

Educational Game Tool Flash Card Hijaiyyah Letter as A Medium of Stimulation of The Development of Moral and Religious Values of Children in TK Al Gazali Desa Metere Lakudo Subdistrict

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ABSTRACT

The community service project that we conducted on October 30, 2021 at TK Al Gazali Desa Metere District Lakudo Central Buton District aims to provide teachers with insight into effective media for learning in Early Childhood, to improve teacher skills in creating educational game tools, and to provide teachers with insights and equip them to develop learning media in the form of Educational Game Tools for Children in their Early Age. Teachers at Al Gazali Kindergarten in Metere Village, Lakudo District, Central Buton Regency were the intended recipients of this activity. The topic of dedication concerns the instructors' degree of awareness and ability, as well as the limitations of educational gaming instruments that can help pupils at Al Gazali Kindergarten in Metere Village acquire moral and religious values. Three phases are necessary to resolve the problem: preparation, implementation, and assessment. The planning stage begins with observations to ascertain the state of educational gaming instruments in use at the school. The implementation stage is comprised of training in the creation of Hijaiyyah Letter Flash Cards, beginning with the delivery of material in the form of perentase via lecture methods, followed by Q&A or discussion and training in the form of a workshop in the creation of APE Flash Cards Hijaiyyah Letter as a means of improving teacher skills. Monitoring and assessment concludes the process. Monitoring and evaluation are accomplished by the collection and analysis of data at each level. The training results indicated a degree of success, with kindergarten teachers Al Gazali Desa Metere gaining a better understanding of the importance of APE in stimulating the development of moral and religious values, teachers improving their skills in creating APE Flash Cards to aid in the learning process, teachers responding positively to the training conducted, and teachers successfully completing the creation of APE Flash Card Hijaiyyah, according to the number.

Keywords: Game Tools; Flash Cards; Hijaiyyah; Moral and Religious Values.

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1. Introduction

The advancement of education has elevated Early Childhood Education (PAUD) to a national priority program. The early childhood education development policy strives to achieve education based on the concept of fairness, while also providing a high-quality education that is relevant to the community's needs. The policy is founded on the following principles: the availability of PAUD institutions that are accessible to the community; the accessibility of PAUD services to all communities in accordance with their existing capabilities; the quality of PAUD services is directed toward optimizing the growth and development of

children aged 0-6 years; the equality of PAUD services; and the certainty that every member of the community can obtain PAUD services. (2003) (Amy Kadarharutami, M.Psi, 2011: 03).

According to Article 1 of the National Education System Law No. 20 of 2003, education is a deliberate and planned effort to create a learning environment and process in which learners actively develop their potential for religious spiritual strength, self-control, personality, intelligence, and noble morals, as well as the skills necessary for themselves, society, nation, and state. According to the study's interpretation, all parents are obligated to teach their children to be obedient human beings capable of worship, education, and providing opportunity for their children to experience terror and knowledge. Along with parents, teachers have the responsibility of providing the best education possible to their kids. This is consistent with the Islamic view that children are a gift from Allah swt to be developed into virtuous and obedient human beings.

Parents and teachers are key stakeholders in ensuring children's educational rights are met. The connection between parents and instructors in the form of child aid ensures that children have the right to grow and develop normally and guides children toward self-discovery by providing opportunities for learning and play. However, parents and teachers should not react too quickly to children's positive progress. At the same time, parents and teachers should not be concerned or disheartened if they observe a child's growth is less than optimum, since everything that occurs is a process. (Martuti, A., 2008: 05)

Teachers are educators who are responsible for the education of their students. They are responsible for guiding, directing, and assisting youngsters in developing their potential to become individuals of character, personal personality, and morality according with religious standards. Not all instructors, however, are capable of teaching and instilling moral and religious principles in their students.

Children's golden years begin at birth and last until they reach primary school age (0-6 years). This age is sometimes referred to as the important era in a child's development since it is the point at which the child's development transitions to the following phase. Thus, it is appropriate for parents or instructors to create the groundwork for knowledge at that age, including language acquisition, socio-emotional development, self-awareness, and, most significantly, the formation of morality and religious values in kids. Obsorn, White, and Bloom hypothesized that by the time a child reaches the age of four, half of his or her intellect has been established. That is, children's growth and development are determined by the stimuli available to them at that age. Teachers, as educators, are accountable for ensuring that children's rights are protected to the fullest extent possible, as specified by Child Protection Law No. 23 of 2003.

Early childhood benefits from the learning process known as play-based learning. While playing, a youngster will get excited about learning activities, particularly if the process is supplemented with Educational Game Tools (APE).

