

# Developing the Video Media Based on Character to Enhance the Moral Value of Children in the Kindergarden B Group

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**Abstract:-** The background of this reseach is focusing in the effort to enhance learning media in form of video about the learning that based on character to simplify the process of character learning in nursery education. The purpose of this research is developing a video media to enhance the children' moral value which is taken from the Indonesian educational ministry policy number 146, 2014 about moral in the scope of moral development and religion, they are: (1). Be Honest, helping, be polite, respectfull, sportif, et cetera, to the nursery students in kindergarden, B group. The reseach is done in ten phases according to the theory of the Dick and Carey (in Borg and Gall (2007)) developing research. (1). Identity Instructional Goal, (2). Conduct Instructional Analysis), (3). Analyze Learners and Contexts), (4). Write Performance Objectives, (5). Develop Assessment Instruments. (6). Develop Instructional Strategy, (7). Develop and Select Instructional Materials, (8). Design and Conduct Formative Evaluation of Instruction, (9). Revise Instruction), (10). Design and Conduct Summative Evaluation. The field study has been done for teen meetings by comparing the test result among the experiment classes which are applying the video media based on character in which the researcher develops it and the control classes which are applying the old system to teach about character. The data analysis in field study, showing that  $T_{counting}$  is smaller than  $T_{table}$  ( $0.75 > 2.110$ ), this the  $H_0$  is rejected and  $H_a$  is accepted. In conclusion, there is a significant difference between the control classes and experiment classes in which applying video media based on character can enhance the ability of students in religion and moral according to the indicator of policy number 137.

**Keywords:-** Video Media, Character Education, Moral Value.

## I. INTRODUCTION

The golden age, an age where the child still needs stimulus for growth and development both physically and spiritually so that children can grow and develop optimally in accordance with their development stage. In the period that age children will be very sensitive to everything that happens in the environment. Early childhood is a figure of individuals who undergo a process with a very rapid development, children experience the process of changing

the form of growth, development and improvement of both physical and spiritual aspects that lasts a lifetime, gradually and continuously. (Mulyasa, 2012: 6)

This is in line with those expressed Sujiono (2009: 6) Early childhood is a figure of individuals who are undergoing a process of rapid development and it highly affects later in life. Early childhood is a unified whole both physically and spiritually forming a unique person. Early childhood is the time to provide education in accordance with the age and stage of development to form a personality in the future. During the early childhood easy to replicate and melakukan apa seen and heard without knowing where that can be done and what should not be done. If introduced early age education appropriate to their age and stage of development in the next age the child will be a good person. Therefore it is very important given the character education in early childhood, because it becomes the basis for the future provision.

Character education is a value investment system to members of the existing character in an institution, which includes knowledge, awareness or willingness and action to implement these values. School becomes a valuable place for the cultivation of values and practice to develop a personal character that children become increasingly intact, appreciate freedom, and responsible as an individual and social being. (Kurniasih and Sani, 2017: 67)

Institution or school has a good opportunity to teach character values in children through various media in the learning character. In early childhood interesting learning media is needed by younger children. Kids can dig directly feelings through existing learning media. This is in line with the opinions Kurniasih and Sani (2017: 67) moral learning in school on Early Childhood can leverage the power of existing technology in the form of video, so that the child may be able to capture the verbal message mono-message and multi-messages conveyed through images served as the relationship of the events recounted in the groove. Intelligence, skill and dexterity of someone different. There is an easy understanding of see there that takes a long time to make sense of an event. For this reason, the teacher's role is indispensable when children see a movie or media information in electronic media and gadgets.

Damon (in the Journal of Early Education and Development, University of Missouri, Martin 2015) states that children's moral sensibilities easily led if we do not impose them become adults, but adults should get into the child's world. The tendency of adults to impose what is considered it good to children. We need to remember that children also have a desire that we as adults should know and understand what they desire, because what is in the child's mind is not as far as what is on the minds of adults.

Permendikbud No. 146 of 2014 on early childhood curriculum Article 5, paragraph 2 states Program development of religious and moral values encompass embodiments learning environment for the development of good behavior that comes from religious and moral values as well as sourced from public life in the context of play. Learning activities at an early age is required media that appeal to children will be easy to understand given the materials that activity to be efficient and effective learning. According Munadi (2013: 7-8) media learning everything you can deliver and deliver a message from a source in a planned manner so as to create a conducive learning environment in which the recipient can make the learning process efficient and effective manner.

