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The Use Of Audio Visual Media In Increasing The Religious Values

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**ABSTRACT.** *This study aims to determine the increase in religious values early childhood using audio media visuals at PAUD BUNDA Medan in 2022/2023. This research uses a qualitative approach with descriptive methods. The research subjects were 15 students. Obtaining research data is done by using an observation sheet consisting of data on religious values of Early Childhood. Data collection techniques namely observation, interviews, documentation. Based on the results of data analysis it was concluded that the religious values of Early Childhood can be enhanced by using audiovisual media The development of religious values in early childhood before using audio-visual learning media at PAUD Bunda can be seen the level of development of children's religious values, namely at the pre-action meeting that the development of children's religious values at PAUD Bunda Medan before using audio-visual media found that there were no children who have the development of religious values that are categorized as starting to develop according to expectations. At the first meeting the overall student learning was 77.5%, this was included in the growing category. However, at the second meeting of observation, the child was classified as developing according to expectations, an increase of 85.5%, including in the category of developing according to expectations. At the third meeting, the increase in children's religious values increased by 88.0%, including in the very well developed category, through an assessment of the activity of developing children's religious values, they did not carry out RPPH but led to repetition of material.*

**Keywords:** *Audio Visual Media, Religious Values*

**ABSTRAK**. Penelitian ini bertujuan untuk mengetahui peningkatan nilai agama anak Usia Dini dengan menggunakan media audio visual di PAUD BUNDA Medan tahun 2022/2023. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian berjumlah 15 orang siswa. Pemerolehan data penelitian dilakukan dengan cara menggunakan lembar observasi yang terdiri dari data nilai-nilai agama Anak Usia Dini. Teknik pengumpulan data yaitu observasi, wawancara, dokumentasi. Berdasarkan hasil analisis data disimpulkan bahwa nilai-nilai agama Anak Usia Dini dapat ditingkatkan dengan menggunakan media audiovisual Perkembangan nilai-nilai agama anak usia dini sebelum digunakan media pembelajaran audio visual di paud bunda dapat diketahui tingkat perkembangan nilai-nilai agama anak yaitu pada pertemuan pra tindakan bahwa perkembangan nilai agama anak di paud bunda medan sebelum menggunakan media audio visual bahwa tidak ditemukan anak yang memiliki perkembangan nilai agama yang dikatagorikan  mulai berkembang sesui harapan. Pada pertemuan pertama belajar siswa keseluruhannya sebesar 77,5% hal ini termasuk pada katagori  mulai berkembang. Namun pada saat  obsevasi pertemuan kedua, anak tergolong berkembang sesui harapan meningkat sebesar 85,5% termasuk pada katagori berkembang sesui harapan. Di pertemuan kegita peningkatan nilai agama anak meningkat sebesar 88,0% termasuk pada kategori berkembang sangat baik, melalui penilaian aktivitas perkembangan nilai agama anak tidak melakukan RPPH namun mengarah pada pengulangan materi.

**Kata Kunci:** *Media Audio Visual, Nilai Religius*

# Introduction

Teachers must be able to manage learning effectively in various fields, including selection, media, approaches, and teaching methods (Arikunto, 2013) . One of them is the use of significant learning media. Students can think more clearly when appropriate learning materials are used, which reduces miscommunication between teachers and students (Sitorus, 2015) . The teacher plays an important role in the educational experience According to (Romza, 2019) . a teacher's ability to keep students' attention and facilitate their understanding of the material is very important. Because the purpose of Islamic religious education is for humans to fear Allah SWT, then religious education does not only include the process of providing material assistance but also the principles and values of Islamic teachings. (Ritonga, 2017) A teacher's ability to keep students' attention and facilitate their understanding of the material is very important. Because the purpose of Islamic religious education is for humans to fear Allah SWT, religious education does not only include the process of providing material assistance but also the principles and values of Islamic teachings (Masitah & Hastuti, 2016) .

