

Implementation of Visual Media in Improving Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village

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Abstract

The purposes of this study are: 1) Describe the stages of implementing visual media in increasing understanding of religious education in children in group A Raudhatul Athfal Aman Sentosa Sekuduk village; 2) Describe the Obstacles in the Implementation of Visual Media in Improving Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village; 3) Describe the Teacher's Efforts to Overcome Obstacles to the Implementation of Visual Media in Improving Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village. This study uses a qualitative approach and a type of phenomenological research. Data collection techniques using observation, interviews and documentation. Data analysis techniques are data reduction, data display and conclusion verification. Data validity techniques are triangulation and member checks. The data sources are Educators, Principals and Students. The results of the study are as follows: 1) The stages of implementing visual media in increasing understanding of religious education in children in group A Raudhatul Athfal Aman Sentosa Sekuduk Village, namely: a) The preparatory stage, namely preparing the readiness of educators, students, room arrangement and visual media that will be used properly and appropriately with the topic to be discussed; b) The implementation stage is storing the visual media in the right position, explaining the visual media and the topics discussed and carrying out learning activities together; c) The evaluation stage is conducting question and answer activities between educators and students, direct observation by educators, daily

assessments in accordance with the RPPH and carrying out follow-up activities. 2) The obstacle in implementing visual media in increasing understanding of religious education in children in group A Raudhatul Athfal Aman Sentosa Sekuduk Village is that not all educators are able to create and use visual media creatively so that there are students who are less interested in participating in learning activities and the conditions of students which is not conducive. 3) The teacher's efforts to overcome obstacles to the implementation of visual media in increasing understanding of religious education in children in group A Raudhatul Athfal Aman Sentosa Sekuduk Village are always practicing in making and using visual media, establishing collaboration between educators both from within the school and educators from other schools and using several types of visual media and methods in learning activities

INTRODUCTION

Early Childhood Education (PAUD) is essentially education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality. laying the foundation for good growth and development from various aspects such as religious and moral values, cognitive, physical-motor, social-emotional, language and arts (Wiyani & Barnawi, 2016).

Early childhood education is organized not only to increase knowledge and skills related to scientific fields, but more deeply to prepare children to be able to master various challenges in the future and to be able to become good individuals in the future according to their religion (Agustiniari, 2014). A child who does not receive education about religious values will cause indifference to matters related to religious issues. The development of religious values in children will revolve around daily life which instills religious values by laying the foundations of faith, personality, good manners and worship habits according to the child's abilities.

On this basis educators are required to be even more active in instilling religious values in children. One of the stimuli that can be given by educators is through learning media when the learning process takes place. Learning media is a tool for educators to convey messages so that messages are more easily accepted or understood by students (Widayati & Adhe, 2020). Therefore learning media is very necessary in the learning process of early childhood so that they can understand what is learned and apply it to their daily lives.

Based on a survey conducted by researchers at Raudhatul Athfal Aman Sentosa Sekuduk, teachers face a number of obstacles in increasing their understanding of religious education. This can be seen from the presence of students who still do not know

a good attitude when speaking, do not respect everything God's creation and the lack of understanding of children in understanding the religious material being taught. For example, every Friday religious material is held, be it procedures for ablution, prayer and others. Students are still unable to understand and even indifferent to the learning process given by educators even though educators have used visual media to explain material. Based on these problems, the researcher is interested in researching problems related to the title Implementation of Visual Media in Improving Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village.

METHODS

This study uses a qualitative approach and a type of phenomenological research. A qualitative approach is a research method based on postpositivism or interpretive philosophy used to research on natural object conditions where the researcher is a key instrument, data collection techniques are carried out by triangulation the data obtained tends to be qualitative data, inductive data analysis and qualitative research results can be potential and problem findings, object uniqueness, the meaning of an event, process and social interaction, certainty of the truth of the construction of the phenomenon of hypothesis finding data (Sugiyono, 2020). This type of phenomenological research is a type of qualitative research that looks at and hears closer and more detailed explanations and individual understanding of phenomena or experiences that exist in human life. (2020).

