

Development of Audiovisual Media of Chanting Asmaul Husna on Early Childhood Memory Ability

Wulandari^{1*}, Sri Sumarni², Umi Chotimah³, Syarifuddin⁴, Hermi Yanzi⁵, Makmum Raharjo⁶

06032682226010@student.unsri.ac.id^{1*}

Abstract:

This study aims to develop audiovisual learning media for chanting Al-Asma'ul Husna to enhance the memory abilities of young children, specifically kindergarten-aged students. The development process follows the 4D model, which consists of four stages: Definition, Design, Development, and Dissemination. The development phase includes expert validation, one-to-one trials, small group testing, and a field test. The results indicate high validity across different aspects: material validity (90%), media validity (88%), and language validity (91%), with an overall expert validation score of 90%, categorized as valid. In terms of practicality, the one-to-one trial yielded a score of 68%, classified as practical, while the small group trial received a higher score of 89%, categorized as very practical. To assess effectiveness, pre-test results showed a score of 87.2%, while post-test results increased to 97.8%, indicating a significant improvement in students' learning outcomes. The n-gain value of 0.63 suggests moderate effectiveness in improving students' memory skills. Based on these findings, the developed learning video for chanting Al-Asma'ul Husna is valid, practical, and effective, making it suitable for use in enhancing the memory abilities of young children in kindergarten.

Keywords: *Learning of Video, Chanting of Al Asma Al Husna, Memory Ability, Young Children*

Abstrak:

Pengembangan media audiovisual lantunan asmaul husna pada anak usia dini. Penelitian ini bertujuan untuk menghasilkan media audiovisual lantunan asmaul husna pada anak Taman kanak-kanak yang valid, praktis dan efektif. Model pengembangan yang digunakan yaitu model pengembangan 4D terdiri dari tahap pendefinisian, perancangan, pengembangan dan penyebaran. Tahap pengembangan yang didalamnya terdapat tahap evaluasi yaitu validasi ahli, one to one, small group, dan field test. Hasil menunjukkan bahwa kevalidan materi sebesar 90% dengan kategori sangat valid, kevalidan materi sebesar 88% dengan kategori sangat valid dan kevalidan bahasa sebesar 91% dengan kategori sangat valid. Sedangkan skor untuk kepraktisan one to one sebesar 68% dengan kategori praktis, dan pada tahap small group yaitu 89% dengan kategori sangat praktis, sedangkan untuk melihat efektivitas media didapatkan tes awal sebesar 87,2% dan tes akhir 97,8% serta menunjukkan hasil belajar peserta didik yang dikategorikan sedang dengan nilai n-gain sebesar 0,63. Dengan demikian, media audiovisual pembelajaran asmaul husna bisa diterapkan untuk meningkatkan kemampuan mengingat anak usia dini.

Kata Kunci: Media Audiovisual, Lantunan Asmaul Husna, Kemampuan Mengingat, Anak Usia Dini

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¹Magister Teknologi Pendidikan, Universitas Sriwijaya

²Pendidikan Anak Usia Dini, Universitas Sriwijaya

³Pendidikan Pancasila dan Kewarganegaraan, Universitas Sriwijaya

⁴Pendidikan Sejarah, Universitas Sriwijaya

⁵Pendidikan Pancasila dan Kewarganegaraan, Universitas Lampung

⁶Magister Teknologi Pendidikan, Universitas Sriwijaya

INTRODUCTION

From the moment of birth, humans are inherently connected to their external environment. They receive stimuli from the outside world in addition to internal sensations, such as feeling cold, experiencing warmth, and sensing pain or pleasure. Individuals come to understand their surroundings through their sensory organs. When discussing perception and observation, the process of perception begins with the phenomenon of recognition, which can be broadly categorized into two segments: the external, encompassing perception and observation, and the internal, which includes responses, memory, and imagination. Memory, as a central aspect of recognition, is the mental capacity to receive, store, and reproduce impressions (Elsa, 2019).

