AT-TURATS

USING AUDIO-VISUAL MEDIA TO IMPROVE THE RELIGIOUS CHARACTER OF CHILDREN IN FATHINA KINDERGARTEN, MAJENE REGENCY, INDONESIA

St. Maria Ulfah
Universitas Terbuka
Email: mariaulfah@ecampus.ut.ac.id

ABSTRACT

At present, the learning conditions in instilling character in students at Fatinah Kindergarten are not maximized, so what happens to the students has not applied the expected character values. This study aimed to describe efforts to improve religious character in Kindergarten children by using audio-visual media. Class Action Research (CAR) is operated to answer several problem formulations in this study. Data was collected using observation sheets and then analyzed qualitatively. It was conducted at Kindergarten Group B Fathina Kindergarten, Majene Regency, West Sulawesi, Indonesia. The results of this study indicate that there has been an increase in religious character, as seen from the percentage score from cycle I to cycle II. Thus it can be concluded that the planning and implementation of learning in improving the religious character of children through audio-visual media.

Keywords: audio-visual media, character, religious

INTRODUCTION

The phenomenon that occurs in Kindergarten, most of the Kindergarten Fathinah children, still need guidance in excellent and correct prayer procedures. This can be seen in the children's lack of attention to the teacher's exposure in teaching how to pray, and the pronunciation is still not proper. Educating children with good moral and religious values is not an easy job for Early Childhood Education teachers to do. In addition to teaching skills, Early Childhood Education teachers must also improve their insight, understanding, and skills related to early childhood's moral and religious

development. Consequently, many students still lack knowledge of the material because of current learning, which affects the achievement of learning outcomes.

One of the media used in learning that is believed to improve students' religious character is audio-visual media. Audio-visual media is one of the alternative means of carrying out the technology-based learning process. Audio-visual technology-based learning can be used as an alternative means of optimizing the learning process. This is based on the fact that this media is easy to package, more interesting, and attractive in the learning process.

Arsyad (2013:41) states that we carried audiotape recorders everywhere. Because tape recorders can use batteries, they can be used in the field or places not accessible by electricity. Audio cassette tapes can also be used for lessons and homework. This is possible because almost all students have a radio tape machine.

Audio and audio-visual media are forms of learning media that are cheap and affordable. Once we buy tapes and equipment such as tape recorders, there is almost no need for additional costs because tapes can be erased after use. And we can be re-recorded new message. In addition, there are also audio materials that can be used and can be adapted to the level of students' abilities. Audio can display a motivating message.

Audio-visual technology-based learning can be used as an alternative means to optimize the learning process because it is quickly packaged in the learning process and is more exciting learning. Research conducted by Suryanti and Widayanti (2000) shows that the Maqoman Mahmudah program and the Everyday with The Qur'an program can increase student character values. Limarga (2017) also claims that audio-visual-based learning methods and media are more effective in improving children's empathy skills. Similar findings were presented by Larasati et al. (2019), which state that the storytelling method with audio-visual media can improve children's moral abilities.

A slightly different study was put forward by Susi et al. (2021), which states that there is an increase in children's morale in kindergarten who do not use audio-visual media. The children dare to come to the front of the class to convey the moral messages contained in the fairy tales told previously by the teacher. In addition, children are also quite good at knowing moral messages and applying them in school's daily activities. Metroyadi's research (2017) also claims that learning using a non-examples model with various audio-visual media can improve teacher activities in the superior category. In fact, by using this method, students become very active during the learning process to develop aspects of their moral and religious values to the fullest.

LITERATURE REVIEW
Audio Visual Media

The word media comes from Latin, namely medius, middle, intermediary, and introduction. In general, the media is an intermediary used by someone in conveying information to the recipient. The media is defined as a tool for teachers to teach. And as a tool to distribute various messages and values from the teaching.

According to Suryani and Seto (2021), audio-visual media in this context is the use of video, which plays a significant role and can influence children's memories of adopting a healthy lifestyle about how children care about their environment. From these descriptions, there has been no research that focuses on the religious character of Kindergarten children. For this reason, the authors are interested in carrying out the theme of this research to improve the character of children who have religious aspects.

