The Use of Video "Sidoarjo Story Sound" to Improve Listening Ability and Recognize the Socio-Cultural Environment of Kindergarten Student

by Andi Mariono

The Use of Video "Sidoarjo Story Sound" to Improve Listening Ability and Recognize the Socio-Cultural Environment of Kindergarten Student

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ABSTRACT

The purpose of research to describe the ability to listen and recognize the socio-cultural environment through the use of video "Sidoarjo Story Sound" in kindergarten children group B. With the research subjects of children aged 5-6 years of group B at Happy Kids School Kindegarten in Sidoarjo with a total of 22 children. The research method uses experimental research with one group pretest-posttest design. Data collection instruments use descriptive quantitative statistical analysis techniques. The findings of this study showed that video "Sidoarjo Story Sound" can improve the ability to listen and recognize the socio-cultural environment in group B by 0.88 with a high category and 0.97 with a high category. Implication of the research can combine Sidoarjo Story Sound videos with other learning methods and adjust the development of technology and curriculum used in schools.

INTRODUCTION

Curriculum as a planning device and system about the objectives, content, materials and methods used in the learning and teaching process to achieve educational goals have an important role in national education (Wahyuni, 2016). Early Childhood Education in this case, is carried out by providing targeted simulations to optimize the growth of children aged 3-6 years including the introduction of values, religion and morals, control of emotional social behavior, language development, thinking or cognitive, motor physical maturity, and art, with the aim of preparing early childhood to be able to face life in its time.

Early Childhood is a child aged 0 to 6 years who goes through infancy, toddlerhood, and pre-school age who grows and develops with characteristics of curiosity, has a unique personality, likes to imagine and fantasize, egocentric, has low concentration, spends most of his activities to play, has not been able to describe, describe something abstract (Wiyani, 2016). According to Wisadirana (2019), early childhood still needs something concrete that can be seen, played, held and tried. From concrete things they will find interesting and new things, so as to be able to develop all their potentials in accordance with 6 aspects of development.

Speaking of developmental aspects, aspects of language and cognitive development are the most important things for the development of early childhood social environment (Madyawati, 2016), the scope of children's language development starts from listening ability and cognitive development including getting to know the socio-cultural environment. The combination of these two important aspects of language and cognitive is very closely related. But of these two abilities need to get the right guidance. Susanto (2012) revealed that language learning is very important in children before the age of six.

Language development is one aspect that needs to be developed in early childhood (Pebriana, 2017) because language is a means to communicate to express their ideas, thoughts, and feelings to others.

According to Adipu (2019), listening is a receptive spoken language ability. Receptive activities such as listening to stories will form simple morphological and syntactic abilities, namely being able to retelling fairy tales or stories that have just been listened to is the development of the language of children aged 5 years and above. Therefore, listening ability is very important in aspects of language development (Maghfirah, 2012). If the child is used to listening to good and positive things, then the child will get various information, making it easier to develop other aspects of the language such as speaking, reading and writing. Furthermore, the importance of cognitive development for early childhood, able to explore the surrounding world through its five senses, so that with the knowledge it obtained the child will be able to carry on his life and become a whole human being with his nature as a creature of God that must empower what is in this world for the benefit of himself and others (Astuti, 2014).

Early childhood education teachers have a big role to play in language and cognitive development (Widyatmoko and Muhtadi, 2017). Teachers must have a variety of model innovations, methods and learning that are able to improve language skills, especially in listening and cognitive abilities, especially in knowing the socio-cultural environment. How to practice early childhood's language and cognitive skills can be done in a variety of ways, ranging from games, interesting media and storytelling skills (Izzati and Yulsyofriend, 2020). By paying attention to various types of learning media, both visual, audio, audio visual, or multimedia, it must adjust the environment and needs of children. With interesting media that is able to meet the needs of children while learning, children will feel happy without feeling burdened with learning materials.

Ideally, the teaching and learning activities that take place at Happy Kids School Kindergarten in Sidoarjo, especially in the development of listening and getting to recognize the socio-cultural environment has used multimedia. However, the media used by teachers is limited to power points in the form of materials, due to the limited skills of teachers in terms of media development. This is in accordance with Yulia (2019), a learning media as a learning guide that is very fun and interesting for children in helping to solve complex problems. So far it has gone well without constraints, but when looking at the times and technological advances, there needs to be a development of learning media to be more interactive and innovative. Often teachers ignore the importance of media in learning without realizing that the learning they teach is very boring to students, especially in the early childhood who tend to prefer new things and attract attention. Teachers consider the use of the media very difficult in terms of its development, as well as a long manufacturing time and requires a lot of cost. According to Zaini and Dewi (2017), play activities using learning media can stimulate all aspects of children's development, therefore in early childhood learning is in need of learning media. Based on the gap between facts and expectations, and to improve language ability in terms of listening and cognitive ability in terms of recognize the socio-cultural environment, the researchers used video of "Sidoarjo Story Sound".