According to Tulving & Craik, memory refers to the ways in which individuals retain and retrieve past experiences for use in the present. Memory, as a process, refers to dynamic mechanisms associated with brain activity for storing, maintaining, and retrieving information about past experiences (Christine, 2020). Hilgard et al. state that there are three different sensory systems: sensory memory, where information received through the senses lasts for a very short time; short-term memory, where the brain stores information for about 15-30 seconds, and if the information is retained, it is transferred to long-term memory; and long-term memory, which is where information is stored permanently (Yuldensia, 2021). This means that after receiving the information, it is organized and consolidated, making it easier to retrieve according to certain cues whenever needed.

It is well recognized that platforms related to music, such as social media applications like TikTok and Instagram, feature a variety of songs that are easily memorized by children due to their melodic nature. However, this phenomenon has led to a situation where children are more inclined to memorize adult songs rather than age-appropriate children's songs. Many of these adult songs may not provide beneficial content for young children, particularly those in early childhood. In this context, certain memory skills among students can be enhanced through musical strategies. According to Djohan (2016), the repetition of rhythms and lyrics can assist students in internalizing sounds and language patterns, as there is a strong connection between rhythm, lyrics, and melody with memory retention. This concept aligns with Gardner's Multiple Intelligence Theory, which includes musical intelligence as one of its components.

When discussing music, it can be defined as the science or art of arranging sounds or notes in a temporal sequence and relationship to create a composition or sound that possesses unity and continuity. There are various genres of music, including pop music, which is characterized by its simple rhythms and widespread appeal. Additionally, there is folk music, created by the community and performed using traditional instruments unique to that culture. Rock music is another genre, distinguished by the use of electronic amplification and a heavy, continuous sound (KBBI, 2008). Beyond pop and folk music, there is also religious music, which serves as a medium for spiritual outreach, as its strength lies in the profound meanings of its lyrics, aimed at fostering a closer connection to Allah (Dani & Indri, 2010). An example of this is the recitation of Asmaul Husna. Through audiovisual media, the author hopes to assist and enhance the ability of children, particularly those in early childhood, to recognize the names of Allah in an engaging and enjoyable manner.

Several development studies related to Asmaul Husna include research by Nur Syifa Fitriana titled "Development of the Snake and Ladder Game Media Integrated with Asmaul Husna on the Theme of Animal Movement Organs," followed by research by Qothrun Nada titled "Development of Card Sort Learning Media on Asmaul Husna Material: A Case Study of TPQ Ash-Shiddiqiyah, West Bekasi," and research by Nuha Arie Dahimah and Raharjo titled "Development of Crossword Puzzle

Media to Improve Memory Skills in Grade X High School Students on Fungi Material." Additionally, there is research on "Using Picture Media to Enhance Students' Memory in Social Studies Subjects in Class IV at MI Mambaul Ulum Tirtomoyo Pakis Malang."

The difference between this study and previous research is that this study develops audiovisual media that includes the chanting of Asmaul Husna, accompanied by animated images and music with a children's song instrumental, themed "Lihat Kebunku," with the original lyrics changed to the recitation of Asmaul Husna. This study aims to develop a valid, effective, and practical media product to help teach Asmaul Husna, especially for early childhood learners.

RESEARCH METHODS

This research uses a descriptive quantitative method, which involves using numbers and interpreting the results descriptively through words or symbols such as images, graphs, and tables. The purpose of using this method is to provide a detailed explanation of the stages in the research process. The study follows the 4D development model, which includes the stages of definition, design, development, and dissemination. The researcher selected this model because it is well-suited for developing audiovisual media, as it aligns with the focus of the study. Data collection methods used in this study include interviews, teacher questionnaires, and student observations.