APE is a tool or media that may be utilized as a method or equipment for play that has a monetary value and can aid in the optimization of children's development. APE is commonly used in *lembanga-lembanga*, an organization that coordinates early childhood education.

According to the initial study conducted on October 6, 2021, namely by observing and interviewing guidance students conducting Real Work Lectures in the Village of Metere in the Lakudo District of Central Buton Regency, information was gathered that the Village still lacks a Kindergarten that teaches APE with religious values. TK Al Gazali is the kindergarten's name.

Amalia Pasa contended that students continue to face hurdles in optimizing the development of moral and religious values, namely a dearth of media that can promote the

development of moral and religious values. Amalia Pasa recognized that in order to stimulate the development of moral and religious values, APE is required that takes into account the material content, interests, circumstances, and skills of students in order to maximize the effectiveness of the APE applied.

As a result of the foregoing, we are interested in performing community service at TK Al Gazali Desa Metere on the topic of Creating Educational Game Tools. In Stimulating the Development of Children's Moral and Religious Values, the Flash Card Hijaiyyah Letter is an excellent tool. This dedication manifests itself in the form of training and mentoring those involved in the development of Flash Cards.

The assistance in creating Flash Cards Hijaiyyah Letters in TK Al Gazali Desa Metere is an effort to improve a teacher's understanding and skills in preparing learning media that can stimulate the development of moral and religious values in early childhood, and thus it is expected that teachers will gain inspiration and motivation to improve their knowledge and skills in preparing effective and efficient learning media as a result of this assistance.

2. Problems

Community service is performed in response to issues that require resolution. According to our early analysis and observation, there were various issues, including the following:

- a. Master's level of comprehension and ability to build Educational Game Tools that promote the formation of moral values and Early Childhood Religion in TK Al Gazali Desa Metere.
- b. Disadvantages of Educational Gaming Tools for Promoting Moral and Religious Value Development in Early Childhood at Al Gazali Kindergarten Metere Village.

3. Implementation Method

This commitment is manifested via training and mentorship, as well as the development of instructional game tools in the form of Flash Cards containing Hijaiyyah Letters. The training is often separated into three stages using the following methods:

a. Lecture

The lecture approach is utilized to present the information we have compiled into a power point slide. The initial activity of devotion is the dissemination of information about the notion of early childhood development of moral and religious values, educational gaming tools for the goal of learning moral and religious values, and forms of APE hijaiyyah letters.

b. Discussion or Question and Answer

The discussion and Q&A format is used to ascertain the extent to which the instructor comprehends the content delivered. Pemateri and Guru engaged in an animated discussion on how APE may help children acquire moral and religious values at Al Gazali Kindergarten in Metere Village.

c. Workshop or Practical Application

Workshops or practice sessions are utilized to ascertain the competencies and capabilities of APE teachers. This step consists of instruction on how to create Flash Cards using Hijaiyyah Letters.

The following is a summary of the information provided during devotional activities:

a. Introduction

- The age range of one day to six years is referred to as the golden era of early childhood, during which children develop and grow rapidly in a variety of ways. Early childhood is a phase of development and growth that occurs on a periodic basis throughout a person's life.
 - PAUD, or pre-school age, refers to a youngster who has not yet begun formal schooling. PAUD serves as the foundation for the formation of early childhood character, ensuring that it is patterned with fundamental behaviors and abilities that are developmentally appropriate so that they can continue to be good citizens. As a result, moral ideals must be instilled throughout early life.
 - APE PAUD is defined as anything that may be utilized as a method or equipment for early childhood play, has educational value, and can help children grow optimally.
- b. Moral and religious values comprehension
- The value of religion in AUD is a religious value that is possessed by early childhood in the form of the fundamentals of faith with a pattern of piety to Him and the beauty of morality, capable, believing in oneself, and willing to live in the middle and with the community to live a self-shrewd life.
- c. Educational Gaming Tools
- Educational gaming tools are play tools that may enhance both the entertainment and educational aspects of a game. This means that APE may be used to excite children's actions in order to teach them anything without the kid realizing it, utilizing both contemporary and basic, and even old, technologies.
 - Educational game tools include all forms of games that attempt to build an atmosphere and games that are instructive based on the learners' interests (children).
- d. The role of various types of APE in enhancing moral and religious values
- APE Flash Card Hijaiyyah letter in communicating Qur'anic content; In this game, the kid selects one of the cards with the letter hijaiyyah and then states the hijaiyyah letter on the card.
 - APE tower numbers are used to transmit Arabic number material by stacking blocks according to the sequence of the numbers; on the right are numbers written in Latin and on the left are Arabic numerals.
 - APE finger puppets are used to impart historical information about the Prophets' stories by manipulating the doll with the fingers while they deliver stories.
- e. The Importance of Moral and Religious Values Education in Early Childhood
- Overarching Purpose: Establishing the foundations of faith via a model of piety to Him and the beauty of morals, being competent, believing in oneself, and being willing to live in the middle and with society in order to live the life he desires.
 - Special purpose: a. Increases children's feeling of faith and love for God; b. Makes worshipping God a habit; c. Accustoms children's conduct and attitudes to religious ideals; d. Assists children in growing and developing into persons who believe in and fear God.