Selection of media in learning activities is very important because it will affect the materials that will be delivered to the children will be well or not. Selection of media should pay attention to some things that are important among other characteristics of the contents of the message, how to explain the contents of the message and the characteristics of the message recipient. (Mustaji, 2013: 21). One medium that can be used in developing moral values in early childhood is the video media. Media video is non-print media teaching materials that are rich in information and can be delivered completely in front of the students. This is because the characteristics of video technology to present moving pictures and sounds that accompany it. (Daryanto, 2013: 87).

Researchers conducted observations in kindergarten bud Lestari, there are still children in their everyday moral refraction not perform consistently as behaving politely, apologizing when making mistakes, patiently waiting their turn, sharing food and helpfulness. During the observation of teachers are still learning the characters convey through print media such as books or posters and accompanied by using LK to differentiate good and bad deeds. Usage of video media in conveying the character study has not been done. Media videos are available at the school in the form of video or imitating gymnastic activities and songs. According to interviews with the kindergarten teacher-B obtained information that the delivery of learning material laden character values using print media story books and posters are less effective. This is because there are still children has not been consistently doing material that has been delivered.

Observation has done research into the idea of making learning media in the form of video media as a variety of learning media in conveying the moral values in children.

Media to be developed are charged video media character values to improve the moral development of young children. Through the medium of video is expected children will be happy as a moving image and sound that can be heard clearly, even they can also be read from the text of the video is to clarify any event or scene in the video for those who are able to read and effective in the delivery of learning materials.

The purpose of this research describe the feasibility media video-based characters to boost child development Moral Values in kindergarten Group B and Describe the effectiveness of media character-based video improve development Moral Values child in Kindergarten Group B.

## II. THEORETICAL FRAMEWORK

### ➤ *Video Media*

Video media is a medium that is in the process of combining two senses, namely sight and hearing to convey a message in the form of verbal and non-verbal eligibility can be seen directly in the video. Daryanto (2013: 86-88) states that the video program can be utilized in the learning program, because it can provide an unexpected experience to students, a video program can be combined with animation and speed settings to demonstrate the change from time to time.

Video media is anything that allows the audio signal can be combined with a moving image sequentially. The video capabilities in visualizing the material is particularly effective to help deliver dynamic content. The materials that require visualization demonstrate such things as specific motor movements, facial expressions, as well as the atmosphere of a particular environment is best served through the use of video technology. This is in line with that expressed by Munadi (2013: 127) video is an effective communication tool for students, because they can see through the pictures and listen to what is heard in the process. Kids easily remember from the reading ataumendengar only.

### ➤ *Character Building*

According to Sri Juidiani (in Fadlillah & Khorida, 2016) character education is education that develop character values in students so that they have value and character as the character himself, applying these values in the life of himself, as a member of society and citizens religious, nationalism, productive, and creative. Education experts Darmiyati Zuchdi value (2008, in Adisusilo, 2014: 77) gives the meaning of the character (character) as a set of traits that have always admired as a sign of goodness, virtue and moral maturity of a person. Further, he said that the goal of character education is to teach certain traditional values, values that are widely accepted as the basis of good behavior and responsible. It is intended to foster a sense of respect, responsibility, compassion, discipline, loyalty, courage, tolerance, openness, work ethic and kecintaan God within oneself.

Character education is the process of providing guidance entirely to a student to become fully human character in the dimensions of the heart, thought, soul, feeling and intention. Character education can be understood as values education, character education, moral education, character education, which aims to develop the ability of young children to provide good decision-making, preserve what is good, and embodies goodness in everyday life with a vengeance.

#### ➤ *Development of Moral Value*

Moral development is appropriate behavior social moral code which is controlled by the moral aspects and rules of behavior becomes a habit for members of a form of power and determine patterns of behavior expected of all members of the group. Moral development involves a reciprocal relationship between children and parents, learners and teachers or between friends with friends, and seterusnya. A reciprocal relationship occurs because of the interaction of a person in various aspects include cognitive, affective and psychomotor in conjunction with the environment and each other so that a person can develop into more mature both physically, spiritually and morally. Sjarkawi (2016, in Adisusio, 2014: 4-5).