There are several types of benefits of using audio-visual media in learning. In addition to attracting and motivating students to study the material, this media can also be used to (a) develop listening skills and evaluate what has been heard, and (b) organize and prepare discussions or debates by expressing the opinions of experts who are far from the location, (c) make a model that students will imitate, and (d) prepare interesting variations and changes in the speed of learning about a subject or a problem. Furthermore, Sanjaya (2010) classifies the types of media that can be used in learning activities, namely media that are not projected, such as reality, models, graphics and displays. In line with this statement, Utami et al. (2013) confirm that the variety of media that can be chosen includes: (a) print media, (b) audio/visual media, and (c) practical/demonstrative media.

Furthermore, Hosnan (2013) states that learning media can fulfil three main functions when used in learning activities: change the emphasis of formal education, generate learning motivation, provide clarity, and provide stimulation. Kosasih (2015) states that there are two patterns in utilizing the media, namely:

a) The use of media in classroom situations, namely where its use is combined with the learning process in classroom situations to achieve certain learning objectives

b) The use of media outside the classroom in a classroom situation is divided into two main groups. Free use is the media used according to their needs, usually used individually. In free use, control or control rests with the individual, where the user is adjusted to his needs. Controlled utilization means that the media is used in a series of activities to achieve learning objectives.

Miarso (20014) also describes several steps to use learning media effectively and efficiently. The three steps are:

a) Preparation before using the media. Before using the media, the preparations made can be studying the instructions for use, preparing the equipment, and setting goals to be achieved.

b) Activities while using media Activities are tailored to the needs and types of media used.

c) Follow-up activities. Follow-up is carried out to explore whether the objectives have been achieved and to strengthen understanding of the instructional materials delivered through the media concerned

Religious Character

The Big Indonesian Dictionary (2007) states that the word character is a psychological, moral or character trait that distinguishes one person from another. Furthermore, the Ministry of National Education (2010) states that character is a person's character, character, morals or personality formed from the internalization of various policies (virtues) believed and used as a basis for perspective, thinking, behaviour, and act.

In Islamic education, a character is known by moral, which has the same meaning as character, character, or character (Muhtifah & Muskania, 2017). Some researchers also provide various definitions of the character. A character is a form of individual adaptation and adjustment to values through a process of transformation and internalization. In general, two types apply in society as the basic form of character: religious and cultural values (Arif & Elya, 2021; Sanjaya et al., 2021).

One type of character is religious. The religious character itself is included in the 18 national characters proclaimed by the Ministry of Education and Culture of the Republic of Indonesia. In general, the religious character is defined as obedient attitudes

and behaviour in carrying out the teachings of the religion they adhere to, tolerant of the implementation of worship of other religions, and living in harmony with followers of other faiths (Fitriyani & Meilina, 2021; Hayati et al., 2020; Victorynie et al., 2020). Furthermore, Majid (2011) states that religious character is a character value concerning God. Moreover, he also showed that one's thoughts, words, and actions are always based on spiritual values and religious teachings.

Many benefits can be obtained from this religious character education. Developing religious character is expected to increase religion-based behaviour and reduce the level of exclusivity in religion. With this character development, students have avoided exposure to radicalism behaviour from an early age (Tobroni et al., 2020).

Religious character can be achieved in various ways, including (1) attending short formal lectures such as Friday sermons or lectures commemorating Islamic holidays, (2) performing worship activities, (3) reading the holy Koran, and (4) studying at schools on religious and general sciences (Aqil, 2018; Kurniawan & Alimah, 2019). In addition, the religious character can also be developed with various other aspects that are integrated. Fithriyah et al. (2021) stated three groups of religious characters based on local wisdom, namely spiritual values, national values, and socio-cultural values.

METHOD
Research Design

The design used in this research is Class Action Research (CAR). The selection of the method was adapted to the research objective, namely to determine the increase in the religious character of kindergarten children by using audio-visual media at Fathina Kindergarten, Majene Regency, West Sulawesi, Indonesia. The CAR concept adopted in this study is Kurt Lewin's model, consisting of 4 steps in one cycle: planning, action, observation, and reflection.

In general, research using the CAR design is focused on problems faced by teachers that are challenging to be solved (Fraenkel & Wallen, 2009; Ari et al., 2010). Research using the CAR design aims to find a solution to a problem faced by teachers and students in the classroom (Creswell, 2015; Hendrics, 2009; McNiff & Whitehead, 2011). In addition, CAR also aims to explore the effects of specific changes in the design of learning activities in the classroom and improve the quality of learning (Fernandez, 2017; Hine, 2013; Udeani et al., 2016).