Teachers can use learning media in various ways as teaching tools (kholishoh Nur Aini, 2022) . The term "media", which literally translates to "media", refers to a communication medium that acts as an intermediary between the sender and receiver of messages. Media also has communicative functions, motivation, meaning, perception, and individual understanding, especially serving the needs of individuals with diverse talents and interests (Purwono, 2014) . besides functioning as a source of learning that transcends space and time. Individual differences are differences in abilities and characteristics of children across age groups. utilize media that can accommodate individual differences in children in learning activities (Syuhanda, 2017) Anything that can be understood to convey and channel messages from sources in a planned manner to create a conducive learning environment where recipients can complete the learning process effectively and efficiently is considered as learning media. (Nurrita, 2018) . Film (audio-visual) is a communication tool that really helps the learning process to be more effective, which is in line with his research findings, which are seen through the five senses (Mustori, 2014) . Children can improve their learning outcomes when they are happy and excited (Suci Khairani, 2021) . Educational videos, video recordings of activities, commercial films or television shows, podcasts, and even audio recordings are examples of audio-visual learning media that are often used as learning resources both online and offline (Ayu Fitria, 2016) .

In accordance with the author's research on the use of audiovisual media in children to increase religious values in children's learning. The application of audiovisual media shows that it also has a significant impact in optimizing and improving aspects of child development. According to findings published in his journal by (Jf, 2021) , improving the language skills of group B children in RA Raudatul ilmi, Medan Denai District through the storytelling method by utilizing audio-visual media is continuing. This can be seen from the pre-cycle data, where the initial basis is only 38%. However, after the action was taken, the changes became more visible, especially in cycles I (51%) and II (82.4%). This shows that children's language skills can be improved through the use of audio-visual media which can also be a fun and effective learning method. It's the same with research(Ibrahim, 2018) who found that student learning motivation can be increased through the use of audio-visual media. As a result of increasing student motivation, this is indicated by an increase in student learning outcomes in each learning cycle. Student learning outcomes data show that in the first cycle of media use the average student score was in the sufficient category even though it was in the less category. But in cycle II the average value of students began to increase to a good category and there were no more students who were in the less category. Based on the research findings, it can be concluded that the use of audio-visual media can improve student learning outcomes by increasing student motivation.

According to research (Ritonga, 2017) published in his journal, the use of audiovisual media to promote religious values in early childhood is on the rise. Data from before the cycle show this. The average value of observations made with audio-visual learning media in cycles I (73.34 percent) and II (60 percent) for the Start of Development criteria. This shows that children's religious values develop significantly in TKQ. Gathering of East Medan Regency. According to research published in his journal by Suci Khairani (2018),religious and moral values of students can be raised by using audiovisual media to promote religious and moral values in early childhood at RA Hajjah Siti Syarifah Medan Tembung Academic Year 2017/2018 . As a result of increasing students' religious values, this is indicated by increasing student learning outcomes in each learning cycle. Based on the research findings, the progress obtained from pre-action to cycle II increased by 40.55 percent, from cycle I of 66.56 percent to cycle II of 81.55 percent with a very good development category.

There have been many studies discussing the use of information media that have been completed, for example the use of media images and films. However, there is no information regarding articles that look at how the use of audiovisual media affects the religious values of children aged 5 to 6 years. Visual and audio-visual media approaches that increase children's understanding of PAI learning and make learning more enjoyable are the results. In contrast to previous research, this author provides three categories of media, namely audio media, image media, and audio visual media (film). The three types of media approaches begin by noticing that children need to concentrate on skills that require more hearing, such as memorizing, so recordings of prayer readings are needed. A series of pictures depicting the stages of a child's prayer will make it easier for children to remember quickly and easily so that they can improve their ability to recognize the stages of prayer (Aeni, 2022) .

