

Development Of Audio-Visual Learning Media to Introduce Healthy Living (Cleanliness) Early Childhood 5-6 Years Old Kindergarten Kundur Barat, Riau Islands

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Abstract. *This research aims to develop audio-visual learning media to introduce healthy living behaviors (cleanliness) in early childhood. The method used is Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The research subjects involved media experts, material experts, teachers, and children aged 5–6 years at Ummul Quro Kindergarten, West Kundur, Riau Islands. Data was collected through questionnaires, observations, and documentation, then analyzed using the Likert scale based on validation, practicality, and effectiveness results. The validation results of media experts obtained a percentage of 76% and material experts 78% with an average of 77% (feasible category). The teacher's practicality test obtained 77.1% (feasible), the children's limited effectiveness test 86%, and the broad effectiveness test 89% (effective category) with a total of 84%. The results of the implementation show that there is an increase in children's understanding of clean and healthy living behaviors. Thus, the audio-visual learning media developed is declared feasible, practical, and effective for use in early childhood learning*

Keywords: *Learning Media, Audio Visual, Healthy Living, Early Childhood*



INTRODUCTION

The World Health Organization (WHO) defines health as a condition of physical, mental, and social well-being that allows a person to function productively in social and economic life. This means that health is not only related to the condition of the body and mind, but also includes the ability of individuals to play an active role in daily activities. This is in line with Law Number 20 of 2003 concerning the National Education System which emphasizes the importance of early childhood education (PAUD) as a stage of preparation for entering the next level. At the age of 5-6 years, children are in a rapid developmental phase, so it is an ideal time to instill clean and healthy living habits.

According to Hari Dalam Mulyanti and Rakhmiyati, healthy living is an effort to create conditions that are beneficial for individuals, groups, and society by encouraging the implementation of a healthy lifestyle and compliance with health rules. This habit serves to maintain, protect, and improve the quality of health. Understanding of clean and healthy living behaviors is important for everyone because it affects their daily attitudes and actions. These efforts can be started early through the role of parents in instilling healthy living habits in children.

Proverawati and Rahmawati explained that the habit of living a clean and healthy life reflects a family lifestyle that always maintains cleanliness and health with full awareness. This habit aims to prevent each family member from illness while being able to actively participate in health activities in the community. The application of healthy living behaviors, especially in schools such as Ummul Quro Kindergarten, is important to give to children because it can stimulate brain development, increase intelligence, and support physical growth. Childhood is a crucial period that determines the growth process towards a healthy and optimal adolescent.

Instilling clean living habits from an early age is very important for parents and teachers to do so that children grow up healthy and happy. Considering that most of the time children spend playing, both at home and at school, awareness of personal hygiene and neatness needs to be built from the beginning. Providing an understanding of cleanliness also helps children recognize food and snacks in the school environment. This is relevant to be applied at Ummul Quro Kundur Barat Kindergarten, Riau Islands, in order to provide direct experience to children in getting to know various types of food.

However, many children often forget or are reluctant to wash their hands before eating or after playing, so they are susceptible to diseases such as diarrhea, Nails that are rarely cut or cleaned can be a gathering place for germs, which is at risk of causing infections or worm diseases, Dirty or damp clothes if not changed immediately can cause an unpleasant odor or skin irritation. By avoiding bad habits, namely providing understanding to children with Audio Visual learning media. Health education requires media as a means of delivering materials, one of which is video media. As an audio-visual medium, video involves the senses of sight and hearing. The use of engaging media can build confidence, thereby accelerating changes in cognitive, affective, and psychomotor aspects.

Azhar Arsyad stated that audio visual media is a combination of sound and images which in the production process requires careful planning, script writing, and storyboarding. This media plays an important role in increasing the effectiveness of learning because it is able to convey messages more clearly. To make the introduction of healthy living behaviors more interesting, this study developed a picture and audio video. The use of this kind of media is believed to motivate children to learn while making it easier to understand the material. Based on the results of observations in the field, researchers are interested in developing audio-visual media as a means of learning healthy living for children of Ummul Quro Kindergarten, because today's children are more interested and responsive to audio-visual-based media.

METHODOLOGY

The type of research carried out is research and development using the ADDIE model developed by *Dick and Carry*. The model includes five stages, namely analysis, design, development, implementation, and evaluation. Through these stages, the research is directed to produce learning media that meets the needs of children. This research utilizes audio-visual media to introduce the concept of healthy living, especially cleanliness, to children aged 5-6 years at West Kundur Kindergarten, Karimun Regency. Easy to use by teachers, and effective in increasing children's understanding of healthy living. This research is located at Ummul Quro Kindergarten, West Kundur District, Riau Islands.