### III. RESEARCH METHOD

This type of research is the Research and Development (R & D). The products developed are in the form of video-based learning media characters. Applications approach to Research and Development (R & D) in this study is a product of education charged character and validated in this research is the instructional media such as video-charged characters to improve the moral development of children kindergarten group B. According Syaodih (2013: 164) a step- step in development research is to develop a new product or an existing product meyempurnakan, and accountable. This research products produced in the form of video lessons laden character values to improve the moral development of children in kindergartens group B.

Model development using Model Dick and Carrey (in Borg and Gall, 2007: 590) which consists of 10 instructional design steps: (1) Identity of Instructional Goal; (2) Conduct Instructional Analysis; (3) Analyze Learners and Contexts; (4) Write Performance Objectives; (5) Develop Assessment Instrument; (6) Develop Instructional Strategy; (7) Develop and Select Instructional Materials; (8) Design and Conduct Formative Evaluation of Instruction; (9) Revise Instruction; (10) Design And Conduct summative Evaluation.

In the pilot phase of this product is done through a number of activities to collect data that can be used as a basis in determining the effectiveness and feasibility of a product. At this stage consists of expert validation, individual testing phase, the pilot phase of small group, large group trial stage and phase of field trials. The subject of the trial is the subject matter experts, instructional media expert and testing on the target product.

The collection of data on research using observation and questionnaires. The observations were made for the observation of moral behavior of children at school either a long time in the classroom and outside the classroom. Questionnaire was conducted to obtain data on the opinions and comments of target trials on teaching media are developed. The data analysis technique used is descriptive qualitative and quantitative

### IV. RESULT AND DISCUSSION

#### A. *Development Product*

➤ **Identity Instructional Goal.** At this stage, the researchers conducted an analysis needs required by the institution to teach character education to early childhood through interviews. Interviews were conducted in kindergarten bud Lestari, Wiyung. At the time of the interview to the agency, the researchers asked the developmental aspects of what is still lacking and which can be given a solution that can be increased according to expectations and how the delivery of teaching character education to the children, the media being used and what the constraints in the delivery learning the characters. The results of the interviews conducted to teachers at the institute, researchers can determine what the needs in these institutions especially those of educators in conveying the character of learning materials. The result of the interviews will be used in designing a value-laden video characters to improve the moral development of young children. Interviews were conducted in kindergarten bud Lestari, Wiyung which will be used as research sample.

➤ **Conduct Instructional Analysis.** Analysis intruksional is another step in making the design to determine the skills, knowledge and attitudes required by younger children. Ketetampilan is tailored to the character values required by the institution concerned. The values of these characters are in the 5-6 age STTPA on the scope of moral values, namely: 1). Behave honestly, helper, polite, respectful, fair, etc., 2). Distinguishing good and bad behavior

➤ **Analyze Learners and Contexts.** This analysis was conducted to identify the behavior and characteristics of children by making observations and interviewing process. The interview process is given to children TK buds Lestari, Wiyung to identify the behavior and characteristics of the child, then there are four questions that will be given: (1) Students kindergarten age ?; (2) How do the characters in their daily life ?; (3) The social status within the family ?; (4) Did you ever see a video that teaches children character?

➤ **Write Performance Objectives.** The purpose of this research in general is to develop a medium to improve or develop a child's character. Specifically the purpose of this study was to apply a wide range of good character to children, especially as in the Minister of National Education number 137 of 2014 on early

childhood education standards in the sphere of moral and religious development include: 1). Behave honestly, helper, polite, respectful, fair, etc.

development stage. Writers get input from various parties, then made a storyboard of the video characters to be created.

