



Implementation of Audiovisual Centers in Group B Learning at TK Islam Plus Insan Kamil Tuban

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ABSTRACT

The implementation of the audiovisual center in learning is crucial for improving the quality of education at TK Islam Plus Insan Kamil Tuban. Therefore, this study aims to explain the implementation of the Audiovisual Center in Group B Learning at TK Islam Plus Insan Kamil Tuban. This research focuses on: 1) How do teachers implement the use of the audiovisual center in Group B learning at TK Islam Plus Insan Kamil Tuban? 2) What are the supporting and inhibiting factors in the use of audiovisual media in Group B learning at TK Islam Plus Insan Kamil Tuban? This research uses qualitative methods with data collection techniques including observation, interviews, and documentation. The results of this study show that: 1) the implementation of the audiovisual center is carried out well, and students at TK Islam Plus Insan Kamil Tuban have good skills in the audiovisual field. Teachers train students to try new things, take responsibility, be brave in asking questions, and express their imagination through creative works. The combination of engaging audiovisual media and positive psychological support from teachers creates an enjoyable and effective learning environment where students feel supported and motivated to learn. 2) the supporting factors for the use of audiovisual media in Group B learning include: a learning environment that provides access to technology, support from teachers and parents, a relevant curriculum, and creativity in learning. The inhibiting factors include: device malfunctions or software failures that can disrupt the smooth running of learning with audiovisual media.

INTRODUCTION

In the current era of information and communication technology, technological advancements are progressing rapidly, particularly in the form of digital technology. These developments have transformed usage paradigms, enabling users to connect to internet networks, facilitating quick access, dissemination, and sharing of information. Moreover, communication efficiency has significantly improved.

In the era of the industrial revolution 4.0, the emergence of new technologies has led to extraordinary changes across nearly all aspects of human life, including education. Early childhood education has undergone significant transformation in this age of computers and the internet. The utilization of digital educational content is crucial for enhancing the quality of learning. Digital content provides children with interactive platforms that enrich their learning experiences in engaging and innovative ways (Gani & Hidayat, 2023).

Digital technology encompasses various aspects, such as the use of phones, computers, multimedia, the internet, and other audiovisual tools employed in the learning process. The current digital generation is witnessing an era where technology meets daily needs, shaping a lifestyle integrated with technology. In the educational context, digital technology has become a catalyst for educational transformation. The use of digital tools such as computers and multimedia allow for more interactive and diverse learning methods. The internet also serves as an unlimited source of knowledge, opening doors to distance learning and global collaboration (Azis, 2019)

The influence of the digital industry extends beyond education, impacting various industrial sectors. Technological innovations are transforming business processes, from production to marketing and distribution. Adapting to digital trends has become a key to sustainability and success across industries. Therefore, the development of digital technology not only changes how we learn but also drives major transformations in various aspects of life and industry. With continuous innovation, the positive impact of digital technology is expected to bring significant changes in the future.

The Alpha Generation, as successors of the previous generation, grows up in an environment filled with technological devices such as smartphones, tablets, and other smart gadgets. They are not only familiar with these technologies but also naturally integrate them into their daily routines (HARDIANTI, 2018). It is essential to recognize that the familiarity of various age groups with digital technology significantly impacts how they communicate, learn, and interact. For instance, children of the Alpha Generation often possess an early understanding of digital devices from a young age, resulting in shifts in their learning patterns and social interactions.

This condition also creates new challenges and opportunities in education, where the use of digital technology can be applied to enhance learning experiences. Meanwhile, professionals, including adults and the elderly, face the need to continually develop digital literacy to remain relevant in the ever-changing workforce. Thus, the digital revolution era is not only characterized by technological advancements but also shapes behavioral patterns and worldviews across different age groups. The broad integration of digital technology continues to drive significant transformations in various aspects of modern society.

The application of online learning across all levels of education, from Early Childhood Education (PAUD) to higher education, reflects the education system's adaptation to technological advancements. It is crucial to remember that online learning at the PAUD level requires a different approach, paying close attention to the developmental characteristics of young children. Therefore, the use of technology in the context of PAUD needs to be tailored to the needs and developmental conditions of children within this age range. The selection of media and learning methods should consider the developmental characteristics of young children, such as their need for exploration, play, and social interaction. Appropriate use of technology can enrich children's learning experiences but must be supervised and limited to avoid disrupting their social-emotional and physical development (Fadlilah, 2016).

