

DEVELOPMENT OF LEARNING VIDEOS FOR INTRODUCING CHARACTER VALUES TO EARLY CHILDHOOD

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ABSTRACT

The impact of the COVID-19 outbreak is being felt in various fields, one of which is education in all corners of the world, including Indonesia. The thing that then becomes an obstacle in the online learning process is that there are several levels of education in Indonesia that cannot do online learning due to limited facilities in accessing the internet in their respective areas. One of them is the level of Early Childhood Education (PAUD) in Maluku. Not all PAUD in Maluku can carry out the online learning process. The use of media as a tool in the world of education is recognized by many educational practitioners to assist the learning process. And one of the learning media that can be used online and offline is learning video. The study aims to find out how this video development research using the ASSURE model was carried out by focusing on developing learning videos for children aged 5-6 years with the choice of topics focusing on the characters of empathy, honesty and discipline. This quantitative research was conducted at 4 PAUD schools in Kairatu Village, Kairatu District, West Seram Regency, namely El-Aye Joyo PAUD, Nurul Aini PAUD, Kairatu Indah PAUD, and Falmen PAUD. The results of the validation test from experts from the results of filling out questionnaires for children and teachers obtained the results that this learning video was good and suitable for use in the learning process in PAUD.

INTRODUCTION

The impact of the outbreak of the corona virus or what we often know as covid-19 is felt in various fields throughout the world, one of which is Indonesia. All areas of work and even life activities have undergone drastic changes. In addition to the economic and social fields, one of the areas affected is also the field of education (Bholane, 2020). This drastic change can be seen in all educational processes that were previously carried out face-to-face and are required to be carried out online immediately, be it the administrative process or the learning process. The government itself recommends that the education process at every level be carried out using the distance learning method (Mamluah & Maulidi, 2021). So that the learning process continues and children are not left behind in terms of lessons, school children are required to study from home only.

All levels of education starting from PAUD to tertiary institutions carry out the online learning process. The thing that then becomes an obstacle in the online learning process is that

there are several levels of education in Indonesia that cannot do online learning due to limited facilities in accessing the internet in their respective areas (Wahad & Kahar, 2021). The United Nations Educational, Scientific and Cultural Organization (UNESCO) reports that at least 100 million children worldwide will fall below the minimum level of reading proficiency (De Amorim, 2022). In addition to students, teachers also feel the impact of the online learning process, namely the ability to provide learning media that can be accessed by students easily but is interesting and understood by students. One of them is the level of Early Childhood Education (PAUD) in Maluku. Not all PAUD in Maluku can carry out the online learning process. When you can't do online learning, this also happened in several PAUD schools in Indonesia Kairatu Village Kairatu District, West Seram Regency, among others, PAUD El-Aye Joyo, PAUD Nurul Aini, PAUD Kairatu Indah and PAUD Falmen. Although Kairatu Village is still in the green zone, the impact of the ongoing Covid-19 is also felt by the four PAUD schools, due to limited internet facilities, the teachers divide the children in several houses to study together according to a predetermined day, which is 2 times in a week, apart from that early childhood learning which was originally 1 hour 30 minutes, during this covid pandemic period it was less than 1 hour 30 minutes. Less learning hours, and meetings that are only 2 times a week, make teachers have to keep thinking so that learning continues to run well and optimally.

Video learning is one of the audio-visual learning media that has begun to be used to help the learning process in formal education (Fuady & Mutalib, 2018). There are various types of learning videos, one of which is animation-based learning videos. In simple terms, animation is basically moving objects to make them look more dynamic and interesting. The use of animation in a learning video, especially at the level of Early Childhood Education (PAUD) is something that is very helpful for teachers and interesting for children. With this animated learning video, it is able to attract attention, and stimulate students' thinking to be more memorable and comfortable in learning (Hanif, 2020). All of this will help in the process of reducing the cognitive load of the learner in receiving a subject matter or message that the teacher wants to convey as a teacher.

