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The Influence of "Sepuran" Interactive Video on the Ability of Knowing The Concept of Size for Young Learners

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Abstract

The concept of size in early childhood can be stimulated or stimulated through giving Children's Worksheets (LKA), but it would be better if it was through direct practical activities or concrete objects. The purpose of this study was to determine the use of the interactive video "Sepuran" on the ability to recognize the concept of size for class A children and the effect of using the interactive video "Sepuran" on the ability to recognize the concept of size for class A children at Tarbiyatul Athfal Kindergarten Annual Jepara Kecapi. This type of research is qualitative . The results of this study explain the concept of size or "Sepuran" specifically designed as a fun and effective learning medium. This media contains practical guidance that is right on target, presented through audio-visual presentations (pictures and sound), in which there are pictures in the form of games , with games students will be more easily interested and provoke students to respond to what they see. The results of the analysis prove that both at a significance level of 1% and a significance level of 5% both indicate an influence and compatibility between the use of the interactive video "sepuran" on the ability to recognize the concept of size

in class A children of the Tarbiyatul Athfal Kindergarten Annual Jepara Kecapi.

Keyword : *Interactive Video, Size, and Size Concept*

Abtrak

Konsep ukuran pada anak usia dini dapat dirangsang atau distimulasi melalui pemberian Lembar Kerja Anak (LKA), namun akan lebih baik jika melalui kegiatan praktik langsung atau benda konkret. Tujuan dari penelitian ini adalah untuk mengetahui penggunaan video interaktif "Sepuran" terhadap kemampuan mengenal konsep ukuran pada anak kelas A dan pengaruh penggunaan video interaktif "Sepuran" terhadap kemampuan mengenal konsep ukuran pada anak kelas A di TK Tarbiyatul Athfal Tahunan Kecapi Jepara. Jenis penelitian ini adalah kualitatif. Hasil penelitian ini menjelaskan tentang konsep ukuran atau "Sepuran" yang dirancang khusus sebagai media pembelajaran yang menyenangkan dan efektif. Media ini berisi panduan praktis yang tepat sasaran, disajikan melalui sajian audio visual (gambar dan suara), yang di dalamnya terdapat gambar-gambar dalam bentuk permainan, dengan permainan siswa akan lebih mudah tertarik dan memancing siswa untuk memberikan respon terhadap apa yang dilihatnya. Hasil analisis membuktikan bahwa baik pada taraf signifikansi 1% maupun taraf signifikansi 5% sama-sama menunjukkan adanya pengaruh dan kesesuaian antara penggunaan video interaktif "sepuran" terhadap kemampuan mengenal konsep ukuran pada anak kelas A Taman Kanak-kanak Tarbiyatul Athfal Tahunan Kecapi Jepara.

Kata Kunci : Video Interaktif, Ukuran, dan Konsep Ukuran

A. Introduction

Education is something that must be fulfilled in an effort to improve the standard of living of a nation so that it is not left behind by other nations. Education is a teaching and learning process that can produce changes in behavior. Immediately after birth, the learning process begins to occur in children and the results obtained are the ability to adapt to the environment and fulfill needs (Tisna umi Hanifah, 2014: 65). Hakimin said that education in the family must be instilled in the individual before wading through the world after marriage. So, even though there are many obstacles that come, they will be faced with care and patience (2016: 1-2). There are many early marriages nowadays, the families that are fostered will remain safe and prosperous, with this integration it is hoped that the goals of education can be realized, namely to give birth to people who are faithful and knowledgeable

The success of an educational implementation will be determined by several factors. One such factor is the method of education. If we pay attention to the process of developing Islamic religious education, that one of the negative symptoms as the most prominent obstacle in the implementation of education is the problem of teaching methods. Active learning, students are invited to participate in all learning processes, not only mentally but also physically involved, in this way students will usually feel a good atmosphere. Usually students will feel a more pleasant atmosphere so that learning outcomes can be maximized (Haryoko, 2012: 47).