In this study, data is collected through several techniques, namely Questionnaire or Instrument Validation Sheet. This instrument is given to material experts and media experts to assess the feasibility of the developed product. The practicality test sheet is given to kindergarten teachers as direct users of the media. This questionnaire aims to find out the extent to which media is easy to use, helps the learning process, and supports the achievement of children's learning goals. The effectiveness test was carried out on children's activities when using audio-visual media. Observation is carried out on children's activities when using audio-visual media in learning activities. Documentation in the form of photos and field notes is used to complete the research data.

RESULT AND DISCUSSION

The results of the research are presented with data / information in table 1 obtained from the results of the review of 10 relevant articles and in accordance with what is sought. The findings of the study can be presented as follows:

Table 1. Matrix Data analysis on articles used in *the review literature*

Author/Country	Research Title	Research Results
Wetik, et al. (2023), Indonesia.	Play Therapy Based on Post-Disaster Trauma Healing in School-Age Children	Play Therapy as Trauma Healing in Indonesia: emphasizes the importance of play

		therapy in groups to help children affected by disasters improve their social skills.
Dhito Dwi Pramardika, et al(2020), Indonesia	The Effect of Play Therapy on Trauma Healing in Children Victims of Natural Disasters	Effectiveness of Play Therapy in Reducing Trauma: shows that play therapy is effective in reducing trauma symptoms in children victims of natural disasters in Belengang Village.
Zainur Wula, et al. (2021), Indonesia.	Trauma Healing Based on Play While Learning for Children After Typhoon Seroja on Monkey Island	Play Therapy as Trauma Healing in Indonesia:) found that play-while learning therapy can help children who have experienced trauma after Hurricane Seroja.
Molli Wahyuni, et al. (2025), Indonesia.	Trauma Healing Therapy Using Educational Toys for Children Victims of the "Galodo" Disaster in Agam	Play Therapy as Trauma Healing in Indonesia: using educational games for children affected by "Galodo" in Agam and getting good results.
Endang Pertiwiwati, et al. (2021), Indonesia.	Play Therapy As A Method Of Trauma Healing In Ptsd Children Victims Of Flood Disaster In West Martapura, South Kalimantan	•Effectiveness of Play Therapy in Lowering Trauma: proving that play therapy helps flood-affected children feel calmer and reduces PTSD symptoms. •Effective Play Therapy Models: - Sand Play Therapy: used for children who have experienced deep trauma due to earthquakes and tsunamis. - Group Play Therapy: helping children get

Fitri Sulistyo Budi, et al (2024), Indonesia.	Play Therapy as a Media of Emotional Catharsis in Children Victims of the Earthquake on Bawean Island, East Java	social support, as seen in flood victims in South Kalimantan explained that the children of earthquake victims experienced trauma in the form of anxiety, fear, and difficulty sleeping. To help recovery, play therapy is carried out through emotion ball activities for children aged 10-12 years and drawing and coloring for children aged 4-8 years. The results showed that children were more open in expressing their feelings, anxiety was reduced, and their moods became more cheerful. Thus, play therapy has proven to be effective as a medium for emotional catharsis and psychological recovery of children after disasters.
Eva Yuliani, et al. (2021), Indonesia.	Overview of Psychological Trauma in Children After Earthquake Disaster Using Strengths and Difficulties Questionnaire (SDQ)	It shows that trauma is more experienced by 7-year-olds and girls. Children in the border category need adaptation support, while the abnormal category needs special interventions such as play therapy.
Nurhafiza, et al. (2023), Indonesia.	Reality Therapy Approach to Post-Natural Disaster Traumatic Victims: A Library Research Study	Reality Therapy helps people affected by natural disasters to cope with trauma by emphasizing current actions and self-responsibility. Using the WDEP (Wants, Direction,

		Evaluation, Planning) method, victims are invited to identify what they want, assess the actions they have taken, and plan good improvements. This method has been shown to help reduce psychological effects.
Purnamasari, et al. (2025), Indonesia.	The Implementation of Play Therapy in Reducing PTSD Symptoms in Child Victims After the Fire Disaster in Kebon Kosong Village, Jakarta	Play Therapy has been shown to reduce PTSD symptoms in children affected by fires, from serious to milder. By doing activities such as washing hands, drawing, and playing puzzles, children become happier, more excited, and helped to express their feelings and overcome trauma after a bad event.
Lia Maliadani & Wa Ode Asmawati Indonesia.	Therapy Play as a Trauma Healing Effort by the Cianjur Chase Dreams Community for Child Survivors of the 2022 Cianjur Earth Disaster	Play Therapy carried out by the Chase Dreams Community in Cianjur helps children who experience the earthquake to feel happy again, be bolder to interact, reduce fear and anxiety, and improve lifestyles such as sleep, concentration, and appetite. In addition, children become more motivated to learn through educational games, singing, and other fun activities that make them forget about trauma after a disaster.

Based on various studies conducted in Indonesia, play therapy has been shown to be effective in helping children affected by disasters overcome trauma. Wetik et al., (2023) emphasized that play therapy that focuses on healing trauma is very useful for improving children's ability to interact socially, especially if done in groups. This finding is supported by research by Dhito Dwi Pramardika et al, (2020) which shows that play therapy has succeeded in reducing trauma symptoms in children affected by natural disasters in Belengang Village.