Young children, aged 0–6 years, represent a highly vulnerable group undergoing critical developmental periods. During this age range, children's growth and development encompass cognitive, physical, social, and emotional aspects. Early Childhood Education (PAUD) plays a vital role in providing appropriate stimulation to support optimal child development (Oktaviani & Kamtini, 2017). Introducing young children to digital technology, including online learning, presents unique opportunities and challenges. The wise introduction of digital technology to young children is essential to help them leverage its positive potential while maintaining balance and safety in its use.

Young children are in a critical phase of growth and development known as the "Golden Age," a once-in-a-lifetime period in human development. During this time, children possess exceptional abilities to absorb information and experiences from their surroundings. Physical, cognitive, social, and emotional development during this phase is rapid, making appropriate stimulation vital for optimizing their potential. Experts emphasize the importance of guidance during early childhood development, as this period plays a key role in forming the foundation for balanced physical, cognitive, socio-emotional, language, and creative development.

Audiovisual media is considered a tool that can support the learning process for young children. During the golden age, young children are more inclined to absorb new knowledge and are highly curious about their surroundings. Therefore, using audiovisual-based media can be an effective tool to facilitate their learning (Nurdiyanti, 2019). Learning through audiovisual centers can positively impact young children's development but may also bring negative effects. These negative impacts can be mitigated by implementing appropriate strategies for using digital media for young children. With these strategies, the use of digital media for young children can be a positive experience that supports their development without causing significant negative effects (SAFENA, 2021).

In conclusion, audiovisual media can provide valuable support in early childhood education. During the golden age, when young children are eager to learn new things and are highly curious, teachers can effectively prepare digital-based media to facilitate the learning process. By understanding the positive potential of audiovisual media and engaging stakeholders wisely, the use of this technology can contribute positively to young children's development and learning. Recognizing the importance of digital technology for young children, researchers are interested in conducting a study titled: **“The Implementation of Audiovisual Centers in Group B Learning at TK Islam Plus Insan Kamil Tuban.”**

METHODS

This research is qualitative in nature. According to Denzin and Lincoln, qualitative research utilizes natural settings effectively, aiming to interpret phenomena that occur and involving methods through participation. Meanwhile, Erickson defines qualitative research as an approach that seeks to both discover and describe actions and their impacts comprehensively (Johan, 2018).

The researcher gathers information using primary and secondary data sources. Primary data is obtained directly from primary sources, including the principal and educators. This primary data encompasses observations, opinions, events, or activities related to the learning process at the audiovisual center. Secondary data, on the other hand, is derived from other sources studied by the researcher, collected directly from school records and literature relevant to the research discussion.

Data collection methods include observation, interviews, and documentation. The researcher analyzes the implementation of the Audiovisual Center in Group B Learning at TK Islam Plus Insan Kamil Tuban. The data analysis technique employs Miles and Huberman's theory, which involves steps such as data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2018). Once the data reaches saturation, the researcher conducts interactive and continuous analysis. Below is a diagram illustrating the general pattern of Miles and Huberman's analysis model, following the interactive approach:

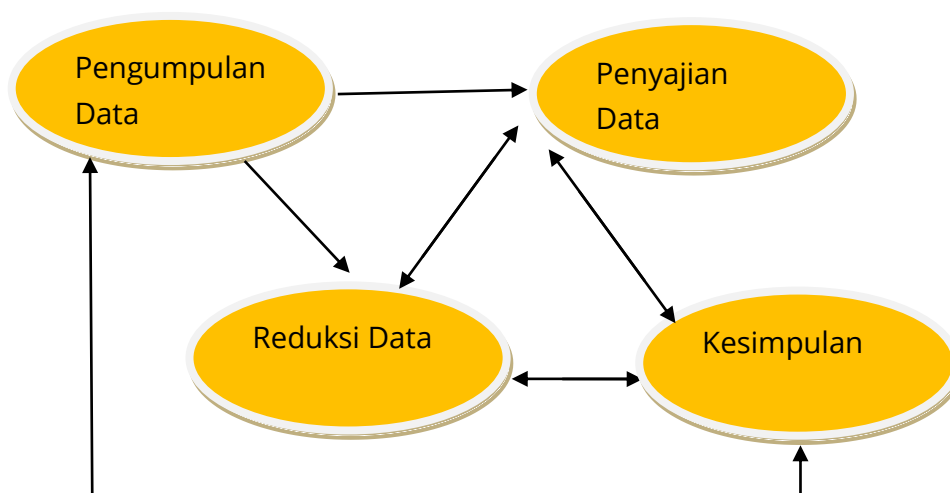


Figure 1. Methods for Data Validity Testing

This study collects data using words and documentation rather than numbers. Therefore, the researcher employs a qualitative descriptive research method. This research is also field-based, where the author focuses on observing the implementation of audiovisual centers in student learning and directly reviews the teaching and learning activities at TK Islam Plus Insan Kamil Tuban.

The qualitative descriptive method enables the researcher to gain an in-depth understanding of how audiovisual centers are implemented in learning and how students and teachers interact with this medium. By conducting direct observations, interviews, and documentation, the researcher can understand the various dynamics within the classroom and the role of audiovisual media in enhancing students' learning experiences.

This study aims to provide a comprehensive insight into the effectiveness of using audiovisual centers, the supporting and inhibiting factors affecting their use, and their impact on student development at TK Islam Plus Insan Kamil Tuban.

RESULT

1. Implementasi Guru dalam Memanfaatkan Media Audiovisual untuk Pelaksanaan Pembelajaran kelompok B di TK Islam Plus Insan Kamil Tuban

This research was conducted from January 8, 2024, to February 25, 2024. On January 8, the researcher submitted a research permission letter to the school principal and discussed the planned study. Additionally, the researcher observed the ongoing learning activities and introduced themselves and the purpose of the research to the school.

During the research period, the researcher carried out various data collection activities, including direct classroom observations, interviews with teachers and the principal, and documentation of the learning process. The collected data was then analyzed using a qualitative descriptive approach to obtain an in-depth understanding of the implementation of the audiovisual center in Group B learning at TK Islam Plus Insan Kamil Tuban.

The researcher observed the implementation of Group B learning at TK Islam Plus Insan Kamil Tuban, which utilized audiovisual media, specifically the audiovisual center. Based on observations conducted on January 8, 2024, the daily learning activities started at 7:00 AM and concluded with closing activities at 1:00 PM.

The researcher noted that the center teacher prepared materials prior to the commencement of learning activities. During the learning process, the teacher encouraged students to explore new experiences. On January 18, a pretest was conducted with Group B1, consisting of 15 students. The study involved the use of prepared visual media, which was explained during the learning sessions.

The research data obtained from Class B1 involved the use of audiovisual media. During the first treatment, the teacher showed videos titled "Respecting Elders" and "Being Good is Easy", which introduced the moral values of respect and politeness. Following the video screening, the teacher explained the messages conveyed in the videos. The children then engaged in activities that included identifying, naming, demonstrating, and categorizing positive moral values, as well as participating in discussions about these values. Through these activities, the use of audiovisual media not only made the learning process more engaging and enjoyable but also helped children understand and internalize moral values in a more interactive and contextual way. This approach also strengthened the children's ability to recognize and apply positive values in their daily lives.



Figure 2. Documentation of Students During Learning Using a Projector

In the second study conducted in Class B2, the teacher introduced a game called "Whisper Relay: Writing Names on a Laptop." This activity was designed to enhance the children's cognitive abilities. First, the teacher showed a video explaining the sub-theme "*My Five Senses*," which introduced the parts of the ear and their functions. After watching the video, the children were tasked with writing their nicknames on a laptop through the whisper relay game. In this game, the children whispered the name of an animal to their friend, who then wrote the name of the animal on the laptop. This activity

not only honed the children’s listening and writing skills but also strengthened teamwork and communication among the students.



Figure 3. Documentation of Students During Learning in the Audiovisual Center

In the third study conducted in Class B3, the children were introduced to different types of weather, such as the dry season and the rainy season. The activity began with a learning video that highlighted the characteristics of the dry and rainy seasons. The video helped the children understand the differences between the two seasons through engaging visuals and explanations. After watching the video, the teacher assigned an activity where the children were asked to draw based on their imagination about the two seasons. The children could illustrate various elements related to the dry and rainy seasons, such as the sun, clouds, rain, and dry plants. This activity not only reinforced their understanding of weather but also fostered creativity and fine motor skills through the drawing exercise.