As teachers, both parents and educators are expected to be able to teach assertive traits to children, so that it becomes a lifestyle (Lasut et al., 2021) . The importance of instilling religious values in children so that they can understand and apply religious principles in everyday life (Rashid, 2016) . They are not yet able to read the Koran, are not used to reading the daily prayers, are not used to throwing garbage in its place, or are not used to imagining greetings at an early age. They are also unable to develop religious values. The majority of students, especially in PAUD Bunda Medan, Medan Perjuangan District, show that they have not developed religious values through the use of learning media, according to data collected in the field. When students cannot fully imitate or repeat the prescribed prayer readings or movements, and prayers. Based on the observations of researchers, it is known that the lack of teacher variation in teaching is the cause of the low development of children's religious values. The majority of teachers also do not use learning media because it makes children bored, and children's attitudes towards learning are just indifferent so they don't buy bait. good input as reactions it gets. The following is a list of potential research problems that the author found at the Bunda PAUD school: 1) Children have not instilled religious values; 2) Even though religious principles have been instilled, there are still some children who have not applied them in their daily life; 3) Lack of application of religious principles to children in habituation; 4) Implementation of learning for PAUD mothers has not fully enabled them to instill religious values in children; 5) The process of integrating religious values in early childhood has not been carried out.

The purpose of this study was to find out the religious values of children before and after the use of Bunda's PAUD audiovisual media. Therefore, learning methods that utilize audiovisual media in the classroom in a way that makes children feel happy, safe and comfortable can be used to help children develop their religious values. It is hoped that children can develop religious values within themselves through the use of audiovisual learning media, increase attention and concentration, increase creativity, and train memory. Because it is common knowledge that the formation of religious values in children serves as the basis for attitudes and behavior in the future, this has significant implications for early childhood. PAUD Bunda, which is located on Jalan Gurila Number 8, Medan Perjuangan District, instills religious values in their children from the time they are in PAUD. Pray, read Iqra and Al-Qur'an, read daily prayers, and teach children to say the two sentences of creed. However, students have not fully developed the religious values that the teacher has instilled in them. Therefore, the authors are interested in researching the use of audio-visual media in increasing the religious values of early childhood 5-6 years at PAUD Bunda Medan to make it easier for children to understand religious values.

# MethodE

This study uses a qualitative and descriptive approach. So that researchers can produce studies or phenomena that use audio-visual media in increasing the religious values of early childhood 5-6 years at Puad Bunda Medan, the purpose of this research method is to describe a problem in research more clearly. Evidently clear. The subject of this study was the teacher and the objects used in this study were 15 students aged 5-6 years at the PAUD Bunda Medan. The principal as an informant who provides information or data needed in research. The data collection technique used is the observation technique, namely direct observation at the Medan Mother's Childhood School. As for the object of observation is the learning process in the early childhood education and involving teachers and student behavior.

Data and results of data collection through observation, interviews, and documentation are examples of selective data analysis techniques. For example, data from observations of the implementation of increasing children's religious values and attitudes of PAUD Bunda Medan students are examples of selective data analysis techniques. Author issues guided the selection of all data. The technique used in this interview is to use a number of questions orally based on interview guidelines that have been made beforehand. The interview questions were asked by the head researcher of the PAUD head and the early childhood teacher as an informant. Conversations conducted by researchers and informants are intended to find out things related to research problems, including:

1. What is the child's religious value before using audio-visual media in your early childhood?
2. What is the child's religious value after using audio-visual media at your early childhood?