This research was carried out at Fathina Kindergarten, Majene Regency, in the second semester of the 2021/2022 academic year from March to June 2022. This research was carried out in two cycles to see the development of students' religious character values. The subjects of this study were 22 students of class B (12 male and eight female).

Data Collection

Data collection in this study was carried out using observation sheets. The researcher developed the observation sheet to obtain data about student activity in the learning process. The questionnaire sheet was developed containing various factors that represent the involvement of students during learning (Kasa, 2016).

Data Analysis

The data collected through the observation sheet is then analyzed descriptively and quantitatively. Learning outcomes are expressed in percentages and then described

in detail to determine the increase in religious character. These achievements are then compared with the categorization groups, as shown in table 1.

Tabel 1.
Result category of students' interest (Wijaya et al., 2021).

No	Score	Category
1.	0%-19.99%	Very low
2.	20%-39.99%	low
3.	40%-59.99%	Medium
4.	60%-79.99%	high
5.	80%-100%	Very high

Procedure

As with other classroom action research, there are several activities carried out by researchers from 2 (two) cycles. In detail, this research procedure consists of:

1) Cycle 1
a) Planning
   - Prepare lesson plans
   - The teacher prepares audio-visual media
   - The teacher prepares the assessment instrument (grid)
   - The teacher prepares the observation sheet
b) Action
   - At the preparation stage, the teacher arranges the class so that it is conducive
   - The teacher carries out activities according to the lesson plan
c) Observation
   Teachers and colleagues (collaborators) observe children in learning.
d) Analysis and Reflection
   At this first stage, many children still do not have a religious character in learning activities. Then the activities at the first meeting will be improved in the second cycle.

2) Cycle 2
a) Planning
   - Prepare lesson plans
   - The teacher prepares audio-visual media
   - The teacher prepares the assessment instrument (grid)
   - The teacher prepares the observation sheet
b) Action
   At this stage, the researcher (teacher) repeats all the activities/actions at the first meeting. The teacher is not directly involved in accompanying the children while watching but as a guide and motivator for the activity.
c) Observation
   - The teacher observes how the children's activities in learning
   - Teachers and collaborators fill in the observation form
d) Analysis and reflection
   In this second cycle, researchers and teachers made various improvements based on the results achieved in the field.

RESULTS & DISCUSSION
1. Cycle 1
   a) Planning
      The planning stage is carried out through introductions to the school, taking data from students and teachers and then showing the learning theme to the Kindergarten Principal and class teachers. The learning theme aims to determine the improvement of children's character in terms of religion for religious observance. Several things that need to be considered in the planning phase include: (1) determining the theme that will be presented through audio-visual media, (2) managing the use of speakers, (3) managing the LCD projector, and (4) explaining the images and letters and setting the colours in the image. Screens, and (5) appropriate presentation of the time to be used. In other words, planning is an action taken by researchers, which includes activities in preparing for learning and steps in conducting research. The researcher prepares various things in this stage, including the Learning Implementation Plan (LIP), teacher activity observation sheets, subject matter, and others.

   b) Implementation stage
      Learning activities in the first cycle were carried out on July 7, 2021. Before the activity took place, the researcher first consulted with the subject teacher as an observer about the observation procedure that would be carried out during the implementation of the learning process with the audiovisual media. In this case, the researcher provides and applies guidance on what is assessed during the learning process.
      There are three stages in the learning carried out: opening activities, core activities, and final activities. The opening activities are carried out by preparing the children and creating a conducive and exciting learning atmosphere. In addition, researchers and teachers also encourage children to focus on themselves to follow the learning process well. Several types of activities can be done in this early phase, including physical exercise, dialogue or question and answer with children before starting to play, and others.
      In the core phase, the focus of activities is to improve early childhood learning activities based on character development indicators. Researchers and observers also complete learning by using media (audiovisual media) at this stage. An evaluation phase is carried out in the final step to see if the next cycle should be continued or vice versa.
      In detail, several steps that researchers and observers can take are:
1) The teacher first communicates the objectives and topics that will be displayed in the audiovisual media
2) Before starting learning activities, teachers can use audiovisual media to arrange children's chairs
3) Teacher preparation videos to attract kids
4) The teacher prepares the speakers (speakers) and LCD (projector) and colour settings on the screen so that children can hear and see the video clearly
5) The teacher displays videos according to the theme and subtopic
6) The teacher shows the video and introduces it to the child to attract and attract the child's attention
7) The teacher lets the children participate in the learning activities
8) The teacher asks the child to remember the pictures and sounds in the video
9) The teacher asks the child to talk about the pictures and sounds in the video
10) The teacher displays the video display according to the set duration
11) The teacher introduces today's audiovisual media activity with the theme