The Republic of Indonesia Law of 2003 concerning the National Education System states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness. in entering further education. The development of early childhood cognition can use methods that are able to move children to think , reason, draw conclusions and make generalizations. The method is to understand the environment around them, get to know people and objects that exist, understand their own bodies and feelings, train to take care of them. Alone. Train children to use language to relate to other people and do what is considered right based on the values that exist in society (Moeslichatoen, 2014 : 9) .

A study proves that at the age of four, 50% of a child's intelligence has been achieved, and 80% of a child's intelligence will be achieved at the age of eight. Intelligence and thinking skills possessed by children are aspects of cognitive development. The process of developing cognitive aspects of children should be carried out in pleasant conditions so that children do not feel pressured (Indri, 2016: 25.). The way that can be done is to play while learning. This is in accordance with the opinion of John Amus Comenicus who states that learning is carried out simultaneously with playing activities carried out by children. Playing activities can provide opportunities for children to explore and develop all the abilities they have. The development of cognitive aspects in early childhood should be adjusted to the child's developmental level. One of the goals of developing early childhood cognitive abilities is to develop the ability to recognize the concept of size. The concepts of size that children can learn include volume, weight, length or distance, temperature and time.

Understanding the concept of size also provides support in developing a variety of children's abilities, such as the ability to communicate when expressing opinions about size to others and the ability to estimate and count to express size. The concept of size in early childhood can be stimulated or stimulated through giving Children's

Worksheets (LKA), but it would be better if it was through direct practical activities or through concrete objects. In accordance with the statement from Wilson and Osborne quoted by Robert Reys, which states that the concept of size and measuring skills will be meaningful if children regularly take measurements and go through direct practice. Measuring practice media can be selected from objects that are close to the child, for example hair bands, clothes buttons, shoes and stationery that children have. Another alternative that can be used as a medium in introducing the concept of size is objects that are in the environment around the child, such as rocks, tree branches, dry leaves and sand (Reys, 2012: 349).

Rossi and Breidle, argued that learning media are all tools and materials that can be used for educational purposes such as radio, television, books, newspapers , magazines and so on. Then Gagne in Sanjaya, states that learning media are various components that exist in the student environment that can stimulate learning (Wina Sanjaya, 2012: 58). The selection of the right media needs to be considered from various bases so that the media chosen is truly in accordance with the level of understanding, thinking skills, psychological and social conditions of students. The use of media that is not in accordance with the conditions of students will cause the media to not function optimally.

Visual media is a teaching media that contains or conveys the characteristics of the concept being studied and its main function is to reduce the abstractness of the concept so that students are able to grasp the meaning of the concept. One of the Information Technology (IT) -based learning media is the use of interactive videos . This media is expected to help students simplify the material taught by their educators. This media content can be adapted to the material that will be taught to students (Arsyad, 2011: 68).

The use of interactive video learning media is expected to make it easier for teachers to convey material, especially the ability to recognize the concept of size. Learning also becomes more fun because of the initial visualization compared to just reading from books and listening to teacher lectures and the interaction of students with learning material. Interactive video learning media , students can directly make observations, observe the process of something happening, think critically, and be able to draw conclusions. Not that students do not need to make observations again. Precisely by having other sources of learning, it is hoped that students will be motivated to be able to prove their truth directly both in practical activities at school and in everyday life (Cheppy Riyanam, 2017: 11).

Preliminary observations made by researchers in kindergarten Jepara Annual Tarbiyatul Athfal Harp, researchers pay attention to children's ability to understand the concept of size is still low. Kindergarten learning Jepara's Annual Athfal Harp Tarbiyatul is carried out in a classical and teacher-centered manner. Learning is done by paying attention and listening to directions from the teacher so that children are less interested. The students sit in the classroom around the teacher using a carpet mat. The introduction of the concept of size that has been done in kindergarten Jepara's Annual Athfal Harp Tarbiyatul uses the Children's Worksheet (LKA) media and assignments to work on questions given by the teacher on the blackboard. The media concept that can be introduced to children is only about the size of small, long and short. Other concepts of size such as the number of things and the light weight of objects in Kindergarten The annual Jepara Harp Tarbiyatul Athfal has not been stimulated by the teacher due to limited media. Children do not yet have the experience to make measurements using a simple balance. Children also experience confusion when determining objects that have more or less weight and number on a simple balance.