In this interview, a number of questions based on predetermined interview guidelines were asked orally. PAUD head researchers and PAUD teachers served as resource persons for interview questions. The purpose of the research-related conversation between the researcher and the informant was to find out the following things about the child's religious values before and after the use of Bunda's PAUD audiovisual media. To obtain information about the responses of interested parties to the findings of the research that the researchers conducted, interviews with PAUD principals and Bunda PAUD teachers were used as a reference. This data is used to analyze how the influence of the use of audio-visual media in Bunda Medan PAUD children aged 5 to 6 years has on their religious beliefs. The validity of the data in this study the researcher used a triangulation technique where the researcher used different data source techniques to obtain data from the same data source. The triangulation used in this study was carried out at Paud Bunda with the results of interviews with comparison theories and previous research and was strengthened by documentation that would strengthen the data

**Observation Grid of Audio Visual Media Use Activities**

Information

1= not good 3= Enough

2= Good 4= Very good

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Observed Aspects** | **Evaluation** | | | |
| 1 | 2 | 3 | 4 |
| 1. | Opening the first activity (praying and singing), noting the attendance of the children, and explaining the upcoming activities |  |  |  |  |
| 2. | The core activity is carrying out the learning process |  |  |  |  |
| 3. | See audiovisual media impressions |  |  |  |  |
| 4. | Communicate with children and provide opportunities for them to imitate what they see in audiovisual media |  |  |  |  |
| 5. | Motivate children to enjoy doing the movements depicted in audiovisual media |  |  |  |  |
| 6. | Closing learning |  |  |  |  |

# RESULTS AND DISCUSSION

First observational findings made by researchers in November 2022. as evidence from actual research. Pre-action activities known as preliminary observations are carried out to determine the initial conditions for the development of children's religious values. Children's religious values are formed by believing in Allah through His creation, believing in angels through what happened to them, believing in Allah's books through the existence of the Qur'an, thinking well about the two sentences of creed, being able to establish prayer, obeying Allah by obeying Him, and being ethical towards others by thinking about greetings (Sartika & Putri, 2021) . Based on the initial observation of the pre-action activities that the development of children's religious values at the Medan Mother's Childhood Center before using audio-visual media, it was found that there were no children who had the development of religious values which were categorized as starting to develop according to expectations. At the first meeting the overall student learning was 77.5%, this was included in the growing category.

It is necessary to elaborate further on the use of audio-visual media in increasing children's religious values at PAUD Bunda Medan based on the research results and data analysis that has been described. Researchers acted as teachers to conduct classroom learning during this study. In applying the use of audio-visual media in increasing the religious values of early childhood 5-6 years at the Mother of Medan preschool, the researchers conducted 3 meetings. In the first meeting, the researcher observed the class and collected data through interviews with the class teacher. Then the application of the use of audio-visual media in increasing children's religious values was carried out at the second meeting.

**Daily Learning Implementation Plan (second meeting)   
Semester : II (Even)   
Day/Date : Group/ Age : B/ 5-6 Years   
Theme/ Sub-Theme/ Specific Theme : Myself/ My religion/ Religious values KD : 1.1, 3.1, 4.1 , 3.6, 3.7, 4.3, 3.10, 4.10, 4.7, 3.15, 4.15**

**Material:**- Human creation of Allah   
- Knowing Religion   
- Getting to know daily worship activities   
- Carrying out daily worship activities "Prayer"   
- Getting to know objects around "Prayer tools"   
- Reading prayer readings   
- Practice worship "Prayer"   
- Coloring pictures " Mesjid”   
- The song “Prayer” Tools and Materials   
- Laptop - Movies about prayer   
- Prayer tools   
- Worksheets, colored pencils   
- Song “Sholat”

1. **Opening**   
   - Greetings - Enthusiastic applause - Sing “one-on-one” - Pray before studying
2. **Core**- The teacher invites the children to watch the film presented by the teacher - The teacher asks questions related to the films the children have watched - The children mention the tools for prayer   
   - Differentiate prayer tools for girls and boys   
   - Children practice prayer movements and read prayer readings   
   - Children coloring the picture "Mosque"
3. **Closing**- The teacher asks the children about the material that has been done - The teacher asks the children's feelings during learning - The teacher and the children sing the song "Prayer" - The teacher gives assignments to the children - Prays after studying - Prays about leaving the house/class

