

Efforts to Build Discipline Character Through Audio Visual Media in Early Childhood

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Abstract

Purpose: This study aims to describe efforts to build discipline character through audio-visual media in Group A children of Aisyiyah Kadipiro III Kindergarten and to explore the challenges faced by teachers in utilizing such media effectively.

Methodology: The research employed a qualitative descriptive approach. The subjects were Group A teachers and Group A children of Aisyiyah Kadipiro III Kindergarten. Data collection techniques included interviews, observations, and documentation. The data analysis was conducted through three stages: data reduction, data presentation, and conclusion drawing.

Results: The study found that the formation of children's discipline character through audio-visual media was conducted by: (1) Playing educational videos about discipline; (2) Playing educational songs that promote discipline. Challenges encountered by teachers include: (3) Audio-visual learning often requires more preparation time; and (3) Long video durations can exceed children's attention spans, making it difficult to maintain engagement.

Applications/Originality/Value: This study provides insight into how early childhood educators can leverage audio-visual media to instill discipline in young learners. It also highlights the practical challenges in media use, emphasizing the need for efficient planning and age-appropriate content selection. The findings can inform curriculum development and teacher training in early childhood education settings.

Introduction

Education is an effort made to form individuals with good knowledge and ethics. According to the Language Development and Development Agency (2016), education is the process of changing the attitudes and behavior of a person or group of people through teaching and training efforts. According to Law no. 20 of 2003 concerning the National Education System, education is an activity carried out consciously and planned to create a learning environment and learning process, so that students can actively develop their potential. The aim of this education is to form spiritual strength, self-control, personality, intelligence, good morals and skills needed by individuals, society, nation and state. The function of national education is as an effort by educational institutions to educate, develop, guide, teach and form Indonesian individuals who have noble character, faith and devotion to God Almighty.

Kindergarten education, often called kindergarten, is a form of early childhood education institution. As a form of early childhood education, this institution provides early education programs, at least for children aged 4 years until they enter the basic education level. Based on Law Number 20 of 2003 concerning the National Education System, it is stated that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six years which is carried out through educational stimulation to help physical and spiritual growth and development so that children have the readiness to learn in entering further education. Early childhood education has the following functions: a) introducing rules and instilling discipline in children, b) introducing children to the surrounding world, c) fostering good attitudes and behaviors, d) developing communication and socializing skills, e) developing children's skills, creativity, and abilities, f) preparing children to enter basic education (Ministry of National Education, 2004)

Discipline is one of the basic characters that must be instilled in early childhood. Discipline is an effort to behave in accordance with the rules and norms set (Annisa Ledi Astuti, Hamengkubuwono, & M.Iqbal Liayong Pratama, 2023). Hurlock in (Essy Dioba, Partikasari, & Fitria Imran, 2023) Declaring discipline comes from the word "disciple", meaning that individuals voluntarily learn to follow a leader. According to Hurlock's view, discipline is defined specifically and sees a high awareness in a person doing discipline, without any coercion from anywhere so that the child does discipline because of the awareness of the child himself (Aristowati, 2014). Discipline is a process of gradually training a child's mind and character, so that he becomes someone who has self-control and makes him useful to society (M. Ali, 2018).

The character of discipline will not grow on its own, but requires awareness and habituation. The most appropriate time to get used to and train children to discipline is from an early age. The formation of discipline character from an early age has a long-term impact on forming positive behavior patterns. The form of child discipline training from an early age will make children accustomed to being disciplined, so that when they grow up, disciplined behavior is attached to the child. Discipline in everything will make it easier for children to place themselves wherever they are and be able to live their lives in a more orderly way. Discipline is the key to success in facing various life challenges and various problems that we will encounter later (Lesmana & Deliati, 2022). However, in reality, the challenge of forming a disciplined character in early childhood is still a concern.