The data sources in this study were Educators, Principals and Students at Raudhatul Athfal Aman Sentosa, Sekuduk Village. Data collection techniques used in this study are 1). Observation, namely the process of collecting data using sensory devices that need to be recorded and recorded systematically (Yus, 2011), 2). Interviews are conversations with a specific purpose (Zuldafril, 2012), 3). Documentation, which is a record of events that have passed, can be in the form of writing, pictures or monumental works of someone (Sugiyono, 2010).

Data analysis techniques in this study namely 1). Data reduction, namely summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns (Sugiyono, 2014), 2). Data Display (Data Presentation, namely organized information that makes it possible to draw conclusions or take action by presenting data will make it easier to understand what is happening based on what has been understood (Umrati, 2020), 3). Data Verification and Drawing Conclusions, namely drawing meaning from the data that appears by involving the understanding of the researcher (Mahdi & Mujahidin, 2014). Data collection techniques using interviews, observation and documentation. The data analysis technique used is data reduction, data

display and conclusion verification. The data validity techniques used are triangulation and member checks.

RESULTS AND DISCUSSIONS

Data collection in this study used observation, interview and documentation techniques, followed by data analysis to explain the results of the study in accordance with the data analysis technique chosen by the researcher. The discussion in this research is based on the research focus that has been formulated based on the problems that arise. To answer the research focus that has been formulated, of course, it is based on facts in the field and supporting theory regarding the Implementation of Visual Media in Improving Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa, Sekuduk Village.

1. Stages of Visual Media Implementation in Increasing Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village

The activities carried out by educators implementing visual media in increasing understanding of religious education are things that must be done by every educator to achieve the goals to be achieved. The purpose of implementing the media is so that students more easily understand the learning being taught and apply it in everyday life. The implementation of visual media can run well if the stages used by educators can be applied properly. In order for the things above to be carried out properly, educators need to pay attention to the stages of visual media implementation which are as follows:

a. Preparation phase:

- 1) Preparing the readiness of educators, students and visual media used so that learning can take place effectively and efficiently.
- 2) Make sure the visual media that will be used can function properly.
- 3) Make sure the visual media used is in accordance with the topic to be discussed.
- 4) The room should be arranged according to the learning model to be used (Munadi, 2010).

One of the important tasks of educators is to prepare everything that will be used during learning activities. Preparations are held to facilitate educators in achieving learning objectives and learning can take place effectively. Educators' preparation before learning activities are designed by educators to the fullest extent possible so that they can be carried out properly and achieve learning objectives. As stated by Oemar Hamalik, learning planning is not prepared haphazardly but by considering all possible aspects and all available resources to support the success of the learning process (Hamalik, 2006).

Based on the results of the research conducted, that the preparations made by educators in group A when implementing visual media in increasing children's understanding of religious education are preparing the readiness of educators themselves starting from RPPH, mastery of learning materials and visual media to be used.

Educators also prepare the readiness of students by first taking their children's attendance to participate in the learning process and preparing visual media that will be used to function properly. In addition, educators also prepare visual media that are appropriate to the topics to be discussed and organize classrooms according to the

learning model to be used. This is in accordance with what Saiful Djamarah stated that the learning media prepared cannot be used arbitrarily according to the educator's will when the implementation of learning takes place, but must pay attention and consider the characteristics of students in order to achieve learning objectives (Djamarah, 2006).

b. Implementation Stage

- 1) The visual media storage position is already in place.
- 2) Students are already in the place of learning activities.
- 3) Explanation to students about the visual media used, topics and objectives of learning.
- 4) Use of visual media that has been prepared (Munadi, 2010).

The implementation of visual media in the learning process is a continuation of the preparations that have been prepared before and is applied when learning activities take place. Learning is a process of interaction between educators and students so that learning activities occur in the classroom. Mulyasa argues that learning is basically an interaction between educators and students with their environment so that there is a change in behavior for the better and there are factors that influence it (Mulyasa, 2004).

The implementation of learning using media carried out by educators is a process in educating and guiding students. The implementation of the media is carried out according to the stages that have been made by the educator in accordance with the topic of discussion so that learning activities can be carried out systematically and achieve learning objectives.