Figure 4. Documentation of Video Material on Weather Differences

The fourth study was conducted in Class B4, featuring an activity involving gameplay on laptops. This activity was part of a learning theme on land transportation. The teacher introduced the theme of land transportation to the children, explaining the various types of land vehicles and the basic rules of safe driving. The explanation included the importance of road safety, the use of helmets, seat belts, and adherence to traffic signs. The children were then invited to play an educational game on laptops that simulated the experience of driving a car. The game was designed to teach the children about driving rules, such as stopping at red lights, yielding to pedestrians, and following traffic signs. During the gameplay, the children learned to control a virtual vehicle, applying the knowledge they had gained about driving safety. This activity demonstrated how technology and audiovisual media could be effectively utilized in learning to enhance the children’s understanding, skills, and awareness in contexts relevant to their daily lives.



Figure 5. Documentation of Students During Learning in the Audiovisual Center

In the final study conducted in Class B5, the focus of the lesson was on educating children about diseases that can arise from flood disasters. The teacher presented a large poster titled *"Be Aware of Diseases Caused by Floods."* The poster explained various diseases that could occur after a flood disaster, including how these diseases spread, their symptoms, and preventive measures to avoid them. Following the explanation, the teacher assigned the children a task to assemble a puzzle related to the theme of floods. The puzzle depicted a flooded house, helping the children visualize real-life conditions that might occur during a flood. This activity highlighted the importance of using diverse methods and media in the learning process to enhance children's understanding of health issues relevant to their surroundings. The integration of visual media, such as posters, and hands-on activities like puzzle assembly, not only made the learning process more engaging but also helped the children internalize the information more effectively.



Figure 6. Poster Media in the Learning Material

In this case, the researcher observed that some students were highly enthusiastic about participating in the activities, eagerly asking questions about the material. While some experienced difficulties completing tasks or required teacher assistance, the students remained motivated and eager to try again. At the end of the learning session, the teacher provided psychological support through words of encouragement such as: *"Keep going, you're doing great," "Wow, excellent job,"* and gestures like thumbs-up or hugs.

The observations indicate that the use of audiovisual media in learning not only enriches students' educational experiences but also enhances their engagement and motivation. The psychological support provided by teachers plays a crucial role in helping students overcome challenges and boosting their self-confidence. The combination of engaging audiovisual media and positive reinforcement from teachers creates an enjoyable and effective learning environment where students feel supported and inspired to learn.

Based on interviews conducted with teachers, the principal, and students at TK Islam Plus Insan Kamil Tuban regarding the implementation of the audiovisual center in Group B learning, Ms. Kholisatul Khoiriyah stated:

"As our principal explained, the audiovisual center learning is going quite well. Students are able to explore, even though some encounter difficulties. Each class has about 20 students, each with varying skill levels. The audiovisual center learning is conducted twice a month for each class, as per the schedule."

"Sometimes, as observed earlier, some students struggle to develop their skills through games or may not show interest in the material. However, during the learning process, some students appear very enthusiastic about participating in activities, especially those who enjoy visuals and are curious about upcoming challenges."

Meanwhile, the principal, Ms. Anggun Nur Tafik, commented: *"The learning in our audiovisual center is quite good. I always encourage teachers to innovate in their teaching processes and engage students in interactive question-and-answer sessions. Additionally, students need to be trained to express their imagination through creative works. By implementing these suggestions, learning in the audiovisual center can become more dynamic, interactive, and holistically supportive of student development."*

The above statements indicate that the audiovisual center learning at TK Islam Plus Insan Kamil Tuban has shown significant progress. Active and expressive participation from students during learning is a positive indicator of the effectiveness of the teaching approach used. The students' abilities to take responsibility, ask questions, and express their imagination are valuable skills that will assist them in their learning and personal development. Therefore, continuous support for student enthusiasm and activeness in learning is essential. This was evident from the interviews conducted with the students about their learning activities for the day.