According to the Directorate General of Early Childhood Education, Non-Formal, and Informal Education, the Ministry of National Education in 2012 explained about the seven indicators of early childhood discipline character values, including: 1) Always arriving on time, 2) Being able to estimate the time needed to complete something, 3) Using objects according to their functions, 4) Taking and returning objects to their place, 5) Trying to obey the rules that have been agreed, 6) Orderly waiting for your turn, 7) Aware of the consequences of not being disciplined. Based on the results of observations in the field, there are still many children in group A of Aisyiyah Kadipiro III Kindergarten who have not shown disciplined behavior in throwing garbage, queuing to wash their hands, coming to school on time, and returning toys to their place even though the teacher has taught and always reminds children to be able to dispose of garbage in its place, queue when washing hands, and return toys to their place after use. Some of the factors that may be the cause of the low level of discipline in Group A children of Aisyiyah Kadipiro III Kindergarten are their lack of understanding of the applicable rules and the use of inappropriate learning methods or media.

Audio visual media is a media that conveys messages or information by displaying image and sound elements at the same time (Rachmadtullah, Zulela, & Sumantri, 2018). Audio visual media is a tool that can be used in the learning process to convey material in a more interesting and easy-to-understand way for children. The use of audio-visual media in the learning process aims to provide an understanding of the messages in the material taught in order to achieve effective learning goals (Niman, 2024).

Teachers of Aisyiyah Kadipiro III Kindergarten use audio-visual media as one of the supporting tools in the formation of discipline character in group A children of Aisyiyah Kadipiro III Kindergarten. Through audio visual media, it will be easier for teachers to instill character values in children (Sapitri & Sofyan, 2022). By presenting situations that teach discipline through stories or animations, it is hoped that children can more easily understand the concepts of discipline better and internalize the values of the discipline.

Based on the above background, the researcher is interested in conducting a research entitled "Efforts to Build Disciplinary Character Through Audio Visual Media in Early Childhood". The purpose of this study is to describe efforts to form discipline character through audio-visual media in group A children of Aisyiyah Kadipiro III Kindergarten and describe the challenges faced by teachers in the use of audio-visual media.

Method

This research is a type of descriptive qualitative research. This research is carried out in stages and within a certain period of time. Researchers try to collect data through interviews and observations by going directly into the field to meet informants. In this study, the researcher describes the efforts to form discipline character through audio-visual media in group A children at Aisyiyah Kadipiro III Kindergarten and the challenges faced by teachers in the use of audio-visual media. The data obtained is then presented in the form of a description of words so that it is easier to understand according to what is obtained in the field. In addition to the form of word descriptions, researchers also present data in the form of research photos to emphasize and clarify the results of the research.

The object of this research is an effort to form the character of discipline through audio visual media. The subjects in this study are group A teachers of Aisyiyah Kadipiro III Kindergarten and group A children of Aisyiyah Kadipiro III Kindergarten. This study uses primary data sources from teachers to find data on the process of forming disciplinary character through audio-visual media and what challenges teachers face when using audio-visual media. The next source of data is students or children of group A of Aisyiyah Kadipiro III Kindergarten to find data on the character of children's discipline and how children feel when participating in learning.

This study uses data collection techniques by means of interviews, observations, and documentation. After the author obtained the data, the next step was data analysis. Miles and Huberman in (Sugiono, 2018) stated that activities in qualitative data analysis were carried out data reduction, data presentation, and conclusion drawn.

Result and Discussion

So far, Aisyiyah Kadipiro III Kindergarten has implemented class rules that aim to train and shape children's discipline. These rules include: coming to school on time, lining up neatly before entering class, putting shoes on the shoe rack, returning toys to their place after use, queuing when washing hands, and taking out garbage in its place. Based on initial observations, the children of group A of Aisyiyah Kadipiro III Kindergarten have variations in the application of disciplined

behavior. Some children have been able to follow rules such as being able to line up neatly, being able to return toys to their place, and disposing of garbage in its place. However, there are some children who are still inconsistent and have not been able to comply with the rules.