In the definition phase, the researcher analyzes the existing problems in the field before the research begins. This phase includes several analyses: first, an initial analysis is conducted to examine the facts in the field and identify problems, as well as to observe what media are currently used in Asmaul Husna lessons. Second, an analysis of the students is carried out to assess their needs through interviews with teachers about their experience teaching Asmaul Husna. Third, a task analysis is done to evaluate the academic abilities of the students, particularly their ability to recall Asmaul Husna during lessons. Lastly, a concept analysis is performed to formulate learning objectives and determine the instructional materials that will be used for teaching Asmaul Husna.

In the design phase, several steps are taken, starting with the creation of text by designing the font and size of letters to be used in the media or product. The researcher selects audiovisual media, utilizing the Kdenlive application for video editing and production. The format chosen for the media is MP4, which includes background music and the chanting of Asmaul Husna with lyrics to a children's song, "Kebunku," with the original lyrics replaced by the Arabic text and meanings of Asmaul Husna. The initial design phase involves planning the layout and storyboard for the product. In the development phase, the researcher develops the media based on the storyboard, which is then validated by experts in design, content, and language. Afterward, the media undergoes practicality testing with small groups and one-on-one testing.

Finally, in the dissemination phase, improvements based on expert validation and practical testing are made before conducting field tests to assess the effectiveness of the media with young children. Data collection techniques used in this study include observation, interviews, and questionnaires. Observation is used to evaluate the practicality and effectiveness of the audiovisual media in teaching Asmaul Husna to kindergarten children. Interviews are conducted to gather information about the challenges and issues faced by teachers and students in the school. The questionnaire is used to gather responses from teachers to assess the validity of the material, media, and language in the audiovisual media used for Asmaul Husna chanting.

According to Riduwan, as cited by Ayudia et al. (2017), observation is a data collection method where the researcher directly observes the research object to closely examine the activities being carried out. In this study, the data collection through observation was conducted by directly observing and assessing the activities and behavior of children during the learning process, using audiovisual media featuring the chanting of Asmaul Husna. Below are the key points of the observation instrument:

Table 2. Observation Instrument Grid

No	Aspects	Indicator	Item
1	Cognitive	1. Memory skills	1, 2, 3
		2. Memorization skills	4,5,6
		3. Understanding commands	7,8
2	Affective	1. Feelings	9,10
		2. Student interests	11, 12, 13,14
		3. Attitudes	15, 16
		4. Values	17, 18, 19
3	Psychomotor	1. Physical activity	20, 21, 22,23
		2. Imitating behavior	24, 25, 26

An interview is a question-and-answer process related to a specific issue during observation. Researchers use interviews to identify problems that need to be investigated. According to Nazir, as cited by Bungin (2017), an interview is a process to obtain information through a face-to-face question-and-answer exchange between the interviewer and the respondent or interviewee. In this phase, interviews are conducted with teachers at the school. The purpose of these interviews is to understand the issues faced on the ground concerning the memorization of Asmaul Husna during the learning process.

Table 3. Interview Instrument Grid

No	Aspect	Indicator	Item Number
1.	Initial Information	Teaching Time	1
		Number of Students	2
2.	Media	Media used	3
		Media specific criteria	4
3.	Learning and Learning Process	How to deliver learning by educators	5, 6
		Student Response	7
4.	Learning Outcomes	Children's abilities	8, 9
		Obstacles faced	10
		Utilization of media	11, 12, 13

Teacher Questionnaire. A questionnaire is a data collection technique in which written questions are posed to be answered in writing by the respondents. A questionnaire consists of a set of written questions used to gather information from respondents about personal details or matters they are knowledgeable about. The questionnaire is distributed to classroom teachers through Google Forms. From the responses to the distributed questionnaire, it can be determined whether the school has ever used audiovisual media, such as a video of Asmaul Husna chanting, as a learning resource.

