



Video-Based Moral Learning: An Internalization of Values in Early Childhood

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Abstract

Moral education is a vital part of the educational process. Moral teaching cannot be completely conceptual and theoretical but must also be practical, so additional learning media is needed. This study aims to show the important value of learning media in teaching morals, especially with video media. Using the five stages of ADDIE's research design, namely analysis, design, development, implementation and evaluation, this research also intends to design a video learning moral value based on Banjar culture. The results show that this learning video is indeed very necessary and has proven to be effective in the moral learning process at the early childhood level. Video media can provide clear and practical illustrations of instilled moral values and students feel happy and enthusiastic. It is even more important that this learning video raises the local wisdom of Banjar culture as the basis for the values being taught.

Keywords: *internalization values; moral learning; video-based moral learning*

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Introduction

Morals are an integral and vital part of human life. It is a concept about the rules of human behavior in establishing life together. It can come from religion or other sources of value that are agreed upon by a group of people (Endah & Surawan, 2022). Islam itself, as a form of its great attention to moral issues, makes moral quality a standard for the quality of one's faith. That is why in the tradition of Islamic education, moral values are the main concern at all levels of education. As a form of the totality of internalizing values, education must be able to build the first and foremost environment because the educational environment is intensive, directed, and continuous (Surawan, 2019). Morality is a dialogue about good and bad judgments about a behavior (Johnston et al., 1998). It does not only cover problems in the individual sphere but also interpersonal and social (Wartella, 2004). Therefore, in addition to intellect, morals are an important aspect of a person's life as a basis for behaving and establishing relationships with others. Then morals become things that must be nurtured in every human being through educational institutions.

Current educational studies themselves are increasingly making morals an integral part of the educational process (Tom, 1984; Fenstermacher, 1990; Strike, 1990). The personality and actions of a teacher are also considered to always have a moral impact (Lortie, 1975; Blase, 1983; Joseph & Green, 1986). This means that the relationship between teacher and student in the context of learning is built within the prevailing framework of morality. For this reason,

internalizing moral or religious values must be done using various methods (Sanusi, Hamdanah & Surawan, 2021).

In Indonesia, the main source of moral values is religion. Islam itself as the religion of most of the Indonesia's population makes morals the main standard for the quality of one's faith. Therefore, in the tradition of Islamic education, the task of a teacher is not only to teach intellectual aspects (ta'lim) but also disciplines and trains a moral personality (*of dib*) (Kasim & Yusoff, 2014). Banjar society is a society that is synonymous with Islam (Hadi, 2015). Islam has permeated and colored every aspect of the life of the Banjar people, without exception to the moral values they believe in. Many of the social customs upheld by the Banjar people are embodiments of social ethics in Islam combined with their various local wisdoms (Daud, 1997).

In Islam, education is a process of training human beings from various aspects such as mental, physical, spiritual, and emotional, which are based on the two main sources of Islamic teachings, the Al-Qur'an and Sunnah (Aini, Kasim & Yusoff, 2014). Therefore, the task of a teacher is not only to foster the development of the intellectual intelligence of their students, but also to guide their moral development (Kasim, Yousoff, 2017). A teacher must have the ability to analyze and map the tasks and problems he faces while carrying out his teaching duties. He must also be able to formulate the best methods in conveying his learning materials so that they can be optimally accepted by students (Danielewicz, 2001).

Learning material that needs special attention is the cultivation of moral values. So far, the moral aspect has received special attention from the government through the concept of Character Education in the 2013 Curriculum. However, a concrete framework has not been provided for how morality is integrated into the learning process, so the results cannot be maximized. This moral material must be taught from an early age (Sapendi, 2015), (Inawati, 2017). However, the problem is that moral values are abstract in nature so that several problems arise when conveyed by conventional methods such as lectures. Because at an early age, children's reasoning is not yet fully developed. They will find it difficult to understand conceptual or abstract materials. Therefore, special handling is needed in learning this material, which can be in the form of special methods or additional media.

