

Early Childhood Learning Mood Management through Video-Based Streamlining

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ABSTRACT

With the implementation of video-based learning at RA Masyitoh, this study aims to analyze and examine the management of learning mood in early childhood through video-based learning. The researcher employs the qualitative case study method. This study comprised interviews, observation, and documenting findings as data collection techniques. The data analysis is carried out in stages, beginning with data collection and progressing through data presentation, reduction, and conclusion. The results revealed that learning mood management in early childhood through video-based learning was accomplished through the following methods: needs analysis, implementation design of video-based learning, assessment of video-based learning. According to this research, students' learning mood must be maintained for optimization and learning targets to be achieved in the classroom. Teachers must do their part to ensure that this happens. Therefore, a comprehensive understanding is needed to improve children's learning mood through various learning approaches.

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1. INTRODUCTION

Early childhood education is considered one of the essential strategies in developing human resources. This early stage of life is referred to as the "golden age," but it is also a critical period in developing the human brain (Pelfrey, 2017; Yunia, 2016; Alfina & Anwar, 2020). Preparing children for school is a coaching effort that takes place from birth to the age of six, and it is carried out through educational stimuli to aid in the development of children's physical and spiritual growth so that they are more prepared for school (Lasaiba, 2016; Iltiqoiyah, 2020). This is because children's intellectual development differs depending on their age: intelligence, talent, interest, creativity, emotional maturity, personality, and physical and social independence are all factors to consider. Every child is unique and diverse, and they possess unlimited creative and productive abilities (Astuti & Aziz, 2019).

Children do have their uniqueness, although, on the other hand, children also have shortcomings that must be understood by parents and teachers (Suryati & Risma, 2019).

A reasonable and appropriate learning process influences learning quality, especially at Raudlatul Athfal (RA) Masyitoh. It is expected that the students will be encouraged to understand what they are learning and apply what they have learned in real life, which will help improve the quality of good education (Selian, 2019). Because of this, teachers must have cutting-edge knowledge to maximize the effectiveness of the learning process (Kristin, 2018). Based on the preliminary observation, it was found that the students have performed diverse learning styles and mood; most of them tend to get bored quickly, lack interest, want to be alone, especially in teaching that is not varied. Given these facts, teachers are required to provide a suitable model in the application of learning and stimulate children's development through various games.

The importance of managing children's learning moods is caused by students in this institution tending to get bored of the learning that the teacher conveys quickly; this is caused by various factors such as monotonous learning methods, lack of learning media that attract children's interest, and lack of teacher creativity in innovating to modify learning because it requires serious handling so that the management of children's learning mood remains stable so that knowledge can be fully absorbed. Because many previous studies on the importance of managing children's learning moods say that by paying attention to learning moods, children can use learning media because media will help the effectiveness of the learning process in delivering messages and lesson content (Fitria, 2014).

Then Rohmat (2017) said that in overcoming the mood of children who get bored quickly, they need the proper education; education is the most important investment made by parents for their children's future. Since a child is born into the world, he has many potential and hopes to succeed in the future. Furthermore, Zamroni et al. (2021) reported that children's learning mood began to deteriorate, as evidenced by their inability to focus, lack of concentration, their eyesight being everywhere, and even a lack of interest in their teacher, as evidenced by their participation in activities with friends, being noisy in class, playing alone, and so on.

The problem related to learning in early childhood, especially at RA Masyitoh, is that students are more easily bored or in a bad mood towards the teacher's learning due to the lack of exciting education the teacher applies to students. Based on observations in the field, it was found that the children's mood problems in following the lessons were as follows; first, some children do not want to join their friends when in class or outside class. Second, the presence of children when invited to participate in refusal activities. This is caused by a variety of factors, including some teachers who do not use media when implementing learning, resulting in students who are less focused and pay less attention to the teacher's exposure; a teacher's teaching style that is not compatible with the child's learning style, resulting in learning effectiveness that is less effective and efficient; and a lack of variety in the learning media that is used. Facts in the field show that students are less interested and less interested and quickly get bored with the teacher's material.

