Constructivist Approach To Early Childhood Through Audio-Visual Learning Media

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Abstrak

Pendekatan konstruktivisme pada anak usia dini melalui media pembelajaran audio visual, melibatkan pemanfaatan teknologi untuk membantu anak membangun pengetahuan diri dan pemahaman secara aktif. Melalui media audio visual, anak dapat terlibat dalam aktivitas yang menstimulasi kemampuan kognitif, sensorik, dan motorik mereka. Dengan demikian, anak dapat membangun pengetahuan mereka sendiri melalui proses pemikiran kritis dan konstruktif. Metode kualitatif adalah pendekatan penelitian yang digunakan untuk memahami fenomena sosial secara mendalam dengan fokus pada konteks, makna, dan pengalaman subjektif. Pendekatan ini mencakup pengumpulan dan analisis data berupa teks, gambar, atau suara untuk mengungkapkan kompleksitas dan variasi dalam kehidupan manusia. Temuan pendekatan konstruktivisme pada anak usia dini melalui media pembelajaran audio visual menunjukkan bahwa penggunaan teknologi ini dapat meningkatkan proses pembelajaran mereka secara signifikan. Dengan memanfaatkan media audio visual, anak-anak dapat terlibat dalam pengalaman belajar yang lebih aktif dan menyenangkan sehingga dengan hal tersebut bisa membantu mengembangkan pengetahuan diri pada anak secara aktif.

Abstract

The constructivist approach to early childhood through audio-visual learning media involves the use of technology to help children build self-knowledge and understanding actively. Through audio-visual media, children can be involved in activities that stimulate their cognitive, sensory and motor skills. Thus, children can build their own knowledge through critical and constructive thinking processes. Qualitative methods are research approaches used to understand social phenomena in depth by focusing on context, meaning and subjective experience. This approach includes collecting and analyzing data in the form of text, images, or sound to. reveal the complexity and variation in human life. The findings of a constructivist approach in early childhood through audio-visual learning media show that the use of this technology can improve their learning process significantly. By utilizing audio-visual media, children can be involved in more active and enjoyable learning experiences so that this can help develop children's self-knowledge actively.

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INTRODUCTION

The learning approach plays an important role in determining the success or failure of learning. In the current educational paradigm, quality learning is created with students as the main subject, the teacher only acts as a facilitator and motivator during the active learning process (Dodi, 2016).

In the constructivism method, students actively construct their own knowledge, abilities and behavior. Students try to understand for themselves what they have learned. The learning objectives achieved by students are the responsibility of their own learning outcomes. They themselves produce reasoning by searching for meaning and comparing their previous knowledge with experiences in new circumstances (Putri & Putra, 2019).

In writing this journal article the researcher focused on the constructivist approach in early childhood, because after being directly observed in the field, students at Aisyiyah 2 Ngawi Kindergarten were involved in active play, the children actively reflected on ideas, were able to construct ideas and provide context to the material they are studying. Children are active in thinking, meaning they can build knowledge using the knowledge they already have, so that it becomes the basis for creating new knowledge. Children also actively perform, meaning they are actively involved in activities created by the teacher. Students develop concepts about the subjects they study, which allows them to act and make decisions by expanding their own knowledge.

Audio visual media is a combination of audio and visual or can be called viewing and hearing media, thus, the presentation of learning material uses media and the teacher turns into a facilitator in the learning process. The use of audio visual media can make it easier for children because children can directly observe, act, demonstrate, and even act as characters in the story, so the use of audio visual media can help

children understand the story better and facilitate good communication between teachers and students. in conveying a moral message. story. This will increase children's attention in learning (Limarga, 2017).

One media that can increase children's knowledge is using audio-visual media. This activity takes the form of showing an animated film story. Remembering that we are now in the modern era and of course we as educators also have to keep up with developments in this digital era. Information and communication technology skills, critical thinking skills, teamwork, and social awareness are components of digital literacy. The use of digital technology by children is increasing. In the world of education, digital technology functions as a medium of communication and information (Safitri, 2021). As in the activities at Aisyiyah 2 Ngawi Kindergarten, namely by utilizing digital TV which has been provided by the school institution. The use of animated videos via YouTube in learning, early childhood can provide access to various learning materials, of course strict supervision is needed from parents or educators to ensure the content viewed is in accordance with educational values and safe for young children. An educator must be able to utilize this application so that it can have an important meaning for the development of self-knowledge in early childhood, because by showing videos using YouTube the teacher can help children to provide a facilitator to develop self-knowledge in early childhood.