The second meeting on the theme "Myself/My Religion/Religious Values" took place on November 9, 2022. Speakers, laptops, plugs, and worksheets for children were materials provided by teachers and researchers. Before studying, the opening activity is in the form of reading a prayer and singing "how are you". In the main activity, the children were given an explanation of the day's content by asking about our religion, namely Islam, then they colored the picture of the mosque that had been given to them on paper. At meeting 2, the children watched videos about prayer movements and tools used for prayer. They were told how to watch the video, watched and listened to the teacher's explanation about the episode "prayer movements and prayer tools", asked to re-practice the prayer movements like in the previous film, and were asked and answered about the differences between men's and women's prayer tools. Finally, they sang a prayer song and prayed to go home.

Based on the second meeting that was conducted by the class teacher as the collaboration partner, it was obtained that the activities carried out by the researcher during the research were quite good. The results of the observations that have been made during the research can be seen that audio-visual media can optimally improve the development of children's religious values. This can be seen from the results of observations, before using audio-visual media, it was classified as not developing as expected. However, during the second meeting of observation when the use of audio-visual media, children who were classified as developing according to expectations increased by 85.5%, including in the category of developing according to expectations.

It was decided based on the second meeting that the activities carried out by the researcher during the research were quite good. The class teacher acts as a collaborative partner. It is evident from the observations made during the research that audio-visual media can optimally enhance the development of children's religious values. This can be seen from the results of observations which show that audiovisual media is categorized as not yet developed as expected. However, at the second observation meeting, using audio-visual media, the number of children who were in the developing category as expected increased by 85.5%. In the third meeting, it was held on Wednesday 10 November 2022 at the Medan Mother's Childhood Center. In this third meeting, the assessment of developmental activities to increase children's religious values did not carry out a new RPPH but rather aimed at repeating the material that had been implemented. The children conducted questions and answers about the learning materials that had been implemented. In this third meeting, the assessment of the increase in children's religious values increased by 88.0%, including in the very well developed category.

Because children can see and follow directly every movement or reading displayed on the media, audio-visual learning media can help children develop their religious values. Most of the children were able to interpret audio-visual media correctly, so that the indicators could repeat prayer readings. Most of the children are able to correctly and remember the names of the book of Allah and the angels on the indicators. In this case, children are better able to absorb religious principles if they are exposed to them every day, including during the educational process. Therefore, so that the behavior or actions of children cannot be separated from their religious values, especially Islam, then every learning process carried out by the teacher must be able to touch the area of the child's (affective) attitude. It has been proven that audio-visual learning media can improve the development of children's religious values. Because it is very interesting and fun and can help children develop their religious values through activities, audio-visual learning media should also be recommended more broadly in every learning process.

Based on research findings and observations that have been made, it shows that the use of audio-visual media in Bunda Medan PAUD can improve the development of religious values in children aged 5 to 6 in the 2022/23 school year.

Data on the percentage of student learning activities during the study

**Table 1. Student activity data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Meeting** | **Average Student Activity** | **Percent (%)** | **Category** |
| 1. | I | 3.17% | 77.5% | Start Growing |
| 2. | II | 3.37% | 85.0% | Growing As Expected |
| 3. | III | 3.40% | 88.0% | Very Well Developed |