The development of Group B students at TK Islam Plus Insan Kamil Tuban has shown positive and significant results, especially in the context of using audiovisual media in learning. Below are statements made by the audiovisual center teacher:

"Group B students have shown considerable expertise in audiovisual activities. They exhibit a high interest in learning media using audiovisual tools, as evidenced by their focus and enthusiasm during learning activities. The use of audiovisual media has helped students better express their imagination. In activities like drawing or solving puzzles after watching videos, students have been able to produce creative works and demonstrate exceptional imaginative abilities."

In contrast, the principal added: *"Students are confident to ask and answer questions during learning activities. This indicates that they feel comfortable and*

motivated to participate actively in the learning process and have the confidence to speak and express their opinions. Through audiovisual media, students find it easier to grasp the concepts being taught. Videos and images help them connect new knowledge with real-life situations, resulting in a deeper and more contextual understanding of the material."

From the above discussions, it can be concluded that the development of Group B students at TK Islam Plus Insan Kamil Tuban is progressing well, thanks to the use of audiovisual media in learning. This media enriches their learning experiences while helping them develop essential skills such as creativity, independence, questioning, answering, and social interaction. With continued support and innovation from the teachers, the students are expected to further grow and reach their full potential in various aspects.

The teachers at TK Islam Plus Insan Kamil Tuban have undertaken various efforts to enhance students' learning. Below is a statement from the principal: *"Teachers select audiovisual media that aligns with the learning material to help students understand concepts visually and auditorily. They use the center-based learning model, where children play and learn in small groups focusing on different areas such as arts, science, and motor skills. Teachers observe each student's development and adjust their teaching approaches based on individual needs and interests. They provide individual guidance to students experiencing difficulties and offer psychological support through praise and encouragement."*

"Teachers continuously attend training and workshops to improve their teaching competencies and stay updated with the latest developments in early childhood education. Through these efforts, the teachers at TK Islam Plus Insan Kamil Tuban have succeeded in creating a dynamic learning environment that supports the holistic development of students."

The preparation of learning materials by the teachers involves several systematic steps to ensure that the materials are well-received and understood by the students. Below are some of the steps mentioned by Ms. Kholisatul Khoiriyah, the audiovisual center teacher:

"Teachers refer to the curriculum to identify the core competencies that students must achieve in each lesson, set specific goals for each learning session based on the competencies and students' needs, and develop teaching materials that include reading resources, worksheets, teaching aids, and audiovisual content relevant to the topic. Additionally, we design teaching modules that outline learning objectives, materials, methods, media to be used, and evaluation plans."

Ms. Anggun Nur Tafik further added:

"Teachers select and prepare audiovisual media that supports the learning material, such as videos, images, and slide presentations. They ensure the availability of tools and materials needed for learning activities, such as projectors, laptops, posters, and craft supplies. Teachers implement learning according to the plans, monitor students' progress, and provide the necessary guidance."

It can be observed that, by making thorough preparations and following systematic steps, teachers at TK Islam Plus Insan Kamil Tuban have been able to create

learning experiences that are effective, engaging, and tailored to the developmental needs of children.

The teachers at TK Islam Plus Insan Kamil Tuban position students as active participants and learning partners in the educational process. This is evident from the various approaches and strategies they implement, emphasizing active and collaborative student participation. Ms. Kholisatul Khoiriyah explained:

"We encourage students to actively engage in the learning process through interactive activities such as discussions, Q&A sessions, and group projects. For example, after showing an educational video, the teacher invites students to discuss and participate in a Q&A session about the video's content, making them feel directly involved in the learning process. We provide opportunities for students to express their imagination and creativity through various activities. For instance, after watching a video about the weather, students are tasked with drawing based on their imagination of the dry and rainy seasons. This allows students to develop their skills and feel valued in the learning process."

Ms. Yulaikah, a homeroom teacher for Class B2, added her perspective:

"We provide support tailored to the needs and developmental levels of each student. This support can take the form of direct guidance when students face difficulties or psychological encouragement to boost their confidence, such as giving praise and motivation. We also encourage students to reflect on the activities they have completed and provide constructive feedback. This helps students understand their strengths and areas for improvement. As teachers, we position ourselves not just as providers of knowledge but also as partners in learning. We listen to students' opinions and ideas and give them opportunities to contribute to the learning process."

From the above explanations, the researcher can conclude that, through these approaches, teachers at TK Islam Plus Insan Kamil Tuban ensure that students play an active role as learners and learning partners, enabling them to effectively and enjoyably develop their knowledge, skills, and attitudes.

