

DEVELOPMENT OF 'MABANA' LEARNING MEDIA TO STIMULATE CHILDREN'S RELIGIOUS AND MORAL DEVELOPMENT

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ABSTRACT

This research aims to produce a learning media called MABANA to stimulate the religious and moral development of children aged 4-5 years. There are short chapters of the Qur'an, daily prayers, good and bad behavior, various religions in Indonesia, the pillars of Islam and the pillars of faith, as well as mandatory prayer intentions and movements. The purpose of this research is to determine the feasibility level of the MABANA Islam application based on material expert validation and media expert validation. Knowing the level of children's response to the MABANA Islam application based on children's responses. The type of research used is ADDIE model development research (Analysis, Design, Development, Implementation, and Evaluation). The research uses five steps including problem analysis, design, development, implementation, and evaluation. The subjects in this study were experts and 4-5 year old children of RA Al-Amanah and RA Muslimat NU II Al-Bashor. Data collection techniques in the study were interviews, questionnaires (validation of material experts, media experts, and children's responses), and documentation. Based on the results of this study, it can be concluded that the value obtained from the Islamic MABANA application media is from material experts of 86.15% with a very high predicate or very feasible to use, learning media experts of 81.05% with a high predicate or feasible to use, small group trials of 76.12% with a very high predicate or very feasible to use, and field trials of 78.33% with a very high predicate or very feasible to use.

Key Words: *Early Childhood Education, religious and moral development, mabana*

ABSTRAK

Penelitian ini bertujuan untuk menghasilkan media pembelajaran MABANA yang dapat merangsang perkembangan agama dan moral anak usia 4-5 tahun. Terdapat surah pendek Al-Qur'an, doa sehari-hari, akhlak baik dan buruk, berbagai agama di Indonesia, rukun Islam dan rukun iman, serta niat dan gerakan shalat wajib. Tujuan penelitian ini adalah untuk mengetahui tingkat kelayakan penerapan MABANA Islam berdasarkan validasi ahli materi dan validasi ahli media. Mengetahui tingkat respon anak terhadap aplikasi MABANA Islam berdasarkan respon anak. Jenis penelitian yang digunakan adalah penelitian pengembangan model ADDIE (Analysis, Design, Development, Implementation, dan Evaluation). Penelitian menggunakan lima langkah meliputi analisis masalah, desain, pengembangan, implementasi, dan evaluasi. Subyek dalam penelitian ini adalah ahli dan anak usia 4-5 tahun RA Al-Amanah dan RA Muslimat NU II Al-Bashor. Teknik pengumpulan data dalam penelitian adalah wawancara, angket (validasi ahli materi, ahli media, dan respon anak), dan dokumentasi. Berdasarkan hasil penelitian dapat disimpulkan bahwa nilai yang diperoleh dari media aplikasi MABANA Islami dari ahli materi sebesar 86,15% dengan predikat sangat tinggi atau sangat layak digunakan, ahli media pembelajaran sebesar 81,05% dengan predikat tinggi atau layak digunakan, uji coba kelompok kecil sebesar 76,12% dengan predikat sangat tinggi atau sangat layak digunakan, dan uji coba lapangan sebesar 78,33% dengan predikat sangat tinggi atau sangat layak digunakan.

Kata Kunci: *Pendidikan anak usia dini, pengembangan nilai agama dan moral, mabana*

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INTRODUCTION

Early age is the most optimal age to develop aspects of child development, therefore this age is referred to as the golden age or golden period. That is, stimulation of the developmental aspects of children is very important for their developmental tasks. Some concepts that can be recognized in early childhood include the exploration stage, identification or imitation stage, sensitivity stage, play stage, and early opposition stage. On the other hand, early childhood is a critical period, because if the potential possessed at an early age is not developed optimally and maximally, then the golden age of children will not be repeated in the future. This age starts from the age of 0-6 years, even in the womb the baby can feel and understand if honed as often as possible, such as being spoken to, listening to the recitation of the Qur'an or soothing music. Therefore, to get maximum development and growth according to their age, good stimulation is needed continuously.

