



The Effectiveness of Bali Cultural Center Game-Based Learning Videos on Children's Tolerant Character in River Watersheds

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ABSTRAK

Toleransi adalah tingkah laku hidup dalam kata-kata, tindakan, dan perilaku yang mencerminkan sikap hormat terhadap orang lain. Toleransi harus didukung oleh cakrawala pengetahuan yang luas, sikap terbuka, kebebasan berpikir, dan agama. Penelitian ini hampir eksperimental dengan model desain kelompok kontrol pra-test-posttest. Instrumen yang digunakan untuk mengukur efisiensi dalam penggunaan video belajar mengacu pada indikator toleransi sikap terintegrasi dengan media video, budaya konten video sentral Bali, dan budaya yang terkait dengan toleransi sikap memperkaya Bali yang diunggah ke dalam video tersebut. Data yang dianalisis menggunakan paradigma statistik non-parametrik Wilcoxon. Interpretasi didasarkan pada tes signifikansi. Ada pengaruh yang signifikan dan perbaikan pada kemampuan dan keterampilan guru yang mengajar di air terjun Banyumala sebelum dan setelah berpartisipasi dalam pelatihan dalam membuat video pembelajaran berdasarkan pusat budaya Bali. Ini didukung oleh teknik yang sederhana dan mudah untuk guru memahami. Skor rata-rata guru yang mengajar di taman kanak-kanak di sekitar kolam Sungai DAS Banyumala lebih tinggi dari skor rata-ratanya guru yang diajar di sub-distrik Sukasada dan di luar area kolam sungai DAS Banyumala. Jadi, kami berharap bahwa kemampuan guru dalam membuat video pembelajaran dapat ditingkatkan, dan mereka akan dapat menerapkan pusat-pusat budaya Bali dalam mengajar pendidikan anak usia dini melalui berbagai jenis kegiatan pelatihan yang terkait.

ABSTRACT

Tolerance is a way of life that includes words, acts, and conduct that demonstrate a regard for other people. Tolerance requires a broad knowledge base, an open mindset, freedom of opinion, and faith. This study is quasi-experimental in nature, using a pretest-posttest control group design. Indicators of attitude integrated tolerance with video media, core video content culture Bali, and enrichment attitude tolerance related culture loaded Bali in the video are used to assess efficacy in the use of learning videos. Wilcoxon's non-parametric statistical paradigm was used to examine the data. A significance test is used to interpret the data. There was a considerable effect and development in the abilities and skills of teachers teaching in the Banyumala watershed before and after they participated in training to create instructional films based on Balinese cultural centers. This is backed up with strategies that are straightforward and easy for instructors to grasp. The average score of teachers teaching in kindergartens surrounding the DAS Banyumala river basin is greater than the average score of teachers teaching in Sukasada sub-district and elsewhere. As a result, we anticipate that teachers' skills in creating learning films will increase and that they will be able to apply Balinese cultural centers in early childhood education through various forms of training activities.

1. INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth to six years of age that is carried out through providing educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education. In its implementation, early childhood education has an orientation to develop character as part of the formation of important initial educational foundations and as an indicator of children's readiness to take the next level of education (Sugiarti et al.,

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2022). One of the characters that will be developed in this community service activity is the character of tolerance. Tolerance is a life behavior in words, actions, and behavior that reflects an attitude of respect for other people. The elements of tolerance consist of respecting the rights of others, having compassion for other people, and maintaining behavior. Words and behavior can result in offending other people (Prayitno et al., 2022). Tolerance can be seen in mutual respect for each other, avoiding bad behavior, not disturbing others, always taking care of other people's feelings, and speaking words that do not offend other people's feelings. Tolerance must be supported by a broad horizon of knowledge, an open attitude, freedom of thought, and religion. Tolerance is a behavior of mutual respect without distinction of ethnicity, gender, appearance, culture, beliefs, abilities, or sexual orientation. Tolerant people are able to respect other people, even if they do not agree with their views and beliefs. In the context of tolerance, people are unable to tolerate cruelty, bigotry, and racism. Forms of tolerance include listening to other people, having a strong desire to learn something from other people, and being willing to interact with children from different socio-economic, gender, or cultural backgrounds. Apart from that, children want to work together with children of different beliefs (Birhan et al., 2021; Russell & Cain, 2022).