Based on the results of preliminary observations carried out by researchers at Aisyiyah 2 Ngawi Kindergarten, by carrying out activities using concrete objects in the form of animated flood film stories, what is the constructivist learning process using audio visual media so that children can develop their own knowledge?

The aim of this research is to determine the constructivist approach and the constructivist learning process using audio-visual learning media and also to determine children's abilities in the learning process using a constructivist approach through audio-visual learning media at Aisyiyah 2 Ngawi Kindergarten.

LITERATURE REVIEWS

Early childhood is throughout human life starting from being born in the womb, which is in the age range 0-6 years, at that age development occurs very rapidly, this age is called the golden age. Every individual experiences an early age and occurs only once in life. Early age is the most appropriate period to stimulate the development of each individual. (Khaironi, 2018)

For young children, studying is done through fun activities such as running around, playing with real objects, carrying out small experiments and even farming because early childhood education is play-oriented, as we know that children learn and gain a lot of experience through playing. Therefore, the learning activity system in early childhood Islamic education is specifically designed through the play while learning method. (Zaini & Dewi, 2017)

In fact, the learning model for early childhood is through fun activities while learning, such as running around, jumping, playing with real objects, small experiments and even farming. Because the orientation of early childhood education is not only related to cognitive, but most importantly about gross motor skills. So it is useful for developing small and large muscles to support fun and varied moving activities.

In this research, researchers want children to be able to develop freely to explore and play according to their learning interests. Therefore, it is important to use a constructivist approach. In Trianto's opinion, constructivism is a theory that stimulates children to actively build knowledge by assimilating (adjusting) and accommodating (providing something to meet their needs) new information. It can be explained that constructivism is a theory of cognitive development which emphasizes the active role of students in building their understanding of reality. (Princess & Son, 2019)

The constructivist approach is a learning approach that gives freedom to students to be more active in learning to find their own competencies and knowledge to develop abilities that already exist within them which are then changed or modified by educators by designing students' curiosity to solve them. The constructivist approach is also a way for an educator to carry out the learning process with maximum results in an interesting way and to improve students' basic abilities. So that students have the breadth and freedom to explore all their abilities without having to be burdened. (Harefa et al., 2023)

The word learning media comes from Latin "*medius*" which literally means "middle", intermediary or introduction. In Arabic, an intermediary medium or messenger from the sender to the recipient of the message. Learning media are tools, methods and techniques used to make communication and interaction between teachers and students more effective in the learning process at school. (Nurfadillah, 2021)

Media in the learning process greatly influences students' learning processes in learning which in turn is expected to improve the learning outcomes achieved by students. Various studies conducted on the use of media in learning have come to the conclusion that the learning process and outcomes for students show significant differences between learning without media and learning using media. Therefore, the use of learning media is highly recommended to improve the quality of learning.

The role of media in learning, especially in early childhood education, is increasingly important considering that children's development at that time is in the concrete thinking period. Therefore, one of the principles of education for early childhood must be based on reality, meaning that children are expected to be able to learn something in real terms. Thus, early childhood education must use something that is possible and interesting so that children can learn concretely. (Zaman et al., 2010)

Meanwhile, what is discussed in this research is learning media using audio-visual media. Audio visual media is a type of media used in learning activities at school and at home involving hearing and sight at the same time in one process or activity. Messages and information that can be transmitted through this media can be in the form of verbal and nonverbal messages involving human hearing and vision. Some examples of audio visual media are films, videos, television programs and others. (Putra & Tressyalina, 2020) Because in audio-visual media there is a learning style of seeing, hearing. So that young children can understand learning quickly because there are real visual examples through audio-visual video learning media.