Kohlberg has a theory of moral development resulting from a modification of Piaget's theory of moral development, and divides it into three levels including Pre-conventional Morality, Conventional Morality, and Post-conventional Morality. In this study, researchers used Kohlberg's Pre-conventional Morality theory. At this stage, children's behavior is under external control. This phase includes two further phases. First, children are oriented towards obedience and punishment, judged based on their own behavior. In the second stage, children adjust their behavior to social groups in order to be rewarded.

A child's world is made up of play, and there is more to play than learning. Learning in the classroom is characterized by having fun while learning, one of which is learning media. According to Miarso in (Fadlillah, 2014)(Fadlillah, 2014), learning media is anything that can be used to convey information that can penetrate the minds, emotions and motivation of students and increase their enthusiasm for learning.

With technology, it is easier to access information and knowledge. One of the learning media that utilizes technology is a multimedia program, this program was created as a result of advances in computer and digital technology. According to (Personal, 2017) a multimedia program is a computer program that provides messages and information consisting of text, audio, images, video, and animation. Each component created must be integrated with each other such as using text and images

that are interconnected. The use of multimedia programs is very appropriate in the era of technology that is increasingly developing at this time. In addition, multimedia learning media can also be used to display animations that can attract children's attention and make it easier to understand learning materials.

One of the importance of technology in early childhood is so that children are not left behind by the rapid development of technology. Using application-based technology can facilitate a fun learning process. In addition, learning can also be done anywhere and anytime because it can be accessed through gadgets. There is a screen time for using technology in early childhood that parents should know. According to the American Academy of Pediatrics (2016), in its latest guidelines it has recommended a good amount of screen time for children. Children aged 2-5 years have a time limit of 1 hour per day for good quality programs. When at home, parents must accompany children so that children understand and teachers can assist learning when at school.

Early childhood is the most optimal time to learn about something new. Since children are born to the earth, children have brought religion based on the religion of their parents, and the religion is believed until they grow up. The religion adopted should not be imposed by others but must be believed by the individual himself. In Indonesia itself, there are 6 religions spread across the territory of Indonesia. Among them are Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism. Each religion has its own way of worship. The development of religion is closely related to morals. Moral itself is a behavior that becomes customary or habitual in an area or association. If the behavior is good, then someone will be accepted in society. But if the behavior tends to be bad or not good, then usually the person will be excluded from his environment.

In this modern era, times are progressing and technology is also growing rapidly, everything can be accessed via the internet. But children are not necessarily given gadgets at will by parents or educators without any restrictions and supervision, this can cause great impacts such as gadget addiction, eye minus, imitating inappropriate viewing for their age, and many more. For this reason, parents and teachers must provide intensive supervision of what children do. Give children a spectacle that is appropriate for their age. Sometimes children also feel bored learning with books. Sadly, many children and even teenagers whose religion is Islam cannot correctly

mention the pillars of Islam or the pillars of faith, there are still many children who have not distinguished good behavior and bad behavior, and have not been able to apply good behaviors.

A case from metro.sindonews.com noted, Arist Merdeka Sirait, Chairman of the National Commission on Child Protection (Komnas PA) said: currently cases of violence against children are increasing sharply. From 2010 to 2015, more than 10 million children were victimized, 58% of them were victims of sexual violence. (Yusuf, 2016). Until now, the problems of bullying, drugs, theft and other problems are increasingly troubling Indonesian society. This problem shows that educational institutions are not fully able to incorporate religion and morality into society as a basic foundation for behavior. (Tanfidiyah, 2017). The problem of education of religious and moral values is becoming increasingly urgent to be studied in depth, it is still necessary to study religion and morals and the problems that support these two aspects.

Indonesia is a country with a majority Muslim population. In Islamic-based early childhood education institutions, there is usually an introduction to the basics of Islam such as reciting the shahada, practicing prayers, believing in prophets and messengers, reading short chapters of the Qur'an, and much more. One common phenomenon that is often encountered is the activity of reading short chapters of the Qur'an and daily prayers. Children are invited to read together every day so that they can quickly memorize it. But the problem is for some children usually have a memory that is not so strong. As a result, when they are told to recite themselves, they still forget to remember. With the learning media application MABANA Islam (Let's Learn Religion and Morals in Islam) is expected to stimulate the religious and moral development of students as an interesting learning media and not boring, and easily remembered by children. This general phenomenon was obtained by the author while teaching at the RA Al Amanah institution in Bendo Hamlet, Mendogo Village, Ngimbang District, Lamongan Regency. With the help of homeroom teachers in the form of conversations with homeroom teachers about the learning system and the conditions there. And in good and bad behavior, they still cannot distinguish and practice it. Such as being impolite when talking to teachers or older people, not throwing trash in its place, and speaking dirty or inappropriate.