Based on the results of the research conducted, the implementation stage carried out by educators in implementing visual media in group A is that educators and participants always read basmallah before starting activities. This is done so that students can apply in everyday life to always pray before starting activities. Before giving an explanation of the material being taught, educators also stimulate children by telling stories to give motivation and praise to children first, this is done so that students remain interested in participating in learning activities until they are finished.

The core activity in the implementation stage of visual media begins with the position where the visual media is stored in the place determined by the educator, students are already in the place of learning activities in accordance with their respective sitting positions. Educators begin to explain the material for learning activities, explaining the relationship between visual media that will be used according to the topic and learning objectives. Educators use visual media together with students in learning activities by guiding them.

The last activity carried out by educators in the implementation stage when using visual media to increase understanding of religious education in children is saying hamdalah after carrying out activities. The teacher gives questions to students and gives statements on these questions and provides conclusions about the topics of discussion being taught.

c. Evaluation and Follow-up Stage

Evaluation is an act of a process to determine the value of something. Evaluation and follow-up is a way for educators to be able to measure how well students understand the learning that has been delivered. Evaluation and follow-up can be carried out through

question and answer activities and daily assessments. With this stage the teacher can find out the weaknesses and abilities of students through assessments carried out by educators, so educators will take further action to achieve learning objectives (Munadi, 2010).

Follow-up activities are activities carried out by educators when there are difficulties in understanding the learning faced by students in learning. Each student has different abilities, so from the results of the evaluation that has been carried out the teacher can find out who has understood the learning material and who has difficulty learning in class. So that from the results of the evaluation, it is necessary to have follow-up activities carried out so that students can understand the lesson and achieve mastery in learning.

Follow-up activities can be carried out by asking students to mention or explain again according to their understanding. In addition, students can also be asked to ask about the topics discussed through the visual media and educators provide opportunities for children to answer these questions and educators provide daily assessments of the learning process that has been carried out.

Recognizing the importance of evaluation, the field of early childhood education has developed assessment methods designed to suit the child's developmental level. The evaluation carried out does not reduce the daily program and is not separated from program activities. The evaluation methods applied by educators include the following:

1) Observation

Spontaneous observation methods have been carried out by educators every day through talking with students and thinking deeply about the stages of growth and development of children's learning (Mursid, 2015). Educators observe students by looking at the progress or difficulties experienced by children during learning activities.

2) Checklist and Rating Scale

More structured observations can be made using checklists and level scales (Mursid, 2015). In this case the teacher needs to make observations first of the behavior of students or educators observe for one day and while remembering their observations after the child leaves and completes the checklist. This evaluation method is also carried out by educators by making anecdotal notes, educators record things that are done when they see things that are not usually done by children during observation activities.

3) Structured Interview

Educators use the same type of structured interview to check children's understanding of concepts, facts, their feelings or other situations. Educators evaluate when carrying out the conversation process, whether the child can speak language that is good and appropriate as a child and the ability of students to answer questions given by educators in language that is appropriate and understood by children (Seefeldt, 2008).

Evaluation also implies an assessment that must be carried out systematically and continuously in order to describe the abilities of the students who will be evaluated (Mursid, 2015). This is in accordance with the results of interviews and observations conducted in group A. The implementation of visual media in increasing understanding of religious education in children ends with an evaluation and follow-up carried out by educators, namely by conducting questions and answers to students about the learning

activities that have been carried out, educators also provides opportunities for students to ask questions about learning activities and educators also conduct assessments by directly assessing children's actions when practicing. In addition to conducting question and answer activities, educators also carry out daily assessment activities in accordance with the activities specified in the RPPH.

2. Obstacles in the Implementation of Visual Media in Increasing Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village

The learning process takes place, visual media activities do not always run smoothly, there are several obstacles faced by educators. The obstacles faced by educators in implementing visual media are as follows:

- a. Not all educators have creative abilities in implementing visual media so that the results can attract students' attention in achieving learning goals.
- b. There is a student disinterest in the visual media used (Ahmadi & Uhbiyati, 1991).

In accordance with the results of the research conducted, educators also face obstacles in using visual media to increase understanding of religious education including not all educators are able to create and use visual media creatively and there are students who are less interested in one of the visual media so that in the learning process educators must use several types of visual media, besides that the condition of the students who are not focused on sitting in their respective places so that the educator must tidy up the students' sitting position again as before.