Children who are at the PAUD education level are children who enter Generation Alpha. McCrindle in Indrayana, Aryanto, and Christianna (2018) explains that Generation Alpha is a group of people born in the vulnerable years 2010-2025, or the generation born after Generation Z who was born in 1995-2009. The characteristics possessed by Generation Alpha are not much different from Generation Z, because Generation Alpha is also born from the characters of Generation Z parents, namely Generations X and Y which are passed down to their children. Generation Z is a global, social, visual, and technological generation (McCrindle & Wolfinger, 2009).

Teaching children at this age with a learning style that prefers visuals and audio, then learning videos can be one of the media choices that can be used in the learning process (Kamal & Radhakrishnan, 2019). Based on these considerations, the researchers developed one of the audio-visual media, namely the development of learning videos for the introduction of character values to early childhood during the COVID-19 pandemic.

The introduction of character values to early childhood is considered important because there is a lot of moral degradation that has hit this nation (Aulina, 2013). So character education is an effort designed and implemented to instill character values. By introducing character values to early childhood it is useful to prepare children as well as children to be able to develop positive behaviors that are in accordance with the values of life that apply both at school, family and society in their daily lives. The basic thing that must be known before getting to know the character of early childhood is that the character of each child is unique and special

so that is what distinguishes him from other children. Therefore, the character of the child should not be compared with the character of other children.

Uce (2017) explains that from various studies that have been carried out, it is known that the golden age is a very effective and urgent period for optimizing various potential intelligences possessed by human children towards quality human resources. In addition, the golden age is a phase when a child's brain experiences the fastest development in its growth. Approximately 80% of children's brains develop at the age of 0-6 years. At this age is called the golden phase of child growth and development, all information about the words or behavior of good and bad people around will be absorbed completely and will be the basis for the formation of character, personality, and cognitive abilities.

Thus, this is the most important phase that is ready to respond to the stimulus provided by the surrounding environment, especially the school and family environment. It is so important that parents and teachers in schools are required to be maximal in providing useful experiences for children, one of which is introducing children to character values. Cahyaningrum et al. (2017) argues that character education for early childhood has a higher meaning than moral education because it is not only related to the problem of right and wrong, but how to instill habits about various good behaviors in life. so that children have awareness and commitment to apply virtue in everyday life.

Character education is an education that teaches character, morals, behavior and personality. The purpose of the learning process carried out in educational institutions must be able to direct, develop, and instill good values to students which can then be implemented in everyday life (Fadlillah & Khorida, 2013). character education is a process of transforming life values to be grown and developed in a person's personality so that they become one in the behavior of that person's life (Hadisi, 2015).

Iswantiningtyas and Wulansari (2018) concludes that there are 18 values of character education that need to be internalized in early childhood education, namely: 1) Love for God Almighty, 2) Honesty, 3) Discipline, 4) Tolerance and Love for Peace, 5) Confidence, 6) Independent, 7) Creative, 8) Helpful and cooperative, 9) Respect and courtesy, 10) Responsibility, 11) Hard work, 12) Leadership and Justice, 13) Humble, 14) Care for the Environment, 15) Love for the Nation and Homeland, 16) Democratic, 17) Creative, 18) Likes to Read.

In this study the characters selected by researchers are honest, disciplined, and empathetic. The reason is that honest, disciplined and empathetic characters are the characters that are most often experienced and occur in the daily life of early childhood. In addition, the characters of honesty, discipline and empathy are seen by researchers as characters that are easy for early childhood to habituate. Habituation is repetition. In habituation, it is very effective to use because it will train good habits for early childhood (Cahyaningrum et al., 2017). Iswantiningtyas and Wulansari (2018) explains, character education for early childhood can be done mainly by parents and teachers through habituation or piloting in various learning activities of storytelling, drawing, playing with traditional game tools, embroidery, singing.