To overcome these learning problems, teacher RA Masyitoh, the teacher looks for new solutions and methods so that students can stay focused on learning and can keep children's learning mood stable, tend to concentrate, and not get bored quickly by applying learning through video-based learning taken from social media youtube. Several experts in child psychology have stated that children have a strong tendency to absorb what they see entirely and to learn from what they see. Young children may be inspired to be more imaginative due to this. It is possible to think of each individual's invention in terms of creating something he can think of because he observes an existing object and then innovates it into a new form (Mastanora, 2018). To identify and describe the impact of video-based learning on early childhood development, the author must first identify and explain what is going on. Video-based learning is used as a medium to keep children's learning mood stable and absorb learning optimally.

This research is based on preliminary research by Juwita (2018), which says that attractive and targeted video-based learning media packaging is a determinant of success in instilling character values in early childhood. Then Sulasmianti (2020) conveyed that audiovisual media that is so well known and widely used is video-based learning. Video-based learning that can stimulate all children's

development. Similarly, Sulasmianti (2020) contends that the process of independent learning can be applied through video-based learning animation media. Video-based learning is made more exciting and makes children curious to watch. Furthermore, Kiftiyah et al., (2016) say that complex stimuli will indirectly stimulate children who interact with video-based learning in the form of audio and visual. Previously, audiovisual media have been widely researched and proven to have a tangible impact on children's development. One of them is the finding that shows that video-based learning media can affect language skills in children. Then Palupi (2020) argues that in intelligence, early childhood can be given a stimulus with the proper use of social media. Because with social media such as video-based learning, children are more interested and not easily bored. Furthermore, Iwantara et al. (2014) said that students who take part in learning with video-based learning media assume that the learning experience and knowledge they get are by personal and learning goals, which they can apply to solve problems in everyday life.

Some of these researchers explained that video-based learning could influence children's education and has a tendency to generate learning motivation. Departing from this, the researchers are interested in integrating the management of early childhood learning moods. Children have different characteristics in their learning, with video-based education as an alternative media to arouse children's learning mood. The focus of this study is to analyze and understand how the teacher's method of using streamlining? video-based learning in managing the learning mood of early childhood at RA Masyitoh.

2. METHODS

The purpose of this study is to describe how video-based learning can be used to manage learning moods in children as young as three years old. The scope of this research includes a needs analysis, a video-based learning design based on student needs, and a video-based learning assessment, among other activities. This investigation was carried out at the RA Masyitoh V Paiton in Probolinggo, East Java. The qualitative approach is used in this study. In qualitative research, the primary data sources are words and actions; the remaining include additional information such as documents and other sources (Rahmawati et al., 2020).

The researcher used a qualitative approach with a case study type to get an overview of the implementation of learning mood management in early childhood through video-based learning. Principals, teachers, and staff at the school of RA Masyitoh V. Furthermore, the researchers also observed and documented various learning activities in the institution.

From some of the data obtained, data analysis was carried out concerning the concept of Milles and Huberman, namely collecting data from research results in general. Data reduction was carried out to select and sort data according to the research theme. Furthermore, the data from the study's overall results and a research finding are carried out.

3. FINDINGS AND DISCUSSION

The results showed that; management of children's learning mood using video-based learning media at RA Masyitoh in the following ways;

Needs Analysis

Looking at the natural conditions of a critical need is the first step in taking further action, which is then carried out through various needs preparations. Preparation of needs is a significant step in compiling a program that will be implemented with the aim that the program to be executed can run as expected. Similar considerations apply to teachers, who must prepare students' needs before beginning teaching and learning activities. This includes preparing complete and systematic learning materials that will be delivered to students; in addition to teaching materials, teachers must also prepare interesting, innovative, and fun learning methods such as the use of video-based learning media, because learning media can facilitate teacher performance as well as students' understanding of what is being taught.

IF1 as the principal conveyed the Analysis of the needs needed by students, namely stabilizing their learning mood on a steady path; we tried some tricks and methods to keep their interest in learning under control and in a positive attitude. As for all the needs analysis of students through tricks and techniques, we pour it through the preparation of *PROTA*, *PROSEM*, *RPPM*, and *RPPH*. Concerning the programs and plans made.