Based on the results of interviews with group A teachers, Mrs. Nurul Hayati, the role of teachers is very important in shaping children's discipline character. Teachers are responsible for helping to introduce and understand the rules, accustom children to discipline or obey the rules, and motivate children to always be disciplined. So far, teachers have taught children to be disciplined, but there are still many children who are not consistent in obeying the rules because they do not understand the rules. Therefore, teachers must have a strategy in instilling discipline in children. One of the strategies carried out by teachers is to use audio-visual media as a tool in teaching the concept of discipline.

According to group A teacher, Mrs. Nurul Hayati, audio-visual media can be used to convey material or concepts about discipline that can be easily accepted by children. The use of audio-visual media shows a simulation of disciplined behavior that allows children to imitate such behavior and fictitious characters who act disciplined in videos can be a model that children follow. After the child can imitate the disciplined behavior exemplified, then the teacher can continue to get used to the disciplinary behavior so that it continues to exist in the child.

Based on the results of observations in the field, teachers use audio-visual media twice a week to deliver material on the concept of discipline. The media used by teachers in teaching the concept of discipline are: 1) educational videos about discipline, which feature children's characters in everyday situations, such as waking up early and going to school on time, lining up neatly when they want to enter class, wanting to queue, wanting to return toys after use, and throwing garbage in its place, 2) educational songs, whose lyrics teach about the importance of discipline, For example, in terms of being on time, following the queue, tidying up toys, and throwing garbage in its place. Steps in learning using audio visual media, including 1) the teacher prepares a laptop, sound, cable and video to be shown, 2) the teacher conveys the learning objectives, 3) the teacher plays a video or song about discipline, 4) after playing the video or song, the teacher has a discussion with the children to clarify the discipline values conveyed in the video and motivate them to be able to apply the discipline values in their daily activities (see Fig. 1 and Fig. 2).



Figure 1. Watch a video about queuing



Figure 2. Discuss the content of the video

The results of the observation showed that the children were very enthusiastic in watching videos and listening to educational songs that teach about discipline. It is easier for them to understand the concept of discipline through audio-visual media because of its interesting and interactive form of delivery. Most children are able to recall the rules conveyed in the video and can practice disciplined behavior as exemplified. For example, after watching a video about being on time, children become more aware of the importance of time, making them arrive on time or early to school before the bell rings. After watching videos about punctuality, the number of children who arrive late is only one or two children per day. After watching a video about orderly queuing, children can wait for their turn and queue up while washing their hands (see Fig. 3). Children want to line up and queue behind their friends to wash their hands and remind each other to want to queue. Once the child watches a video about tidying up the toy, the child can put the toy back in its place. Only one or two children sometimes still have to be reminded to put the toy back in its place after use. After watching videos and songs about throwing garbage, children can always throw garbage in its place without being reminded by the teacher (see Fig. 4).



Figure 3. Queue to wash hands



Figure 4. Dispose of garbage in its place

Although audio-visual media helps in instilling disciplinary character, there are several challenges or obstacles faced in the use of audio-visual media. According to the teacher of group A, Mrs. Nurul Hayati, the challenges she faced when using audio-visual media were 1) learning with audio-visual media sometimes takes longer to prepare tools, especially if the tools have problems, 2) if the video is too long, the child's attention will be limited. To overcome these challenges or obstacles, what group A teachers, Mrs. Nurul Hayati, do, are 1) teachers must prepare equipment before learning and ensure that devices such as laptops, TVs, speakers function properly before use, 2) choose videos with a duration that is not too long or adjusted to the child's attention time.

Aisyyah Kadipiro III Kindergarten has implemented class rules that must be obeyed by children. The implementation of these rules aims to train and shape children's discipline. This is in accordance with what was stated (Elfi Yati Berutu, Rosma Elly, 2018) that in the school environment there are rules that are set and must be obeyed by students. The class rules are applied by educators to teach students to get used to discipline. In line with what Sopiani said (Fiberianti, Syaifuddin, & Sari, 2023) that educators can apply the value of discipline to various actions that show orderly behavior and comply with the rules of activities at school or in the classroom.