Through this character learning video, example of character honest, disciplined and empathetic can directly be seen by the child through the video he watched. So even if you study from home in the covid-19 pandemic period, you can introduce character values to children aged 0-6 years. From the background above, the formulation of the problem are: (1) are character learning video development products for the introduction of character values to early childhood during the COVID-19 pandemic appropriate to use?, (2) can learning videos help the learning process, especially for the introduction of character values to early childhood during the covid-19 pandemic?

METHOD

The type of research used is R & D (Research and Development), and the development model used is the ASSURE model. There are 6 stages in this ASSURE development model, namely 1) Analyze Learners, 2) States Objectives, 3) Select Methods, Media, and Materials, 4) Utilize Media and Materials, 5) Requite Learner Participation, and 6) Evaluate and Revise. After developing this Learning Video, it will pass 2 stages of testing, namely 1) expert trial and 2) audience trial.

The expert trial consists of 2, namely media experts and content experts, while the audience trial will be carried out through 3 stages, namely individual trials, small group trials, and field trials. Individual trial this was done by 7 children at PAUD EL-Aye Joyo, this small group trial was carried out on 12 children who were at the Nurul Aini PAUD school and this field trial was carried out in 2 PAUD schools namely PAUD Kairatu Indah and PAUD Falmen.

Instruments for collecting data in this research and development are in the form of assessment questionnaires, interview guidelines, and field notes (Creswell, 2012). Assessment questionnaires were used to collect data from experts and teachers. Interview guides were used to collect initial and final information from teachers, parents, and children. Furthermore, field notes were used to record the field situation during the video trial. The product trial results are tabulated to classify how video is used as a learning medium.

1. Data formula per item

$$P = \frac{X}{X1} \times 100\%$$

Information :

P = Percentage (%)

X = total answer scores of all respondents in one item

X1 = the number of ideal scores in one item

2. The formula for managing overall data items is:

$$P = \frac{\sum X}{\sum X1} \times 100\%$$

Information :

P = Percentage (%)

$\sum X$ = Total score of respondents' answers

$\sum X1$ = Total ideal score

After obtaining the results from the data processed above, the results are converted to the following eligibility criteria:

Table 1
Eligibility Criteria for Developing Learning Videos for Introduction of Character Values to early childhood during the covid 19 pandemic

No	Range	Criteria	Qualification
1	81%-100%	Excellent	Very Worthy
2	61%-80%	Very good	Worthy
3	41%-60%	Good	Decent enough
4	21%-40%	Fair	less worthy
5	0%-20%	Poor	Not feasible

Source: (Riduwan, 2012)

Description of the table of eligibility criteria:

- a) If the media being tested reaches a percentage level of 81%-100%, then the media is classified as a very feasible qualification.
- b) If the tested media reaches a percentage level of 61% -80%, then the media is classified as a proper qualification.
- c) If the media being tested reaches a percentage level of 41%-60%, then the media is classified as a fairly decent qualification.
- d) If the media being tested reaches a percentage level of 21% -40%, then the media is classified as less qualified.
- e) If the tested media reaches a percentage level of 0% -20%, then the media is classified as not qualified.

The learning video media that will be developed will be said to be successful and can be used as a learning medium if it reaches the appropriate criteria (61% -80%)

RESULTS AND DISCUSSION

The results of the Research and Development of this video media are:

A. Student Analysis

1. General Characteristics

Characteristics of early childhood, especially those aged 5-6 years in PAUD schools studied, they are children whose emotions are not too stable, still like to play, sometimes it is still difficult to focus, and they have begun to understand which good characters they must have and do , and which characters are not good.

2. Initial Ability

Children aged 5-6 years in PAUD schools studied, on average they can understand what honest, disciplined, and empathetic characters are if they are explained using simple examples, and in accordance with their surroundings, these children are not yet Too many hear the words Empathy and Discipline, while the word Honest has been heard a lot, so when they explain the Characters of Empathy and Discipline using everyday examples they can understand.