Explaining the concept of audiovisual media to early childhood learners requires a simple, interactive, and engaging approach. Teachers at the audiovisual center at TK Islam Plus Insan Kamil Tuban shared the following methods:

"Show children concrete examples of audiovisual media, such as picture books with accompanying audio, educational videos, or short animations. Let them see and hear these directly. Then use simple and easy-to-understand language. For instance, 'Audiovisual media is something we can see and hear, like cartoons on TV or stories with pictures and sound.'

"Engage children in interactive activities. For example, play a short video and invite them to talk about what they saw and heard. Ask questions like, 'What did you see? What did you hear?'"

"Use games to explain the concept. For example, play a game where children guess the sounds they hear or draw what they see in the video."

The teacher also elaborated on how to explain and differentiate various technological tools to students, particularly young children, using an interactive, visual, and straightforward approach:

"Use visuals and direct demonstrations by showing pictures of technological tools such as computers, phones, televisions, projectors, and radios. Show how they are used; for instance, turn on a computer and demonstrate typing. Group them by function: communication tools like phones, tablets, and computers (used for talking and messaging), information tools like computers, tablets, and televisions (used for learning and obtaining information), and entertainment tools like televisions, games, and tablets (used for watching videos and playing games). Using this method, students can understand the differences between various technological tools in a fun and interactive way while also developing cognitive and social skills."

By employing these methods, teachers can help young children understand the meaning and importance of audiovisual media in ways that are engaging and appropriate for their cognitive development. Using approaches that align with the development and interests of young children, teachers can make the concept of audiovisual media more comprehensible and appealing to them.

From the results of several observations and interviews with the principal and teachers, it can be concluded that the students at TK Islam Plus Insan Kamil Tuban exhibit good skills in the field of audiovisual learning. Teachers train students to try new things, take responsibility, confidently engage in Q&A sessions, and express their imagination through creative works.

2. Supporting and Inhibiting Factors in the Use of Audiovisual Media in Group B Learning at TK Islam Plus Insan Kamil Tuban

2.1 Supporting Factors in the Use of Audiovisual Media in Group B Learning

Based on observations conducted during center activities, it was evident that the audiovisual center teachers at TK Islam Plus Insan Kamil Tuban played a very important and effective role in supporting student learning. They have demonstrated excellent performance in utilizing audiovisual media to enhance students' learning experiences. The support provided by the teachers not only helps students understand the learning material but also fosters their social skills, creativity, and self-confidence.

Ms. Anggun Nur Tafik explained:

"I always encourage teachers to apply their competencies effectively, as this can improve the quality of teaching. Through the development of teaching strategies, teachers can create effective learning experiences for students. Every lesson learned by students will leave a lasting impression."

"To enhance children's development, audiovisual media plays a significant role. The colorful, moving images, accompanied by sound, make it easier for children to focus and actively engage with the stories presented. They can express their emotions through the visuals they see and communicate the stories they've experienced to peers"

or adults. This approach enhances children's social and emotional abilities. Audiovisual media benefits children by allowing them to observe and engage directly with the displayed content, making the learning process more impactful. It improves their comprehension and strengthens their memory. Ultimately, the use of audiovisual media in learning significantly contributes to the development of children's cognitive, social, emotional, and other skills. By utilizing the advantages of audiovisual media, children are expected to achieve optimal development."

Several supporting factors influencing the development of students in utilizing the audiovisual center were also highlighted by the teachers:

"The knowledge and understanding of teachers about effectively using audiovisual media in teaching are key factors. Teachers skilled in integrating technology into the curriculum and designing engaging learning strategies can enhance students' learning experiences. A curriculum that incorporates audiovisual media usage offers students opportunities to develop their skills in comprehending and applying the information presented."

"Creative and innovative use of audiovisual media by teachers can increase students' interest and engagement in learning. Interactive and enjoyable methods, such as games, simulations, and engaging educational videos, strengthen students' understanding of the material."

From the above explanation, it is clear that using the audiovisual center is very effective for Group B students at TK Islam Plus Insan Kamil Tuban. Students show great enthusiasm in participating in the activities. Additionally, supplementary activities make learning not only more interesting but also more interactive and practical, allowing students to develop critical thinking, creativity, and collaboration skills.

