

# Audio Visual Media to Improve the Ability to Read Daily Prayers in Early Childhood

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**Abstract:** This study aims to improve reading daily prayers in kindergarten B children (ages 5-6) using audio-visual media. This study was conducted in RA Happy, Cipinang, East Jakarta. This study used the Jamaris & Edwita Martini model (modified model action research Model Kemmis and Mc Taggart), with procedures (1) Perform initial assessment (pre-assessment); (2) Planning; (3) Acting; (4) Observing; (5) Reflecting, and (6) final assessment. This study was conducted in 2 cycles, with seven meetings each cycle. Method interviews do data collection with teachers and school stakeholders as well as documentation. This study showed an improvement in reading daily prayers of children aged 5-6 years by using audio-visual media in terms of smoothness in the disclosure of prayer readings, the accuracy of sentence structure, and speech meaning. The increase was significant, namely pre-research data of 49.32% in cycle 1 to 66.47% or up by 17.15% and in the second cycle by 88.81% or up by 22.34%.

**Keywords:** Daily prayer, religious moral, audio visual media, early childhood, ability to read

## 1. Introduction

At the age of 4-6 years are sensitive times necessary for the child to get an education. Experience obtained by the child from the environment, including the stimulation provided by the adults, will affect the children's lives in the future (Evens et al., 2018). According to age, needs and interests, Children are needed to facilitate child growth in education and learning activities (Agustini et al., 2020; Shi-Jer Lou et al., 2012; Winarto et al., 2020). Education experienced by children in early childhood becomes the basis for children to learn throughout the Hayat. Education designed for children is coloured with values of humanity, religion, enthusiasm, empathy, willingness to accept, willingness to help, and make the world safer and more good (Jamaris, 2019).

Education given to the child is always thoroughly attentive to each stage's characteristics in the child's development. The education provided includes education from the academic and religiosity (education religion) given from the beginning. Religious values are one of the areas of development habituation prepared by the teacher to improve the child's ability to become familiar with concepts related to his religion since childhood. As the story of understanding children and learning, instilling religious values, concrete media is required because religion/belief is abstract and complex. Stimulation is given to children regarding the planting and understanding religious, moral values, among others teaching daily worship such as praying before and after doing something, prayer, wudu, and manners and reading daily prayers usually done by repeating methods and memorisation. Teachers must be able to implement a learning method appropriate according to the child's age and needs and use media that is support.

Spiritual development represents the unfolding of that search process and relationship (C. J. Boyatzis, 2003; Chris J. Boyatzis, 2009). Spiritual is drawn from the processes and relationships that a person is building. Spiritual development may be defined as the child's growth within an organised community with shared narratives, practices, teachings, rituals, and symbols (Chris J. Boyatzis, 2009). The spiritual nature of children is reflected in spontaneous attitudes, imagination, and infinite creativity, and all of that is done openly and cheerfully. Spiritual is the basis for the growth of self-esteem, religious values, and moral. Spirituality gives direction and meaning to life through words, actions, and attention to the beauty of God's creation (Powell, 2010). The purpose of planting religious, moral values (spiritual) is to develop attitudes and behaviours based on religious and moral values to live following the norms embraced by society (Lestaningrum, 2014).

The essence of religious and moral development is (1) faith and worship education and (2) moral education (de Leeuw et al., 2015; McKay & Whitehouse, 2014; Shofyatun & Nirmala, 2018). Faith education and worship are instilled through the practices of worship and the planting of the value of faith is associated with the child's daily life. Moral education is infused early on with the habituation of speaking, behaving, and behaving politely

and being introduced to the virtues of commendable traits. The purpose of religious education in kindergarten is to prepare children as early as possible in developing attitudes and behaviours based on religious, moral values and Pancasila. Competence to be achieved in spiritual-moral development is to perform worship, know God, believe in God's creation and love man. One of the habituation is to introduce daily prayer.

Prayer comes from Arabic *data*, *yad'u*, *da'wah*, *du'a*, which linguistically means calling, repeating, pleading, and asking God. Prayer has a very high position in Islam, namely as evidence that man is a weak being who always needs God. Praying is to show a surrender and need Allah SWT. Prayer is a servant's request to His Lord to obtain the gift of care and help, both the applicant and to others born from the bottom of the heart and accompanied by submission and glorification to him (Shihab, 2008). The ability to read prayers is the ability to sound words in a series of sounds, so that prayer sentences are formed that have been taught by the scholars. Reading prayers in this study is an activity that involves smoothness in disclosure, accuracy in sounding the structure of prayer sentences, and the ability to understand the contained in prayer readings.