c) Observation stage

The teachers who teach in the classroom at each meeting use the instruments provided. Observers observe the course of learning and assess teachers' ability in the learning process by using the teacher activity observation sheet. All exciting things during the learning process are recorded and used as evaluation material.

d) Evaluation and Reflection Stage

The things that are of concern and observation for the implementation of observations in this classroom action research are the ability of the child's character. The character of the child is grouped into three aspects of observation, namely (a) providing an understanding of how to pray through the provision of videos, (b) providing prayer tools, and (c) practising the correct way of praying. Furthermore, if the learning outcomes in cycle 1 are not as expected, this is a process of perfecting all actions in the next cycle. In cycle 1, the percentage score of children's religious characters has not reached the expected target. So the consequence is to do the same learning stages in cycle 2.

2. Cycle 2

a) Planning

This Stage begins by taking data from the students and then showing the learning themes to the principal and class teachers. The learning theme aims to determine the improvement of children's ability to behave independently through audio-visual media for students at Fathina Kindergarten, Majene Regency. Activities at this planning stage include: (a) reviewing the curriculum based on the 2013 Curriculum guidelines, (b) making a syllabus as reference material in implementing classroom actions, and (c) preparing learning methods and media to be used, namely audio-visual media and examples of playing, and (d) making observation sheets to see the improvement of children's character during the learning process during the research.

b) Implementation

Similar to cycle 1, there are three types of learning at the implementation stage: opening, core, and final activities. In this phase, the teacher prepares various things that can support their learning activities. The teacher carries out several activities in this phase. The four activities in question are: (1) the teacher prepares props to be used, (2) arranges seats for students, and (4) provides stimulation/motivation to students to pay attention and do what the teacher is instructed to do.

Furthermore, in the core activity, the teacher briefly explains the character's behaviour during prayer. The teacher provides examples through audio-visual media, allows students to see learning videos, and guides children in learning activities using audio-visual media. At this Stage, researchers made observations through teacher and student observation sheets. This observation is carried out to record various things that show information that there are several children's activities that implement their religious character.

c) Observation Phase

Things that are of concern and observation for implementing observations in this classroom action research are the children's ability to show self-confidence, maintain personal hygiene and take care of themselves, and are responsible for completing tasks without assistance. Cycle 2 shows that the implementation of learning has increased

compared to the previous meeting. In the opening activity, the teacher prepared all the props needed, adjusted the child's seat position correctly, and paid attention to the child's comfort. Then, the teacher also carries out activities that can provide stimulation/motivation to students to pay attention and do what is instructed by the teacher.

Furthermore, in the core activity, the teacher gives a brief explanation of the procedure for praying. Moreover, the teacher also tries to build the students' character when they are in the place of prayer. Several activities as cultural values in this activity, among others: (1) filling the front row starting from the left, (2) immediately standing quietly when *iqomah* is heard, (3) praying earnestly, and (4) dhikr and praying after praying earnestly.

Finally, some closing activities in this lesson include the teacher explaining the benefits that children get from audio-visual media. The teacher explains that learning by using these media can improve children's character. The teacher also reviews all the activities that have been carried out by asking questions and giving conclusions about the activities carried out.

d) Reflection

The results of this Stage indicate that the planning and implementation of learning are categorized as good. This means that the teacher can provide an explanation of the various learning activities carried out. In addition, teachers can also motivate children to focus on learning so that all children are encouraged to be actively involved in learning.

Based on the results of the second cycle of research, especially at the reflection stage, it can be revealed that in improving children's character through audio-visual media at Fathina Kindergarten, Majene Regency, it was found that all students were in a suitable category. In other words, there are no more students who are categorized as lacking in learning achievement. This shows that the application of audio-visual media in improving the character of children in Fathina Kindergarten, Majene Regency, has been successful. This can also be seen from the observation stage in cycle two that has been successfully carried out. This can be seen from the three indicators used: the child's ability to show self-confidence, maintain cleanliness and take care of himself, and be responsible for completing tasks.