METHODS

In this research, the researcher used qualitative descriptive research, understanding the phenomenon of the research subject's experiences is the aim of qualitative research. For example, behavior, perception, motivation, action and so on, in a comprehensive descriptive manner in a particular natural setting, without human involvement and by fully using a widely applied scientific approach (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri , 2019)

Qualitative research is a distinct or independent field of study inquiry. This study touches on various scientific disciplines, themes and fields. Qualitative research is also descriptive and often uses inductive analysis. To ensure the research focus is in accordance with the facts in the field, this research method uses a theoretical basis. Apart from that, the theoretical basis is also useful for providing a general overview of the research background and as material for discussing research results (Rukin, 2019)

The research methods carried out by researchers were observation and interviews. The subjects in qualitative research to obtain accurate information were the principal, teachers and students of Kindergarten Aisyiyah 2 Ngawi.

RESULT AND DISCUSSION

Early childhood is a child who has an age range of 0-8 years and is in the potential period to develop all aspects of development, including cognitive, language, social emotional, motor physical, artistic, religious and moral values. Appropriate stimulation is needed to maximize a child's development potential. Letting children choose the learning activities they want based on the child's interest in playing is one way to do this (Prameswari, 2020)

Constructivist learning according to Piaget, known as the first constructivism, emphasizes that knowledge is built in the child's mind through assimilation and accommodation. Assimilation is the absorption of new information in the mind. Meanwhile, accommodation is rearranging the structure of the mind because of new information so that the information has a place (Feida Noorlaila Isti`adah, 2020).

Early childhood understanding, critical thinking, problem solving, and autonomous learning can all be improved with constructivist methods. Children can develop better understanding and knowledge with this method, students actively

engage with the material and gain hands-on experience. The constructivist approach is a learning approach that gives students the freedom to learn more actively, discover their own competencies and knowledge in students to develop the abilities that already exist within them, then change or modify them by educators, by designing students' curiosity to solve them. (Harefa et al., 2023).

Learning constructivist theory at an early age can develop human resources who have responsibility for taking risks, independence and sensitivity. This can also help them develop various elements of their potential through a lifelong learning process that helps them find their own identity (Putri & Putra, 2019).

The word learning media comes from the Latin "medius" which literally means "middle", intermediary or introduction. In Arabic, an intermediary medium or messenger from the sender to the recipient of the message. Learning media are methods and techniques used to make communication and interaction between teachers and students more effective in the learning process at school (Nurfadillah, 2021).

Audio visual media is a combination of audio and visuals. By using this media it will be more complete and optimal for carrying out learning activities and presenting teaching materials to students, besides that by using this media it can replace the role and duties of the teacher. In this case, the teacher does not always act as a presenter, there are times when the teacher only acts as a learning facilitator. In the field of learning, media is often mentioned as a tool in the teaching and learning process, with the aim of making students understand the process of conveying information (Amini & Suyadi, 2020). Meanwhile, visual features allow children to channel learning messages through imagination, the inclusion of elements The auditory element allows young children to receive learning messages through hearing. Students can be effectively influenced by their attitudes and emotions through audio-visual media (Fitria, 2018). Audio Visual Media is learning media that can be used in the learning process. Media that combines sound and sight in one process or activity is called audio-visual media, and is used in educational environments both at home and at school (Putra & Tressyalina, 2020).

At Aisyiyah 2 Ngawi Kindergarten, learning activities are active, creative and independent, students are involved in various activities that develop self-knowledge, there are activities to improve their abilities with an emphasis on learning through a constructivist approach using audio-visual learning media (M. Fadillah, 2014). As explained by the principal of Kindergarten Aisyiyah 2 Ngawi, Mrs. Sutini, "that for learning using a constructivist approach through audio-visual media, thank God the students were able to participate in the activities well." Although there are still some obstacles when the activity takes place, it is normal for young children. Therefore, it is very important for young children to be involved in constructivist learning activities with audio-visual learning materials to increase their self-awareness through real objects. This allows the expected learning objectives to be achieved as well as possible.

Educators apply constructivism to classroom learning to help students develop more confidence in their ability to respond to questions from teachers and dare to speak. When children take the risk of saying what they want to say, it's important to support them. In the constructivist learning process, instructors guide students and assist them in acquiring knowledge in order to provide a smooth and successful learning experience (Ulfadhilah, 2021).