It is hoped that the strategy of using interactive video "sepuran" will make students more interested and enthusiastic about learning, and can help students concentrate and understand the concept of size. Based on the problems faced by kindergarten students Tarbiyatul Athfal Jepara Annual Harp and the opinion of several experts, a solution is needed to add alternative activities that can stimulate the development of the concept of size in kindergarten Jepara Annual Harp Tarbiyatul Athfal.

The "sepuran" interactive video is specifically designed as an effective learning medium. Contains practical guidance that is right on target, presented through audio-visual presentations (images and sound) equipped with clear and easy-to-understand Indonesian voice guidance and packaged in an interesting video. Interactive videos, in this case videos, are to lure students during learning. Students will respond from what they see and hear, so that messages from the content of the material contained in the video will be constructed by the students' brains and cause feedback in the form of questions about learning material which will create interaction between students and learning media.

Departing from the background of the problems above and the real facts that exist in the field, the authors are interested in conducting research by presenting the problem which is the subject of discussion on how to use the "sepuran" interactive video to improve the ability to recognize the concept of size in Jepara's Annual Tarbiyatul Athfal Kecapi Kindergarten. Researchers are encouraged to research this problem with

the limitation of the title "Implementation of Interactive Video " Sepuran" to Develop the Concept of Child Size " .

B. Methods

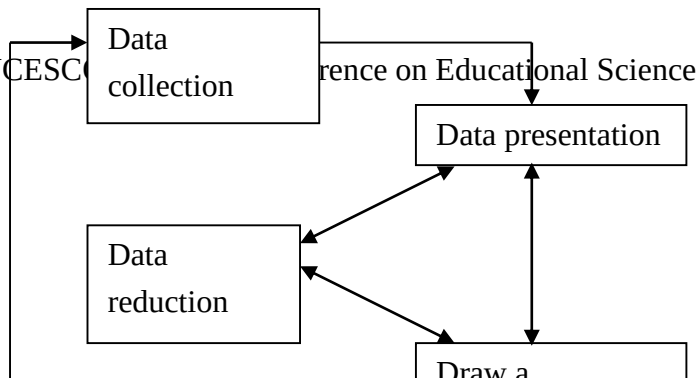
This research is included in the type of qualitative research with a case study approach. The qualitative research method was chosen because the researcher wants to dig up as much information as possible to explain a phenomenon that occurs. Meanwhile, the case study approach is a research design that develops an in-depth analysis of a problem (Creswell, 2014: 19). The problem investigated in this study is the implementation of financial education learning in Early Childhood Education (PAUD) institutions. Data collection techniques were carried out by means of in-depth interviews and document analysis. The documents analyzed included the syllabus, lesson plan prepared by the teacher, and photos during the lesson. The interviews conducted were unstructured (open) interviews.

The location for conducting research was in Tarbiyatul Athfal Krapyak Kindergarten, Tahunan District, Jepara Regency. Tarbiyatul Athfal Kindergarten is one of the Pilot Kindergartens in the Tahunan district of Jepara in the learning process. Because this kindergarten has been around for a long time compared to other schools. This kindergarten also has a curriculum that uses the 2013 curriculum, many teachers have been involved in early childhood education for a long time . This school often provides training to teachers who feel they need skills that have never been obtained before and children from this school's alumni become children who are more prepared to take part in learning at the next level. Many championships were obtained by students and their teachers. The research time is the 2019/2020 Academic Year Semester 2.

Testing the validity of the data in this study used a data source triangulation technique. Triangulation of data sources was carried out by comparing interview data with syllabus, RPPH, learning media, photo archives when learning about financial education was carried out, and other related documents . The data analysis technique uses interactive analysis techniques with four activity steps, namely data collection, data reduction, data presentation, and conclusion drawing and data verification.