Especially after the Covid-19 pandemic, technological developments are increasingly helping the course of learning. However, even though it supports learning technology used during the Covid-19 pandemic is growing rapidly, there are still many problems. On the one hand, teachers are becoming more familiar with online learning, but on the other hand, they must keep an eye on the development of student morality (Fadli, Mazrur & Surawan, 2021). Several studies on this matter have been carried out. In 1997 the researchers themselves conducted research on this matter. The results show that the development of media images for instilling religious and moral values with the Banjar cultural approach in kindergarten is very good (Jannah, 2022). The results of other studies show that the use of video media can stimulate the desire to learn, foster and stimulate action, motivate a strategy to see learning success, change children's attitudes (Kaumi, 2006). Meanwhile, according to Agung (2007), video media can broaden viewers' knowledge by displaying new information and knowledge as well as learning experiences that are difficult to obtain directly.

These studies only emphasize the beneficial aspects of using video media. Based on all of this, this study chose to focus on exploring the local wisdom of the Banjar people in terms of their moral values, which were then packaged in the form of learning videos. This is because this research was conducted in Palangka Raya City. Even though the people of this city are multi-ethnic, the Banjar culture is very popular and colors the daily life of the people of this city. In terms of language, for example, Banjar language is the second language (after Indonesian) which is widely used in the daily life of the people of Palangka Raya City. This is due to several factors; *First*, the population of the Banjar community is the second largest after the Dayak; *second*, Islam is the majority religion embraced by the people of Palangka Raya, and the Islamic preachers to this city from the beginning until now the majority are of Banjar blood.

It is these two factors that make Banjar culture, including the aspect of its moral values, popular among the people of Palangka Raya City. Therefore, this research is then directed to the urgency of video as a learning medium and the effectiveness of using learning videos as a medium to instill the moral values of the Banjar people in kindergarten schools.

Media has a big role in the learning process. Based on the results of the study, learning using image and audio media can maximize learning by up to 20% to 50%. Image and audio media can increase children's knowledge by 75% resulting from the five senses of sight while the sense of hearing is 25% (Zulkarnain, Surawan & Wahidah, 2022). The use of video as a learning medium has long been believed to increase the effectiveness of learning. Video can help convey material through illustrations so that students can more easily understand the material (Chambers, 2006). Many studies have proven that the use of digital media has a significant effect on learning processes and outcomes, compared to conventional teaching methods (Lieberman et al., 2009). One form of digital media is video tutorials/learning, both on CD-ROM and online. Along with the times, the variety of learning media has become very varied, such as electronic books, electronic games, electronic musical instruments and so on. These media can provide moving illustrations of a material so that the learning process is more interactive, and messages can be easier to understand. Much research has been done on the advantages and disadvantages of electronic media for children's learning (Calvert et al., 2002; Chen et al., 1985; Shalom et al., 2002; Gimbert & Cristol, 2004; Greenfield, 1984; Haugland & Shade, 1994; Kirkorian et al., 2008; Lieberman et al., 2009; McCarrick & Li, 2007; Shuler, 2007; Thai et al., 2009; Vandewater et al., 2007; Vernadakis et al., 2005; Wartella et al., 2004; Yelland, 2005) This research takes a role in the benefits of video for learning moral values for early childhood.

Methodology

This study uses a research design "Research and Development" (R & D), search, formulate, improve, develop a product, validate, and test the validity and effectiveness of the product (Putra, 2012; Borg, 1983, 2003). Furthermore, researchers describe the variables that occur, and the symptoms studied. The ADDIE model was chosen because the steps are according to the needs in product development, because a product development is prepared by considering its feasibility and practicality. In the sense that the video media being developed will be easy to learn and practical in use but without ignoring the aims and objectives of learning (Nieveen, 1999).

The research design using the ADDIE model consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. According to (Branch, 2009) this model is practical to learn and is a learning design with the concept of product development. Here this model is modified according to the need to develop a learning video about social etiquette typical of the Banjar community for early childhood. The procedure is as shown in Figure 1.

These stages can be detailed as follows: The analysis phase is carried out on student character, core competencies and basic competencies, achievement indicators, learning materials, The design stage is choosing themes and sub-themes, creating indicators, designing learning activities, and assessment techniques, Stage of script design, The development stage, namely making scripts, producing videos, making instruments, reviewing, The product is then implemented in a kindergarten in Palangka Raya City and The evaluation stage is in the form of validating the implementation results by several experts (materials, media, and design experts), analysis, revision, medium group testing, analysis, revision, large group testing, analysis, and revision.