Observations and interviews revealed that factors supporting the development of students in using the audiovisual center include:

- a. Access to technology in the learning environment.
- b. Teacher and parental support.
- c. Relevant curriculum design.
- d. Teacher creativity in teaching.
- e. Adequate facilities and infrastructure.
- f. Teacher professional development.
- g. Team collaboration among teachers.

These factors significantly enhance the learning experiences of students using audiovisual media. Effective use of the audiovisual center enriches students' learning experiences, increases their interest in education, and helps them develop cognitive, social, and emotional skills.

2.2 Inhibiting Factors in the Use of Audiovisual Media in Group B Learning

From interviews regarding the inhibiting factors in utilizing the audiovisual center for Group B students at TK Islam Plus Insan Kamil Tuban, the following challenges were noted:

"Technical issues such as internet connection problems, device malfunctions, or software failures can disrupt the smooth flow of audiovisual-based learning."

"Students may face difficulties accessing or using audiovisual devices due to limited technology or inadequate supporting tools. A lack of willingness to try new things or a lack of interest in learning can hinder students' creativity in utilizing the audiovisual center. Furthermore, limited time for learning activities can prevent students from experimenting or developing creative ideas using audiovisual tools."

Ms. Anggun Nur Tafik, the principal, also explained:

"Technical issues or disruptions in using audiovisual tools can affect students' concentration and reduce the scope for creativity. A lack of independence, such as students lacking confidence or being unaccustomed to independent learning, may make them reluctant to explore their creativity with the audiovisual center."

The researcher identified that inhibiting factors affecting the creativity development of Group B students at TK Islam Plus Insan Kamil Tuban include:

- a. Limited access to audiovisual devices or inadequate supporting tools.
- b. Technical issues or uncertainties in using audiovisual tools, which can affect students' concentration and reduce their opportunities for creative expression.

By identifying and addressing these inhibiting factors, teachers can create a supportive learning environment that facilitates the development of students' creativity in using the audiovisual center.

Based on the observations and interviews with teachers and the principal regarding the supporting and inhibiting factors in utilizing the audiovisual center for Group B learning at TK Islam Plus Insan Kamil Tuban:

- a. Supporting factors include skilled and trained teachers creatively using audiovisual media to optimize student learning experiences. Students' interest and motivation in using audiovisual media as a learning tool significantly improve the effectiveness of the learning process.
- b. Inhibiting factors include technical issues like internet connection problems, device malfunctions, or software failures, which disrupt the smooth flow of learning with audiovisual media.

DISCUSSION

1. Implementation of Audiovisual Media in Early Childhood Education

Based on the research findings, the use of audiovisual media in teaching at Group B of TK Islam Plus Insan Kamil Tuban has shown positive results. This aligns with the theory proposed by Heinich, Molenda, and Russell (2002), which states that audiovisual media are tools that can enhance student engagement, enrich learning experiences, and

support interactive learning. These media help students better understand the material by combining visual and auditory elements, which suit the concrete and multisensory learning style of early childhood learners.

In this study, teachers utilized audiovisual media to present moral values that students could emulate, making it easier for them to internalize these values in their daily lives. The teachers at TK Islam Plus Insan Kamil Tuban have demonstrated competence in designing and implementing audiovisual-based learning. According to the Instructional Design theory by Dick and Carey (1996), successful learning heavily relies on systematic planning, including the selection of media that aligns with the learning objectives. Teachers in this kindergarten prepared audiovisual materials by referring to the curriculum, developing teaching modules, and integrating various interactive and innovative teaching methods.

Psychological support from teachers, such as praise and motivation, significantly impacts student engagement. This aligns with the Self-Determination theory developed by Deci and Ryan (1985), which posits that basic human needs include competence, relatedness, and autonomy. Teachers who provide psychological support can enhance students' confidence, make them feel valued, and motivate them to continue learning.

Based on relevant theories, the implementation of audiovisual media in early childhood education at TK Islam Plus Insan Kamil Tuban has successfully achieved several important aspects of education, namely:

1. **Concept Understanding:** Audiovisual media help students deeply and contextually understand the material.
2. **Student Engagement:** Designed activities actively involve students in the learning process.
3. **Skill Development:** These media contribute to the development of students' motor, cognitive, and social skills.
4. **Learning Motivation:** Teachers' psychological support fosters students' intrinsic motivation to learn.