Below is a Qualitative Data Analysis scheme according to Miles and Huberman (in Sumaryanto 2010).

interactive models .



C. Results and Discussion

Sepuran is an abbreviation of the concept of size. Sepuran is specifically designed as a fun and effective learning medium. Contains practical guidance that is right on target, presented through audio-visual presentations (images and sound), in which there are pictures in the form of games , with games students will be more easily interested and provoke students to respond to what they see and raise questions that arise. generate reciprocity between students and teachers. So that students more easily understand the concept of size which contains comparisons of length-shortness, a lot-a little, heavy-light, big-small, packaged in an interesting video.

Below, it will be explained how the use of the interactive video " Sepuran" will affect the ability to recognize the concept of size for class A children in Jepara's Annual Tarbiyatul Atfal Kecapi Kindergarten:

Slide 1

(Source from Media "Sepuran" by Research team)

The first slide displays the title Learning to Recognize Size which on this slide displays the Sepuran (Concept of Size) which contains about distinguishing long-short, many-little, heavy-light and large-small objects.

Slide 2

(Source from Media "Sepuran" by Research team)

The second slide shows a video that presents students with moving images accompanied by sound. So that children are more interested and students' curiosity is higher to take part in Sepuran learning.

Slide 3

(Source from Media "Sepuran" by Research team)

The third slide here is the interaction between educators and students. The teacher gives questions to students to choose to continue the Sepuran game or not. By clicking on one color. Green for the word YES, which means the game will be continued, and red for the word NO, which means not continuing the game .

In addition to introducing colors to students, educators also improve language for students, by mentioning the words in the color circle.

Slide 4

(Source from Media "Sepuran" by Research team)

The fourth slide displays the menu which students first choose to play. Educators are tasked with directing students to help read and operate laptops .

Educators always ask their students to operate their own laptops (not separated from the educator's direction) by clicking buttons on the laptop, so that children are more active and enthusiastic in participating in learning.

Slide 5

(Source from Media "Sepuran" by Research team)

Fifth slide educators can ask what objects are drawn? And which ruler is longer?

Educators can explain the use of a ruler, so students can find out.

Students will respond by answering and pointing at pictures and selecting pictures at A or B, so the educator helps direct the cursor to one of the A or B circles.

If the answer is correct, a happy emoticon will appear as shown in the image below and applause will appear.

(Source from Media "Sepuran" by Research team)

If the answer is wrong, a sad emoticon will appear indicating that the answer is wrong.

(Source from Media "Sepuran" by Research team)

Slide 6

(Source from Media "Sepuran" by Research team)

On the sixth slide the teacher can ask what objects are drawn?

In addition, children can also find out the color of the straw in the picture

And which straw is shorter?

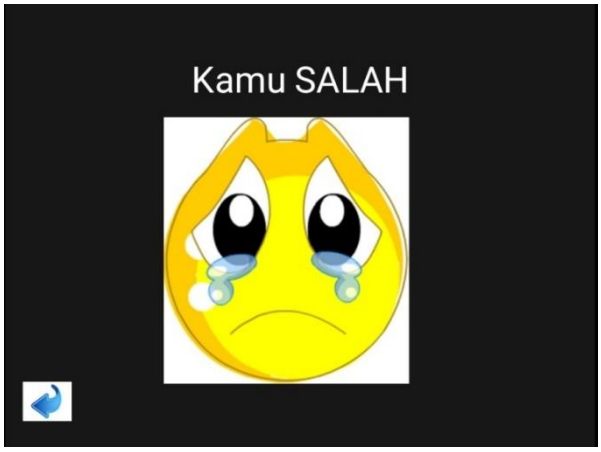
In addition, educators can explain the use of straws, so students can find out.

Students will respond by answering and pointing at pictures and selecting pictures at A or B, so the educator helps direct the cursor to one of the A or B circles.