Indicators of an attitude of tolerance in early childhood are being tolerant in accepting all disparities, not discriminating against friends who have different beliefs, not forcing other people's beliefs (beliefs), giving other people the freedom to determine their beliefs (religion), and not hindering other people who do not share the same beliefs when praying. Next, always socialize and behave well with people who don't share the same beliefs in worldly matters; respect other people who are praying; and don't hate or hurt the feelings of someone who has different beliefs or opinions (Celikel et al., 2023; Zhicong et al., 2023). Early childhood is directed toward having an attitude of respect and tolerance towards other people. Indicators that reflect an attitude of tolerance are not choosing and discriminating between friends, respecting friends who are praying, showing an open attitude, having a positive attitude towards other people, working together, being willing to share stories with friends of different beliefs, and being willing to interact with friends of different beliefs or religions (Vatne et al., 2023). The game center, which is full of play activities in the classroom, will focus on Balinese culture, such as Balinese traditions, Tri Hita Karana, and Balinese cultural arts. The typical Balinese food belief of many early childhood professionals is that children learn as they play both alone and with other children and their teachers. So it can be said that this learning process will be very suitable for young children, especially kindergartens. One area that is full of local meaning and culture is the river basin.

Based on observations made at early childhood education institutions around the Banyu Mala River basin, teaching about tolerance in early childhood has not been implemented optimally. This is shown by teaching that is still oriented towards the introduction of reading, writing, and initial arithmetic. The activities carried out are still in the form of filling in worksheets, playing with blocks, and limited outdoor play. It is important to introduce the concept of early reading and writing to children at an early age without neglecting education and teaching children character, especially tolerance. Through interviews, we obtained information that the tolerance education implemented was still an abstract concept, only through teacher direction, without creating activities that could be implemented in the classroom. So, it can be understood that the implementation of tolerance education for young children in the Banyu Mala River basin is still very low.

Teaching tolerance is often associated with stimulation in the form of learning videos that contain the practice of tolerance in everyday life. Apart from that, teaching tolerance also often uses examples or role models so that children can imitate behavior that reflects an attitude of tolerance. Learning using videos and role models can be realized in central games in early childhood education classes (López-Fernández et al., 2023). Central Games is the development of responsive learning with an emphasis on implementing active learning, the process of investigative activities, and constructing children's understanding of the material collaboratively and according to children's interests. A center-based learning approach focuses on the idea of children being competent and resourceful rather than a developmental approach that focuses on weaknesses that need to be developed (Sutama et al., 2023).

Based on relevant research studies, you may acquire effectiveness test results on learning videos in the highly effective category, then validity test results with an average result of 83% in the extremely valid and influential category behavior tolerance pupil class I primary school. The findings of the beta testing assessment of the material's appropriateness level were 95% in the very good category, 85% in the good category, and 90% in the very good category (Bermudez et al., 2023; Pozo et al., 2022; Udjaja & Ramdhan, 2022). The testing results got an average individual student response of 96%. As a result, role-playing-based learning films are effectively employed as teachers' aids in giving learning material in order to boost the motivation and passion of early childhood education students (Schöbel et al., 2021). The aim of this research is to test the effectiveness of Balinese cultural center-based learning videos on the tolerant

character of children in the river basin. Effectiveness tests were carried out to see differences related to teacher understanding centers video-based Balinese culture.

2. METHOD

This research is quasi-experimental with a pretest-posttest control group design model. Experimental research with a posttest-only control group design model is quantitative research that involves giving treatment to respondents and then measuring the effectiveness or effect of the treatment after the treatment is carried out and comparing them with respondents who did not get treatment (Zhou et al., 2014). The subjects of this research are early childhood education teachers who teach in the Banyu Mala River Basin environment, who are also group experiments, and then early childhood education teachers who teach in an environment outside the area of river flow. Study experiments were carried out in two groups, namely group experiments and group control through cluster random sampling. Early childhood education teachers who teach in the Banyu Mala River Watershed environment as group experiments and early childhood education teachers who teach in the environment outside the area of river flow as group controls Instruments used to measure the effectiveness of the use of learning videos refer to indicators of attitude integrated tolerance with video media, central video content culture Bali, and enrichment attitude tolerance related culture loaded Bali in the video. The data analyzed uses the Wilcoxon non-parametric statistical paradigm. Interpretation is based on a significance test.

3. RESULT AND DISCUSSION

Result

Teacher who teaches in the Banyu Mala River Watershed environment as the control group received treatment in the form of basic video making, giving video examples, and meaning from implementation attitude tolerance in children with touch center Balinese culture. Meanwhile, the early childhood education teacher teaches in an environment outside the area of River Flow, as the control group did not get treatment. Following results: Posttest Ability of Banyumala Watershed Kindergarten Teachers in Making Learning Videos Based at the Bali Cultural Center.