Instructional media can convey and channel messages from resources in a planned manner to create a conducive learning environment where recipients can conduct the learning process effectively and efficiently (Baquier Orozco et al., 2020). Media are all physical tools that can present a message and stimulate students to learn (Benavides-Varela et al., 2020; Fred Rogers Center, 2012; Pérez et al., 2017; Yavetz et al., 2009). The principle of instructional in kindergarten is concrete, i.e. children learn something in real-time. Instructional media helps children to learn concretely. Audio visual media develops the power of imagination, creativity, talent, the interest of a child because it develops auditory, visual and memory (Bajrami & Ismaili, 2016; Hudson et al., 2013; Pérez et al., 2017; Perren et al., 2019). Audio visual is hardware and software through which the learning process is encouraged and carried out, including films strips, audio, television, slides, etc. (Shehu & Gambo, 2020; Winarto et al., 2020). Characteristics of audio-visual media are to have sound elements and picture elements.

This study will emphasise the use of visual media in the form of CD tapes containing daily prayers in the form of songs that are the work of researchers. The use of audio optical media is expected to improve the ability to read daily prayers in kindergarten children. Media in the learning process has a dual function, i.e., accelerating the learning process and assisting learners in capturing the materials provided. This study emphasises the use of audio visual media, i.e. CDs, that will help children understand the daily prayer readings more meaningful because it involves the whole children's senses in the learning process. Researchers create audio cassettes or audio CDs to provide solutions to the teachers at *Raudhatul Athfal* (RA) in developing aspects of religious moral.

## 2. Research Methods

The research was conducted on grouped B RA Bahagia, Cipinang, East Jakarta. The methods used is action research. Model Martini Jamaris & Edwita (modification Kemmis & Taggart) (McTaggart et al., 2016) with procedure: (1) initial assessment (pre-assessment); (2) Planning; (3) Acting; (4) Observing; (5) Reflecting, and (6) final assessment (post-assessment). The stages of research as shown in figure 1.

