Stimulating Children's Moral and Religious Development: Analysis of the Use of Puzzle Learning Media

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Abstract. This research is motivated by the low religious values of early childhood at Azalia School Pekanbaru. The purpose of this study was to determine the process of improving religious values in early childhood using puzzle media. This study was a classroom action esearch, with the subjects being the teacher and 12 students. The object of this study was the Pillar of Islam media. This research was conducted in two cycles, each with two meetings. Data collection techniques used were observation, tests, interviews, and documentation. The data analysis technique used was qualitative descriptive analysis with percentages. Based on the results of the research and data analysis, it was shown that the implementation of the Pillar of Islam media can improve the religious values of early childhood at Azalia School Pekanbaru. This can be seen from the fact that before the corrective action, students' reading comprehension skills only reached the category of not yet developed. After the action was implemented in the first cycle, the average score of students increased to the category of beginning to develop and in the second cycle, it increased to the category of developing as expected. Thus, it can be concluded that the implementation of the Pillar of Islam media can improve the religious values of early childhood at Azalia School Pekanbaru.

Keywords: Puzzle Media, Values, Religion, Early Age

Abstrak: Penelitian ini di latarbelakangi oleh rendahnya nilai-nilai agama anak usia dini di RA Azalia Pekanbaru. Tujuan penelitian ini ialah untuk mengetahui proses peningkatan nilai-nilai agama anak usia dini dengan menggunakan media puzzle. Penelitian ini merupakan penelitian tindakan kelas, subjek dalam penelitian ini adalah guru dan 12 peserta didik. Objek dalam penelitian ini adalah media pillar of islam. Penelitian ini dilakukan dalam 2 siklus, setiap siklus 2 kali pertemuan. Teknik pengumpulan data menggunakan observasi, tes, wawancara dan dokumentasi. Sedangkan teknik analisis data yang digunakan yaitu analisis dekskriptif kualitatif dengan persentase. Berdasarkan hasil penelitian dan analisis data menunjukkan bahwa penerapan media pillar of islam dapat meningkatkan nilai-nilai agama anak usia dini di RA Azalia Pekanbaru. Hal ini dapat diketahui sebelum tindakan perbaikan, keterampilan membaca pemahaman siswa hanya mencapai kategori belum berkembang (BB). Setelah dilakukan tindakan pada siklus I nilai rata-rata anak didik meningkat dengan kategori mulai berkembang (MB) dan pada siklus II meningkat kategori berkembang sesuai harapan (BSH). Dengan demikian dapat disimpulkan bahwa penerapan media pillar of islam dapat meningkatkan nilai-nilai agama anak usia dini di RA Azalia Pekanbaru.

Kata Kunci: Media Puzzle, Nilai-Nilai, Agama, Usia Dini

INTRODUCTION

Early childhood needs to receive guidance from an early age. Based on the Law on Child Protection (Law of the Republic of Indonesia Number 32 of 2002) Chapter I Article 1 states that a child is someone who is not yet 18 years old and includes children who are still in the womb.

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Meanwhile, according to Law No. 20 of 2003 on the National Education System Article 1 paragraph 14, the range of early childhood is 0-6 years old which is described in the statement that reads: early childhood education is an effort to develop children from birth to the age of six years which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education (Mhd. Habibu Rahman, 2020). Religious values are values that develop based on religious teachings (Aminatus Sa'adah et al., 2024). Religious education is a basic education that must be instilled in children from an early age and is divided into three religious values: faith, worship, and morals. Faith values are related to behavior in daily life. Instilling religious values needs to be done early to equip children to be more mature in facing life's challenges. Therefore, the process of child development must be balanced with religious education (Ruswanti et al., 2024). Teaching religious and moral values to young children is the first step in fostering awareness of the origins of life and its values. This way, children will have a foundation of noble morals (Naila Adiba, 2024). Teaching Islamic religious values to early childhood is not only aimed at teaching them good behavior, but also to foster love and obedience to Allah SWT (Wirda Ningsih, 2024).