3. Educators' Efforts to Overcome Obstacles to the Implementation of Visual Media in Increasing Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village

During the learning process, educators always strive to improve understanding of religious education so that children can understand the aims and objectives of the learning and apply it in everyday life. Efforts that can be made by educators to overcome obstacles in implementing visual media are as follows:

- a. Conduct training in implementing visual media.
- b. Use the right method in implementing visual media (Ahmadi & Uhbiyati, 1991).

In accordance with the results of the research conducted, several efforts were made by educators starting from using several types of visual media in learning activities, asking for input from school principals and other educators and using appropriate learning methods and models in accordance with predetermined RPPH and collaborating with educators others, both from the school itself and from other schools. The learning methods applied by educators as an effort to overcome obstacles in implementing visual media to increase understanding of religious education in children include the following:

a. Storytelling Method

The storytelling method is one of providing learning experiences for children by bringing stories to children orally. The world of children is full of joy, so storytelling activities must be endeavored to give feelings, joy, funny and fun (Moeslichatoen, 2004). Educators in group A, before starting the core activities, first stimulated the children by telling stories about the material to be taught with the aim that the children would remain

interested in participating in the lesson activities until they were finished, for example telling stories about the prophet.

b. Singing Method

The singing method is a learning method that uses songs that are sung. Usually these poems are adapted to the material being taught (Mursid, 2015). Educators in group A used this method when explaining learning topics, for example the procedures for ablution were taught through a song and sung together repeatedly.

c. Playing Method

Playing is an activity carried out by children that provides pleasure and is carried out for the activity itself. The playing method has important benefits in developing understanding in children (Mursid, 2015). Educators in group A provide opportunities for children to play during recess, through play children can learn to reflect good relationships with others.

d. Conversational Method

Conversing means communicating thoughts and feelings to each other verbally, in dialogue or as a manifestation of receptive and expressive language in a situation (Mursid, 2015). Educators in group A always dialogue with children when in the room, for example by providing a motivational stimulus and the children can respond back by having a conversation with the educator.

e. Field Trip Method

Field trips are one of the methods that carry out teaching activities for children by observing the world in accordance with the realities that exist directly (Mursid, 2015). Educators in group A use this method, for example by bringing children to the mosque directly, seeing plants directly as creations of the Creator which must always be looked after.

f. Demonstration Method

Demonstration is a method of showing, doing and explaining. So in the demonstration it is shown and explained how to do something (Mursid, 2015). It is hoped that through demonstrations the children will be able to recognize the implementation steps. Educators in group A also use this method when practicing ablution every Friday. Children are directed directly to practice ablution together, educators first show, work on and explain the procedures for ablution.

g. Assignment Method

Giving assignments is a method that is deliberately given to children and must be carried out properly. The task is given directly to the child based on instructions from the teacher so that the child can live it in real terms and carry it out from start to finish. Tasks given to children can be individually or in groups (Mursid, 2015). Educators in group A also use this method, for example on Fridays when practicing the obligatory prayer services, educators directly appoint children who will become imams, echoing the call to prayer.

CONCLUSION

1. The stages of implementing Visual Media in Improving Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village are

as follows: a). The preparatory stage is preparing the readiness of educators, students, room arrangement and visual media that will be used properly and in accordance with the topics to be discussed, b). The implementation stage is storing visual media in the right position for all students to see, explaining visual media and topics discussed and carrying out learning activities together, c). The evaluation stage is conducting question and answer activities between educators and students, direct observation by students, daily assessments according to the RPPH and carrying out follow-up activities.

2. Obstacles in the Implementation of Visual Media in Improving Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village is that not all educators are able to create and use visual media creatively so that there are students who are less interested in participating in learning activities and the conditions of students which is not conducive.
3. Educators' Efforts to Overcome Obstacles to the Implementation of Visual Media in Increasing Understanding of Religious Education in Children in Group A Raudhatul Athfal Aman Sentosa Sekuduk Village is always practicing in making and using visual media, establishing collaboration between educators both from within the school and educators from other schools and using several types of visual media and methods in learning activities.

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