3. Learning Style

Children at the age of 5-6 years in early childhood are studied, sometimes it is still very difficult to concentrate. So that PAUD teachers must teach using media that can attract their attention, as well as creative teaching methods so that they can focus, be interested, and understand.

B. Declare Purpose

1. General purpose

The general objectives of learning are formulated based on what is expected when young children watch videos and learn about honest, empathetic and disciplined character materials. So that the general purpose of learning is "Through Video Media, Children can understand the character of being honest, empathetic and disciplined in everyday life"

2. Special purpose

The specific learning objectives are

- a) Subject: Honest Character

The purpose:

- 1) Children can give an example of the attitude of people who have honest character
- 2) Children can practice honest attitude in everyday life

- 3) Children can sing the song "I'm an Honest Child" correctly
- b) Subject: Empathy Character
The purpose:
 - 1) Children can give examples of the attitude of people who have an empathetic character
 - 2) Children can practice empathy in everyday life
 - 3) Children can sing the song "Like Butter and Bread" correctly
- c) Subject: Discipline Character
The purpose:
 - 1) Children can give an example of the attitude of people who have a disciplined character
 - 2) Children can practice discipline in everyday life
 - 3) Children can show discipline in playing

C. Choosing Strategy, Technology and Material

1. Strategy

The strategy used in learning by using this media is learning while playing. After the child watches the video, the child is invited to do some game activities, and also sing while making movements. This is so that children are more interested in and understand the material taught in the videos they watch.

2. Technology and Media

The media chosen in this learning is audio-visual media in the form of animation-based learning videos. This media was chosen because of the characteristics and learning styles of children aged 5-6 years. They are children who are developing with increasingly sophisticated technology that also affects their learning style, but on the other hand they are also children who are sometimes still difficult to concentrate, so we need a media to help learning to make them interested in paying attention and following learning. In addition, this animation-based learning video media was also chosen by paying attention to:

- a) Alignment with learning objectives to be achieved.
- b) Age-appropriate language. The language used in the learning video can be understood by children aged 5-6 years
- c) Attractiveness Level. The content of this learning video can attract children's attention.
- d) Level of convenience. This learning video is easy for PAUD teachers to use.

In addition to the main media, namely learning videos used, there are also several game media and songs that are used to reflect on the material that has been taught through learning videos.

3. Theory

The material chosen is material about character that is honest, disciplined, and empathetic. The reason is that honest, disciplined and empathetic characters are the characters that are most often experienced and occur in the daily life of early childhood. In addition, the characters of honesty, discipline and empathy are seen by researchers as characters that are easy for early childhood to habituate.

D. Use of Technology, media and materials

Based on the chosen strategy, technology, and materials, the use of technology, media, and materials is arranged as follows:

1. Overview of Technology, media and materials

Things that are done in this section include (1) making a storyboard for the storyline that will be delivered on the learning video so that the contents of the learning video are in accordance with the general goals and specific objectives that have been made, (2) Designing animated images, and narratives that easy for children to understand and interesting to display in learning videos.

2. Preparing Technology, Media, and Materials

The things that are done in this section are (1) combining all animated images, and narration according to the storyboard that has been made, so that it becomes an animation-based character learning video, (2) creating a manual for using animation-based character learning videos that can used by teachers to find out how to use media, and what are the steps taken when delivering the three materials, (3) preparing activities that will be carried out by children in the form of games and songs after watching the video.

3. Setting Up the Environment

The learning process for each material will take place in the classroom. In the classroom, LCD projectors, LCD screens, laptops, and speakers are available as supporting tools for video playback.

4. Preparing the Learners

The things that are done in this section are (1) the teacher introduces the material to be taught at that time, (2) the teacher invites the children to pay attention to the video that will be played.