Table 1. Results of the Pretest - Posttest Test on the Ability of Banyumala Kindergarten Teachers in Making Learning Videos Based on the Bali Cultural Center

Statistics	Posttest DAS - Pretest
Z	-3.426
Asymp. Sig. (2-tailed)	0.001

In more detail, it can be seen in the rank table above, which explains that the pretest and posttest were attended by 15 teachers who taught at kindergarten schools in the Banyumala watershed. The results of the analysis of pretest and posttest influence tests by early childhood education teachers at DAS Banyumala Kindergarten showed that there was a significant influence on the abilities of teachers who taught at Banyumala before and after taking part in training in making learning videos based on Balinese cultural centers. Then, based on the statistical test table, it can be seen that the significance value of Asymp. Sig. (2-tailed) is 0.01 or smaller than 0.05. So it can be interpreted that there is a significant influence on the abilities and abilities of teachers who teach in the Banyumala Watershed who, before and after taking part in training in making learning videos based on the Balinese cultural center, stimulate the character of child tolerance for kindergarten teachers in the Banyu Mala Watershed. Sambangan Village, Sukasada District, Buleleng.

Table 2. Posttest Difference Test Results between the Ability of Banyumala DAS Kindergarten Teachers and Kindergarten Teachers in Sukasada District in Making Learning Videos Based on the Bali Cultural Center

Statistics	Posttest Results
Mann-Whitney U	17.000
Wilcoxon W	95.000
Z	-3.598
Asymp. Sig. (2-tailed)	0.000
Exact Sig. [2*(1-tailed Sig.)]	0.000

Based on the results of statistical tests carried out with the help of the SPSS 24 for Windows program, it can be interpreted that the number of teachers in kindergartens around the Banyumala River Basin and kindergartens in Sukasada District that are outside the Banyumala River Basin is 27. Specifically, the number of teachers in the Kindergarten area of the Banyumala River Basin is 15 people, and the number of teachers in the Sukasada District Kindergarten outside the Banyumala River Basin is 12 teachers. The understanding and skills of the two teachers from these two different areas were compared using their respective post-test results. Based on the statistical table, the interpretation is that there is a difference in the post-test results of teachers who took part in video-making training (in this case, teachers in the Banyumala watershed) and the post-test results of teachers who did not take part in video-making training (outside the Banyumala watershed). This can be seen from the Asymptotic Significance Score. Sig. (2-tailed) 0.000, which is a score smaller than the significance value of 0.05. This can also be seen from the average score of teachers who teach in kindergartens around the Banyumala River basin, which is higher than the average score of teachers who teach in the Sukasada sub-district and outside the Banyumala River basin area. So it can be interpreted that there is a difference in the post-test results of kindergarten teachers in the Banyumala River basin and kindergarten teachers in Sukasada subdistrict outside the Banyumala River basin area.

Discussion

Teaching tolerance is often associated with stimulation in the form of learning videos that contain the practice of tolerance in everyday life. Apart from that, teaching tolerance also often uses examples or role models so that children can imitate behavior that reflects an attitude of tolerance. Learning using videos and role models can be realized in central games in early childhood education classes. Central Games is the development of responsive learning with an emphasis on implementing active learning, the process of investigative activities, and constructing children's understanding of the material collaboratively and according to children's interests. A center-based learning approach focuses on the idea of children being competent and resourceful rather than a developmental approach that focuses on weaknesses that need to be developed.

Based on relevant research studies, you can obtain effectiveness test results on learning videos in the very effective category, then validity test results with an average result of 83% in the very valid and influencing category behavior tolerance student class I elementary school (Afnan et al., 2021). Then, the results of the beta testing assessment of the appropriateness level of the material were 95% in the very good category, the media was 85% in the good category, and the design was 90% in the very good category (Swandewi et al., 2023). The testing results obtained an average individual student response of 96% (Hidayati et al., 2021). So, role-playing-based learning videos are effectively used as teachers' guides in providing learning material so that they can increase the motivation and enthusiasm of early childhood education students. The results of this research show that the use of learning videos can be applied during the pandemic and can be used by children to receive the learning provided, such as assignments with learning materials that are habitual in nature or fun activities that can be done at home. The results of the research show that animated video media is effective in increasing the learning motivation and democratic character of class III school students (Pujihartati & Wijaya, 2018). Effectiveness can be seen from the significant difference in motivation and character scores before and after using animated video media (Retnasari et al., 2021).

