Evaluation of the successful implementation of creative audio media models in early childhood education in Yogyakarta

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ABSTRACT

The purpose of this study was to describe the successful application of audio media for the creation of early childhood development models in terms of reactions and aspects of the learning process. The method used is descriptive qualitative method implemented in Kindergarten Yogyakarta, Indonesia. The research subjects were determined using a purposive sampling technique where the research subjects were selected according to the research objectives. The research subjects include teachers and kindergarten students. Data was collected using direct observation/observation methods, and in-depth interview methods. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis with data reduction techniques, data presentation, and drawing conclusions. The conclusion of this research is the application of audio media for the creation of early childhood development models in terms of reactions and the learning process is suitable to be applied in early childhood schools, because it is interesting for students, makes the atmosphere fun, and creates joy in learning, students are very enthusiastic, students always active in practicing the steps according to the material presented in audio media.

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1.   INTRODUCTION

One of the Early Childhood Education (PAUD) is part of achieving national education goals. The role and responsibility of the government for the care, education and development of early childhood in Indonesia has been manifested in the form of various policies and agreements both nationally and internationally (Nugraha, 2010). Coaching efforts aimed at children from birth to the age of six are carried out through the provision of educational stimuli to assist physical and spiritual growth and

development so that children have readiness to enter further education. Early childhood education is the foundation for laying the foundation for development in order to produce a quality generation. Therefore, the management of education in early childhood needs serious attention. According to the stages of development, children aged 0-5 years are children in the golden age. Children in this age range have a pattern of development in physical, cognitive, socio-emotional, creativity, language and communication aspects according to the stages (Zaenal, 2011). According to Nugraha (2010), quality education services are services that are continuously evaluated and the results are followed up appropriately. Mardapi (2012) also stated that improving the quality of education can be achieved through improving the quality of learning, through improving the evaluation system. Thus, to improve the quality of education in kindergarten, it is necessary to have a model for evaluating PAUD service programs that can be used to evaluate PAUD service programs on an ongoing basis.

Young children learn in their own way. Learn what they like. However, it is necessary to be given a stimulus or stimulation using the right learning media, so that it can help the development of cognitive, socio-emotional, creativity, and language skills. If the teacher is able to provide appropriate stimulation or stimulation, it will be very useful in developing children's creativity and creativity. One method that can be used to increase or stimulate children's imagination is through stories using audio media models. The audio media model is an audio media model for learning stories and games for Indonesian children that is equipped with accompanying materials in the form of a utilization guide for teachers. Audio media is media whose message delivery can only be received by the sense of hearing. The message or information conveyed is poured into auditive symbols in the form of words, music, and sound effects (Utami Dewi et al., 2014).

In connection with more enjoyable early childhood learning and the problems mentioned above, the Center for Education and Culture Radio Media Development (BPMRPK) in 2017 developed an audio learning media model that targets early childhood. The development of this model is expected to contribute to early childhood education by utilizing ICT as one of the learning media in PAUD. One of the audio learning media models targeting early childhood developed by BPMRPK is the Matahari audio media. The purpose of developing this Matahari audio media model and format is to provide educational audio media in the form of knowledge about good and right behavior in relation to various character education or guidance in everyday life through stories and songs.

In previous research, it was revealed that the results of the evaluation of the audio media model stated that this media was very suitable to be used as a supplement or media to support learning in PAUD, (Suparti, et al, 2015). Research by (Riwanti et al., 2017)) reveals that students can sing songs according to the tone and rhythm of the music well. The similarity of this study with the research conducted by the author is that they both evaluate audio media for early childhood. For differences, the evaluation carried out was focused on the physical aspects of the motor in motion and song material, while the evaluation carried out by researchers at this time was an evaluation of increasing children's imagination. Meanwhile, Mekarningsih, & Wirya (2015) research explains that of the 5 (five) types of learning models for PAUD, there are 3 (three) learning models that are applied to Kindergarten institutions, namely the center, group and area learning model. Of the three models, the use of the learning center model is the most widely used learning model. The difference in this research is to use research evaluating the success of the application of Matahari's audio learning media (daily audio guidance media for children) in ABA Kindergarten Sleman Kota using 4 stages of evaluation from Kirk Patrick (Kirkpatrick, 1998). While the results of (Mawaddah, 2015), there is an effect of applying the storytelling method to increase creativity in Group B Kindergarten students, the difference with this research is in the focus of the research, namely creativity and children's imagination.

Learning audio media is one type of media that is very appropriate to be applied in early childhood learning. Audio media, apart from being easy and inexpensive, also has advantages in developing children's imagination power (Mekarningsih, & Wirya, 2015). Audio has a high imaginative function. This is known as the "theatre of mind". A person will imagine as if he was in the

situation of the story he is hearing. (Samuelsson, 2011). Thus, the choice of using audio media with story content is the right choice to develop imagination power in early childhood. Therefore, researchers are interested in describing the evaluation of how successful the application of audio media for the creation of early childhood development models is in terms of response aspects and aspects of the learning process.