4. Result

Community service that we carry out in TK Al Gazali Desa Metere District Lakudo Central Buton Regency aims to improve the understanding and skills of teachers in preparing learning media that can stimulate the development of moral and religious values of students,

so that it is expected that with this assistance, teachers have inspiration and motivation in improving knowledge and skills in preparing effective and efficient learning media.

The implementation of devotion is divided into three stages including preparation, implementation, and evaluation. The preparation stage is carried out by making observations as a preliminary step to see the condition of educational game tools in the school. The implementation stage is carried out by training in making Hijaiyyah Letter *Flash Cards*, starting with the delivery of material in the form of perentase using lecture methods, followed by Q&A or discussion and training as a form of workshop making APE *Flash Card* Hijaiyyah Letter as an effort to improve teacher skills. The last stage is evaluation. Evaluation is done by collecting and concluding data at the stages carried out.

In general, devotional activities take place well and without obstacles and can be said to be successful. The school is also very enthusiastic about participating in this activity. In detail, the activity process can be described as follows:

a. Preparation Stage

At this stage, we do the first step, namely observation or initial observation. Initial observations were made to find out what APE was needed and also what problems were in the place of devotion, namely TK Al Gazali Desa Metere. The result of the initial observation is a need that determines the next excitement (Elita and Asrori, 2019). From these results can be done preparation of devotion.

Preparation in this service is coordinating with students in The Real Work Lecture in Metere Village to convey information related to the devotional agenda to the Al Gazali kindergarten school and discuss the readiness of the school and determine the right time for the implementation of the service. The results of the coordination were determined by the implementation of the service on October 30, 2021.

Based on the results of the coordination, we began preparing material themed Stimulating the Development of Early Childhood Moral and Religious Values Through Ape *Flash Card* Hijaiyyah Letters in the form of *power point slides*. In addition to preparing materials, we also prepare the equipment and materials needed for the manufacture of Hijaiyyah Letter *Flash Cards*, such as Volume Paper, Leptop, Printer, Laminating Plastic and Electric Iron. Next, we plan the time to go down to the location where the devotion will be performed. As Sulistyawati stated that the activities that will be carried out properly must go through good and careful planning. (Sulistyawati et al., 2018).

b. Implementation Stage

The implementation of the service at TK Al Gazali Desa Metere which we did can be seen in figure 1 of the following:



Figure 1. Exposure of APE Material and Moral Values of Children's Religion

In the picture above, shows that the community service that we carry out is located in the Classroom of Al Gazali Kindergarten, Metere Village, Lakudo District, Central Buton Regency. Participants in this activity consist of Teachers, Students and some students at the kindergarten.

Devotional activities begin with the presentation of material by Us with the title Of Stimulating the Development of Moral and Religious Values in Early Childhood through *the Electronic Game Tool Flash Card Hijaiyyah Letters*. For us, this material is considered very important for kindergarten teacher Al Gazali Desa Metere because it looks at the conditions and limitations of APE in the School especially APE charged with aspects that can stimulate the development of moral and religious values. Consequently, the material we prepare contains about the basic concepts of the development of moral and religious values, such as understanding the development of moral and religious values, the medium of learning, and the purpose of learning moral and religious values in early childhood. In addition, we also emphasize on material about the basic concepts of Educational Game Tools, such as the understanding of APE, the type of APE in the development of moral and religious values, and more specifically the forms and ways of making APE in the form of *Flash Cards Hijaiyyah Letters*. We hope that the material presented can increase the understanding and knowledge of kindergarten teachers Al Gazali Desa Metere towards the importance of the development of moral and religious values in early childhood, improve the ability of teachers in preparing learning media that are in demand by students and most importantly also the teachers of Kindergarten Al Gazali Desa Metere gain new experience and skills in making educational game tools that can stimulate the development of moral and religious values in early childhood. If these things have been owned by teachers, then We believe that TK Al Gazali Desa Metere will be a school that supports the development of children and has the availability of Educational Game Tools and increases the value of school accreditation

The presentation of the material concluded by introducing kindergarten teacher Al Gazali about the forms of Hijaiyyah Letter *Flash Cards* that are easy to make and can be used in learning in school. The APE *Flash Card* is as follows:



Figure 2. Example of APE Flash Card Hijaiyyah Letter

Community Service that We do is not only in the form of material exposure about the concept of the development of moral and religious values. However, it was also continued with *the workshop* or practice of making APE Flash Card Hijaiyyah Letters. At the workshop, we along with some students of Real Work Lecture guidance prepare 29 Hijaiyyah Letters that have been *printed out* on volume paper, then cut each letter and then wrapped in laminating plastic to strengthen and beautify *the Flash Card* made. After the process is done, then ironed so that the hijaiyyah and plastic letters are theyed and can be used for learning media. The practice of making APE can be seen in the following image:



Figure 3. Process of Cutting and Installing Laminating Plastic in Hijaiyyah Letters

In figure 3 above, showing the initial process of making APE Flash Card Hijaiyyah Letter that is cutting each hijaiyyah letter that has been prepared and gluing laminating plastic will then be glued using an electric iron that has been prepared. The process involves kindergarten teacher Al Gazali Desa Metere and students by jointly practicing the creation of Hijaiyyah Letter Flash Card on Our guidance and direction.



Figure 4. Laminating Process of Hijaiyyah Letters

In the picture above, shows that Kami, the teacher together with the students conducted a long process against the *Flash Card* Hijaiyyah Letter that has been cut into several letters. Laminating process is done with the aim to protect the paper and color in hijaiyyah letters so as not to be easily damaged or faded when exposed to splashes of water. Disamping itu, the process can also maintain a *flash card* hijaiyyah letters in order to last a long time, done by coating hijaiyyah letter paper with laminating plastic and then heated using an electric iron so that the paper and laminating plastic they stick or stick to well.

The result of the practice of making *Flash Cards* Hijaiyyah Letters, then by Us symbolically handed over to kindergarten teacher Al Gazali Desa Metere in the hope that APE *Flash Card* Hijaiyyah Letter can be used as a medium of learning in stimulating the development of moral and religious values of students in Kindergarten Al Gazali Desa Metere. The image below shows the process of symbolic handover of the practice of making *Flash Cards* Hijaiyyah Letters to Mrs. Amalia Pasa, one of al Gazali kindergarten teachers.



Figure 5. Symbolic Handover of *Flash Card* Hijaiyyah Letter

c. Evaluation Stage

The Evaluation stage is carried out by collecting and concluding data at the stages that have been passed. Evaluation is carried out to find out the advantages, shortcomings, and obstacles experienced at the time of the implementation of activities and analyze each problem

solving process when there are problems in each stage carried out. Furthermore, improvements will be made to the shortcomings and obstacles faced. This is in line with what was stated (Magnatis, 2019) that actually made improvements to the problems found.

In the process of presentation of material that we convey with the lecture method, of course, there are advantages and disadvantages. Harfiani & Setiawan (2019) stated that the excess implementation of an activity will be found after the activity is carried out. The advantages of the devotion carried out are the benefits obtained by teachers in the form of new knowledge of the concept of the development of moral and religious values, the basic concept of educational game tools and *the update* of teacher skills in preparing effective learning media and the increase of APE in the form of *Flash Cards*. Hijaiyyah letters that can be used by teachers in every learning process in the School. In addition, the teacher welcomes and supports the implementation of devotional activities in his school and shows a high enthusiasm to follow every stage of the association.

Deficiencies or obstacles faced at the time of devotion activities are the limitations of facilities that support the course of activities such as no LCD Projector to convey devotional materials, the absence of laminating press machines so that what is used is an electric iron. Another obstacle faced is the absence of adequate internet network access in the location where the devotion is carried out (Metere Village), in addition, some teachers are not present because they have other tasks that cannot be abandoned.

5. Conclusion

Based on the process passed at each stage of devotion carried out, it can be concluded that community service activities themed: Mustulate the Development of Moral and Religious Values of Early Childhood through APE *Flash Card* Hijaiyyah Letter at TK Al Gazali Desa Metere on October 30, 2021 can be said to be successful despite found deficiencies or obstacles in the implementation process. The material presented includes understanding the development of moral and religious values, the medium of learning, the purpose of learning moral and religious values in early childhood, the basic concepts of Educational Game Tools, such as the understanding of APE, the type of APE in the development of moral and religious values, and more specifically the forms and ways of making APE in the form of *Flash Cards* Hijaiyyah Letter. The material is also considered able to increase the understanding and knowledge of kindergarten teachers Al Gazali Desa Metere to the importance of the development of moral and religious values in Early Childhood, improve the ability of teachers in preparing learning media that are in demand by students and most importantly also kindergarten teachers Al Gazali Desa Metere gain new experience and skills in making educational game tools that can stimulate the development of moral and religious values in early childhood.

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