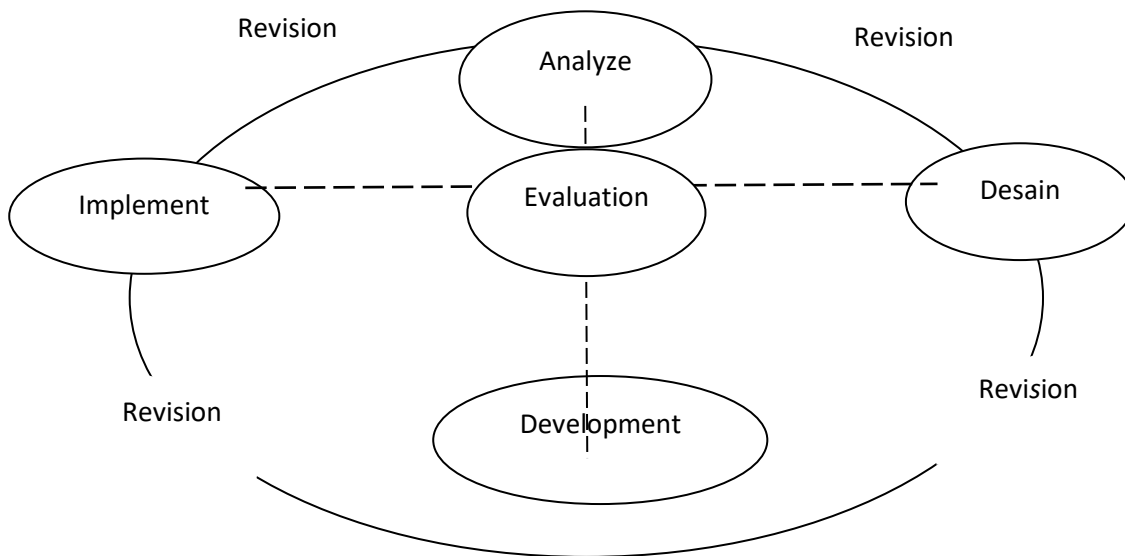


Figure 1. ADDIE Model Development Scheme

This research involved 14 teachers from 14 kindergarten schools, 40 students, 10 parents/guardians, and 5 members of the community. Data collection and analysis is carried out by combining several data collection methods as follows: (1) Document Study. As part of the initial steps in preparing the video media to be produced, the researcher conducted a study of several written and oral literature. Written literature is in the form of books that contain the typical moral values of the Banjar people. While the oral form is in the form of interviews with Banjar cultural experts about Banjar customs and ethical behavior and the philosophy of life of the Banjar people. (2) Interview. The researcher conducted interviews with several informants, namely teachers, school principals, Banjar cultural experts, parents of students and ethnic Banjar people who live in Palangka Raya City. The interview material is about problems in the implementation of moral education in schools, and about social ethics in the tradition of the Banjar people. (3) Survey. The survey was conducted in 14 kindergartens, involving 14 teachers, 40 students, 10 parents/guardians, and 5 members of the Banjar ethnic community. The survey is about instilling moral education in schools and in the family environment. (4) Focus Group Discussion. Focus Group Discussion (FGD) was conducted to discuss two things, first around the fundamental issues in the implementation of moral education so far; second, regarding the moral values prevailing in the Banjar community that need to be preserved and instilled in students. The FGD was attended by experts in their respective fields as well as PAUD teachers in Palangka Raya City. (5) Observation. Observations were carried out through trials by experts consisting of material experts, instructional design experts and media experts. The involvement of these experts is based on the stages required in this study, namely the material expert test, the media expert test, the design expert test, as well as the medium and large group tests or field tests.

The collected data were analyzed in two ways, descriptive qualitative and quantitative. For data analysis techniques on each aspect in this study is the development of video media, its feasibility, quality, readability, attractiveness, and effectiveness of its use. Questionnaire data for the purpose of seeing the readability and attractiveness of the product, were analyzed with descriptive frequency, namely average, proportion and percentage. The effectiveness of the use of video media is done by processing the data obtained from field trial evaluation, then analyzed using the t test. But before that, the data was first tested with the analysis requirements test, namely the normality test and homogeneity test. To test the above analysis requirements is done using the SPSS program.