- **Develop Assessment Instrumens.** Based on the objectives that have been written above, the next step is to develop grain parallel assessment (criterion reference test) to measure the ability of students as estimated from the goal. The main emphasis is laid on character values correspond Education Minister Regulation number 137 of 2014 on the scope of Religious and Moral Values
- **Develop Instructional Strategy.** In part this instructional strategies to help researchers develop strategies for early childhood to achieve each objective is commonly called the learning plan. Learning design used in the development of instructional media is formed in a Daily Lesson Plan (RPPH) made as many as 10 meetings.
- **Develop and Select Instructional Materials.** The design of this instructional video product development was made after conducting interviews with educators and observation in children. Drafting through several stages of learning multimedia production, including the determination of ideas (general purpose learning), determination of the specific goals of learning, early childhood characteristics analysis, make matter content (content outline), written treatment (synopsis description of the material). In this section required the help of the expert test and test materials to produce the concept, material, descriptions and storyboard is good and right. After the bill is approved by expert testing and material testing, the author enters the product

- **Design and Conduct Formative Evaluation of Instruction.** This formative evaluation will be conducted three stages: expert testing phase, test phase of individual and small group test. The purpose of this formative evaluation to find out what the shortcomings of the product that has been developed so that it can be improved and revised so that valid and worthy of study subjects tested on. The team of experts at expert test phase consists of two experts that media expert test and test materials experts (content). The next stage is tested to the individual, who will have a child to represent the target population. The purpose of this individual test phase to identify and develop the existing activities in the classroom in RPPH, media, consumer guidance and observation sheet. Small group test will be conducted no child is made up of five randomly selected children but represent the target population.

- *Validation Expert Media*

Validation of experts carried out to test the feasibility of the media before the media was used to test a group of individuals, small groups and large groups. Data obtained from the results of expert validation form of qualitative data in the form Comments and suggestions where the data is in the form of a questionnaire with "appropriate" and not "appropriate". Questionnaire Results of Dr. Bachtiar S. Bahri, M.Pd. as media expert validator. The validation results as follows:

No	Indicator	Assesment Result		
		Coresponding	Not coresponding	Rescord
1.	Clarity of learning objectives characters in video media	√		
2.	Video can teach pengenalam concept of moral values	√		
3.	The accuracy of the order of the material to the learning objectives expected	√		
4.	The scope and depth of the material in accordance with the purpose of learning expected	√		
5.	Clarity delivery of material character	√		
6.	The relevance of the material to the learning objectives	√		
7.	Compliance with the stage of development of Early Childhood	√		
8.	Compliance with the achievement of development	√		
9.	Compliance with the development of indicators	√		
10.	Compliance with the theme of learning	√		
11.	The suitability of learning materials with learning needs	√		
12.	Matter is involves more than one sense of the child (Multisensory)	√		
13.	Correspondence between video with instructional materials	√		
14.	Clarity description of the material with the theme of learning	√		
15.	The accuracy of the displayed video	√		
16.	The accuracy of the displayed sound	√		
17.	The accuracy of the source of support	√		
18.	Clarity video shown	√		
19.	The sound clarity displayed	√		

Table 1:- Result of Character-Based Video

The above table shows that the media early childhood learning for the whole variabelnya no revision so that it can be feasible use of the appeal / the attractiveness, the narrator, motivation, relevance, accuracy and technical quality. Validator demonstrated that video learning these characters can be used directly in the learning character.

Before got approval to use the media, the writer must revise product 2 times because there are some things that have not been appropriate, especially in terms of clarity of purpose of learning the characters on the video media, clarity delivery of content of character, conformity with the

development of indicators, the suitability of learning materials with learning needs, compatibility between video with instructional materials. After the author to revise the product then the product is approved for in ujjcobakan.

• *Validation Expert Content*

Next is the validation conducted by Dr. Anung Priambodo, S, Pd, M.Psi.T. as a content expert learning materials AUD. Here is a video validation results for early childhood learning about quality of content and objectives, and instructional quality.

Variabel	Indicator	Coresponding	Not Coresponding	Record
Fill Material	The material developed loaded with character	✓		
	The material can provide knowledge about moral values clearly	✓		
	The relevance of the material to the learning objectives	✓		
	Compliance with the stages of early childhood development	✓		
	Compliance with the achievement of development	✓		
	Compliance with the development of indicators	✓		
	Compliance with the theme of learning	✓		
	The material can provide knowledge of the character values	✓		
	The material can provide convenience in the delivery of learning the characters	✓		
	The material can provide motivation to children to improve their moral development	✓		
	Materials provided to facilitate the child to imitate the good deeds in daily life	✓		
	The material can provide motivation to children to improve their moral development	✓		
	Correspondence between the images with the learning material	✓		
	Clarity description of the material with the theme of learning	✓		
	The accuracy of the displayed image	✓		
	The accuracy of the displayed sound	✓		
	Suitability backup sources	✓		
The clarity of the image displayed	✓			
The sound clarity displayed	✓			
Attractiveness	The attractiveness of the display image	✓		
	The attractiveness of the voice views	✓		
	The attractiveness in terms of size image	✓		
	The attractiveness to inflict decided to see	✓		
	The attractiveness according to Early Childhood	✓		