Another study by Zainur Wula et al., (2021) found that play-while learning therapy methods can help children recover from trauma after Hurricane Seroja on Kera Island. This approach shows that play therapy not only helps reduce trauma, but can also be combined with learning activities to speed up the healing process. In line with that, Molli Wahyuni et al., (2025) used educational games for children affected by the "Galodo" disaster in Agam and obtained positive results, thus adding to the evidence that educational games can be a way to heal trauma.

Endang Pertiwiwati et al., (2021) added a new perspective by examining a more specific play therapy model. They found that Sand Play Therapy was effective for children with severe trauma, while Group Play Therapy helped flood victims in South Kalimantan gain important social support in their healing process.

Furthermore, Fitri Sulistyo Budi et al., (2024) emphasized the role of play therapy as a means to release emotions. With play activities such as emotional balls, drawing, and coloring, children affected by the earthquake on Bawean Island became better able to express their feelings, reduce anxiety, and return to cheerfulness. This is in line with the findings of Eva Yuliani et al., (2021) who used the Strength and Difficulty Questionnaire (SDQ) and showed that children, especially 7-year-olds and girls, are more susceptible to trauma and need special interventions such as play therapy.

Meanwhile, Purnamasari et al., (2025) emphasized the success of play therapy in reducing PTSD symptoms in children who were victims of fires in Jakarta. Children were seen to experience a change from severe trauma to milder after participating in play activities such as washing hands, drawing, and playing puzzles. These findings are supported by research by Lia Maliadani and Wa Ode Asmawati (2024) who evaluated the play therapy program by the Cianjur Dream Chase Community after the earthquake. As a result, children become more courageous to interact, feel happy, and experience improvements in sleep patterns, concentration, and appetite.

Although many studies emphasize play therapy, there are also other approaches that are compared. Nurhafiza et al. (2023) show that Reality Therapy can help heal trauma by emphasizing self-responsibility and action planning through the WDEP method. This suggests that although play therapy is the primary option, other approaches can still be complementary in post-disaster psychological interventions.

Overall, these studies consistently show that play therapy is an effective and flexible way to help children affected by disasters reduce trauma symptoms, express emotions, feel safe again, and improve social skills. Play therapy can be done in various forms whether it is individual, group, art-based, or educational games and has been proven

to be successful in various disaster situations such as earthquakes, floods, storms, fires, and landslides.

From all the research that has been discussed, we can conclude that Play Therapy has a very important role in helping children who experience emotional problems after natural disasters. Many researchers believe that play therapy is not just a fun activity, but also an effective way to reduce signs of trauma, express feelings, and restore a sense of security to the child.

The researchers also argue that Play Therapy is very flexible because it can be combined with various other methods, such as educational games (Molli Wahyuni et al., 2025), learning while playing (Zainur Wula et al., 2021), drawing, and coloring (Fitri Sulisty Budi et al., 2024), to special methods such as sand play therapy and group play therapy (Endang Pertiwiwati et al., 2021). With these various options, Play Therapy can be adapted to different circumstances, needs, and ages of children.

In addition, almost all studies agree that Play Therapy helps children to interact better with others, reduce fear and anxiety, improve habits such as sleep, eat, and concentration, and restore their enthusiasm for learning. So, Play Therapy is not only useful for healing trauma, but also helps the social and emotional development of children.

Thus, from the summary of these various studies, it can be emphasized that Play Therapy is a very suitable guidance and counseling service method for children who are victims of disasters. This approach is effective and relevant to the way of handling psychosocial problems after disasters in Indonesia, because it can reach the emotional, thinking, and social aspects of children well.

CONCLUSION

Based on the results of existing research, it can be concluded that Play Therapy is an effective way to provide guidance and counseling to children affected by natural disasters. This therapy has been shown to reduce trauma problems, anxiety, and even post-traumatic stress disorder (PTSD). With the help of this therapy, children can more easily express feelings that are difficult for them to convey in words. In addition, Play Therapy also helps children to re-interact with their friends and environment, increase their sense of security, and restore the spirit of learning after experiencing a scary event.

One of the advantages of Play Therapy is its flexibility, because it can be done in various forms such as sand play therapy, playing in groups, educational games, drawing, coloring, and learning through play. This approach not only helps in healing feelings, but also improves the child's daily routine, such as sleep, focus, and enthusiasm for learning. However, in practice, Play Therapy still faces several challenges, such as a lack of facilities, a lack of training for counselors, and a changing post-disaster situation. Therefore, support from schools, counselors, and humanitarian organizations is essential for Play Therapy to be part of recovery programs for children after disasters. Thus, Play Therapy is not only a fun game, but also an important step to help the emotional and mental recovery of children who experience disasters

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