Instilling religious values in young children can begin with introducing them to worship by introducing them to cleanliness, including the types of dirt and impurities, and how to clean them. This includes introducing them to the five daily prayers, which every Muslim must perform (Dadan Suryana, 2018). In introducing worship, routine activities in developing the character of worship in children at school are to get children used to saying and responding to greetings, getting children used to praying before and after carrying out activities, teaching children to read and memorize verses of the Qur'an (Sri Wahyuni dan Sigit Purnama, 2021). Children at an early age will find it easier to internalize religious and moral values through methods provided by teachers, for example, activities in the form of role models (Naila Adiba, 2024). The development of religious and moral values in preschool children (PAUD) is at the most basic level (Prastiwi et al., 2022). Instilling moral and religious values through education is essential for early childhood. Instilling moral and religious values in children is closely related to their behavior, manners, and willingness to practice religious teachings in their daily lives(Widya & Munisa, 2019).

A boy at a kindergarten in Pekanbaru was sexually abused by a playmate, and his parents are appealing to the school for help. What parent wouldn't be shocked by the change in their child's behavior? The boy, who was once always cheerful, is now always gloomy and is suspected of being the victim of sexual abuse at school by his friend (M Syukur, 2024), Therefore, it is necessary to instill religious values in children at an early age, which is an important step in forming their character, morals and personality (Sidiq, 2024). Children's religious and moral values are the philosophical and religious conditions of early childhood basic education that they receive from the environment in which they live(Handayani & Wirman, 2022). Religious and moral values in early childhood are psychological changes in early childhood that enable them to understand good and bad attitudes(Cindy Cinthia & Khadijah, 2024). Moral development has become a hot topic for discussion, because it is known that children today are very lacking in the formation of moral development (Sari & Rozana, 2024). The application of moral and religious values in early childhood found that by providing a foundation of moral and religious education to children (Nada Buahana & Dwi Amalina, 2024).

The word media comes from the Latin medius, which literally means middle, intermediary, or messenger. In Arabic, media is an intermediary or messenger of messages from sender to recipient. Gerlach & Ely state that media, broadly understood, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the concept of media in the teaching and learning process tends to be interpreted as graphic, photographic, or
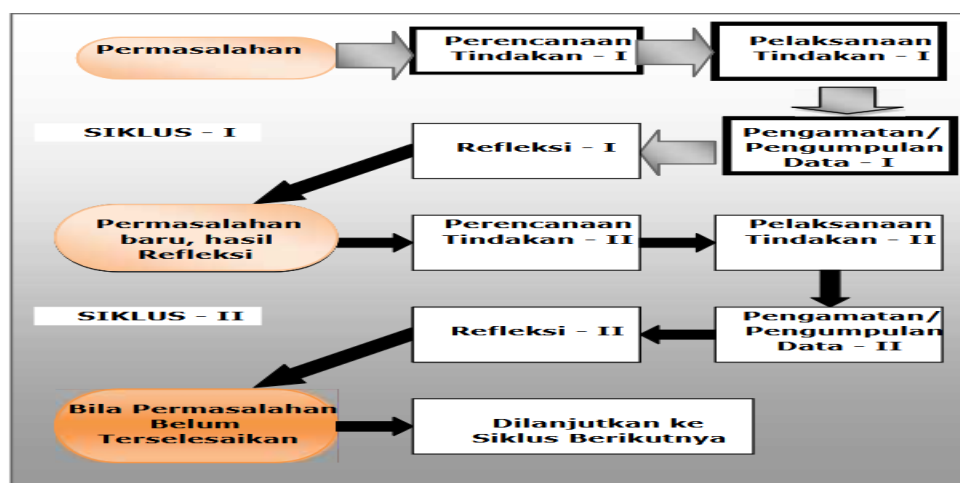
electronic tools for capturing, processing, and reorganizing visual information or variables (Azhar Arsyad, 2016).