The planned and creative use of audiovisual media, as practiced by the teachers in this kindergarten, creates a dynamic, interactive learning environment that supports students' holistic development.

2. Supporting and Inhibiting Factors in the Use of Audiovisual Media in Group B Learning at TK Islam Plus Insan Kamil Tuban

2.1 Supporting Factors

The results of the study show that the use of audiovisual media at TK Islam Plus Insan Kamil Tuban is supported by several significant aspects, such as teacher competence, creativity in teaching, and the supportive learning environment. This is in line with the theory of Heinich, Molenda, and Russell (2002), who state that the success of using teaching media, including audiovisual, depends on the teacher's ability to integrate it into the teaching and learning process.

Teacher support is also closely related to the *Instructional Design* theory by Dick and Carey (1996), which emphasizes the importance of systematic lesson planning. Teachers at this school have successfully integrated audiovisual media into the curriculum through creative and innovative approaches, such as the use of interactive videos and audiovisual-based games. This not only improves students' understanding of the material but also enriches their learning experience, in line with Piaget's (1972) constructivist learning theory, which emphasizes the importance of concrete experiences in early childhood education.

Environmental support, including facilities and infrastructure, as well as teacher teamwork, also plays a significant role. This is consistent with the opinion of Eggen and Kauchak (2012), who argue that a supportive learning environment, both physically and psychologically, can accelerate students' learning processes and encourage their active participation.

In addition, Deci and Ryan's (1985) *Self-Determination Theory* provides a framework to understand the importance of psychological support in learning. Teachers who provide motivation, praise, and a personal approach to students can create a positive learning atmosphere, boost students' confidence, and motivate them to learn more independently.

2.2 Hindering Factors

Although the use of audiovisual media has many supporting factors, there are technical difficulties that often serve as obstacles, such as internet connection issues, device malfunctions, or software failures. This aligns with Mayer's (2001) *Cognitive Theory of Multimedia Learning*, which states that technical disruptions can hinder students' focus in receiving the material and reduce the effectiveness of multimedia learning.

Additionally, limited access to technology, such as inadequate devices, poses a challenge. This view is supported by a study conducted by Becta (2004), which found that insufficient technological infrastructure is one of the main barriers to implementing technology-based learning in educational institutions.

Another constraint is the lack of student independence in using audiovisual media. According to Vygotsky (1978) in his *Zone of Proximal Development (ZPD)* theory, support from teachers or *scaffolding* is essential to help students learn to use new media. However, the limited time teachers have to provide guidance often hampers students' ability to explore media effectively.

CONCLUSION

Based on the research titled "*Implementation of the Audiovisual Center in Group B Learning at TK Islam Plus Insan Kamil Tuban*," the following conclusions can be drawn:

1. Implementation of Teachers' Use of the Audiovisual Center for Group B Learning at TK

Islam Plus Insan Kamil Tuban: The implementation of the audiovisual center in learning has met several key indicators, including students' enthusiasm for participating in activities, their eagerness to ask questions about the material, and varying levels of difficulty faced by students when completing tasks. Some students required assistance from the teacher to complete their work. The combination of engaging audiovisual media and positive psychological support from teachers has created a pleasant and effective learning environment where students feel supported and motivated to learn.

2. Supporting and Inhibiting Factors in the Use of Audiovisual Media in Group B Learning at TK Islam Plus Insan Kamil Tuban: There are five supporting factors in the use of audiovisual media: a) Learning environment that provides access to technology, support from teachers and parents, a relevant curriculum, and creativity in teaching, b) Adequate facilities and infrastructure, c) Professional development for teachers and teamwork among teachers, which are essential for enhancing students' learning experiences through audiovisual media, d) The effective use of the audiovisual center enriches students' learning experiences, e) It increases students' interest in learning and helps them develop various cognitive, social, and emotional skills. The inhibiting factors include: a) Limited access to audiovisual devices or insufficient supporting tools, which can hinder students' ability to develop their creativity, b) Technical issues or uncertainties in using audiovisual devices that disrupt students' concentration and reduce opportunities for creative expression, c) Device malfunctions or software failures that can disrupt the smooth flow of learning with audiovisual media.

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