



The Effect of Learning Video Media On Social Emotional Development of Children Aged 5-6 Years

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Abstract :

Early childhood is a very decisive period in the formation of a child's character and personality. At this time, the development of the potential of children is considered very important to lay the basic foundation of abilities for life in the future, one of which is the aspect of social-emotional abilities. Socio-emotional abilities will affect their behaviour in life and daily life. However, some children have not been able to interact well to express what is happening to themselves or their environment, have not been able to communicate and control and recognize their emotions, or help and cooperate with friends, if communicating is only done with only their close friends. For that, we need stimulation to increase it. Based on this, the researchers conducted a study that aims to determine how far the influence of learning video media is on the social-emotional development of students at RA Al-Hidayah. This study uses a quantitative approach with a quasi-experimental method using a non-equivalent control group design. The variables studied were the Children's Emotional Social abilities. The data collection technique used an observation sheet, which was used as a sample of 13 people from 26 people. The theoretical analysis used was theory from Daniel Goleman and also adapted to the Child Developmental Achievement Standards. The data obtained were processed using a two-party t-test (Paired-Sample T-Test). The results of the research from the data found indicate that the percentage of students' emotional, social abilities increases. The increase in students' ability who use learning video media is 34.84 or up 71,44%, while students who do not use learning video media increase by 9.85 or 20,73%. The difference in the increase of the two groups was 24.99 or 50,71%. Furthermore, the results of data analysis using the t-test showed that the t count = (8,725) was more significant than the t table of (2,179). So it can be concluded that learning video media influences increasing social-emotional development in children aged 5-6 years at RA Al-Hidayah Pondoksalam Purwakarta. So the hypothesis states that the value of increasing the social-emotional ability of students who use learning video media is more excellent than students who do not use learning video media so that students' emotional, social skills increase can be accepted.

Keywords : *Socio Emotional, Learning Video Media*

INTRODUCTION

Early childhood is a very decisive period in the formation of a child's character and personality. At this time, the development of the potential of children is considered very important to lay the basic foundation of abilities for life in the future, one of which is the aspect of social-emotional abilities. Socio-emotional abilities will affect their behaviour in life and daily life. However, some children have not been able to interact well to express what is happening to themselves or their environment, have not been able to communicate and control and recognize their emotions, or help and cooperate with friends, if

communicating is only done with only their close friends. For that, we need stimulation to increase it. Based on this, the researchers conducted a study that aims to determine how far the influence of learning video media is on the social-emotional development of students at RA Al-Hidayah. This study uses a quantitative approach with a quasi-experimental method using a non-equivalent control group design.

The variables studied were the Children's Emotional Social abilities. The data collection technique used an observation sheet, which was used as a sample of 13 people from 26 people. The theoretical analysis used was theory from Daniel Goleman and also adapted to the Child Developmental Achievement Standards. The data obtained were processed using a two-party t-test (Paired-Sample T-Test). The results of the research from the data found indicate that the percentage of students' emotional, social abilities increases. The increase in students' ability who use learning video media is 34.84 or up 71,44%, while students who do not use learning video media increase by 9.85 or 20,73%. The difference in the increase of the two groups was 24.99 or 50,71%.

Furthermore, the results of data analysis using the t-test showed that the t count = (8,725) was more significant than the t table of (2,179). So it can be concluded that learning video media influences increasing social-emotional development in children aged 5-6 years at RA Al-Hidayah Pondoksalam Purwakarta. So the hypothesis states that the value of increasing the social-emotional ability of students who use learning video media is more excellent than students who do not use learning video media so that students' emotional, social skills increase can be accepted.

RESEARCH METHOD

The research method is a general strategy adopted in the collection and analysis needed to answer the problems. In general, the research method is defined as a scientific way to obtain data with a specific purpose and use.

In this study, the approach used is a quantitative experimental approach, according to Sugiono in the book *Qualitative, Quantitative and Combination*, explaining that quantitative research is research based on positivism's philosophy, which is used to examine population data or specific samples and collect data using research instruments. Quantitative/statistical to test predetermined hypotheses. *Experimental research* is defined as a research method used to find the effect of specific treatments on others under controlled conditions.