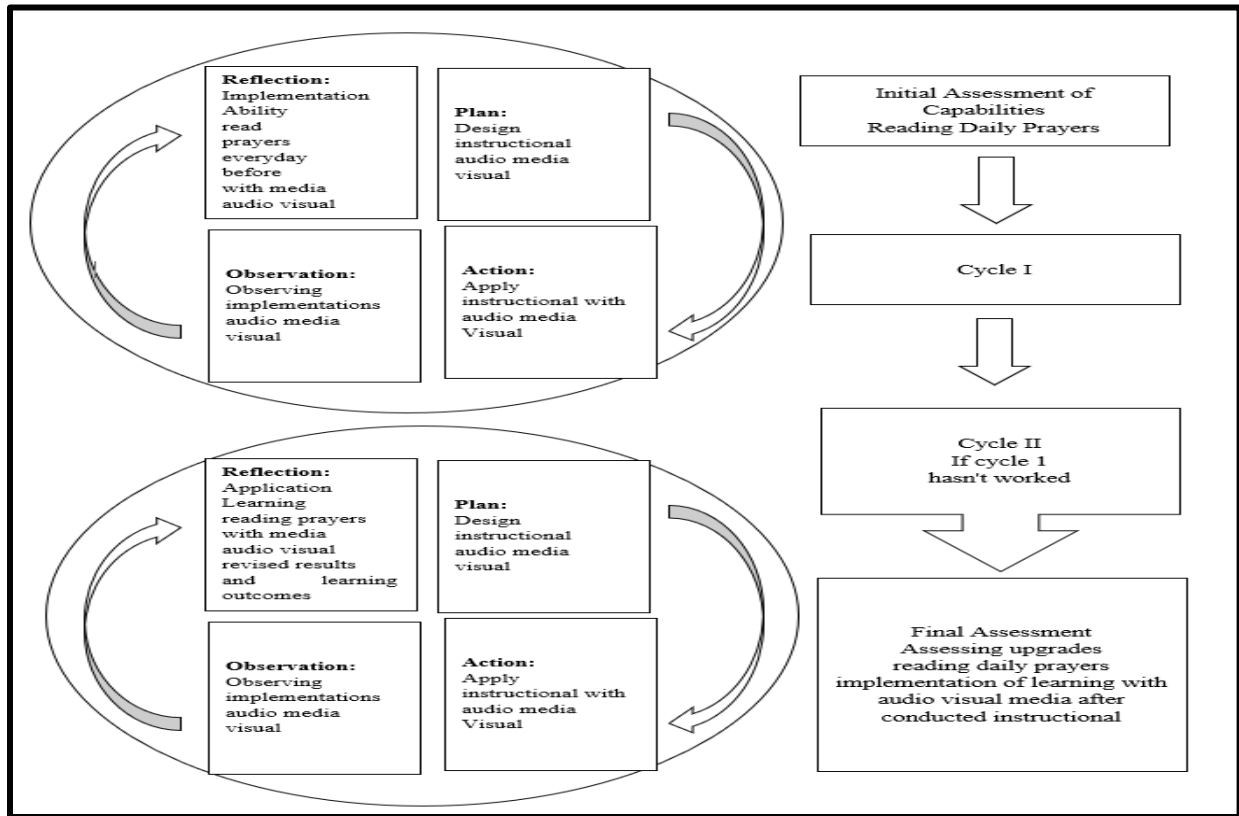


Figure 1. Jamaris & Edwita (Djuwita & Jamaris, 2017) Model Chart Action Research

Conceptual definition of the ability to read daily prayers is ability in the smooth disclosure of prayer readings, accuracy in sounding the structure of prayer sentences, and the ability to understand the meaning contained in the task of prayer willing to learn, prayer out of the house, prayer before eating, prayer after meals, prayers to sleep, wake-up prayers, and prayers to ride a vehicle. An operational definition is the core value of the ability to smooth disclosure, accuracy in sounding the structure of prayer sentences, and the ability to understand the meaning contained in daily prayer readings with a very well developed scale(VWV)=4, developing as expected(DE)=3, still growing (SV)=2 and undeveloped (UD)=1. The instrument grid can be seen in table 1.

Table. 1 Research Instrument

Dimension	Indicator
Smooth disclosure	Listen carefully
	Distinguish sounds
Accuracy of sentence structure	Speak a word
	Remembering sentence structure
The meaning of speech	Connecting images with meaning
	Tells

After getting the prefix data, researchers designed cycle I research, i.e. introducing learning prayer readings, prayers out of the house, prayers before eating, prayers after meals, prayers before bed, prayers wake up, and prayer ride the vehicle audio-visual media. The next step is the action that is implementing activities audio optical media viewing in daily prayer reading activities. During the action, the researchers performed observations assisted by collaborators, i.e. recording essential learning processes. The observance is carried out to observe children's prayer reading ability before, during, and after implementing the overall action after the activity, researchers and teachers, and collaborators doing reflections. Reflections are made to evaluate the

implementation of measures to measure the achievement levels, evaluate processes during actions and discuss the next plan.

### 3. Results

Research results obtained indicate an improvement in the significantly related to the ability of daily prayer reading with audio-visual media. Pre-results research shows the power of daily prayers by 49.32% of children have not read daily prayers if it is not initiated by the teacher and has not been read the prayer sentence. Moreover also found the disinterest of the child this activity. It looks still like many children who have not focused and have not shown appropriate prayer attitude—the initial study results as shown in figure 2.

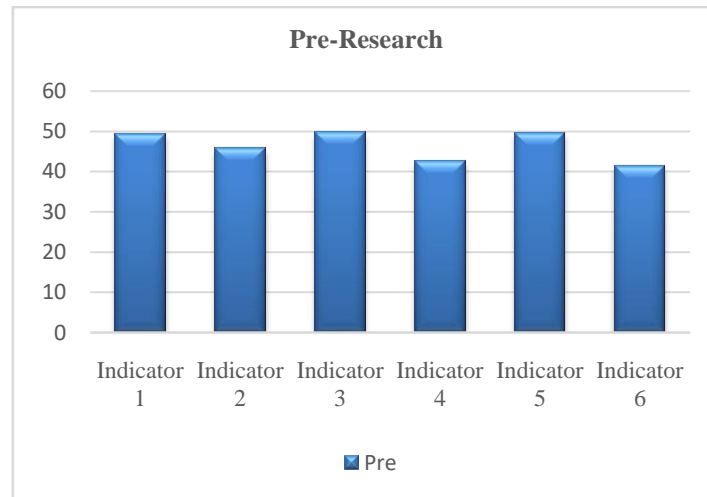


Figure 2. Results Pre-results

The first cycle is given activities to improve daily prayers, i.e. learning prayers, prayers out of class, prayers before and after eating, prayer before and waking up, and prayer ride. At the end of the first cycle, after doing the activity seven times, the meeting saw an increase in the ability to read daily prayers, 17.15% from 49.32% pre-research to 66.47%. The results of the cycle can be seen in figure 3.