Group A teachers of Aisyiyah Kadipiro III Kindergarten carry out a strategy by using audio-visual media to form discipline characters in children. In accordance with the opinion of (Hilna, Ali, & Yuniarni, 2022) in order for children to grow and develop discipline, teachers need to provide appropriate strategies in instilling discipline in children. This is also in line with what was stated by (Mahmudah, 2019) that teachers can prepare and provide various media and learning strategies to convey character education that will be developed in children. The delivery of discipline values carried out by teachers through audio-visual media can make children emulate the disciplined behavior of the characters displayed. As Anderson points out (Fitria, 2014) That one of the goals of learning with audio-visual media is to show examples and ways of behaving or doing in an appearance. After the child can imitate the disciplined behavior of the displayed figures, the teacher continues to habituate the behavior so that a disciplined character can be formed in the child. This is in accordance with what was stated (Partikasari, Nurwita, & Uliya, 2020) that the provision of stimulation to the aspects developed, especially the character in children, must use the right strategy or method. Conveying the right way will allow the realization of habituation as behavior towards the character that will be instilled such as the character of discipline.

The steps taken by the teachers of group A of Aisyiyah Kadipiro III Kindergarten in learning using audio visual media include 1) the teacher prepares a laptop, sound, cable and video to be shown, 2) the teacher conveys the learning objectives, 3) the teacher plays a video or song about discipline, 4) after playing the video or song, the teacher has a discussion with the children to clarify the discipline values conveyed in the video and motivate them to be able to apply the discipline values in daily activities. This is in accordance with what was concluded by (Taufik & Wardatul jannah, 2024) that the steps in learning using audio visual are 1) the preparation stage, by preparing and arranging the media equipment used, 2) the implementation/presentation stage, among others, by explaining the goals to be achieved, explaining the learning material to students, and avoiding things that can interfere with student concentration, 3) the follow-up stage, by strengthening the understanding of the learning material that has been listened to through audio visual media which aims to measure the efficiency of the learning that has been carried out.

Efforts to form discipline character through audio-visual media in group A children of Aisyiyah Kadipiro III Kindergarten carried out by teachers by playing educational videos and songs, have proven to attract the attention of group A children of Aisyiyah Kadipiro III Kindergarten and are able to convey messages of discipline effectively. This is in accordance with what was stated (Wathon, 2019) that The use of audio visual media can be an effective means of conveying moral messages in early childhood. Media such as animated videos, songs, and picture stories can be used to convey moral messages visually and auditively. Audio visual media has the advantage of attracting children's attention, making children more interested and easy to understand the concept of discipline taught.

Audio-visual media makes use of visual and auditory learning styles common in early childhood. Children at this age tend to understand abstract concepts such as discipline more easily through concrete visualizations and simple narratives. The delivery of discipline values through audio-visual media makes it easier for group A children of Aisyiyah Kadipiro III Kindergarten to understand the concept of discipline and are able to recall the rules conveyed in the video and can practice disciplinary behavior as exemplified. This is in accordance with what was put forward by (Ima & Sitorus, 2024) that by using audio visuals, children have the ability to quickly understand and learn attentively examples of well-structured behaviors.

Based on the results of the observation, the teacher uses audio-visual media by playing a video about being on time to convey knowledge about being on time. In accordance with what is presented (Wati, 2016) that audio visual media is a tool used in learning to help convey knowledge, attitudes, and ideas in learning. After playing the video, the teacher explained again about being on time and motivated the child to be able to come to school on time like the character in the video. According to the opinion (Francisca & Ajisuksmo, 2015) which states that moral knowing is a process of character formation where children are given knowledge and understanding in the form of motivation to form a disciplined character. By providing knowledge about the importance of punctuality through stories in videos, children become aware of the importance of time so that they come to school early before the bell rings.