The research design uses a Quasi-Experimental Design research design that uses the Nonequivalent Control Group Design, which is carried out using the research group (experimental) and comparison group (control) because this study will be measured how much improvement in the social-emotional development of students is achieved by using the storytelling method. Through learning videos and without using the storytelling method through learning videos.

In this study, the researcher gave a particular treatment from the experimental class to investigate whether or not there was a significant change in increasing social-emotional development by using instructional video media. The design of the Quasi-Experimental research design is as follows:

Table Quasi Experimental Design

Group	Pretest	Independent Variable	Posttest	Enhancement
E	T1	X	T2	Y
K	T3	X'	T4	Y'

Information :

E : Experiment Class

K : Control Class

T1: Results before treatment (E)

T2: Results after treatment (E)

T3: Results before (K)

T4: Result after (K)

X : Learning with Learning Video Media

X': Conventional learning

Y : Difference between T2 and T1

Y': Difference between T4 and T3

Research implementation procedures;

1. Determine the group of children that will be used as research samples, namely children in group B 1 (5-6 years) at RA Al Hidayah Pondoksalam, Purwakarta
2. Doing a pretest on E1 to determine the score of social emotional ability before receiving treatment
3. Conducting treatment using learning video media (X) on children aged 5-6 years at RA Al Hidayah Pondoksalam Purwakarta
4. Doing posttest on T2 to determine social emotional ability after receiving treatment using learning video media.
5. Comparing the results before treatment (T1) and after treatment (T2) to determine the effect of learning video media on the social emotional abilities of children aged 5-6 years at RA Al Hidayah Pondoksalam, Purwakarta.

This research was conducted in class B, RA Al Hidayah Pondok salam, the class used consisted of class B1, when the research was conducted from May to July.

The population is the whole of the research subjects all elements that exist in the research area. According to Sugiono, population is a generalization area consisting of research objects/subjects that have certain qualities and characteristics that are applied by researchers to be studied and then drawn conclusions. Meanwhile, according to Suharsimi Arikunto, the so-called population is the entire research subject. The subjects of this research were the 26 students of RA Al Hidayah Pondoksalam class B . 2020/2021 school year. For more details on the distribution of the population can be seen in the following table:

Total population of class B1 and B2

Class B Siswa students		Total
B1	B2	number
13	13	26

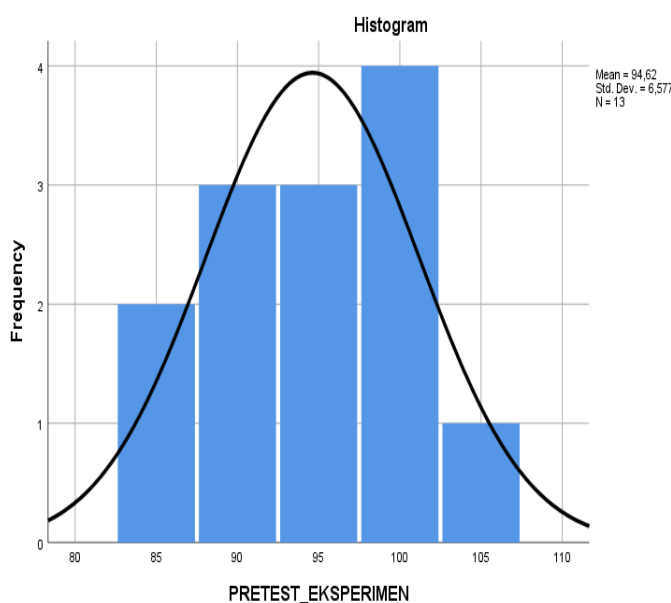
Sampling of population members is done by taking subjects based on a homogeneous population, namely the same class level. Sampling here does not require a sampling technique because the population of classes B1 and B2 is less than 100, which is 26 people, because this study uses a quasi-experimental approach, the experimental group and control group must be present. will be given special treatment by learning with learning video media, and class B2 as the control group.

