every Friday at 04.30. This video tells the story of a simple family's daily life with Nussa who is 9 years old, Rara who is 5 years old and the figure of mother Umma who is always warm with them. The release of this animated video was motivated by concerns about the lack of educational viewing on digital platforms. As a field that operates in the realm of creative industry, animation studio *The Little Giantz* sees the need for shows that are friendly and have educational value for children. Therefore, they made Nussa and Rara's animation as a solution to this problem.

One of the figures who is often called Umma is a very interesting figure because of the moral education he applies. He adopts a friendly, firm and wise attitude as a reflection of the attitude that parents in general should have. The character Umma as the mother of the character Rara who is still young shows her ability to educate children, by practicing religious and moral teachings which makes her a role model that today's parents should emulate. Based on matter the, researcher interested for continue study about education moral on animated videos Nusa And Never as well as connection with development religious character in children.

The research carried out by this researcher is of the same opinion as the research carried out by Tiara Permaat B, and Sutrisno with the title *The Relevance of the Animated Film Nussa and Rara on the Moral Education of Early Age Children*. . The similarities between the research carried out by Tiara Permata B and Sutrisno with the research carried out by researchers are on religious character education. The difference is that in the research conducted by Tiara Permata B and Sutrisno the method used was a qualitative method, whereas in this research the researcher used the Classroom Action Research method so that developmental achievements could be seen clearly.

METHOD

This research uses collaborative classroom action research (PTK) methods. According to Arikunto (2016:57), "Based on its objectives, Classroom Action Research is a part of action research with specific objectives related to the classroom." This Classroom Action Research was carried out at the ABA Tirtajaya Kindergarten, Banggai Regency in the 2022/2023 school year. The subjects of this research were 10 students in group B of Kindergarten ABA Tirtajaya, Banggai Regency, with

5 boys and 5 girls. The object handled in this research is the Cultivation of Religious Character in Group B Children of ABA Tirtajaya Kindergarten, Banggai Regency. This research uses a model developed by Kemmis and Mc. Taggart, namely a model that is famous for its spiral cycle process of self-reflection which begins with planning, action, observation, reflection and planning again. The procedures carried out in this research refer to the model developed by Kemmis and Mc. Taggart. The stages carried out are as follows:

1. Initial activity

At this initial stage, researchers make initial preparations for observations aimed at reaching problems and observing conditions occurring in the field, with details of these activities as follows:

- a. Issuance of an observation permit letter to the school concerned. .
- b. Preparation of research decree
- c. Observation

2. Implementation

The research implementation consisted of three cycles, namely as follows:

a. Cycle I

- 1) Action Planning
- 2) Implementation of Actions
- 3) Observation or observation
- 4) Reflection

b. Cycle II

- 1) Action Planning
- 2) Implementation of Actions
- 3) Observation or observation
- 4) Reflection
- 5) Cover

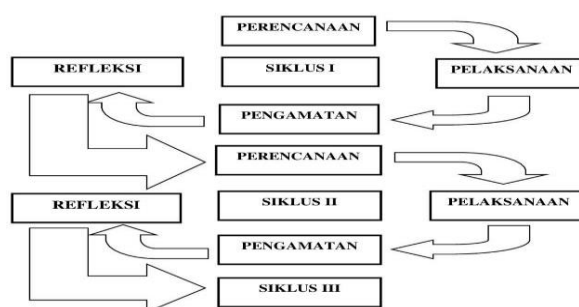


Figure 1. Cycle chart modified from the Kemmis and Mc model. Taggart

The data collection techniques used in this research were observation, interviews and documentation. In this research, researchers used two data analysis methods, namely, qualitative descriptive data analysis and quantitative data analysis using the following formula:

$$P = \frac{f}{N} \times 100$$

Information:

P= Percentage of students

N= Number of high scores

F= Number of values obtained

The results of the observation data were analyzed and adjusted to the criteria applied in early childhood education with the following guidelines:

1. Criteria 75%-100% Very Well Developed (BSB)
2. Criteria 50%-74.99% Developing according to Expectations (BSH)
3. Criteria 25%-49.99% Starting to Develop (MB).
4. Criteria 0%-24.99% Undeveloped (BB)

RESULTS AND DISCUSSION

The results of this research show that by applying audio-visual media in cultivating the religious character of children in group B, Kindergarten ABA Tirtajaya, Banggai Regency, this is proven by the results of observations of children's religious character in pre-action which was found to be 10% which is in the very low category. The results obtained in the pre-action are used as a reference in carrying out the stages of cycle I.

In the first cycle stage of the first meeting, the percentage of classical completeness obtained was 30%, while in the second stage the percentage of classical completeness obtained was 50%, which was included in the Not Yet Successful category. From the results of the first cycle of reflection, the researcher analyzed the problems that arose during the actions in the first and second meeting cycles. The obstacles were as follows:

- a. The teacher (researcher) did not really control the class during the learning process
- b. Children do not understand the character values contained in the learning material presented by the teacher (researcher).

Based on these two problems, researchers made improvements so that children's religious character in cycle II could improve significantly. The steps taken for improvement in cycle II are as follows:

- a. Researchers try to improve learning methods as much as possible so that they can gain more control in the class.
- b. Researchers provide small examples from everyday life as a form of illustration so that children better understand the religious character values contained in the learning material.

At the first meeting cycle stages, the percentage of classical completeness obtained was 70%, while at the second meeting the percentage of classical completeness obtained was 90%, which was in the successful category. Results Which obtained show that before implementing the action then moving on to action cycle I until continuing to cycle II there was an increase. Improvement the can seen on Table Rate-Rata Achievement Education Figure Child Religious after Cycle II.

Table 1. Average achievement of children's religious character after cycle II

Average Achievement		
Pre Action	Cycle I	Cycle II
10%	50%	90%

In table 1, it can be seen that the percentage results of cultivating the religious character of children in group B1 have experienced development. In pre-action to cycle I it was shown that the average achievement had increased by 40% from 10% to 50%. In cycle I to cycle II there was an increase of 40% from 50% to 90%. Below, the researcher displays a graph of the average increase in the development of children's religious character after cycle II.

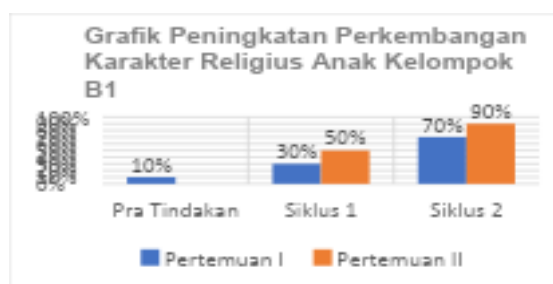


Figure 2 graph of the increase in religious character development of children in group B1

Based on research, cultivating religious character in children reached the good category up to 90% in cycle II. It was found that children were very happy and enthusiastic in the learning process. This situation is very supportive in the learning process so that children can easily understand and digest the values of the religious characters contained in the animated video Nusa and Rara. Relating to cultivating children's religious character using audio-visual media.

CONCLUSION

Based on the results of research conducted by researchers, it shows that the use of audio-visual media can instill religious character in children in group B of TK ABA Tirtajaya. It can be seen from the increase in student learning outcomes from pre-action by 10%, cycle I by 50%, and cycle II by 90%. Thus, it can be concluded that cultivating the religious character of group B children of ABA Tirtajaya Kindergarten, Banggai Regency through the animated audio visual media Nussa and Rara was declared successful.

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