From the results obtained, there is a significant influence on the abilities and skills of teachers who teach in the Banyumala Watershed who, before and after taking part in the training in making learning videos based on the Balinese cultural center, stimulate the character of child tolerance for kindergarten teachers in the Banyu Mala Watershed. Sambangan Village, Sukasada District, Buleleng. This is supported by training strategies that use techniques that are simple and easy for teachers to understand. The simple technique in question is to make a video from a cell phone and then edit it with applications that are commonly used by teachers, for example, Canva, Capcut, the video maker found on each cell phone, or other applications. We are sure that teachers often do this kind of video making, but in this training material, it is emphasized regarding the importance of integrating Balinese culture, which must be included in the video. The Balinese culture referred to varies from dances to the culture that exists around the Banyumala river basin itself. Because this is related to the Banyumala river basin, we urge teachers to highlight elements of environmental and cultural introduction around the Banyumala river basin (Kurnadi & Dewa Ayu Puteri Handayani, 2023). Difficulties can be minimized because the material is close to nature and close to school. Apart from that, teachers are also free to choose applications that are often used for video editing.

Theoretical research on early childhood tolerance entails analyzing children's social, emotional, and cognitive development in the context of the formation of tolerance ideals. Several ideas and methodologies in developmental and educational psychology can shed light on how tolerance develops in

young children. Kohlberg proposed six phases of moral growth, separated into three categories: pre-conventional, conventional, and post-conventional (Prayitno et al., 2022). Children begin to acquire empathy and grasp the perspectives of others at the typical level. This can serve as the foundation for developing tolerance for diversity. Erikson places a premium on the stages of psychological development. The fourth stage, "Identity crisis versus personality role," entails the development of empathy and constructive interpersonal interactions. Children can learn to appreciate diversity at this age. Furthermore, Jean Piaget claims that children go through many cognitive stages (Sugiarti et al., 2022). Children learn to grasp the viewpoints of others and experience the world from many angles during the tangible operational phases. It can aid in the development of a knowledge of variety.

The relevance of learning through observation and modeling is emphasized in this approach. Tolerance ideals may be instilled in children by observing positive conduct and tolerant attitudes in authority figures and others around them (Utomo et al., 2021). Character education is concerned with the development of good qualities such as tolerance. Through tactics such as moral stories, role-playing, and group activities, children may be taught about diversity, fairness, and appreciating differences. Multicultural education teaches pupils to accept and comprehend cultural, religious, and ethnic diversity. It broadens children's experiences and aids in the development of a tolerant mindset.

The average score of teachers who teach in kindergartens around the DAS Banyumala river basin is higher than the average score of teachers who teach in Sukasade sub-district and outside the DAS Banyumala river basin area. This is because teachers outside the Banyumala watershed area do not receive training in making learning videos based on Balinese cultural centers. Because teachers outside the river basin do not receive this training, it is understandable that the abilities and skills of teachers in making learning videos with a Balinese cultural background are lower than those of teachers in the Banyumala watershed area who receive training in making these videos. This reinforces theoretical studies in video making training in this service that providing treatment can sharpen and strengthen mastery of the material as well as the teacher's ability or skills in compiling material to create learning video content based on Balinese cultural centers. So the understanding and skills between DAS Banyumala kindergarten teachers and kindergarten teachers outside DAS Banyumala will be different. This difference can, of course, be minimized by holding kindergarten teacher training outside DAS Banyumala, which is the same as what is done at DAS Banyumala Kindergarten. So it can be interpreted that there is a difference in the post-test results of kindergarten teachers in the Banyumala River basin and kindergarten teachers in Sukasada subdistrict outside the Banyumala River basin area.

4. CONCLUSION

There was a considerable effect and development in the abilities and skills of teachers teaching in the Banyumala watershed before and after they participated in training to create instructional films based on Balinese cultural centers. This is backed up with strategies that are straightforward and easy for instructors to grasp. The average score of teachers teaching in kindergartens surrounding the DAS Banyumala river basin is greater than the average score of DAS teachers teaching in Sukasada sub-district and elsewhere. This is due to the fact that instructors outside of the Banyumala watershed do not receive treatment while creating instructional films based on Balinese cultural centers. As a result, we anticipate that instructors' ability to create learning films will increase and that they will be able to apply them.

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