Therefore, researchers took the initiative to develop technology-based learning media in the form of applications to stimulate the development of religious and moral values of children aged 4-5 years, so that children's spiritual intelligence will be stimulated and at the same time can be a guide when they grow up. This application is called MABANA Islam (Let's Learn Religion and Morals in Islam). This application is made to introduce and make it easier for children to memorize short chapters, mandatory prayers and movements, daily prayers, good and bad behavior, the pillars of Islam and the pillars of faith through audio-visual learning methods. The purpose of making this application is so that children can learn without realizing that they are learning and so that children can understand and practice the teachings in Islam.

METHODS

This type of research method uses research and development methods or referred to as Research and Development or R&D. This research and development uses the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). According to Sezer in (Hatmawan, 2020) The ADDIE model is a model that focuses on analyzing how each component is connected and coordinated according to existing procedures. Therefore, the ADDIE model is a model that adjusts itself systematically according to the phases, where the initial phase affects the next phase.

The research was conducted at RA Al-Amanah Bendo and RA Muslimat NU II Al-Bashor. The data collection techniques used were observation and documentation. The instrument that used were observations instruments and validation instruments. The acquisition of scores in the material expert validation questionnaire, media expert validation, and child response questionnaire (small group and large group trials), then analyzed and used the following formula:

$$P = \frac{f}{N} \times 100\%$$

Description :

- P : Percentage
- F : result score
- N : Ideal score based on questionnaire
- 100 : constanta

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The results of data analysis are used as the basis for product revision to determine the feasibility and children's response to the developed media. The feasibility of Islamic MABANA application learning media is determined based on the following criteria:

Table 1. Conversion of Achievement Levels and Qualifications

Achievement Level	Qualification	Description
76-100%	Very Good	Very Feasible
51-75%	Good	Feasible
26-50%	Average	Not Feasible
0-25%	Low	Very Bad

RESULT AND DISCUSSION

Analysis

Initial observations were carried out in September 2022 at RA Al Amanah Dsn. Bendo Ds. Mendogo Kec. Ngimbang Kab. Lamongan by trying to introduce Islamic religion and good and bad behavior through visual media in the form of pictures contained in children's worksheets and given several questions about Islamic religion and good and bad behavior. Through this learning, the researcher could observe that all students were able to recognize and answer questions about Islam and good and bad behavior. However, when given specific questions about other Islamic religions and shown pictures, out of 13 children who could answer only 3-4 children. Some know, but there are still many who do not know and understand about the religion of Islam and correct moral behavior. In addition, the children seemed less focused when the teacher explained the material.

Fun activities in the introduction of Islam and moral behavior can use learning media that are educational and fun. The use of such media is developed with digital technology so that it can attract children's attention in learning. According to the results of interviews with teachers at RA Al Amanah so far, they have never introduced Islamic religion through technology-based media. Therefore, researchers are interested in conducting development research on media development in the form of applications to introduce Islamic religion and moral behavior in children aged 4-5 years, so that children are more easily familiar with Islamic religion and learn with fun.

Design

The design stage goes through 4 stages, namely determining the title of the media, planning the initial design of the media, designing the content of the media, and creating storyboards. In this application, there are some menus, which are : a) Learning, b) Play, c) Instruction for Use, d) Developer Profile View. Each menu has their own function that will be explained in the development phase.

Development

After the design stage is complete, then in the development there are 3 stages of production, namely pre-production, production, and post-production.

Home Page Display



Figure 1. Home Page Display

This is the home page display for MABANA learning media. If children wants to start the game, they can click 'Masuk' (start). But if they don't want to, then click "Keluar" (Exit).

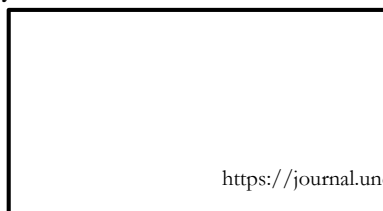
Display of 5 menus



Figure 2. Display Menu

The display consist of five menus, namely Learning, Play, Evaluation, Instructions for Use and Developer Profile. Menu will be discuss further.