RESEARCH METHOD

Research method using experiment method use one group pre-test posttest design (Sugiyono, 2017). The population and samples of the research are student group B in Happy Kids School Kindergarten Sidoarjo as many as 20 students, with saturated sampling technique. The research procedures are follow:
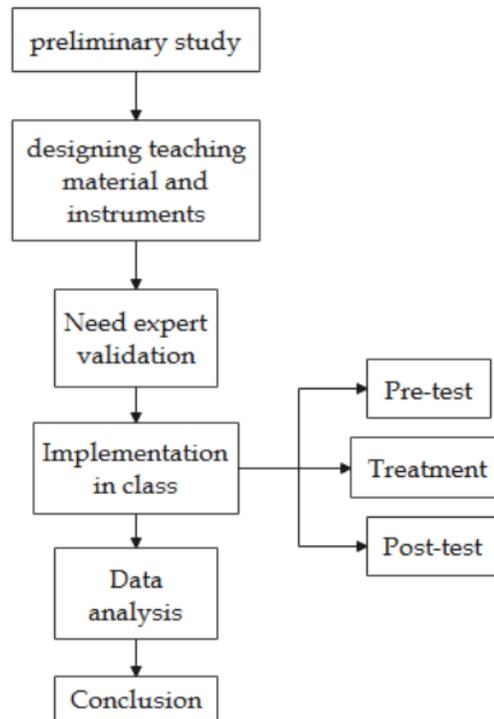
Picture 1. Diagram of research prosedures.

Based on Picture 1, it can be stated that the research starts from a preliminary study, where there is a gap between facts and expectations in TK Happy Kid School Sidoarjo that the ability to listen and know the social environment of children is considered still less than maximum so that it requires alternative solutions through learning media in the form of video "Sidoarjo Story Sound". Based on these gaps, researchers designed learning devices and instruments to determine their improved scores. The devices and instruments that have been made are then validated by experts, until the devices and instruments are declared valid and feasible to use. After the learning devices and instruments are declared valid and feasible to use, they are then implemented in class B of TK Happy Kid School Sidoarjo using one group pre-test and post-test design experiments. The design of this research provides an initial test in the form of observation, then given treatment using video of "Sidoarjo Story Sound", and the final test is also in the form of observation of language ability in terms of listening and cognitive ability in recognize the socio-cultural environment. The data collection instruments use observation sheets with the reach of Likert scale by referring to indicators of listening ability and getting to recognize the socio-cultural environment. Instruments

that have been designed are then examined by experts in their fields to find out the feasibility of the instrument. The results showed that the research instruments were valid and feasible to use. Data analysis techniques use descriptive quantitative, namely calculating the increase score using N-gain calculations. The category of the N-gain score in Tabel 1.

Table 1. Category of N-gain Score (Hake, 1999)

Score	Category
g > 0.7	High
0.3 < g < 0.7	Moderate
0.3 < g	Low

Based on Table 1, if the value of g is less than 0.3 then the increase in the category is low, if obtained the value of g between 0.3 and 0.7 then the increase in the category is moderate, and if obtained the value of g is more than 0.7 then the increase in the category is high.

RESULTS AND DISCUSSION

The results of the initial and final observations obtained the findings of the ability to listen to kindergarten group B as in Table 2.

Table 2. Result of Listening Ability

Numb.	Listening Ability's Indicator	Pre-test	Post-test	Improve (N-gain)	Category
1	Focus on a certain period of time.	76.25	95.00	0.79	High
2	Listen to a simple story or video.	67.50	96.00	0.88	High
3	Answer questions about information/ events simply.	68.75	92.00	0.74	High
4	Simply retell the content of the story.	72.50	97.00	0.89	High
5	Mention the characters in the story.	70.00	100.00	1.00	High
6	Mentions the traits that exist in the story he hears.	72.50	99.00	0.95	High
	Average			0.88	High

Based on Table 2, it was obtained that the score of improvement of listening ability of children in group B on 6 indicators namely indicator 1 obtained 0.79 with high category, indicator 2 obtained by 0.88 with high category, indicator 3 obtained 0.74 with high category, indicator 4 obtained 0.89 with high category, indicator 5 obtained 1.00 with high category, and indicator 6 with an increase score of 0.95 with high category , and obtained an average score increase of 0.88 with a high category. Thus it can be stated that the six indicators have increased with a high category.