Table 2:- Validation Results of Matter Content Based Video Character

Table 2 above shows the contents of the learning materials validator AUD have agreed that most of the variables and indicators have met so that it can be said of the media fit for use of the content of the material. Before got approval to use this media writer must revise product 1 times because there are some things that have not been appropriate, especially in terms of clarity about the

character aired video. After revising the advice validator then the product is ready to use for testing.

• *Individual Trial*

Validation of learning media for early childhood is also made to the individual testing as much as two children. Here are the results of these trials:

Answer	Item Questions										amount	%
	1	2	3	4	5	6	7	8	9	10		
Yes	2	2	1	2	2	2	2	2	2	2	19	95
No	0	0	1	0	0	0	0	0	0	0	1	5
Amount	2	2	2	2	2	2	2	2	2	2	20	100

Table 3:- Results Validation of Video Character Based on Individual Trial

Table 3 above shows that 95% of the individual group members provide answers "yes" and 5% gave the answer "no" so that it can be said that video media deserves to be used and passed on to the small group trial.

• *Trial Small Group*

Validation of learning media for early childhood is also done to small groups consist of 5 children. Here are the results of these trials:

Answer	Item Questions										amount	%
	1	2	3	4	5	6	7	8	9	10		
Yes	4	4	2	4	4	2	4	4	4	4	36	90
No	0	0	2	0	0	2	0	0	0	0	4	10
amount	4	4	4	4	4	4	4	4	4	4	40	100

Table 4:- Video Validation Results Character Based on the Small Group Trial

Table 4 above shows that the bulk of the 90% of small group members provide answers "yes" and only a small fraction 10% who answered "no" so that it can be said that video media deserves to be used and passed on to be tested on a large group.

• *Large Group Trial*

Validation of learning media for early childhood is also carried out to a large group of six children. Here are the results of these trials:

Answer	Item Questions										amount	%
	1	2	3	4	5	6	7	8	9	10		
Yes	6	6	6	6	6	4	6	6	6	6	58	96
No	0	0	0	0	0	2	0	0	0	0	2	4
Amount	6	6	6	6	6	6	6	6	6	6	60	100

Table 5:- Results Validation of Character Based Video on Trial Large Group

Table 5 above shows that the majority of 96% of the large group answer "yes" and only a small 4% who answered "no" so that it can be said of video media are eligible to be used in field tests to see apakakh no improvement in teaching and learning in character fields according to the indicators on National Education Minister Regulation number 146 on the religious and moral values.

• *Field Trial*

In this field trial stage, product instructional videos that have been used in the validation process of early childhood learning (TK-B). This field test is divided into two classes, namely the experimental class and control class, the experimental class has nine early childhood and grade control as much as 10 early childhood. After the test results obtained experimental class and control class and then the data is processed by software SPSS and obtained the following results:

	Test Value = 9					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Experiment class	19.000	8	.000	10.55556	9.2744	11.8367
Control class	15.204	9	.000	9.40000	8.0014	10.7986

Table 6:- Output View One-Sample Test

Data	Class	
	Experimen	Control
N (Total Student)	9	10
Average	19.55	18.40
Standard Deviation (SD)	1.66	1.95
SD squares	2.75	3.80

Table 7:- Average control class and experimental class

From the table above, it can be seen that the variance (square of standard deviation), the largest is 3.80 and the smallest variance is 2.75. T-test to determine who will be selected for testing hypotheses, it needs to be tested before the second variance homogeneous samples or not. Testing homogeneity of variance test using F test with the following formula:

$$F = \frac{\text{Biggest variant}}{\text{Smallest variant}}$$

$$F = \frac{3.80}{2.75}$$

$$F = 1.38$$

To determine whether homogeneous or not, then the price of F needs to be compared with F table (Attachment 26). Fhitung test results indicate that the homogeneity of variance 1.38. With significance level set = 5%, then Ftabel = 3.23. From the above results Fhitung 1.38. If Fhitung smaller than F table then called homogeneous and vice versa. From the results above show that Fhitung

smaller than F table ( $1.38 < 3.23$ ). Apparently the price of F is smaller than F table ( $1.38 < 3.23$ ). Thus the  $H_0$  accepted and  $H_a$  rejected. This means that the variance is homogeneous.