**Figure 2.** **Watch videos related to the sun on that day**

**DISCUSSION**

When choosing media and learning resources, a number of factors need to be considered. In kindergarten, media and learning resources are tools that can support a child's full development, including his physical and social motor development as well as his cognitive, creative and language abilities (Ridha & Ramadhan, 2021) . The use of interesting teaching materials indicates that the teaching materials are interesting for children. This can make it easier for children to receive educational messages, such as knowing the child's religion and being able to quickly find out the religions in Indonesia. (Amiruddin, 2021) . The second indicator is knowing religious holidays; according to (Lubis & Mavianti, 2022) audio and audio-visual media is a form of learning media that is cheap and affordable. In the initial observations carried out, the researcher prepared: 1) compiled the RPPH related to the weekly learning implementation plan 2) prepared materials or audio-visual media to be used 3) gave assignments to each child based on the competencies learned 4) made an observation sheet to see how progress was students in class. While learning took place in the classroom using audio-visual media, the researcher was assisted by the teacher, namely Umi Isnaini, to observe all teacher activities or activities in the classroom using observation sheets that had been prepared by the researcher. Preparing the initial observations of the preparatory researchers: 1) Making an RPPH related to the weekly learning implementation plan; 2) Obtain audio-visual materials or media to be used; 3) Give tasks to each child based on the skills they have learned; and 4) Make an observation sheet to see the progress of students in the class. The researcher was assisted by the teacher, namely Umi Isnaini, observing all teacher activities or class activities using observation sheets that had been prepared by the researcher while the learning took place in the classroom using audio-visual media. The researcher prepares in the following way before the action: Inform the class teacher about the action plan that will be implemented to improve the development of children's religious values, increasing the significance of children's religious development by improving the process of observation and learning outcomes through the use of audiovisual media, Note how important it is for your child to grow up religious, Preparing audio-visual teaching materials for use in the learning process in class

In PAUD Bunda Medan, the steps taken when using audio-visual media in the learning process are as follows:

1. Preparation: The teacher's first preparation includes studying, getting ready, and making sure the tool is working. In accordance with the findings of the research conducted, the teacher first prepares the material before implementing the use of audio-visual media. That is, the teacher prepares the material, then studies the material to ensure that the media is suitable for use, and finally, the teacher studies the material or materials that will be used to make audio-visual media. In addition, the teacher checks in the teacher's room to ensure that the tools the teacher will use are functioning properly.
2. Educating Students: The teacher will condition or position students to watch the video that will be broadcast so that the learning process is more focused
3. Implementation/presentation: On that day, instruct students to watch a video about the subject. Based on the findings of the research conducted, students seemed enthusiastic about watching videos related to subject matter and were indeed directed to watch videos that day.
4. ask and answer questions about the video. The children were able to answer the teacher's questions about the videos shown to them, according to research findings. However, students cannot answer all questions; However, the authors claim that students are more enthusiastic about learning when the teacher uses audio-visual media. On average, students were able to answer most of the questions asked to them.
5. Follow up: Students are encouraged to voice their concerns.

Videos with audio and visual elements, such as those on the YouTube app and audio recordings of religious holidays, are a great way to convey educational messages to children. (Lubis & Mavianti, 2022) . For example, the learning process makes the most of audio-visual media. In this case it will make it easier for children to develop their abilities, especially those related to learning and developing religious values. (Zaini & Dewi, 2017) . In addition, it makes it easier for teachers to convey material, especially those related to religious education for children (Daulay, 2018) . In terms of instilling religious values in children, using audiovisual media to learn "Islamic Religious Education" is an excellent choice. Children are better able to understand moral messages conveyed through both visual and auditory media such as films and stories. (Novia Safitri, Cahniyo Wijaya Kuswanto, 2019) . In terms of instilling religious values in children through their understanding of the content of "Islamic religious education", audio-visual media is an excellent learning tool.

Learning media in the form of audio and video are affordable. Because tapes can be erased after use and new messages can be recorded again, there are almost no additional costs involved once you have purchased the tapes and equipment such as a tape recorder. In addition, there is audio material that can be utilized and adapted to students' abilities. Audio visual media can be interpreted as media that can provide direct experience to students, enabling them to see and hear praiseworthy and dishonorable behavior. Increasing Religious Values in Children Through Audio-Visual Media Increasing religious values through the use of DVDs, laptops, and television In this study, laptops will be used to record videos that have been planned beforehand. In our society, video as an audio-visual medium that displays motion is increasingly popular. The information, education, or instructions conveyed may be factual or fictitious. Video is one form of media that we can control; how it is shown to children is up to us. Educators can better manage displays that are appropriate and support religious feelings in children by using video media. For example, educators play videos about Rasulullah SAW, how his attitude is, and everything else about Rasulullah SAW, or Dodo cartoons, so that children can feel better or have better religious attitudes after watching the video.