FINDINGS AND DISCUSSION

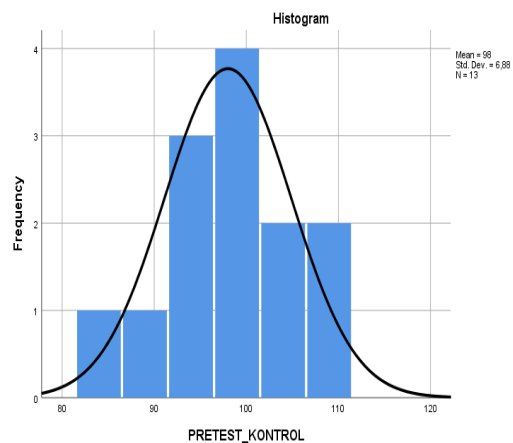
Descriptive analysis of students' social emotional abilities after treatment in the experimental class, the majority were in the category of very well developed (46%) and the category of developing as expected (54%), while in the control group the majority were in the category of developing according to expectations of 15%, Starting to Develop (85%).

The following are the results of calculating the pre-test and post-test using SPSS 25 software.

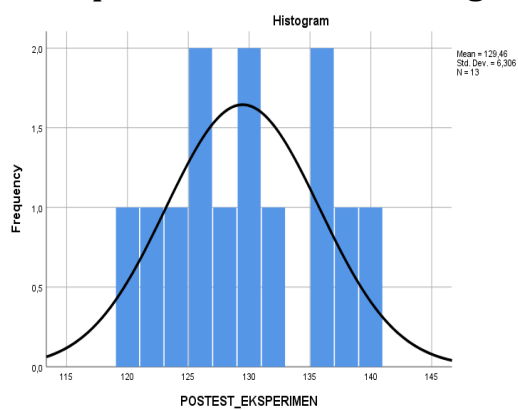
Experimental Pretest Histogram



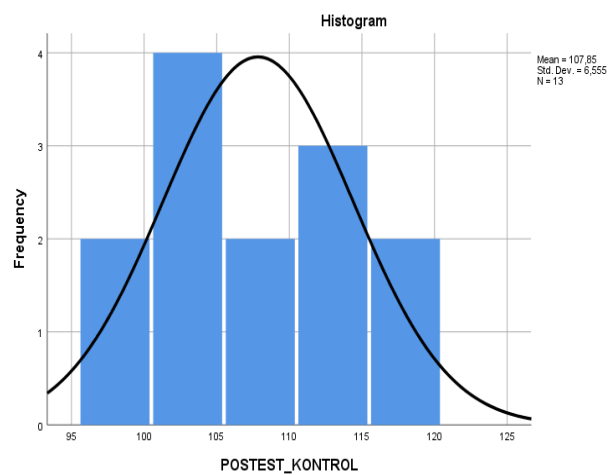
Control Pretest Histogram



Experimental Posttest Histogram



Histogram Posttest Control



PRE TEST

Aspect	Mean±SD		tcount	p	Information
	Experiment	Control			
Sosem Value	94.62±6.557	98.00±6,880	-1,182	0.05	There is no difference

TEST POST TEST

Aspect	Mean±SD		tcount	p	Information
	Experiment	Control			
Sosem Value	129.46±6,306	107.85±6.555	8,725	0.05	There is a difference

Improved Data Analysis (Pre Test to Post Test)

Aspect	Mean±SD		tcount	p	Information
	Experiment	Control			
Sosem Value	34.84±4.845	9.85±3.256	4,794	0.05	There is a difference

From the table above, it can be seen that $t_{count} (4.794) > p (0.05)$ or $t_{table} (2.179)$ So H_0 is rejected and H_a is accepted, so between the experimental group and the control group there is a difference in the average development of emotional social abilities the experimental group has developed. with an average of 34.84 or 71.44% while the control group had an increase of an average of 9.85. or about 20.73%.

CONCLUSION

From this research, researchers can obtain data that:

1. The social emotional development of children before using learning video media for the experimental group was 94.62 for the control group 98.00.
2. The value of the observations obtained by students who use learning video media is 129.46 or an increase of 71.44%, this is because students feel happy watching stories like new media, so that children easily understand the contents of the story with the story images made.
3. The difference in the value of the observation of social emotional development obtained during the post-test and pre-test is 24.99 or 50.71% so that the learning video is quite influential.

So the research hypothesis which states that the value of children's social emotional development before using learning video media and after using learning video media is greater. So that the socio-emotional development of children aged 5-6 years develops, it is acceptable.

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