It was emphasized by IF2 teacher RA Masyitoh V that the preparation of needs analysis was carried out in a structured manner in preparing and compiling *PROTA*, *PROSEM*, *RPPM*, and *RPPH*. Then, the teacher or education staff makes a video-based learning plan which is then consulted with the principal and the head of the curriculum for approval.

Needs analysis on enjoyable video-based learning needs to be prepared to overcome the learning mood of early childhood, while the preparations made for RA Masyitoh V as described by the head and teachers at the institution include;

IF3 teachers at RA Masyitoh V conveyed in preparing for learning by referring to the lesson plans the teacher then creatively made learning videos. The things that are needed in the needs analysis by the teacher RA Masyitoh V before the implementation of Video-based learning activities are; first, interesting educational videos or materials that will be delivered according to *RPPH*; second, laptops and projectors, third, comfortable places for students such as halls or empty classrooms that make it easier for students to focus on the videos they watch.

Then IF4 also revealed to the teacher needs analysts before the implementation of Video-based learning, namely; the teacher first prepares an educational video that is tailored to the needs of students because the unique nature of children needs variety and the application of learning that is not monotonous so that they remain happy in following the teacher-led lessons.

Video-Based Learning Implementation Design

The design of the implementation of video-based learning is the second step in the preparation process. During this step, the synergy between the initial program and the following program is required. When delivering or presenting education to children, it is important to be engaging, energetic, creative, and innovative to pique the children's interest in the information being shared by the instructor.

IF2 said the presentation is done in the second hour after a break of one-hour duration, starting from 09.00 to 10.00. when presenting video-based learning media learning, the teacher asks children to sit together on the carpet and enjoy a show broadcast with video-based learning media. After the teacher has finished presenting the show, the teacher will take several actions, such as asking and answering about the show (mentioning or retelling the show that he just enjoyed).

In the presentation, two forms are applied in RA Masyitoh, namely; The first is the classical form. In this presentation, the child sits classically with the sitting position lined up sideways and backward. Position the projector in front by observing a distance of about 1 meter. While one teacher operates in the side position and the other teacher is behind the child. This form does not require too large a room. Still, it requires an arrangement of sitting positions, children with short posture in the front part and children with high posture in the back to see optimally and tend to be calm, focused, and orderly in watching the programs being watched.

Both curved shapes. In this form, the child's position sits in a curved place with the video in front and the teacher behind the student while operating Video-based learning; the teacher can also casually supervise the child from behind. This form requires a large room so that there is sufficient capacity for students to use the school hall, but there is no need to adjust the position because children can see directly without being blocked by their friends.

IF3 Delivering the presentation of learning in video-based learning is more popular with RA Masyitoh V's children; they are enthusiastic when taking video-based learning lessons. They can coordinate hearing and sight, which will connect with their memory in capturing addresses.

IF4 Emphasizes that students are more sensitive in responding to questions that the teacher asks if they have used video-based learning media. Moreover, regarding applying morals, children will be

more likely to remember and follow the morals conveyed by the videos they watch. The application of video-based learning media in "moral" learning is appropriate to improve children's morale; in this way, children will understand moral messages obtained through films, stories, whether understood through hearing or sight (Fithri, 2017)

IF1 Expressing learning is easier and more fun when students are more focused and concentrated in learning. Video-based learning media is proven to facilitate and assist teachers in delivering education in an exciting and targeted manner. Especially in early childhood who tend to be picky and get bored quickly with one media, so the variety of media and the expertise of teachers in attracting students in the application of learning needs to be done in a balanced, directed, and regular manner.

Video-Based Learning Assessment

The last step is to show students' abilities after students listen to the teacher's explanation of the material being told, followed by a break and closing activities. In this closing activity, the teacher held a recall or evaluation, namely asking and answering questions to students about the activities and materials carried out today, such as requesting the theme, sub-themes, shows that have been watched together, impressions and messages from the shows and also children's opinions about the show.