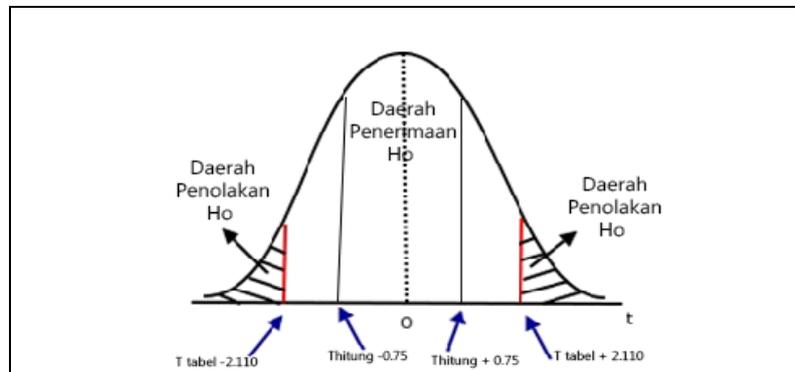


Fig 1:- Application of Test Two Paties (Sugiyono 2013:99)

From the picture above, it appears that Thitung smaller than the ttabel ( $0.75 > 2.110$ ). Thus  $H_0$  is rejected and  $H_a$  accepted. So in conclusion there is a significant difference between the experimental class and a control class that by using character-based video learning media can improve children's ability in the field of morals according to indicators of National Education Minister Regulation number 146

video character, teach children how to be polite, patiently waiting their turn, apologized, helpful and easy to share with people around that need. This is in line denagn contained in Regulation of the Minister of National Education 137 menegnai religious values and moral development of children in Group B, TK bud Lestari, Wiyung.

➤ **Revise Instruction.** After all the trials conducted so do Revision Instructional implemented in five phases, namely (1) the revision of media experts, (2) a revision of expert content or materials, (3) the revision of individual testing, (4) The revision of the small group trial and (5) a revision test a large group, which later revisions were made until approved by each stage. If you still have not approved it will continue to be revised so that the media be more effective instructional tool. Revisions made Researchers have previously discussed and revised ditahap attached.

Video character-based learning is an effective media for educators to convey kaarkter learning for young children because children will see firsthand how to practice it in our daily lives. Videos can be played over and over as needed child until the child is learning to really understand the characters presented. Kids can see firsthand examples of practice that can be applied in everyday life. Children can also be consulted on the video they watched. Learning to use the material presented story book to children is limited depending on the extent to which teachers have the creativity in storytelling.

➤ **Design And Conduct Summative Evaluation.** The results at this stage of the above as a basis for writing the necessary tools. Results of further devices validated and tested in the classroom / implemented in the classroom with summative evaluation. However, according to Borg and Gall (2007: 591) This measure is not part of the design process because it does not involve the designer but involved an independent evaluator. Therefore, in the development of summative evaluation is not done. Development steps are performed only at stage 9 that is, until the revision of product design development so that the product is ready for use.

Video media development for early childhood developed in this study noticed theory advanced by Helen G. Douglas, in Muckhlas (2012: 41): Character is not inherited, One builds its daily by the way one thinks and acts, thought, action by action. Character is not inherited, but is formed by refraction in thinking and in acts of daily life, from perbutan one act to another. Characters understood how a person thinks and forth in a deed to deed the other to form a behavior that has a noble character both in scope as personal, family, community, nation and state. Each character is formed that can synergize with each other, cooperate with each other and hold each other java with every peruatan accomplishments

Development of character-based video media are the media pemebelajaran designed for educators as a learning medium karakter. Teachers give lessons in the form of a

This is in line with Trianto (2009: 235) learning to use video to encourage the learning process for young children because the thought of early childhood akana grown in line with the interests and kecepatanntya in capturing an information melalai this medium, they can interact directly

with an Environmental, giving stimulation in children's learning experience in providing perception and concept, so it appears the same concept.