Here are some indicators from the perspective of religious values that children must master during the learning process: 1. Recognize daily worship activities. 2. Use adult supervision to complete daily tasks. In terms of morals towards Allah SWT, indicators can show the skills that will be acquired by children during the learning process, namely: faith in God as shown by His creation. In terms of morality towards other people, indicators can show skills that will be acquired by children during the learning process, namely: acting politely as a sign of noble character (greeting). In terms of environmental morality, indicators can show skills that will be acquired by children during the learning process, namely: acting in a way that reflects a healthy life (disposing of trash in its place).

**Table 2 Children's Observation Sheet in the Learning Process Using Audiovisual Media**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **ASPECT** | **INDICATOR** | **CHILD DEVELOPMENT** | | | |
| **BB** | **MB** | **BSH** | **BSB** |
| 1. | Believe in God | Children believe in God through His creation | Children do not believe in the existence of God through His creation | Children begin to believe in the existence of God through His creation | Children already believe in the existence of Allah through His creation | Children believe and believe in the existence of Allah through His creation |
| 2. | Believe in Angels | Children believe in Angels through things that happen around them | The child does not believe in Angels through what is happening around the child | Children begin to believe in Angels through things that happen around them | The child already believes in Angels through what is happening around the child | Children believe and believe in Angels through what happens around them |
| 3. | Believe in Allah's Books | Children believe in Allah's Books through the existence of the Qur'an | Children do not believe in God's books through the existence of the Qur'an | The child begins to believe in Allah's Books through the existence of the Qur'an | The child already believes in Allah's Books through the existence of the Qur'an | The child believes and believes in Allah's Books through the existence of the Qur'an |
| 4. | Saying the Creed | The child recites the creed well | The child has not been able to pronounce the creed properly | Children begin to be able to pronounce the creed well | The child can say the creed well | Children are able to pronounce the shahada well |
| 5. | Establish prayer | Children are able to establish prayer | Children are not yet able to establish prayer | Children begin to be able to establish prayer | Children are able to establish prayers | Children are able to establish prayer independently |
| 6. | Morals towards Allah | Children are able to behave to God | Children do not behave towards Allah by obeying Him | Children begin to behave towards Allah by obeying Him | Children have morals towards Allah by obeying Him | Children have morals towards Allah by obeying Him |
| 7. | Morals towards fellow human beings | Children have good manners towards fellow human beings by saying greetings | Children never say hello | Children begin to get used to saying hello | Children get used to saying hello | Children are able to get used to saying hello |
| 8. | Morals towards the environment | Children have a good attitude towards the environment by disposing of trash in its place | Children do not have good manners towards the environment by littering | Children begin to behave towards the environment by disposing of trash in its place at the behest of adults by disposing of trash in its place independently | Children are already moral towards the environment by disposing of trash in its place independently | Children are already moral towards the environment by disposing of trash in its place independently |

# Conclusion

The development of religious values in early childhood before using audio-visual learning media in Medan's PAUD Bunda can be seen at the level of development, namely at the pre-action meeting that the development of children's religious values at PAUD Bunda Medan that there were no children who had developments in religious values which were categorized as starting to develop as expected. At the first meeting the overall student learning was 77.5%, this was included in the growing category. However, during the second meeting of observation when the use of audio-visual media, children who were classified as developing according to expectations increased by 85.5%, including in the category of developing according to expectations. At the third meeting, the assessment of developmental activities to increase children's religious values did not carry out a new RPPH but rather aimed at repeating the material that had been implemented. The children conducted questions and answers about the learning materials that had been implemented. In this third meeting, the assessment of the increase in children's religious values increased by 88.0%, including in the very well developed category.

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