



Comparison of Visual, Audiovisual and Multimedia for Early Childhood to Learn Character Based on Design Psychology Paradigm

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<http://dx.doi.org/10.18415/ijmmu.v10i1.4275>

Abstract

The research aims are (1) to find the urgency of involving design psychology in character education; (2) to explain the different types of learning media that are appropriate for character education for early childhood based on the design psychology paradigm; and (3) comparison of the effectiveness of visual, audiovisual and interactive media for character education for early childhood. The study was conducted using qualitative methods and critical analysis strategies. Data were obtained through document study and validated by theoretical triangulation. Data analysis used qualitative comparative analysis. The results of the research are: (1) The urgency of involving design psychology can find differences between the three visual, audiovisual, and interactive media; (2) Differences in the variety of media found that in the visual media, there are no moving image reality; (3) books as visual media are more effective because they can give young children imagination to develop freely, not limited by place and time.

Keywords: *Media; Education-Character; Psychology-Design*

Introduction

The development of early childhood needs to be highlighted since it is the children golden period. In this golden period, children develop rapidly in all aspect both physical and mental aspect. The thorough carefully supported children development in their golden period will be beneficial for their future including strengthening their noble characters.

Recently, the phenomenon of early childhood character development begins to be pursued in which best method is looked for. The phenomenon occurs based on the understanding that the development of good character cannot be started in adulthood. Good character must be formed from an early age. The culpability in the timing of forming character education has resulted many problems in Indonesia.

Efforts in introducing character education in Indonesia are not only conveyed orally, but by way of real practice in everyday life in society. For example, teaching early childhood through fairy tales,

setting an example, familiarizing children through interacting with the environment, and so on. In addition, in the current era, the phenomenon of conveying character values to early childhood can also be presented with visual communication media, in the form of visual media, audiovisual media, and interactive media.

Based on the prior explanation, the following problems are raised: (1) what is the urgency of involving design psychology in character education for early childhood character education? (2) how is the learning media for character education for early childhood based on the design psychology paradigm? and (3) how is the effectiveness of visual, audiovisual, and interactive media on character education for early childhood?

Method

This comparative research on the use of visual, audiovisual, and multimedia in early childhood character education used qualitative methods with critical analysis strategies (Holsti, 2007). In this research, Data is in the form of secondary data taken from electronic mass media. In order to validate the data, theoretical triangulation is used (Lasswell, 2005).

Data analysis was done through comparing the types of visual media, audiovisual media, and interactive media. The analysis components are the design elements in the three compared media. The analytical steps in this study included: (1) formulating research questions, (2) sampling the selected data sources, (3) making categories used in the analysis, (4) data collection from sample documents that have been selected and coded, (5) making scales and items based on certain criteria for data collection, (6) interpreting data obtained, and (7) conclusion. The results of the analysis are presented in the explanation below.

Result and Discussion

The Urgency of Character Education for Early Childhood

Character learning for early childhood is urgently needed due to the various social phenomena which are caused by poor character education since it is only started in adulthood, not at an early age. This refers to Lickona's explanation (2006: 6-11) which reveals that there are ten signs that must be observed since if these signs already exist, a nation is heading for the brink of collapse. The signs are: (1) the increased violence among adolescents, (2) the worsened use of language and words, (3) the strong peer-group influence in acts of violence, (4) the increased self-destructive behavior, such as the use of drugs, alcohol; (5) the blurred line of good and bad moral guidelines, (6) the decreased work ethic, (7) the lower respect for parents and teachers, (8) the low sense of individual and citizen responsibility, (9) the dishonesty, and (10) the mutual suspicion and hatred among people.

While it could be seen that the ten signs have already existed in Indonesia. In addition to these ten signs, another problem that is currently being faced by the Indonesian people is that the existing early childhood education system tends to left-brain oriented (cognitive) development and pays little attention to the development of the right brain (affective, empathy, and feeling). While in fact, character development has more to do with optimizing the function of the right brain. Even subjects related to character education (such as manners and religion) in practice actually emphasize more left-brain aspects (memorization, or just "knowing").

Related to the urgency of character education for early childhood, it is stated by Isaacs (2000: 7) that character building must be carried out systematically and continuously involving aspects of "knowledge, feeling, loving, and acting". The formation of character can be associated to the formation of

a person to become a body builder who requires continuous "moral muscle training" in order to become stronger. For this, it is necessary to start the formation since the early age.

This character education should be carried out from an early age, since early age is a golden age of which the children development greatly determines their success in their adult years. Montessori called it the sensitive period (in Erickson, 1988). The use of this term is not without reason, considering that at this time, all aspects of development in early childhood are indeed entering a very sensitive stage or period. It means, if this stage can be optimized by providing a variety of productive stimulation, the child's development in adulthood will also take place productively.