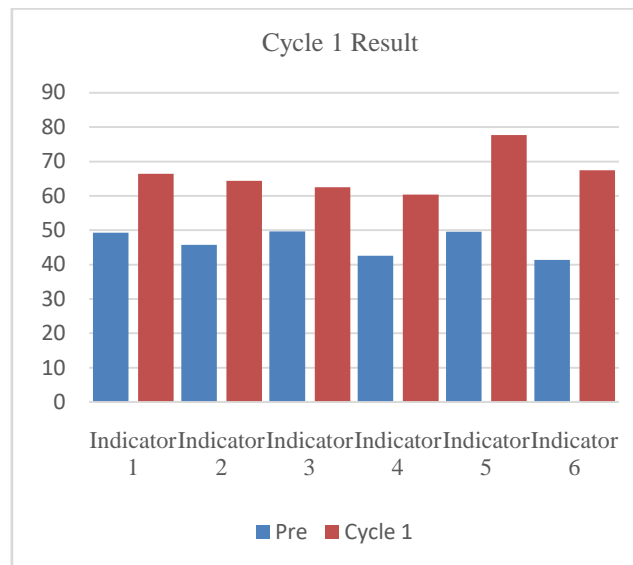
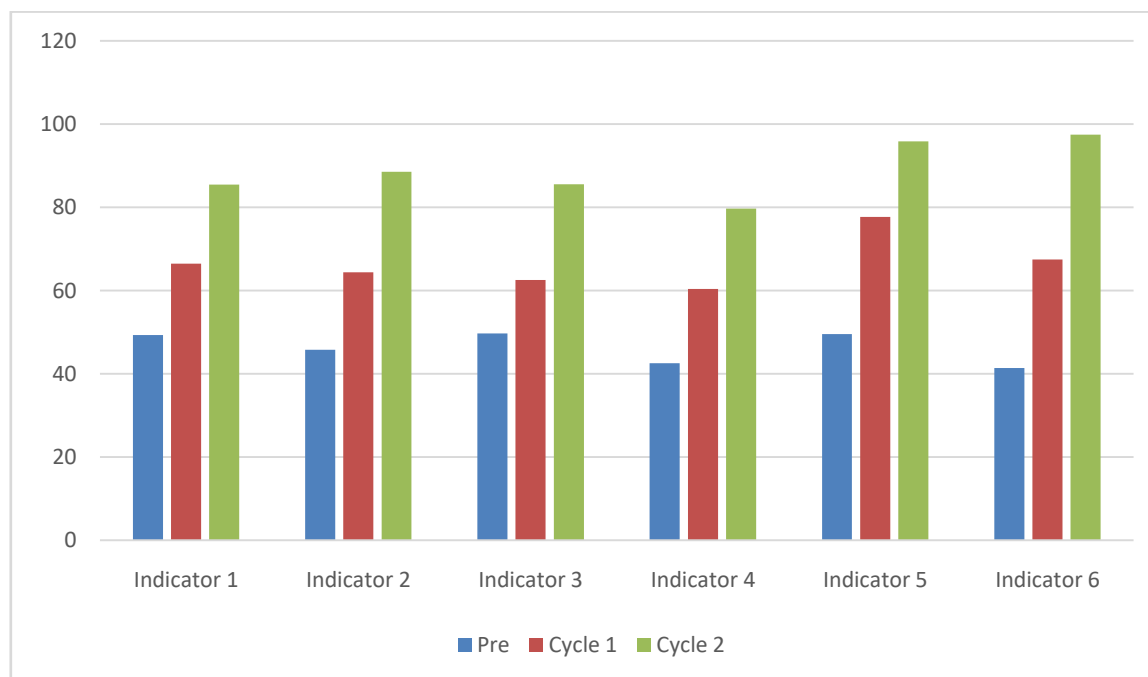


Figure 3. The results of Cycle I

Reflection results in the first cycle, researchers found that (1) children still focused on the media and has not can be a fully effective use of media because the audio-visual media is a new medium for them, (2) indicator five, i.e. children's ability to connecting prayer sentences/readings with the meaning of experiencing about 23 points and (3) children still look hesitant or embarrassed when asked to come forward one by one prayer in front of the class and tell the meaning of prayer contained, and (4) other indicators increased between 10-15 points. After performing cycle reflection I, researchers and collaborators design cycle II by implementing different strategies, i.e. researchers ask each child to sit in a group. Each group will be prompted to repeat the prayers, along with movements and telling the meaning of prayer.

Results from the second cycle of research are 88.81% or occur in increased capability by 22.34%. With significant improvements happening on the 2nd and 3rd indicators above 20 points, it can be illustrated with a chart like a figure 4.



**Figure 4.** The results of cycle II

#### 4. Conclusion

Based on research, "the use of audio-visual media improves the ability to read prayers day-to-day children of Kindergarten B who have implemented then obtained conclusions:(1) the acquisition of student learning outcomes average value is 88.81%. The results have been beyond the Development Achievement Target (DAT) of 75% with the number of completion of learning more than 71%, (2) media audio-visual helps improve the ability to read daily prayers because it is more concrete and fun,(3) the process of implementing the depend on collaborators/teachers as a designer of the activity.

This study also has limitations because it is only implemented in one school and constraints in research time. This research could be developed by varying the activities and integrate with various other aspects

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