5. Providing Learning Experience

The things that are done in this section are (1) the teacher gives initial questions about examples of honest, empathetic, and disciplined characters that children do in daily life (2) the teacher provides activities for children every time they finish watching, (3) the teacher gives feedback

E. Require student participation

The things that are done in this section are (1) the children are asked to answer the teacher's questions related to the videos they watch. (2) children are invited to play games and sing songs that have been prepared, after watching the video

F. Evaluation and Improvement

Based on the questionnaire that has been given to experts consisting of material experts and media experts, as well as individual, small group, and field test processes, the results obtained are:

Table 2
Expert Validation Test Results

No	Character Recognition Videos	Average Yield Percentage	Criteria
CONTENTS EXPERT VALIDATION			
1	HONEST (Let's Learn To Be Honest)	96.11%	Very good
2	EMPATHY (Lending Colored Pencils)	91.67%	Very good
3	DISCIPLINE (Late Waking Up Early)	94.07%	Very good
MEDIA EXPERT VALIDATION			

No	Character Recognition Videos	Average Yield Percentage	Criteria
1	HONEST (Let's Learn To Be Honest)	91.11%	Very good
2	EMPATHY (Lending Colored Pencils)	86.67%	Very good
3	DISCIPLINE (Late Waking Up Early)	91.11%	Very good

Table 3
Product Trial Results

No	Character Recognition Videos	Average Yield Percentage	Criteria	Qualification
INDIVIDUAL TRIAL				
1	HONEST (Let's Learn To Be Honest)	86.81%	Very good	Very Worthy
2	EMPATHY (Lending Colored Pencils)	85.93%	Very good	Very Worthy
3	DISCIPLINE (Late Waking Up Early)	85.05%	Very good	Very Worthy
SMALL GROUP TRIAL				
1	HONEST (Let's Learn To Be Honest)	87.44%	Very good	Very Worthy
2	EMPATHY (Lending Colored Pencils)	85.26%	Very good	Very Worthy
3	DISCIPLINE (Late Waking Up Early)	89.87%	Very good	Very Worthy
FIELD TRIAL				
1	HONEST (Let's Learn To Be Honest)	87.14%	Very good	Very Worthy
2	EMPATHY (Lending Colored Pencils)	90.11%	Very good	Very Worthy
3	DISCIPLINE (Late Waking Up Early)	87.46%	Very good	Very Worthy

Judging from the results obtained, it can be concluded that this character recognition video is good and suitable for use at the level of early childhood education.

CONCLUSION

Learning media is one of the tools in the learning process that occurs in education. The learning process using learning media will be more interesting because it is different from the delivery of material that is only with lectures, especially for dealing with today's children who belong to generation z children, or children whose learning styles have been influenced by technological advances. . One example of learning media that has been widely used in the learning process is video learning.

This learning video developed can help children aged 5-6 years in PAUD schools in understanding the material being taught. The results of the development of this learning video are in the form of learning videos for the introduction of character values to early childhood. The character materials taught in this learning video are honest, empathetic and disciplined characters

The learning videos developed are designed for offline learning and the videos are stored on DVD, so they can be reproduced so that children as users can take advantage of these

videos. This media has been validated by 2 experts, namely a material expert who is a lecturer at the Teacher Training and Education Faculty who also has expertise in the field of character education, a media expert who is a lecturer at the Ambon State Christian Institute (IAKN) who has expertise in the field of character education. learning technologies. This learning video has also been tested through 3 stages, namely individual trials at the El-Aye Joyo PAUD school, small group trials at Nurul Aini PAUD, field trials at Kairatu Indah PAUD and Falmen PAUD.

The results of all the data that have been obtained both through expert instruments, questionnaires, for children and teachers, it can be said that this character learning video is included in very good criteria and the qualifications are very suitable to be used to help the learning process. Although overall the learning videos including qualifications are very decent, there are some aspects that need to be revised. For this reason, revisions are made based on the suggestions given.

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