2. METHODS

The method used is a qualitative descriptive method with an evaluation model research approach. This evaluation was conducted to determine the extent of the success of the application of creative audio media in several kindergarten schools in Yogyakarta. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined using a purposive sampling technique where the research subjects were selected according to the research objectives. The research subjects include teachers and kindergarten students. Data was collected using direct observation/observation methods, and in-depth interview methods. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used in the evaluation of the audio media of Drama Audi is a qualitative descriptive analysis.

3. FINDINGS AND DISCUSSION

Evaluation of the implementation of audio media in the City Kindergarten using the Kirkpatrik model evaluation. The evaluation of the Kirkpatrick model was chosen because this study aims to determine reactions and the learning process. The evaluation was carried out at the Kindergarten school level consisting of 7 kindergartens in Yogyakarta. The results of the evaluation of the Kirkpatrick model on the application of audio media can be described as follows.

The Application of Audio Media for Early Childhood Development Creative Models in Review from the Reaction (Process) Aspect

The first component in the evaluation of the Kirkpatrik program on the application of audio media in improving student character aims to find out the reactions of students when learning to use Matahari audio media. Reaction evaluation aims to find out how far the success of the application of audio media by looking at the reactions that occur in students, whether they feel happy or not, interested or not, happy or not happy. Data on student reactions related to feelings of pleasure, interest, and joy when participating in learning with audio media was obtained from 10 educators who teach in 9 groups. From the distributed questionnaires, the following results were obtained

Tabel 1. Student Reactions

No.	Aspect	Educator	Percentage
1.	Do every school generation, students feel interested in learning with the audio media "Matahari"?		
	a. Almost everyone is interested	2	20 %
	b. Mostly interested	8	80 %
	c. Some are interested	-	-
	d. Almost no one is interested	-	-
2.	Do you think that students enjoy learning with "Matahari" audio media?		
	a. Almost everyone is interested	2	20 %
	b. Mostly interested	8	80 %
	c. Some are interested	-	-
	d. Almost no one is interested	-	-
3.	Have since you taught, students feel happy to learn with the audio media "Matahari"		
	a. Almost everyone is interested	1	10 %
	b. Mostly interested	9	90 %

c. Some are interested		-	-
d. Almost no one is interested		-	-

Source: Questionnaire Results for Educators in Kindergarten in Yogyakarta City in 2020

From the results of the questionnaire, it was shown that two teachers (20%) thought that almost all of the students were interested in learning to use audio media. Meanwhile, 8 teachers (80%) thought that most of the students were interested in learning to use audio media. Then 2 (20%) educators think that almost all of them enjoy learning using Matahari's audio media, and 8 educators (80%) feel most of them are happy. Judging from the feeling of joy, 1 educator (10%) said that almost all of them were happy, and 9 educators (90%) answered that most of them were happy. From the overall results of the questionnaire answers about student reactions, it can be concluded that Matahari audio media is suitable to be applied in PAUD schools, because it is interesting for students, makes the atmosphere fun, and creates joy in learning. This is in accordance with Susanto's opinion (2017), which states that the essence of learning in PAUD is playing, which includes feelings of fun, independence, freedom to choose, and stimulating children to be actively involved in every activity. Therefore, the learning system applied in PAUD is the principle of playing while learning. This principle implies that every learning activity must be fun, happy, active and democratic (Susanto, 2017). Suyanto's opinion above is in line with Government Regulation No.19 of 2005 concerning National Education Standards, article 19 paragraph 1 which states that the learning process in educational units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively and providing space sufficient for initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students.

Triangulation of this data is by observing the video of the application of audio media that has been carried out at ABA Sleman Kindergarten, entitled Earthquake Response Procedures. In the application video, it can be seen that students are very enthusiastic and interested in following the orders and instructions given by the narrator in audio media. By learning to use Matahari audio media, students look happy. This is marked when educators are preparing tools and materials, students crowd around with curiosity. Especially after being told by the educator that they will learn using Matahari's audio media, the students cheered and immediately prepared to follow the instructions from the educator. The students were also very happy and tried to imitate the songs in Matahari's audio media, and did the movements that were ordered even though sometimes the movements were not appropriate or tended to be arbitrary. This actually creates an uplifting atmosphere, because it is done naturally and as it is. Parlakian and Lerner explain that music and songs, especially children's songs, have tremendous benefits for children's development and character education, not only social-emotional skills, but also motor and cognitive skills of children (Priyanto, 2014). Socio-emotional skills include experience and self-confidence, cooperation, caring, cultural and language awareness.