The National Education Association (NEA) defines media as any form of communication, whether printed or audiovisual, and its associated equipment. Media should be manipulable, visible, audible, and readable. Regardless of the definition, there is a commonality between these definitions: media is anything that can be used to convey a message from sender to receiver, thereby stimulating the thoughts, feelings, attention, interests, and concerns of students in such a way that the learning process occurs (Arief S. Sadiman, 2010). The learning process occurs.8 One of the media widely used in early childhood education institutions is visual media. Examples of visual media include textbooks, modules, images, and so on. One type of visual media that can be used as a medium for religious values is puzzles.

Puzzle media is a learning medium in the form of pieces of images that are arranged to form a complete image (Danang Sucahyo dan Supriyono, 2015Puzzle media is an innovation or variation of existing media. By using puzzle media, students can be interested and participate during the learning process. The puzzle media referred to in this study is in the form of picture pieces. Audio media or listening media is a type of learning media or learning resource that contains messages or lesson materials presented in an interesting and creative manner and implemented using only the sense of hearing, such as radio, and others(Susanti, 2018). Visual media is the visualization of messages, information, or concepts to be conveyed to students. It can be developed in various forms, such as photos, pictures/illustrations, sketches/drawings, graphs, charts, and combinations of two or more forms. Visual learning media is a set of tools for conveying messages in learning that can be captured through the sense of sight without the presence of sound from the tool (Azhar Arsyad, 2016). Audiovisual media is a type of media used in learning activities that involves both hearing and sight in a single process or activity. The messages and information conveyed through this media are verbal and nonverbal, relying on both sight and hearing, such as television, video, and so on (Fika Agustina, 2017).

METHOD

This research is a classroom action research conducted collaboratively between the principal, teachers, and researchers in improving religious values through Puzzle media. Classroom Action Research (CAR) is a problem-solving process that starts from a) planning improvements b) implementing actions c) observing d) reflecting (Ekawardana, 2013).

Gambar 1. Desain Penelitian Tindakan Kelas

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RESULTS AND DISCUSSION

This Classroom Action Research aims to improve religious values in early childhood at RA Azalia Pekanbaru by using Puzzle media. The implementation of this media was carried out in the Marwah class with 12 students, carried out in 2 cycles, where each cycle was carried out twice. The research data was obtained through student learning outcomes and guidelines for using Puzzle media as well as guidelines for observing teacher and student activities. The research data was collected at each meeting that lasted 2 weeks, as illustrated below:

Cycle I Research Results

Planning

After the researchers obtained the preliminary survey results, they met with the class teachers, compiled a syllabus, lesson plan (RPPH), or student worksheets (LKS) for religious subjects, designed and created puzzle media containing information about the discipline, and prepared observation sheets to monitor teacher and student learning activities. Once everything was prepared, the next stage was implementation.

Implementation

The implementation of cycle I meeting I was held on August 7, 2023 and meeting II was held on August 14, 2024, the learning process involved all 12 students in Marwah class. At this stage there are several stages, namely introduction, this activity and closing activities, which include the use of puzzle learning media to improve religious values in early childhood at Raudhatul Athfal Azalia Pekanbaru.

Observtion

Table 1
Cyclus 1

Cyclus 1	Amount Prolehan	Score	Score Maksimal	Perse ntase	Categori
Meet 1I	13		4	81,25 %	BSH
Meet II	14		4	87,5%	BSH
Amount	168,76%				
Range	84,38%				
Categori	BSH				

Based on table 1 above, it can be concluded that the results of the observation of teacher activities have a maximum score of 4. At the first meeting, the score obtained was 13 with a percentage of 81.25% which is included in the BSH category. Meanwhile, at the second meeting, the score obtained was 14 with a percentage of 87.5% which is included in the BSH category. Thus, the average of the total percentage of teacher teaching activities divided by the number of meetings is 84.38% stated in BSH.

Observation Results

Table 2

Cyclus

Cyklus 1	Amount Prolehan	Scor	Scor Maksimal	Persentase	Categori
Day I	34		12	99,6%	BB
Day II	32		12	99,6%	BB
Amount	199,2				
Range	99,6				
Categori	BB				

Based on table 2 above, it can be concluded that the results of student observations have a maximum score of 12. At the first meeting, the score obtained was 34 with a percentage of 99.6% which is included in the BB category. Meanwhile, at the second meeting, the score obtained was 32 with a percentage of 99.6% which is included in the BB category. Thus, the average obtained from the total percentage of teacher teaching activities divided by the number of meetings is 99.6% expressed in BB.