Result and Discussion

The Significance of Learning Videos

This research produced a product in the form of learning videos that can be used as learning media for group B early childhood in kindergarten. The learning program developed is about instilling religious and moral values with competency standards: behaving politely and being honest with the theme of my environment, my family and school sub-themes, and by using a Banjar cultural approach. From the results of this study, it was found that kindergarten learning in Palangka Raya really needs media in the form of learning videos to instill moral values in the Banjar people which are currently fading. This is in line with the results of the validation of experts and the results of observations in several kindergartens, both in the small group test with a value of 463 with an average of 46.3, and in a large group test using a video with a value of 1427 with an average of 4.756 with the Strongly Agree One (SSS) criterion.

The research results are in accordance with the results of discussions with Banjar cultural experts about the need to teach manners in the Banjar tradition from an early age to children. This is in accordance with Jennah's research (2017) that in order to instill moral values at an early age level it is necessary to use the Banjar cultural approach, where children's responses to the use of media images about behaving politely and being honest with the Banjar cultural approach are very good, with an average individual test of 4.44 in the very good category, the medium group test averaged 4.35 in the very good category, and the large group test averaged 4.69 in the very good category.

Table. 1 Test the Fist Stage

No	Group	Average score	catagory
1.	Individual/small	4,44	Very good
2.	Currently	4,35	Very good
3.	Big	4,67	Very good

Table 1 shows that other learning aspects are in the form of a study of the learning process which includes Banjar culture-based moral education. According to (Sahriansyah, 2015) one of the elements on the philosophy of life of the Banjar tribe is "Good Behavior", meaning that Banjar people in their daily interactions must show noble character to be liked by others. An example is, the younger must respect the older, must greet or give greetings, "Peace be upon you"; and if someone is in front of their parents, then they must bend a little) (Sahriansyah, 2015). The elements of the philosophy of life of the Banjar tribe according to (Sahriansyah, 2015), include believing or *baiman* meaning that every Banjar person must believe in the existence of Allah SWT; lucky or *bauntung* (Banjar people have life skills); blessing or *batuah* meaning useful for the life of himself and others; diligent or *cangkal* means diligent and diligent in doing work; good behavior it means that in daily life the Banjar people show noble character so that they can bring goodness and be liked by others; Qana'ah attitude and resigned meaning that the Banjar people accept God's provisions with great gratitude; *haram manyarah* and *waja sampai kaputing* namely never give up and firm stance.

According to (Husni & Maila, 2012) the use of story models as moral education for early childhood is very urgent and teachers play an important role in providing moral education through meaningful stories. Therefore, teachers are challenged to explore story content that is rich in moral messages yet simple, easy to understand and practice, based on the local wisdom of Banjar culture. This is where learning videos play an important role as a medium for conveying these moral messages. According to (Bautista, 2012), through a video children can see things that will be interpreted according to the age of their development. According to Liao Win-Chi (2012) a learning video can connect theoretical knowledge with

practice in the field. Although in this case there are still some difficulties, such as the difficulty in finding videos that are relevant and effective for the world of early childhood.

The development of instructional video media on moral education based on Banjar culture has been evaluated by filling in the instrument sheet with a Likert scale, which is then assessed by experts. To find out the effectiveness of the use of video media, trials were carried out on students in kindergartens aged 5-6 years. The results are in line with the ADDIE instructional design model.

Table. 2 Phase Two Test

No	Group	Value	Scor	Criteria
1.	Small	463	4,63	Totally agree
2.	Big	1427	4,75	Totally agree

This table 2 shows that the videos that have been produced are tested on kindergarten children aged 5-6 years. The trial was carried out through a small group trial of 10 children, a value of 463, an average of 4.63, with the criteria of Strongly Agree, and a large group trial of 30 people with a value of 1427, an average of 4.75 with the criteria of Strongly Agree. For the large group test, it was carried out in a comparison group, 1 group using instructional video media. and 1 group without using learning video media. The overall response of the children in the small group trial was very positive. For large group trials using instructional video media, the overall response of the children was very positive. According to Muhammad and Princess (2012), based on the results of their research on the effect of story-based programs on the moral development of children in kindergarten, with this method the teacher will be able to generate mental stimulation which is the foundational principle of moral development.