Table 2.
Observation data and meeting assessment in cycle 1

Child Ability Criteria	Fill in the front row starting from the left		Immediately stand quietly if *iqomah* is heard		Pray earnestly		Dhikr and prayer after prayer in earnest	
	Monday, July 26, 2021 Meeting 1		Tuesday, 27 July 2021 Meeting 2		Wednesday, July 28, 2021 Meeting 3		Thursday, July 29, 2021 Meeting 4	
	Number of children	%	Number of children	%	Number of children	%	Number of children	%
4 (very high)	3	13 %	6	26 %	4	17 %	5	22 %
3 (high)	4	17 %	8	35 %	6	26 %	3	13 %
2 (Moderate)	10	44 %	5	22 %	8	35 %	9	39 %
1 (low)	6	26 %	4	17 %	5	22 %	6	26 %
Amount	23	100 %	23	100 %	23	100 %	23	100 %

Table 3.
Observation and assessment data in cycle 2

Child Ability Criteria	Fill in the front row starting from the left		Immediately stand quietly if *iqomah* is heard		Pray earnestly		Dhikr and prayer after prayer in earnest	
	Monday, Meeting 1		Tuesday, Meeting 2		Wednesday, Meeting 3		Thursday, Meeting 4	
	Number of children	%	Number of children	%	Number of children	%	Number of children	%
4 (very high)	18	78 %	21	92 %	20	88 %	19	83 %
3 (high)	2	9 %	1	4 %	1	4 %	2	9 %
2 (Moderate)	2	9 %	1	4 %	1	4 %	1	4 %
1 (low)	1	4 %	0	0 %	1	4 %	1	4 %
Total	23	100 %	23	100 %	23	100 %	23	100 %

Cycles 1 and 2 show the Planning and implementation of learning changes in table 3. The observation aspect for the first point, namely filling the front row starting from the left, increased from cycle one by 13% to 78% in cycle 2. For the next aspect, namely immediately standing quietly if iqamah is heard, it has increased from a percentage of 26% in cycle 1 to 92% in cycle 2. Likewise, the next aspect, namely praying earnestly, has grown from a rate of 17% to 88%. By looking at the increase in the percentage from cycle 1 to cycle 2, it can be concluded that audio-visual media can improve the religious character of children with good categories.

DISCUSSION

Character education has indeed become an essential issue in education for several decades. Character education is considered a part of education that plays a critical role in shaping students' behaviour and attitudes (Istiningsih, 2016). Many people think that criminal acts in corruption, sexual harassment, bullying, and brawls between students are a form of educational failure, especially character education. Whatever the accusations and criticisms are, character education does play a role in shaping one's behaviour, even though it is not a dominant factor (Kamaruddin, 2012).

Talking about the religious character cannot be separated from so-called religious values. These spiritual values are a form of implementing the appreciation and application of religious importance in everyday life (Naim, 2011). Furthermore, Azzet (2011) states that students must develop several aspects. Some of the factors referred to in this context are awakening students' thoughts, words, and actions. Teaching is always based on religious values or sourced from the teachings of the religion he adheres to. Therefore, students are expected to understand and practice what has been taught in everyday life.

Learning about religious characters needs to be done from an early age. Students at the kindergarten level are already introduced to various activities related to developing religious character. Learning associated with the religious character is targeted to reduce moral degradation that is increasingly happening today (Fitriyani & Meilina, 2021). For this reason, knowing religious characters using audio-visual media is expected to be used and become an alternative in teaching for kindergarten teachers.

CONCLUSION

This study aimed to determine the increase in the value of religious character for students at Fathina Kindergarten, Majene Regency, West Sulawesi, Indonesia, by using

audio-visual media. From the results of the research that has been stated, it can be concluded that the use of audio-visual media has a positive impact on the expected learning outcomes. The use of these media can improve the religious character of students based on the comparison of achievements from cycles 1 and 2. It is recommended for kindergarten teachers to be able to use this audio-visual-based media as an alternative learning method. In addition, the researcher also recommends for future research use this method to increase various other character values besides religious characters.

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