IF1 Delivering video-based learning assessments on learning are carried out in checklists, anecdotes, and work assessments. In the checklist assessment, the teacher has prepared indicators of achievement that each child must meet in six aspects of development. The anecdotal review contains the behaviour of the child, starting from the opening to closing activities. In contrast, in the assessment, the teacher's work assesses each work that students complete with the pre-determined criteria.

It was also emphasized by IF2, which held a video-based learning assessment carried out through the application of tasks or tests; this made it easier for teachers to understand the abilities of each student, especially in learning that was displayed on the application of video-based knowledge. This makes it easier for teachers to stimulate each child's ability by seeing progress through assignments or tests. So that teachers can provide targeted stimuli and more quickly develop the skills of each student optimally. Teachers can also find out to what extent video-based learning can affect the level of learning in children, explicitly increasing or decreasing.

The application of video-based learning media proves it, so it is easier for teachers to control the mood of students to accept the learning that the teacher conveys; the learning atmosphere is more conducive and fun because the focus of students on the videos they watch is more interesting than the lecture method by the teacher. It is proven that students can answer the questions that the teacher conveys in their language. It is effective in developing intelligence abilities in early childhood.

Teachers are also more energy efficient in delivering material because teachers can also watch audiovisuals and discuss the spectacle results with students with joint discussions and find exciting and relevant learning. The evaluation results are intended for re-planning and serve as the final administration and management. That is combining and collecting data with common goals so that teachers can measure their students' abilities.

Needs analysis is the first step taken before running the program. About the learning menu for early childhood education, it is stated that the guidelines for implementing learning include the preparation of an activity plan that will be carried out for one year (Rozalena & Kristiawan, 2017). Learning in early childhood is done with fun. The learning process for early childhood must take place in a pleasant atmosphere, involving the five senses of function, and can satisfy children's curiosity (Misrayeti & Mahyuddin, 2020). Another factor influencing the success of education in early childhood is a positive approach. This positive approach can be made by parents or teachers, with a positive direction, it can help children understand that learning is not a lesson to be feared. A positive approach can be made using educational audiovisual media but still with supervision by teachers and parents.

Children's moods that change and still have a high ego need tricks and methods in managing their mood to be directed to positive things, especially in achieving their development. Every child is different and unique, and they possess limitless potential for being creative and productive (Astuti &

Aziz, 2019). So careful preparation is needed in designing learning, especially in early childhood, who have a boredom level that tends to be faster and a minimal level of focus.

The design of the implementation of learning carried out in early childhood must be oriented to the child's needs. Its presentation can have a stimulating effect so that children are more enthusiastic about following the learning flow. However, due to the changing mood of children, a method or trick is needed to overcome these problems. We need media to make it easier for teachers in overcoming this, especially in overcoming the learning mood. Learning media contains information about the teacher's lessons to deliver a speech (Siswanto, 2017). Media can be used as an intermediary in stimulating all aspects of development in early childhood, including moral and religious values, physical motor aspects, language aspects, social, emotional aspects, cognitive aspects, and artistic aspects (Dewi, 2017).

When it comes to delivering messages and lesson content, learning media will aid in the effectiveness of the learning process. Even though they use learning media, particularly audiovisual media, teachers may overlook media use from time to time. The goal is to increase children's learning motivation to be more likely to retain the information in the lesson. Steps in learning to use audiovisual media include preparing laptops, sound, cables, and videos to be shown, paying attention to students' sitting positions in a relaxed state, and when they invite students to listen to the video, the teacher conveys the learning objectives as well as technical knowledge to the students. Students were prepared to watch the video, and they were given a follow-up in the form of questions about the content of the video to complete afterwards (Fitria, 2014).

Children are selfish, naturally curious, social creatures, unique, rich in fantasy, have short attention spans, and have the most potential period for learning. The point is that children are stimulated to learn on their own the materials provided by the teacher. Here the teacher only functions as a mediator and facilitator. Every child has different abilities in absorbing subject knowledge (Suryati et al., 2019). To accommodate their egocentricity, children also have a mood when learning. When the mood is good, they quickly absorb lessons; however, their egoism will come to the fore when the mood is sour. Both teachers and parents are expected to be adept at controlling their children's emotions.' Using a variety of tricks and methods, children can grow and develop by their developmental stage; as a result, early childhood learning must always be oriented toward the needs of children (Kristiawan & Muhammad, 2017).