If the answer is correct, a happy emoticon will appear as shown in the image below and applause will appear.

(Source from Media "Sepuran" by Research team)

If the answer is wrong, a sad emoticon will appear indicating that the answer is wrong.



(Source from Media "Sepuran" by Research team)

Slide 7

(Source from Media "Sepuran" by Research team)

On the seventh slide the educator can ask what fruit is drawn?

In addition, children can also find out what color the apples are in the picture.

Educators can explain the benefits of apples, so students can find out.

Students are invited to count together and answer which apples are more.

Students will respond by answering and pointing at pictures and selecting pictures at A or B, so the educator helps direct the cursor to one of the A or B circles.

If the answer is correct, a happy emoticon will appear as shown in the image below and applause will appear.

(Source from Media "Sepuran" by Research team)

If the answer is wrong, a sad emoticon will appear indicating that the answer is wrong.

(Source from Media "Sepuran" by Research team)

Slide 8

(Source from Media "Sepuran" by Research team)

On the eighth slide the educator can ask what fruit is drawn?

In addition, children can also find out what color bananas are in the picture.

Educators can explain the benefits of bananas, various types of bananas, the uses of banana trees from leaves, stems, fruit, banana heart, so students can find out.

Students are invited to count together and answer which banana is less.

Students will respond by answering and pointing at pictures and selecting pictures at A or B, so the educator helps direct the cursor to one of the A or B circles.

If the answer is correct, a happy emoticon will appear as shown in the image below and applause will appear.

(Source from Media "Sepuran" by Research team)

If the answer is wrong, a sad emoticon will appear indicating that the answer is wrong.

(Source from Media "Sepuran" by Research team)

Slide 9

(Source from Media "Sepuran" by Research team)

On the ninth slide the educator can ask what animal is drawn?

In addition, children can also find out what colored animals are in the picture.

Educators can explain what food the animals in the picture eat, how to breed from the animals in the picture so students can find out.

Students can guess which animal is heavier between the cow and the mouse.

Students will respond by answering and pointing at pictures and selecting pictures at A or B, so the educator helps direct the cursor to one of the A or B circles.

If the answer is correct, a happy emoticon will appear as shown in the image below and applause will appear.

(Source from Media "Sepuran" by Research team)

If the answer is wrong, a sad emoticon will appear indicating that the answer is wrong.

(Source from Media "Sepuran" by Research team)

Slides 10

(Source from Media "Sepuran" by Research team)

On the tenth slide the educator can ask what animal is drawn?

In addition, children can also find out what colored animals are in the picture.

Educators can explain what food the animals in the picture eat, how to breed from the animals in the picture so students can find out.

Students can guess which animal is lighter between the rabbit and the rhino.

Students will respond by answering and pointing at pictures and selecting pictures at A or B, so the educator helps direct the cursor to one of the A or B circles.

If the answer is correct, a happy emoticon will appear as shown in the image below and applause will appear.

(Source from Media "Sepuran" by Research team)

If the answer is wrong, a sad emoticon will appear indicating that the answer is wrong.

(Source from Media "Sepuran" by Research team)

Slides 11

(Source from Media "Sepuran" by Research team)

On the eleventh slide the educator can ask what objects are drawn?

In addition, children can also know the color of each object in the picture.

Educators can explain the use and how to play the objects in the picture so that students can find out.

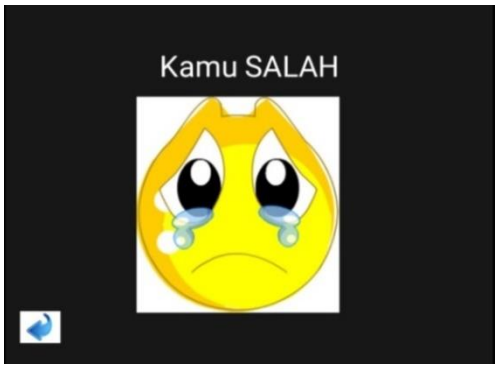
Students can answer which ball is bigger between a basketball and a tennis ball.