Table 4. Teacher Questionnaire Instrument Grid

Aspect	Indicator	Description	Item Number
Learning patterns	Preparation for learning	1. Mental Preparation	1, 2
		2. Preparation of Facilities	3, 4
	How to follow the lesson	1. Study before the learning process begins	5
		2. Presence, concentration and participation in learning	6, 7, 8, 9, 10
Presentation of material	1. Make notes about the Asmaul Husana material that is delivered		11
		2. Make notes about the method or way of delivering it in the learning process	12
	Evaluation	Repeating the memorization of Asmaul Husana in front of the class	13, 14
Motivation to learn	Perseverance in learning	1. Attendance at school	15
		2. Participating in class learning	16, 17
		3. Repeating learning at home	18, 19
	Can solve problems creatively	1. Attitude towards learning material difficulties	20
		2. Efforts to deal with learning material difficulties	21
Interest and sharpness of attention in learning	1. Habits in following the learning process	22, 23	
	2. Enthusiasm in following the learning process	24, 25	

RESULTS AND DISCUSSION

In this section of the results and discussion, the findings from the data collection techniques used in this study will be discussed. Interviews are a technique for collecting data through direct interaction with informants, who provide the information we seek. Observations, on the other hand, involve the process of closely monitoring a subject in the research to gather relevant data. Meanwhile, questionnaires are written questions designed to obtain information or data directly from respondents. The results and discussions from the use of interviews, questionnaires, and observations are presented below.

Definition Stages

Interviews. In this interview method, a question-and-answer session is conducted with school representatives regarding issues in learning, particularly concerning the Asmaul Husna curriculum. This approach allows the researcher to identify the challenges present in the field related to the teaching of Asmaul Husna. The interviews conducted on several aspects revealed that there is a significant lack of learning media utilized, which leads to student boredom and renders the learning process less effective, especially in the context of memorizing the recitations of Asmaul Husna provided by the teacher to the students.

In the interview with the educator, it was revealed that some children struggle to focus when presented with conventional learning media, such as the educator chanting Asmaul Husna while using kinesthetic media, where the educator performs movements that represent the meaning of the Asmaul Husna. Regarding the students' ability to memorize the Asmaul Husna chant, it was observed that some children are making progress, though challenges remain. For instance, some children forget the sequence of Asmaul Husna and need reminders from the educator. There are also students whose progress is in line with expectations. Only a few students have made significant progress, being able to chant Asmaul Husna without the educator's guidance. This interview served as both a background and a needs analysis for the research, and the researcher hopes to develop valid, effective, and practical audiovisual learning media for chanting Asmaul Husna that will assist students in learning the Asmaul Husna.

Teacher Questionnaire. This questionnaire is utilized to gather written feedback regarding the learning process in the classroom related to Asmaul Husna, encompassing the introduction, core activities, and concluding activities of the educational process. The assessment of this teacher questionnaire is based on a scoring system where responses are rated as follows: SL (always) receives a score of 4, SK (often) receives a score of 3, KK (sometimes) receives a score of 2, and TP (never) receives a score of 1. The questionnaire includes several aspects that the researcher inquires about, and the results from the teacher questionnaire are as follows:

Table 9. Teacher Questionnaire Results

No	Aspect	Percentage
1.	Learning Pattern	71%
2.	Learning Motivation	77%

The table shows that the results of the teacher questionnaire indicate a score of 71% for the aspect of learning patterns and 77% for the aspect of learning motivation. These results suggest that the Asmaul Husna learning process is effective in terms of methods and teaching processes. However, there is a need for additional learning media, such as audiovisual media featuring the chanting of Asmaul Husna, to further engage children and enhance their interest in learning Asmaul Husna.

Development Stages

Practicality Testing. This practicality test is conducted to assess the suitability of the developed media for use in the Asmaul Husna learning materials. The practicality test is carried out in both Small Group and One-to-One settings. The discussion is as follows: Results of the One-to-One Stage. This stage involves three children selected at random, representing high, medium, and low ability levels. The objective of this stage is to evaluate the practicality of the developed media, specifically the audiovisual media for the recitation of Asmaul Husna. The results of the children's observations during the practicality testing of the audiovisual media for Asmaul Husna are presented in the following table:

Table 12. Practical Results of the One to One Stage

No	Nama	Aspek			Skor	Skor	Kategori
		Kognitif	Afektif	Psikomotorik	Perolehan	Max	
1.	MJI	24	29	19	62	104	Praktis
2.	MFM	26	32	20	78	104	Praktis
3.	MAI	19	30	17	66	104	Praktis
Jumlah					206		
Rata-rata					68		

Based on the results presented, the observational data from the practicality test during the one-to-one phase yielded a score of 206, corresponding to a percentage of 68%. This indicates that the use of audio-visual media featuring the recitation of Asmaul Husna is considered practical, as it meets the criteria outlined in the usage indicators.