Based on the observation results, it shows that after watching a video about queuing, the teacher motivates the child to be orderly in waiting for their turn to wash their hands. After watching a video about queuing, children can queue up to wait for their turn to wash their hands and there are children who remind their friends to be orderly in waiting for their turn to wash their hands. The statement is in accordance with Wibowo's (Magfiroh, Desyanty, & Rahma, 2019) which states that one of the aspects of character education is moral action or action about morals, what is meant by moral action is moral behavior shown after receiving character education. This statement is also in accordance with Aulina's opinion in (Magfiroh et al., 2019) that discipline is where a person learns voluntarily and follows a leader.

Based on the observation results, after children see a video about tidying up toys, children can put the toys back in their place again. Only one or two children sometimes still have to be reminded to put the toy back in its place. The teacher reminds the children about the content of the video that conveys the rules after playing, namely returning the toy to its place again. After reminding the children about the rules of play, the teacher helps clean up the toys. This aims to give an example to children so that they can clean up the toys after they finish playing. This is in accordance with Wibowo's opinion in (Magfiroh et al., 2019) which states that the art of disciplining children includes giving rules to children, but it is balanced with an outpouring of affection. Teachers use videos to tidy up toys to convey the rules of play. After that, the teacher makes a joint agreement with the child to always return the toy to its place after the play like what the character in the video does.

Based on the results of the study, the use of audio-visual media can help in efforts to form disciplined character in children, but the challenges in the use of audio-visual media also need to be considered. Learning with audio-visual media sometimes takes longer to prepare tools, especially if the tools have problems. In accordance with what is expressed (Ima & Sitorus, 2024) that the use of audiovisual media poses certain difficulties. This is also in line with the opinion of Jalinus and Ambyar in (Anggeraini, Nasirun, & Yulisdeni, 2020) that obstacles in the use of media can be caused by several factors, one of which is that using media is troublesome, because it requires maximum preparation and requires other equipment if it has to be connected to electricity. Audio-visual media requires special preparation and equipment, such as projectors, computers, or speakers, which may not always be easy to install. As a result of observations in the field, teachers experienced obstacles in the installation of problematic tools and speakers so that it took time to fix them. Limitations in the preparation and operation of technology are obstacles that can affect the consistency of the use of audio visual media. Consistency is essential in character building, so it is important for teachers to continue to learn in preparing and operating technologies that support the sustainable use of this medium. In addition, the short duration of attention in early childhood requires that the media used have a short duration but still be dense with information. Videos that are too long can make children lose focus and fail to absorb the message conveyed. Videos that are too long can also make it difficult for teachers to manage learning time. Like what Agus Suranto stated in (Ilmi & Vol, 2023) that the duration of time in learning videos varies, but sometimes there are learning videos that are long-lasting, so that teachers have difficulty in managing time during the learning process. Therefore, teachers need to choose media with an appropriate duration and ensure interaction after the use of media to strengthen children's understanding.

Conclusion

Efforts to build discipline character through audio-visual media in group A children of Aisyiyah Kadapiro III Kindergarten are carried out by 1) playing educational videos about discipline, which show children's characters in everyday situations, such as waking up early and going to school on time, lining up neatly when they want to enter class, wanting to queue, wanting to return toys after use, and throwing garbage in its place, 2) playing educational songs, whose lyrics teach about the importance of discipline, for example in terms of being on time, following the queue, tidying up toys, and disposing of garbage in its place. The challenges faced by teachers when using audio-visual media are 1) learning with audio-visual media sometimes takes longer to prepare tools, especially if the tools have problems, 2) if the video is too long, the child's attention is limited. To overcome these challenges or obstacles, teachers must prepare equipment before learning and ensure that devices such as laptops, TVs, speakers function properly before use, 2) choose videos with a duration that is not too long or adjusted to the child's attention time and time allocation for learning with audio-visual media.

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