Learning Menu Display



<https://journal.unesa.ac.id/index.php/jt>

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Figure 3. Learning Menu Display

The learning menu display is a menu display contained in the "Learning" menu, namely short chapters of the Qur'an, daily prayers, good and bad behavior, the pillars of Islam, the pillars of faith, mandatory prayers and movements.

Play Menu Display

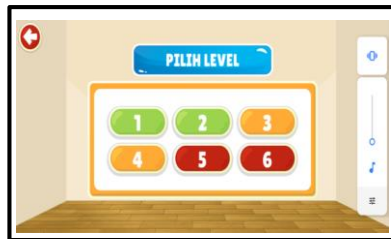


Figure 4. Play Menu Display

The play menu display is a game menu consisting of 1-6 questions that contain questions from the material in the Learning menu.

Menu Display Instruction for Use

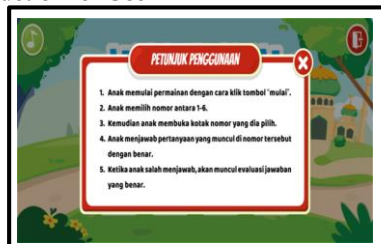


Figure 5. Instructions for Use

The menu display of instructions for use contains instructions for using the MABANA Islam application, in which it contains instructions or directions on how to operate the application correctly.

Developer Profile View



Figure 6. Developer Profile View

The developer profile view contains the profiles of the developer, supervisor, media expert and material expert.

Implementation

The media is assessed by material experts and media experts to get a percentage that determines the feasibility of the media. then the media is tested on children aged 4-5 years. The trial was conducted at RA Al-Amanah Bendo and RA Muslimat NU II Al-Bashor.

The media is said to be feasible by fulfilling media principles including media suitability for learning objectives, suitability for student characteristics, can be a learning resource, effectiveness, and efficiency of energy, cost and time, safety for learning, can develop creativity and student activeness, and can create a pleasant learning atmosphere. (Akbar, 2017).

Evaluation

Product evaluation is carried out based on the results of the child response questionnaire at the trial use stage. Revisions will be made if weaknesses or shortcomings are found. However, based on the results of the trial use of the Islamic MABANA application media for 38 children aged 4-5 years, it shows that the children's response is very good.

According to Daryanto in (Indrawan, 2020) argues that, if learning multimedia is selected, developed, and used appropriately, it will provide enormous benefits for

educators, including the learning process becoming more interesting, interactive, and the amount of teaching time can be reduced. This evaluation will be divided into feasibility of MABANA learning media and children response to MABANA in order to stimulate their religious and moral development aged 4-5 years.

Feasibility in this research assessed by expert in media and material of early childhood education learning. Based on material expert validation, this media gained 86.15% and can be defined as "Very Good". For the media expert validation, this media gained 81.05% and can be defined as "Good". Based on these score, we can conclude that this media can be used as a learning media in early childhood education.

Children's response to the MABANA Islam application learning media in stimulating religious and moral development in 4-5 year old children

Small group trial

The small group trial was conducted at RA Al-Amanah Bendo and obtained a percentage of 76.12% and was in the "High" category based on the achievement level.

Large group trial

The large group trial was conducted at RA Muslimat NU II Al-Bashor and obtained a percentage of 78.33% and was in the "High" category based on the achievement level

Field trial questionnaire results

Based on the results of the small group and large group field trial questionnaires, in the aspect of effectiveness in statement item numbers 1-6, the total questionnaire results of the dominant achievement indicators stimulated from the MABANA Islam application learning media are 117, namely statement number 1 which states that children are able to mention and recite short surahs of the Qur'an. The short surahs include surah al-fatihah, al-ikhlas, al-falaq, an-nash, al-ashr, and al-kautsar.

CONCLUSION

Based on the results of the research and discussion presented in Chapter IV, it can be concluded that the results of the feasibility of Islamic MABANA learning

media obtained from the questionnaire assessment by material experts of 86.15% and media experts of 81.05% have been said to be "feasible to use". As for the assessment of the small group trial, the percentage obtained was 76.12% and the large group trial obtained a percentage of 78.33%. So it can be concluded that the MABANA Islam application media can stimulate the religious and moral development of early childhood.

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