Application of Audio Media Creative Model for Early Childhood Development in Review from the Aspect of the Learning Process

Data on the learning process related to student interest in using Matahari audio media was obtained through a questionnaire from 10 educators who teach in 9 groups. The results of the questionnaire are:

Table 2. Interest of students in learning

No	Aspct	Educator	Percentage
1	Are students excited to follow the audio media "Matahari" while studying?		

	a. Very excited	1	10 %
	b. Excited	9	90 %
	c. Lack of spirit	-	-
	d. No spirit	-	-
2	Do students pay attention during learning with the audio media "Matahari"?		
	a. Very concerned	1	10 %
	b. Notice	9	90 %
	c. Less attention	-	-
	d. Not paying attention	-	-
3	Are as long as with "Matahari" audio media, students are active in practicing the steps according to the material presented in "Matahari" audio media?		
	a. Very active	-	-
	b. Active	10	100 %
	c. Less active	-	-
	d. Not active	-	-

From the questionnaire data, it shows that 1 educator (10%) is very enthusiastic, and 9 educators (90%) are enthusiastic about participating in learning using Matahari audio media. 1 educator (10%) thought they were very attentive, and 9 educators (90%) thought they paid attention when learning to use Matahari audio media and 10 educators (100%) stated that students were always active in practicing the steps according to the material presented in audio media. Sun. Triangulation of this data was carried out through video observations of the application of Matahari's audio media and interviews with educators. The results of video observations of the application of Matahari's audio media show that students are eager to learn to use Matahari's audio media, shown by trying to memorize the songs that are played and trying to follow the movements according to the instructions given from the beginning to the end.

Meanwhile, based on an interview with Yayi Tresnatri, S.Pd.AUD, a class B1 educator at ABA Kindergarten Sleman City, which was conducted on August 27, 2020 at 09.00 - 10.00, it was obtained information that students are enthusiastic, always pay attention and are active in participating in learning using media sun audio. This is because the Matahari audio media is considered the right method because it contains short stories and songs, which are in accordance with the teaching pattern of early childhood, namely playing while learning. In addition, the use of Matahari audio media is usually carried out in the morning, adjusted to the situation and condition of the child who is still fresh, so that it can arouse the enthusiasm of students to learn.

From the results of the questionnaire, it can be seen that all students are enthusiastic, always pay attention, and are active in practicing the steps according to the material presented in audio media. The spirit of learning in students can be increased by learning motivation. Learning motivation is a driving force or impetus that makes someone interested in learning so that they will learn continuously. Low motivation can cause low success in learning so that it will lower the learning achievement of students. Children's response when giving motivation to learn is very happy and enthusiastic when the teacher provides interesting learning that has never been done by children. In addition, the children will be happy if the teacher gives them enthusiasm in carrying out activities in the classroom such as singing activities. In the opinion of Gunartha, Kartowagiran, & Suardiman, (2014) the responses shown by children when motivated by the teacher are as follows: a) Diligent in facing tasks, b) Tenacious in facing difficulties, c) Shows interest in various people's problems. Based on this opinion, it can be concluded that students will be very enthusiastic, enthusiastic and try to follow and practice when educators provide interesting lessons that have never been done by students. In Matahari's audio media, the material contains daily songs and guidelines, so that students will build a pleasant atmosphere and build a warm, familiar atmosphere and interact with each other between educators and students as well as between students. (BPMRP, 2015).

Audio media is designed as a media to help educators in learning activities. This model contains educational audio media in the form of knowledge about good and correct behavior in relation to character education, ethics and manners in everyday life through short stories and songs (Purnama. K, 2015). This model is expected to provide knowledge and guidance to students regarding knowledge about good and correct behavior in relation to character education in a more pleasant way (Ismatul Khasanah & Rakhmawati, 2011).The results of the study found that character learning by utilizing character education audio media can improve student discipline attitudes compared to conventional character learning or not using audio media (Yunita Arianti, 2014). This model can support the level of achievement of early childhood development in terms of attitudes, knowledge and skills (Smaldino et al., 2005). In each lesson, children are given examples of good activities which are directly shown in the actions of all educators in an educational institution (Lifter et al., 2011). Contextual learning patterns or providing examples of good activities are directly shown in action according to audio media.

4.   CONCLUSION

The application of audio media for the creative model of early childhood development in terms of the reaction (process) aspect shows that solar audio media is suitable to be applied in early childhood schools, because it is interesting for students, makes the atmosphere fun, and creates joy in learning, students are very enthusiastic and interested to follow the commands and instructions conveyed by the narrator in the audio medium. By learning to use Matahari audio media, students look happy. Meanwhile, the application of audio media for the creative model of early childhood development in terms of the learning process aspect shows that students are always active in practicing the steps according to the material presented in the Matahari audio media. The solar audio media is considered the right method because it contains short stories and songs, which are in accordance with the teaching pattern of early childhood, namely playing while learning. The recommendation based on the findings of this study is that every kindergarten education institution can apply audio media for the creation of early childhood development models in terms of reactions, learning processes, and behavioral aspects in an effort to improve linguistic intelligence, musical intelligence, and kinesthetic intelligence

Conflicts of Interest: the authors declare no conflict of interest

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