Students will respond by answering and pointing at pictures and selecting pictures at A or B, so the educator helps direct the cursor to one of the A or B circles.

If the answer is correct, a happy emoticon will appear as shown in the image below and applause will appear.

(Source from Media "Sepuran" by Research team)

If the answer is wrong, a sad emoticon will appear indicating that the answer is wrong.



(Source from Media "Sepuran" by Research team)

Slides 12

(Source from Media "Sepuran" by Research team)

on the second slide educators can ask what objects are drawn?

In addition, children can also know the color of each object in the picture.

Educators can explain the benefits of objects in pictures so students can find out.

Students can answer which object is smaller between the cupboard and the fridge

Students will respond by answering and pointing at pictures and selecting pictures at A or B, so the educator helps direct the cursor to one of the A or B circles.

If the answer is correct, a happy emoticon will appear as shown in the image below and applause will appear.

(Source from Media "Sepuran" by Research team)

If the answer is wrong, a sad emoticon will appear indicating that the answer is wrong.

(Source from Media "Sepuran" by Research team)

D. Conclusion

In line with the research conducted, after going through several stages of scientific procedures starting from the planning stage, problem identification, data collection and presentation to the data analysis stage. So " Implementation of "Sepuran" Interactive Video to Develop the Concept of Child Size" . red thread can be taken as follows, that:

1. The use of the interactive video "Sepuran" on the ability to recognize the concept of size for class A children at Tarbiyatul Athfal Kindergarten Jepara Annual Harp .

The concept of size or "Sepuran" is specifically designed as a fun and effective learning medium. This media contains practical guidance that is right on target, presented through audio-visual presentations (images and sound), in which there are pictures in the form *of games* , with *games* students will be more easily interested and provoke students to respond to what they see and raise questions. questions that generate feedback between students and teachers. So that students more easily understand the concept of size which contains comparisons of length-shortness, a lot-a little, heavy-light, big-small, packaged in an interesting video.

The concept of size or "Sepuran" is made per-slide so that students can easily understand it. Among them are:

- The first slide displays the title Learning to Recognize Size which on this slide displays the *Sepuran* (Concept of Size) which contains the difference between long and short, a lot of things, heavy and light and big and small.
- The second slide shows a video that presents students with moving images accompanied by sound.
- The third slide here is the interaction between educators and students.

- The fourth slide displays the menu which students first choose to play.
- On the fifth slide the teacher can ask what objects are drawn

2. The effect of using the interactive video "sepuran" on the ability to recognize the concept of size in class A children of Tarbiyatul Athfal Kindergarten Jepara Annual Harp .

Analysis with statistical figures, obtained data that at a significance level of 5% obtained Freg = 61.866 while Ft = 41.337, So Freg > Ft means that Freg is significant. Likewise, at a significance level of 1%, Freg = 61.866 while Ft = 48.278, so Freg > Ft means that Freg is significant. Based on the results of the further analysis above, it proves that both at a significance level of 1% and a significance level of 5% both indicate that there is an influence and suitability between the use of the interactive video "sepuran" on the ability to recognize the concept of size in class A children of Tarbiyatul Athfal Kindergarten Annual Jepara Kecapi. Thus the hypothesis that the authors propose that there is influence the use of interactive video "sepuran" on the ability to recognize the concept of size for class A children of Tarbiyatul Athfal Kindergarten Annual Jepara, meaning that the better the learning with interactive video "sepuran", the better the ability to recognize the concept of size for class A children of Tarbiyatul Athfal Kindergarten Annual Tarbiyatul Athfal Jepara . The characteristics of the interactive video "Sepuran" or the concept of size are very important to produce appropriate learning as expected so that students at the Tarbiyatul Athfal Kecapi Tahunan Jepara Kindergarten can more easily understand learning. Therefore the use of the interactive video "sepuran" has a positive influence on the ability to recognize the concept of size A grade children at Tarbiyatul Athfal Kindergarten Jepara Annual Harp.

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