

THE EFFECT OF USING FLIP BOOK ON RELIGION VALUES DEVELOPMENT AND LANGUAGE EXPRESSION IN EARLY CHILDHOOD

Ainun Nasihatul Mufidah¹, Wahyu Sukartiningsih², Bachtiar S. Bachri³

¹State University of Surabaya
Surabaya, Indonesia
ainunmufidah16070855051@mhs.unesa.ac.id

²State University of Surabaya
Surabaya, Indonesia
wahvujk.unesa@yahoo.co.id

³State University of Surabaya
Surabaya, Indonesia
bachtiarbachri@unesa.ac.id

Abstract

Learning activities in early childhood performed in a fun way, one of them by using interesting media. Media is an equipment that ease educators to deliver material to the children. The window book or better known as the flip book was designed and adapted to the one topic of learning, that topic was animal. Several research had also conducted and the result was that the flip book media can increased understanding and improved the achievement of learning outcomes. This study aims to determine the effect of using a window book (flip book) for develop religious values and the ability to express language in early childhood. A window book (flip book) is one of picture book that can increase student learning interest, window book or better known as the flip book is a type of book that contained pictures with a window that can be opened up, down to the right and to the left and there was a description behind it. This research was included in the experimental study with pre-test post-test design for the control group. The sample in this study were 60 children aged 4-5 years from two kindergartens in Lumajang regency. The method of data collection using observation and documentation sheets. This flip book was already tested by linguist and media experts and flip book showed that it affected the development of values religion and language development in early childhood.

Keyword: *Learning activitie, Window book, Development*

Introduction

Early childhood is a time when the children have particular thing in behaving. Early childhood characteristics are (1) unique, (2) egocentric, (3) active and energetic, (4) curiosity and enthusiasm for various things, (5) explorative and adventurous, (6) spontaneous, (7) happy and rich in fantasy, (8) still easily frustrated, (9) still less consideration in doing something, (10) less of attention power, (11) passionate to learn a lot from experience, (12) increasingly show interest to friends. (Fadlillah, 2016:56).

According to Haenilah (2015: 74), the characteristics of Early childhood there are, (1) children can only learn if it is not separated from the needs of play, means the essential characteristic of early childhood is playing and through of it, children will enjoy the learning process, (2) children can only learn if when they play equipped with a concrete game tool, in the learning process of early childhood that still concrete to the abstract, require a game tool so that in playing games there will be real educational value, (3) children can only learn if their feelings are protected, that is the condition that child needs in learning with safe and comfortable atmosphere so that children feel protected, (4) children can only learn if they are free from coercion of adults. In learning of children, they are free to choose activities without any coercion. Adults accompany children to learn providing motivation or stimulating from their playing activities. The development of religious values and language development are two of the six aspects that developed in early childhood. According to Sumantri and Syaodih (2004) language development is divided into two major periods, there are Prelinguistic (0 to 1 year) and Linguistics (1 to 5 years). During linguistic period, children begin to speak the first words such as “maem” which means ask for food. This is the most amazing time for parents.

Susanto (2010: 37) claims that every child has two type of language development, there are egocentric speech, which means child speaks with himself (monologue) and socialized speech which means the language that happen when there is contact between the child and his friend or with his environment.

Zuhriyah (2012: 53) explains that understanding the concept of religion in children means understanding the characteristic of religion by the children. The shape and characteristic of religion in children can be divided into unreflective, egocentric, antropomorphis, verbalis and Imitative Ritualists and sense of wonder.

According to Zausop, (2012: 55) the definition of religion is a belief system and a pray rules that writes three elements of the existence of a prophet, has a holy book and a manner of worship. Based on this definitions it can be said that in general, religion is defined as something that believed to be true in heart, mind, words and attitude by doing orders and stay away from its prohibitions in accordance with the principle and rules in the religion that already written in the scriptures.

The environment has a role in the learning process, according to Mustaji (2013: 2) learning is an arrangement of environmental conditions that provide facilities or ease of learning. The environment is not only the place where the children learn, but also the methods, media, and equipment needed to convey information and provide the children some learning assistance. The learning environment and completeness in the learning process are usually be the responsibility of educators and media designers. The choice of strategy in a learning process is a something that determine in the arrangement of the learning environment (methods, media, facilities) and the way how learning information is presented.

Learning media has a function as a learning equipment to explain some of the programs in learning that explained verbally. With media learning, teaching material will be more easily to explain. Observed from its development, one of the characteristics of learning media is to stimulate the senses of sight, hearing, touch and smell of children.

Early childhood education (Pendidikan Anak Usia Dini / PAUD) is the first educational institutions in the educational stages. Its existence is very accurate to gain religious spirit of children so they can become obedient generations in future that have habit to do something good and care to all religion rules that already taught to children.

General problems that faced by early childhood teachers are provide fun learning media and relevant with the topics which is in this case about animal with sub-topics is land animals on aspects of the language and religion values. Regulation of Minister of Education and Culture (Peraturan Menteri Pendidikan dan Kebudayaan / Permendikbud) number 146 Year 2014 concerning PAUD Curriculum, explains on basic competency 3.1-4.1 to know daily worship activities and perform daily worship activities with adult guidance. 3.10-4.10 understand receptive language and demonstrate receptive language skills. For this reason the researcher takes an action to use the flip book media which the teacher needs for learning activities with the topic of animals and sub-topic is land animals.

Research methods

The method that used in this study was quantitative. The purpose of this research was to stimulate the development of religious values and language development in early childhood with the animal topic and sub-theme of land animals. The subject of this study was 40 children aged 4 to 5 years from Dharmawanita Kindergarten and Muslimat Kindergarten Lumajang Regency consist of 20 children for the experimental group and 20 children for the control group and the calculations was performed with pretest and post-test.

Tabel 1. Pretest-Posttest Design

| Group | <i>Pretest-Posttest Design</i> | | |
|-------|--------------------------------|-----------------------------|-----------------|
| | <i>Pretest</i> | <i>Independent Variable</i> | <i>Posttest</i> |
| E | O ₁ | X | O ₂ |
| C | O ₃ | - | O ₄ |

(Sumber: Ary, Jacobs, Irvine & Walker, 2014)

Annotations:

O₁ = The result of pretest observation for experimental group

O₂ = The result of posttest observation for experimental group

O₃ = The result of pretest observation for control group

O₄ = The result of posttest observation for control group

X = Give treatment to experimental group

Research Results and Discussion

This research can be seen that the use of a window book (flip book) affects the development of language and religious values and increases the student's interest in learning. Media experts declare that the window book media was used practically for learning that centered to children.

Conclusions and Recommendations

The use of a flip book with the topic of animal and sub-topic is land animals can give positive effect to develop religious values and language development for children aged 4 to 5 years.

References

- Anonim. 2011. Tali Asih Buku Berjendela (Online)
- Asep Z Ausop. (2014). *Islamic Chracter Building*, Bandung: Salmadani
- Beaty, Janice J. (2014). *Observasi Perkembangan Anak Usia Dini*. Jakarta: Kencana
- Creshwell, J. (2009) *Reasech Design Qualitativ, Quantitativ and Mixed Method Approach*. Singapor: Asian Pasifik, Pte. Ltd.
- Hyson, Marilou. (2005). *Enthusiastic and Enganged: Strengthening Young Children's Positive Approaches to Learning*. *Young Children*, 60(6), 68-70.
- Mustaji, 2013. *Media Pembelajaran*, Surabaya: UNESA Universty Press.
- Zuhriyah Darodjat, 2012, *Konsep Pendidikan Agama Anak*. Bandung: PT Runekka.