In indicator 1, through the video "Sidoarjo Story Sound" children tend to be able to focus on a certain time, as evidenced by the high increase. According to Basori (2019), the ability to listen to children can be optimized through proper stimulation, namely using video stories. This is also in accordance with the research of Hartati and Novrika (2018), teachers PAUD institutions can use Video media as one of the learning facilities, to improve listening skills for children aged 5-6 years.

In indicator 2, through the video "Sidoarjo Story Sound" children tend to be able hear simple stories or videos, as evidenced by the high increase. According to Yuliani, et al (2020), the use of animated video media in learning can interest children and affect children's listening ability. This is also the same as the literature study by Fitria (2014), learning using audio visual media related to the senses of vision and hearing so as to effectively affect the ability of child and child sense devices to easily capture a material raised in the video.

In indicator 3, through "Sidoarjo Story Sound" children tend to be able to answer questions about information or events simply, as evidenced by the high increase. According to the results of demianus literature study, et al (2019), providing real experience is much more valuable than checking children with concepts that must be memorized. Children in operational concrete phases are best able to learn from objects or objects in a direct way. Piaget's theory later became the basis of constructivism. Hidayati and Andajani's research results (2015), letter learning using audiovisual media can develop listening skills because it requires attention, understanding and hearing that can help children's capture of the material.

In indicator 4, through "Sidoarjo Story Sound" children tend to be able to err on the content of the story simply as evidenced by the high increase. The results of Ningtyas and Risina's research (2018), by repeating the video twice, children were able to err on what they remembered about the content of the video. This is in accordance with the research results of Putri and Fitria (2020), Through the video, children also get various information and messages from what children see and children hear it will be easier for children when asked questions by teachers about stories that have been watched.

In indicator 5, through "Sidoarjo Story Sound" children tend to be able to mention the characters in the story as evidenced by the high increase. Mufiidah, et al (2019), children who listened to the voice in the video were able to mention the name of the character in the video. According to Alfiah (2019), children will learn about the experiences of the characters in Nussa and Rara's animated videos, so that they will often be remembered and applied in their lives.

In indicator 6, through "Sidoarjo Story Sound" children tend to be able to mention the traits in the story heard as evidenced by the high increase. According to Novrika (2016), the ability to listen to early childhood can be improved by presenting audio and visual experiences presented in a medium, building motivation, and setting the sitting position of the child in accordance with the classroom settings. According to Andyta (2018), science learning video media can stimulate the cognitive abilities of children aged 5-6 years. Therefore, teachers need to design media according to the age of the child so that it can stimulate aspects of children's development.

Learning with the use of video "Sidoarjo Story Sound" is able to develop children's cognitive and language skills well, this is seen the enthusiasm of children when attending learning in the classroom with the use of the video "Sidoarjo Story Sound". The children look excited, very enthusiastic and interactive. When the video "Sidoarjo Story Sound" begins the children do not lose their attention to see and listen to the contents and pictures they show. The children also point and mention places they know, asking what they have never been and seeing.

This is in line with the research results of Nisawati and Maulidiyah (2019), the utilization of cartoon video media affects the listening ability to children aged 5-6 years

in IT Kindergarten Usthman Bin Affan Surabaya. Yuliani research, et al (2020), there is an influence of the use of animated video diva series on the ability to listen to children aged 5-6 years. The results of Masitha's research (2014), showed that the treatment by using animated video learning media is more effective than picture story books to improve children's informative listening skills compared to using storytelling methods.

Hartati (2018), early childhood listening skills increase in the focus of actively engaging, understanding information, interpreting information, assessing information, and responding to information. Children's listening skills can be improved by learning experience with video learning media. Desfita (2020), Child Worksheet Interactive Multimedia is the best medium for developing listening and reading skills in early childhood, where these skills become the basis for the development of other language skills, i.e. new first listening skills of speaking, reading, and writing skills.

Every child born is creative. By providing stimulus and treatment, creativotas will develop. The development of creativity integrally carried out in Kanisius Sorowajan Kindergarten varies by integrating the learning of science, art, language, religion and information technology (Eriani & Dimyati, 2019). Based on mosaic theory from further studies, listening and listening is a construct drawn from a variety of theoretical perspectives covering phenomenology, socio-cultural, and cognitive social. (Sumsion & Goodfellow, 2012). Tasia et al (2019), the listening and speaking ability of Group A kindergarten children is improved through storytelling methods with serial pictures.

Hogan et al (2014), word recognition and listening comprehension are two components that distinguish a person in reading comprehension. Gallagher et al (2017), listening is a growing activity, by providing daily sensory habits, as well as repeating what is fenced off, it will affect learning outcomes.

Based on the results of the initial and final observations obtained the findings of the ability to recognize the socio-cultural environment of kindergarten children group B as follows in Tabel 3.