Based on the results of interviews conducted by researchers with one of the teachers at Aisyiyah 2 Ngawi Kindergarten, one of the obstacles to implementing constructivist learning methods is "the presence of some children who are quiet and passive, this can slow down children's abilities and trigger a lack of exploration in children at school." Therefore, it is very important for parents and educators to provide advice or show empathy and encouragement to children to help them develop courage and self-confidence. Teachers must also take action gradually and refrain from imposing their will on students.

Based on the results of the interview, there were several preparations made by the teacher, according to Mrs. Susi, "The preparations made by the teacher before carrying out constructivist learning for early childhood through audio-visual media include, teachers need to do research on the theme of flooding, including the causes, impacts and ways to overcome them. Educators also need to prepare learning materials that are appropriate to the child's level of development and interests. Teachers need to

choose appropriate learning materials. "This can be in the form of a short video, picture or animation that is interesting and relevant to the theme of flooding. Here, the Aisyiyah 2 Ngawi Kindergarten teacher uses an animated film story about the flood disaster."

Here, the Aisyiyah 2 Ngawi Kindergarten teacher uses the YouTube application in learning, of course by selecting appropriate content, ensuring that the content supports positive learning and has good educational value. Teachers must supervise children's use of YouTube, ensuring access to content that is safe and in accordance with the curriculum. Active interaction, after watching the video, teachers can hold discussion sessions or activities that actively involve children to stimulate critical thinking and their understanding of the material presented. Teacher evaluation and assessment. Teachers need to evaluate the effectiveness of using YouTube in learning.

Based on the research results, at the beginning of the activities at Aisyiyah 2 Ngawi Kindergarten, applying a constructivist approach with audio-visual media, the researcher saw the children's happy expressions, when the teacher directed them to the audio room that had been prepared, arranged the seats so that the children were comfortable when watching the video. has been played by the teacher. The children were also very enthusiastic about watching the animated flood story film. This also proves that the Aisyiyah 2 Ngawi Kindergarten teacher succeeded in fostering student learning motivation by using a variety of interesting presentation methods. Telling stories using audio-visuals makes children happy because they can hear the story being told and see the moving pictures that accompany it. Because early childhood children must be able to learn about the real world through real objects, one of the principles of early childhood education must be based on reality.

It is quite simple to create a high-quality learning environment, encourage children's curiosity about learning, try to let them explore and get to know the characteristics of the learning environment. Teachers succeed in creating a learning environment that meets students' needs if students are always enthusiastic about participating in the learning activities they design and do not get bored easily (Yaffie. Evania, 2019).

In early childhood education, independent learning maintains a child's capacity to take initiative and accountability in their own educational journey. This must be done with children's freedom to explore, solve problems, and gain knowledge from their experiences without needing parents or instructors to provide clear directions. Independence includes an attitude that does not depend on other people and makes efforts on oneself in learning and in solving problems. Independence is part of a person's personality that must be instilled from childhood. In general, independence can be seen from behavior, but also in social and emotional forms (Wulandari et al., 2018).

The constructivist approach to early childhood is that children learn to develop their own knowledge. In this activity, the Aisyiyah 2 Ngawi Kindergarten teacher followed a daily learning program plan with the theme of flooding. In the context of learning the flood theme using audio visual media.

CONCLUSION

Based on the findings and discussion of the constructivist approach in early childhood education, it is an interesting research subject. This study emphasizes the importance of children's active interaction in the school environment. One effective way to apply a constructivist approach is through audio-visual media. The use of audio-visual media can provide a fun and interesting learning experience for young children. Through images, sounds and movements, this media can help children understand the causes and effects of floods. Apart from that, audio visual media can also help children learn independently through concrete objects. This is in accordance with the principles of constructivism which emphasizes the importance of learning guided by individual needs and interests.

Overall, a constructivist approach in developing self-knowledge in early childhood can improve children's learning experiences. By utilizing this media wisely, children can gain a better understanding of the world around them while remaining active and engaged in the learning process. Apart from that, the Aisyiyah 2 Ngawi Kindergarten teacher carried out this activity well because in this activity the teacher only acted as a facilitator for the children as active learners and knowledge

constructors. So that the results of this learning can increase concentration and self-knowledge in young children. If children are concentrated in learning, then of course the learning goals will be achieved optimally.

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