The evaluation in this study was to find out the response of kindergarten children to the effort to instill moral values using this learning video media. According to Moore and Armistead (1996) learning can be more effective if a media is integrated into the learning program. The learning process will also be preferred by children and shorter but without reducing its quality. This is in accordance with Gliebe's research (2011) that the use of video must be able to have important implications for parents and educators in terms of spiritual, social, emotional, physical, cognitive children, and linguistic development. Meanwhile, according to Norhayati and Siew (2004), interactive multimedia-based learning media can overcome several problems in learning, especially in terms of conveying moral values through stories. In line with that, Kirkorian, Ellen, Daniel (2008) states that television that is well designed according to age can be beneficial for preschool-aged children, and children may more easily understand something from real life experiences and from visual shows. what they watch.

Video feasibility in this study with a value of 82 and an average of 4.10 is included in the very good category. The media expert validator stated that the learning video was appropriate to use in the very good category. Through video media, two aspects are conveyed, namely images (visual) and elements of sound (audio). Technically, images in learning videos have two sides of effectiveness, namely objective shots (viewer's point of view) and subjective shots (player's point of view). In addition to these two, images also contain elements of other advantages, namely caption and animation. On the other hand, teachers are expected to always innovate or update but innovation is not just creating new and useful ideas update, but workable and impactful. innovation here does not appear suddenly, but innovation comes along with the emergence of problems, in this case creativity is also very high needed to solve these problems (Jannah, Surawan & Yusuf, 2022).

Effective Use of Learning Video Media.

From observations made on small groups, the children's response to the learning videos used was 463 with a mean of 4.63, the category strongly agreed, and the overall response of the children was very positive. Meanwhile, in the large group trial, the score was 1427 with a mean of 4.75 and the overall response of the children was very positive.

Table. 3 Media Effectiveness

No	Group	Value	Scor	Criteria	Respon
1.	Small	463	4,63	Totally agree	Very positive
2.	Big	1427	4,75	Totally agree	Very positive

Table 3 shows that the use of video media is very effective in the learning process for children. This is in line with the results of Zakky's research (2018) that there was an increase in students' ability to convey ideas, as seen from the percentage scores from cycle I (59.9%), cycle II (68.3%) and cycle III (76.5%). This means that the use of video can assist students in constructing their ideas to be implemented into text. The results of this study are also based on several theories, such as according to Smaldino (2011, p. 411), that the advantages of using video media include moving images so that they are more effective in conveying messages. In line with research (Zin, et al, 2012) that improving the quality of education through multimedia technology, needs to be assimilated with expertise according to available technology to improve the quality of the competitiveness of the younger generation. From the research results of Liao Win-Chi (2012) it is known that relevant media can link theoretical knowledge with practice in the real world. The video exemplifies how children are polite, honest, tolerant with fellow friends and respectful to parents, teachers and friends. The video received a very positive response from children.

The use of video media to instill moral values is in line with Ulwan's opinion (2002), that the essence of developing moral values includes faith and worship education, which means that from an early age/kindergarten the problem of faith must be firmly ingrained in children. Worship practices also began to be trained and accustomed to by parents and educators. This means that from an early age child are introduced to and accustomed to speaking, being honest and behaving politely, and being introduced to various commendable traits (Yani et al, 2002, p. 118). In addition to interesting media, in order to achieve an effective learning process, teachers must be able to build teacher-student interactions. This becomes very important so that the teaching and learning process conveyed by the teacher can be accepted, understood, and digested properly by students (Mazrur, Surawan & Yuliani, 2022).

Conclusion

Learning media in the form of videos that have been developed are said to be effectively used to instill religious and moral values in kindergarten. This is in accordance with some of the results of analysis/validation from material experts, design experts and media experts, as well as observations of kindergarten children, that learning media in the form of videos with a banjar cultured local wisdom approach both in feasibility and effectiveness, can be used. about learning the development of religious and moral values in kindergarten.

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