Table 3. Result of recognize the socio-cultural environment.

Numb.	Recognize the Socio-Cultural Environment's Indicator	Pre-test	Post-test	Improve (N-gain)	Category
1	Recognize the geographical environment (villages, cities, industries, rice fields, ponds, and others).	90.00	100.00	1.00	High
2	Recognize the culture (celebrations related to customs, clothing, dance, food, and others).	88.75	99.00	0.91	High
3	Recognize tourist attractions (Jayandaru Monument, Lapindo Mud Tourism, Pari Temple, Fishing Pond Tourism in the pond and others).	87.50	100.00	1.00	High
	Average			0.97	High

Based on Table 3, obtained an improvement score on socio-cultural environment from 3 indicators as follows: indicator 1 obtained 1.00 with a high category, indicator 2 obtained 0.91 with a high category, and indicator 3 obtained 1,000 with a high category. Thus it can be stated that the six indicators have increased with a high category.

In indicator 1, knowing the geographical environment (village, city, industry, rice fields, ponds, and others obtained an increase with a high category. According to Anantasari, et al (2015), Knowledge and experience of learning about chickens owned by children turns out to make children process to care more about God's animals that are in their environment, especially chickens. Learning to introduce the environment starts from what children encounter in their daily lives.

In indicator 2, knowing the culture (celebrations related to customs, clothing, dance, food, and others) obtained an increase in the high category. According to Ekowati, et al (2019), the viewing of culturally based video media in TPQ children can help children more easily understand character values according to their culture. Character education becomes very important especially for children because the character becomes the basis of an individual to compete in the future. According to Putri dan Yanuartuti (2020), early childhood is a good early generation to know and preserve the culture of Indonesian tradition.

In indicator 3, getting to know tourist attractions (Jayandaru Monument, Lapindo Mud Tourism, Pari Temple, Fishing Tourism, and others) is obtained by increasing with high categories. According to Miranda (2019), visiting certain places is like a love of the environment and the homeland. According to Atikah (2016), by visiting tourist attractions, giving children the opportunity to change situations (routines to tourist attractions) to overcome problems by still having fun playing. So that the game in the tourist attraction will give the impact of physical freshness and burdens, the problem is helped by diverting to the game that is set to help solve the problem.

Video of "Sidoarjo Story Sound", raising the spirit of children, in recognize the social environment, this is seen after seeing the video questioning "Sidoarjo Story Sound" children share stories with each other with their friends, places they have visited. Seen from their conversation, it turns out that there are some children who have been to tourist attractions and museums in Sidoarjo area, they share stories with friends who have never visited and recognize these places. When the teacher asked and tried to mention some of the places in the video show "Sidoarjo Story Sound", the children most of the children were able to mention it correctly.

Naurah's Research (2019), the making of promotional videos can be the right solution for promotional media, in the hope to increase knowledge to the people of West Java about the culture of Cireundeu Village and can increase the number of visits. Fitria and Juwita (2018), teachers use video blogs to show and apply the form of character values that must be possessed by early childhood in their daily activities in school, to recognize the socio-cultural environment is also a character. Jennah, et al (2018), video as a learning medium developed worthyly and effectively in the development of religious and moral values through the approach of local wisdom in kindergarten.

Jechura et al (2016), the learning environment of early childhood is quite diverse, this is by looking at the socio-cultural children themselves. Integrating children's lives into meaningful contexts is an early experience that provides integrated learning opportunities with the environment through play. Gupta (2015), post-colonial, the early childhood curriculum tried to combine the diverse ideas of educational discourse as a third space of hybrid pedagogical. Ogunnaike (2015), to improve children's overall development, early childhood education theory has given the task structure in understanding the nature, ability, and how to create a learning environment. Arndt & Tesar (2015), early childhood

teachers need a critical view to make decisions in teaching for the child's local and contextual arrangements. Dynamic models that defy categorization are a challenge for policymakers and practitioners in finding systematic approaches to the quality of early childhood education programs (Reid, et al, 2017).

CONCLUSIONS

Based on the results of research and discussion, it can be concluded that the listening skills of kindergarten children in group B by using video of "Sidoarjo Story Sound" increased with an increase score of 0.88 with a high category and the ability to recognize the socio-cultural environment of kindergarten children group B by using video "Sidoarjo Story Sound" also increased with an increase score of 0.97 high category. The suggestion of utilization for teachers is that teachers can utilize or use the Video of "Sidoarjo Story Sound" as a source of learning or learning media that can be combined with other learning methods so that it becomes varied. Implication of the research can combine "Sidoarjo Story Sound" videos with other learning methods and adjust the development of technology and curriculum used in schools.

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