The oldest technology used in the learning process is a printing system that works physically. Then audiovisual technology was born that combines mechanical and electronic discoveries for learning purposes (Hidayah & Nurhadija, 2018). One of the tricks or methods that can manage a child's mood can be using education tools through audiovisuals. Attractive and targeted media packaging determines success in instilling character values in early childhood. Learning media is an intermediary in conveying educational messages (Juwita, 2018).

Early childhood learning is always presented with lectures. The brains of students sometimes start to get bored. Thus, teachers must look for innovations to increase students' learning motivation; learning outcomes will also increase when students are motivated to learn. One of these methods is to incorporate media into the learning process. Student learning motivation can be boosted through learning media, which can be a terrifying prospect. Using teaching media as learning aids, the following goals can be achieved: First and foremost, make the learning process in the classroom as simple as possible. Improve the effectiveness of the learning process, second. In third place, make sure that the subject matter is still relevant to the learning objectives, and Fourth, assist learners in maintaining their concentration throughout the learning process (Fitria, 2014).

The following are some of the advantages of using learning media as a tool in the learning process: First and foremost, teaching draws more students' attention, which helps to motivate them to learn (Baharun, 2016a). Second, teaching materials will be more precise in their meaning, allowing students to comprehend them better and master the course's objectives. Third, the learning method is varied and does not rely solely on verbal communication through the spoken words of the teacher (teacher) so that students do not become bored and the teacher does not run out of energy during the lesson. The fourth

reason is that students engage in more learning activities due to listening to explanations from the teacher (teacher) and participating in other activities such as observing, participating in, demonstrating, and so on. As a result, the advantage of using learning media is to provide exciting learning to foster motivation in education. The material presented is more explicit in meaning, and the learner does not become bored while absorbing the teaching material, resulting in improved educational outcomes (Muyassaroh & Andriana, 2018).

Assessment is a process of measuring and improving the activities carried out, such as comparing the outcomes of different actions. The purpose of the evaluation is to determine whether or not the plans developed can achieve the objectives set and whether or not they can be implemented. The process of gathering information, analyzing it, interpreting it, and reaching a decision. In learning activities, data on student development and learning can be collected. Plan for stimulus services in educational institutions, such as taking notes on the results of observations of the training, exercise, and creativity of students during their studies (Aliwar, 2016)

After conducting the assessment, it is necessary to develop a plan for achieving the objectives that have been established and put into effect. The review results are intended to be used for re-planning and final administration and management and other purposes. Namely combining and collecting data with a common goal (Hefniy et al., 2019). In every lesson, the teachers have prepared an assessment for students (Kholifatus, 2018; Zamroni & Qatrunnada, 2021). With the evaluation's implementation, the teacher knows better which learning objectives have not been achieved or have not been achieved by students and are not by the value of learning activities (Baharun, 2016; Fauzi & BR, 2018). By conducting an assessment, teachers can measure students' abilities through their actions.

4. CONCLUSION

Every child has different characteristics; those who still have egotism and high curiosity also have mood swings. Moreover, in the application of learning, it is not enough to use one medium, but it must be varied so that boredom is minimal.

RA Masyitoh V Karanganyar Paiton Probolinggo has used the video-based learning method to manage learning mood in early childhood. Using video-based learning to address children's moods is more effective and efficient in overcoming boredom and boredom in early childhood. The results of this study proved successful in overcoming the learning mood of children, but in essence, not all institutions are suitable for using this method. Teachers need to innovate to find the right solution for their respective students.

Obstacles obtained in this study require special skills in the operation of Information Technology. Institutions that apply this method need teachers who master Information Technology to implement video-based learning properly. Researchers hope that further research will emerge on managing the learning mood of early childhood through video-based education with a more complex and comprehensive approach to complement the study's limitations.

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