According to Freud (in Erickson, 1988), failure in cultivating noble characters at this early age will form a problematic personality in adulthood. The parents' success in guiding their children in overcoming personal conflicts at an early age greatly determines the success of children in social life in their adulthood (Erickson, 1988). Accommodating the urgency of character education from early childhood, it is necessary to have the right media by considering the design psychology paradigm.

Media to Learn Character based on Design Psychology Paradigm

Efforts to introduce character education in early childhood cannot be carried out if it is only delivered orally, presentation equipped with visual communication media is needed, they are visual media, audiovisual media, and interactive media. It is important for character learning to be supported by media as tools for character recognition in early childhood due to their effectiveness. However, its effectiveness needs to be relevant to the design psychology paradigm.

Related to this design psychology paradigm, the media which children, parents, and educators required for character learning for early childhood can be realized with books. Books are included as visual media, since the messages conveyed to educate children are manifested and received through visual senses. Based on Bunanta (2008), children's books that teach good behavior or now known as character education must be designed with complete design elements. Complete design elements can help children to like the book and keep reading the book (Bunanta, 2008).

From the above opinion, it can be seen that actually maintaining a learning situation in children, especially early childhood cannot be done automatically, it needs to be done with careful effort. With the help of complete design elements, these needs can be realized. This is also in accordance with Resnick's explanation (2003: 15-18) that the elements of color, line, shape, and texture are very important elements that cannot be left out in designing children's books. Without the presence of these elements, though the book conveys a good character message, it will not be easily accepted by the early readers.

Another opinion related to acceptable media design for early childhood is the opinion of Ambrose (2015) who stated that early childhood receives the biggest message from audiovisual communication. Audiovisual communication is presented in the form of objects and moving images. Objects, moving images, and sounds are the most widely used media to make it easier to convey messages to early childhood. For this reason, conveying messages through moving images and sound with complete design elements is appropriate to be accepted by early childhood.

Still related to the above explanation, Solso (in Dayaksini & Yuniardi, 2004: 173) states that building perceptions to shape the character can be done by strengthening these messages through interactive games. This starts with searching, receiving, interpreting, storing, and using messages in life. This is what is now known as interactive media.

If we look closely and relate design psychology with media for conveying acceptable character education for early childhood, then the opinions that have been presented previously can be synthesized.

It could be summarized that character education for early childhood can be delivered through visual, audiovisual and interactive media.

The media used need to be designed adequately. An adequate design for the stated purposes is a visual communication design. Visual Communication Design is the art of conveying messages (arts of communication) using visual language which is conveyed through the media in the form of design, with the aim of informing, influencing and to change the behavior of the target audience in accordance with the desired goals. This is where the perception of character can be well received. In other words, the psychology of perception is closely related to this discussion.

According to Byorklund (2000: 2-13), psychology of perception is the theory of emission, while the second is the theory of intromission. Next is what is later referred to as gestalt theory and analysis of eye-movements (Byorklund, 2000: 10).

The role of perceptual psychology in Visual Communication Design is stated by Murphy (2012: 494-500), that there are special factors to convey a message, one of them is persuasive, so the role of perceptual psychology is needed here. In order to convey meaning, people need to understand the circumstances and characteristics of the target audience. Thus, it must also be understood on what, who and how the target is, in this case early childhood who will receive the character education message, so that everything that is conveyed will be effective. A message will be useless if it is not understood by the recipient.

The messages that are expected to form the correct perception of character education are visual language factors in the form of graphics, signs, symbols, picture/photo illustrations, typography/letters and so on which are arranged based on the principles of a typical visual language. The contents of the message are expressed creatively and communicatively and contain solutions to the problems to be conveyed (social or commercial or in the form of information, identification or persuasion) (Boulton, 2015: 98). Adequate design can help young children to be motivated so that they can accept character education messages that will be applied in their adulthood.

Comparison of Visual, Audiovisual and Multimedia

Comparisons among visual media, audiovisual media and multimedia in this paper are observed based on the study objects which includes: (1) visual media in the form of early childhood books for character education, (2) audiovisual media in a form of films with character education for early ages, and (3) interactive media to educate character.

The visual media in the form of early childhood books for character education which is the sample of this research is "*Sepuluh Dongeng Putri*" compiled by *Tim Anak Bangsa* published by Erlangga Jakarta in 2018, as shown in figure 1 below.

In the book which is chosen as shown in figure 1, you can convey messages using visual language. This is marked by the presentation of the forming elements including artifact descriptions, typography, full color illustration, and context (Sue, 2012: 180). Such design elements support early childhood perceptions of character learning through examples of character behavior depicted in visual media in the form of character education books for early childhood.