In the Small Group phase, five children with varying abilities—high, medium, and low—were involved. This stage aimed to assess the practicality of the developed media, specifically the audio-visual recitation of Asmaul Husna. The results of the children's observations regarding the practicality of this audio-visual media can be found in the following table.

Table 13. Practical Results of Small Group Stage

No	Nama	Aspek			Total	Skor	Kategori
		Kognitif	Afektif	Psikomotorik	Skor	Max	
1.	AAG	26	40	25	81	104	Praktis
2.	AY	27	34	26	87	104	Sangat Praktis
3.	MZA	26	41	23	90	104	Sangat Praktis
4.	NSK	25	38	27	90	104	Sangat Praktis
5.	MFA	28	42	27	97	104	Sangat Praktis

Based on the results above, the data from the practical test during the small group stage showed a score of 445, with a percentage of 89%, which can be categorized as very practical. When recapped, the results from the one-to-one and small group stages together yielded a score of 78.5%, falling into the practical category. This indicates that the audiovisual media for chanting Asmaul Husna meets the standards of practicality for Asmaul Husna learning video media.

Stages of Dissemination or Adoption

At this stage, dissemination or adoption is carried out, where the media developed is revised according to the suggestions provided by expert validation. Following this, a field test is conducted with 10 children at TK Tahfidz Kiai Marogan Palembang. The purpose of this phase is to evaluate the effectiveness of the developed media, which is the audiovisual chanting of Asmaul Husna. The results of the children's observations in testing the effectiveness of this audiovisual media are presented in the following table:

Tabel 13. Hasil Kefektifan Tahap *Field Test*

No	Nama	Nilai		N-Gain	Kategori
		Tes Awal	Tes Akhir		
1.	AA	83	100	0,80	Tinggi
2.	AB	93	98	0,40	Sedang
3.	MUW	81	90	0,40	Sedang
4.	ZNS	96	100	0,50	Sedang
5.	HKD	87	97	0,60	Tinggi
6.	FA	91	100	0,70	Tinggi
7.	HAF	84	93	0,45	Sedang
8.	KD	83	100	0,85	Tinggi
9.	MFM	88	100	0,75	Tinggi
10.	ABZ	86	100	0,87	Tinggi

Tabel 14. Hasil Rekapitulasi Nilai *pretest*, *posttest* dan N-gain

No	Nama	Nilai		N-Gain	Kategori
		Pretest	Posttest		
	Jumlah	872	978		
	Rata-rata	87,2	97,8	0,63	Sedang
	Minimal	81	93		
	Maksimal	96	100		

The data presented in the table indicates that the average score achieved by students in the initial test was 78.2%, while the average score in the final test reached 97.8%. When comparing the average scores of the initial and final tests, there is an improvement of 10.6%. This suggests that the developed media, specifically the Asmaul Husna learning media, has proven to be effective in enhancing the learning outcomes of early childhood students.

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion above, it can be concluded that this research has developed a valid, practical, and effective audiovisual medium for the recitation of Asmaul Husna, which successfully engages students in the learning process. However, future researchers are encouraged to create even more captivating media by integrating elements that encompass cognitive, affective, and psychomotor aspects, particularly in the development of children during their golden age. The objective of this study is to identify the types of media that can enhance children's learning experiences, especially in the recitation of Asmaul Husna, which is related to the memory capabilities of early childhood, while fostering an active, engaging, and enjoyable learning environment.

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