DESCRIPTION he ats indicate where the preciousness of character for the nation and the importance of a learning media in realizing successful a character generation. The author takes the research development of instructional media in the form of video that can be used in the process pembelajaran character every day.

Daryanto (2010: 86) states use traditional learning is very effective if that video because it can help the learning process in individuals, groups and mass. According Daryanto (2010: 87) the process of information absorption children are more easily absorbed if the delivery of information involving listeners and visual senses. Children will be more receptive to the information and store it in his brain if that engage in thinking using inder vision and hearing.

Along denan theory Elizabeth B. Hurlock (in Susanto, 2011: 38) states using video media as a learning medium eat the child's development will increase due to the stimulation provided through the video.

Penegmbangan character-based video media is feasible sdisahkan to children because it has diujika cobakan to media experts and the results of the material. The development of this character-based video media according to the indicators in the National Education Minister Regulation 146 of 2014 on religious and moral education of early childhood in accordance with the level of development.

Early childhood is a time children see concrete examples in everyday life. Pendiakn character will be conveyed properly if the children can see an example of real or direct and direct practice. This character-based video development easier for children to learn firsthand how learning these characters can increase the child's moral values. Children are invited to discuss on the video they see, mention may be imitated or acts that should not be imitated. Children are invited to practice directly on the characters discussed that day in accordance with RPPH made by teachers, if they do not understand or comprehend videos can be repeated as needed. Children are invited to practice and evaluated through self-reflection of each child, if the child can do it then the child is given a reward in the form of a sticker or stamp if one is not able to do the child is given the motivation and passion to continue to do so. Teachers to motivate the child to continue to do so, not only the child's teachers also did the character discussed that day. A good example is when a teacher can do it consistently.

The above description illustrates that the video media based this character is effective to use because it can promote the development of moral values of children in

accordance with the level of development and abilities of the child as stipulated in the Regulation of the Minister of National Education No. 146 of 2014 of the standards for early childhood education, the scope of the development of moral and religious among others: (1) understanding the behavior of noble (honestly, helper, polite, respectful, and so on)

## V. CONCLUSION

The conclusions of this study can be taken after all the results of learning activities that have been carried out for two cycles, and based the entire discussion and analysis has been done can be summarized as follows:

This character-based video media has undergone feasibility studies through several stages of testing media expert, material expert testing, the test group of individuals, the small group trial and test large groups. Media experts claim that video-based characters have no revision, because the whole variabelnya has been qualified for use as a medium that conveys learning laden character values, the suitability of the material by the age of early childhood, the accuracy of the displayed video, the accuracy of sound, precision sources of support , clarity of video and voice clarity. The trial results showed that the whole matter experts variable in questionnaire no revision. Subject matter experts provide input to be given writing what characters are displayed so that the children can focus and clarify his voice, the overall subject matter experts stated already good and worthy to be used. The author receives input from subject matter experts and revised in accordance suggested by subject matter experts. The next trial is a group of individuals, after being eligible to be used as a medium of learning by media specialists and subject matter experts. Video-based character was tested on groups of individuals. The trial results grouped individuals give an answer "yes" by 95% and "no" as much as 5% of the variables that exist in the questionnaire, so we can say the video is eligible to be used as a medium of learning for Early Childhood. The trial results subsequently forwarded to a small group. The results of the small group trial showed that a large part of giving the answer "yes" by 90% and give the answer "no" by 10% so that it can be said these media fit for use as a medium of learning for early childhood and continued to be tested in a large group.

Calculation formula that has been done in the study generate test looks Thitung Thitung smaller than the ttable (0.75 > 2.110). These results suggest that Ho is rejected and Ha accepted. The calculation of this formula tells us anvideo based this character can enhance the development of children's moral value in class experiments and provides an excellent change base than classroom control. The development of this character-based video media in accordance with National Education Minister Regulation number 146 on the moral values of religion, among others: (1) Understanding the behavior of noble (honestly, helper, polite, respectful, etc.).

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