Figure 1. Visual Media Character Education Books for Early Childhood

In addition to the advantages of the visual media for early childhood character learning, there are also weaknesses. One of the drawbacks is that visual messages delivered through writing and images that cannot move and don't make a sound are limited for being received by the senses of sight, so character education messages can be less detailed.

Early childhood film which is used as audiovisual media sample in this research is the animated film by Johan Neesken, namely "Character Education: Children Learn Politeness" the series as shown in the following figure.



Figure 2. "Character Education: Children Learn Politeness" the series
(Sumber: <https://www.youtube.com>).

The audiovisual media in the form of the animated film "Character Education Series" as shown in Figure 2 above has advantage since the audiovisual media can describe a process; for example, the process of how a child must behave politely towards parents. This audiovisual media provides another advantage, it is that audiovisual media gives space and time, and the sound produced can bring reality to the image in an expressive form.

Messages conveyed through audiovisual media can help young children build perceptions effectively. It is said so because early childhood requires easy explanation and understanding accompanied by pleasant situations (Martyn & Styles, 2012). This can be realized in the form of audiovisual media presentations that contain character education messages with designs that suit the needs of these early childhood.

In addition to the advantages of audiovisual media in the form of films, as mentioned above, there are also weaknesses. The weakness lies in that the film cannot be interspersed with spoken statements while the film is playing, stopping the film will affect the concentration of early childhood in

understanding the message, especially if the film is played quickly. Past messages are difficult to retrieve except for playing them back in their entirety.

The interactive media for early childhood that consist character education taken as samples in this paper is the "*Serial Permainan Interaktif untuk Pendidikan Karakter*". This interactive media is a learning medium for delivering messages that allows communication between children and technology through systems and infrastructure in the form of application programs and the use of electronic media as part of their educational methods. This interactive media is developed by the *Pustekom Dikbud* Team, presented in Figure 3.



Figure 3. Interactive media for character education
(Source: <http://www.permainan-game-interaktif-di-duniabelajar.html>)

The early childhood interactive media for character education as presented in Figure 3 carries several advantages: (1) early childhood can take part in a more innovative and interactive learning system since they can be involved in games; (2) the program is able to create a feeling of pleasure and increase learning motivation in early childhood; (3) the program is able to combine text, images, audio, music, animated images or videos in one unit that supports each other; and (4) the program is able to visualize abstract material. However, in addition to the advantages of interactive media, Broekhuizen (2012: 212) stated that interactive media also have weaknesses. One of the weaknesses is the need for good computer equipment facilities. Constraints in the availability of these facilities which cannot always be met by early childhood can trigger conflict between children in early childhood.

Based on the explanation about the comparison among visual media, audiovisual media, and interactive media for character education in early childhood, it can be stated that the three media is based on the design psychology paradigm. The differences mentioned above can be summarized in the table below.

Table 1. Summary of Comparison Among Visual, Audiovisual, and Interactive Media for Character Education for Early Childhood

Media	Visual Communication	Moving Picture Reality	Children Physical Involvement	Persuasion Toward Children	Target/ children Compatibility	Influence on Perception
Visual	√	-	-	-	√	√
Audiovisual	√	√	-	√	√	-
Interactive	√	√	√	√	√	-

Conclusion

The conclusions of this paper can be summarized from table-1 above. Comparing the three: visual, audiovisual, and interactive media, there are several differences. In visual media there is no moving image reality, there is no physical involvement, and of course not persuasive, but books as visual media can give young children free imagination to develop without time limitation, while audiovisual and interactive media is limited by time once the program is finished.

The use of audiovisual media can fulfill aspects of art communication, moving images, and has a persuasive nature towards children, and of course it is in accordance with the target of early childhood. However, the use of audiovisual media for early childhood is lacking in terms of its influence in instilling perceptions for early childhood in understanding character education conveyed through audiovisual media. This is because the audiovisual media is usually played fast, and this often means that the message could not easily received by the early childhood.

Interactive media in the form of games can indeed fulfill art communication, have moving images reality, involve children in playing, have a persuasive nature, and are in accordance with the target since children are naturally playing. However, aspects of the influence toward early childhood perceptions in understanding the character education message could not be achieved since children tend to get fixated on games, and forget the character education itself.

Recommendation

Based on the conclusion derived above, there are some recommendations:

1. Visual media can be used as an effective tool to give character education for early childhood, since it tends to be low risk and affordable for anyone.
2. Audiovisual media, though it is more interesting, is lack on conveying perception and character education acceptability for early childhood due to technical problem as the fast-playing movie in which the character education could not be easily received by the children.
3. Interactive media in a form of game is an interesting media. However, it is not appropriate to be used as character education media for early childhood since the children tend to focus on the game while the perceptual perception could not be achieved and the children tend to easily forget the message of character education given through this media.

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