Reflection

After implementing learning improvement actions through Puzzle media, the researcher then observed the activities of teachers and students in the first meeting of cycle I. The researcher then conducted a reflection to evaluate the improvement actions. After analyzing the data from teacher and student activities and learning outcomes, several weaknesses were identified in the implementation of the first meeting of cycle I actions, including: Teachers sometimes forgot to read the Puzzle media in class, so learning with Puzzle media was carried out without media; Teachers explained the pillars of Islam media monotonously, making students less able to understand what Puzzle media was; The limited number of Puzzle media and learning time meant that not all students were able to try to assemble the puzzle; At the initial meeting, students were still adapting to the learning method applied, namely Puzzle media. After studying the weaknesses in the implementation of the first meeting of cycle I actions, the researcher sought recommended solutions to overcome these weaknesses, namely: Mature preparation and condition the class as best as possible, and carry out learning according to the specified time; Conduct more supervision when students are experimenting in assembling puzzles; The need for patience, perseverance and consistency in guiding students until an increase in students' religious values is found.

DISCUSSION

This research is a classroom action research conducted collaboratively between the principal, teachers, and researchers in improving religious values through Puzzle media. Classroom Action Research (CAR) uses two cycles. The research was carried out in the 2023/2024 academic year. Then the findings in activity 3, the teacher explains the Puzzle media through the material determined by the curriculum (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3331 of 2021 concerning Indicators of Early Childhood Development Achievement, 2021), for example in the RPPH the teaching material on the day in question is

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discussing land animals, then the teacher will include an explanation of the Puzzle media related to the creatures created by Allah Subhanahu Wata'ala.

In activity 4, the teacher gives students the opportunity to assemble their puzzles correctly and sequentially from the first point: the shahada, prayer, zakat, fasting and hajj, so that students can easily learn the order of the pillars of Islam just by playing. This is in line with the opinion of Muhiyatul Huliyah who stated that early childhood education is a process of fostering children's growth and development, by providing stimulation for physical, spiritual, motoric, intellectual and mental development (Muhiyatul Huliyah, 2016). The results at each meeting showed several improvements, namely in arousing students' curiosity, students' focus in understanding the reading texts read, increasing students' full participation in the learning process and improving students' thinking skills. In addition, the teacher will write the names of students who give their opinions about the Puzzle media, students become very enthusiastic in learning because they are motivated by the media. This is in line with Nurjannah's opinion that the Puzzle media will be truly effective in producing a prime Muslim personality for those who practice it, when the five pillars are implemented by uniting the sharia and essential sides, then the sharia side provides the validity of formal rituals, while the essential side provides the closeness of the nature and personality of the servant with the creator which is implemented in everyday life.

In findings one and two, teachers found that students experienced an increase in knowledge and also religious values in the sub-theme of understanding Islam. Continuous provision of material accompanied by playing following puzzles had a very big impact in developing students' knowledge, coupled with fun learning methods made students enthusiastic in carrying out the teaching and learning process without any difficulties. As explained by Hasan, students must be given learning using fun, cheerful, happy methods and so on, because early childhood is very much in need of play. (Hasan et al., 2022). The third finding from playing puzzles is that children need time to think and concentrate to complete the challenges presented in the puzzles. They are also very enthusiastic about playing puzzles. As explained by Dwi and Ali, puzzles are a form of educational play. Puzzles require precision and accuracy, and children are trained to focus their minds, concentrating when assembling the puzzle pieces (Dwi Aprilia, 2023).

The fourth discovery was that the children were starting to be able to assemble puzzles with small pieces arranged into one part according to the picture provided by the teacher in class. As explained by Sintia, a puzzle game is a game consisting of pieces of an image. The children search, find, and develop strategies to be able to put the pieces together to form a complete picture (Sintia, 2020). The fifth finding is that RA Azalia students are known for their memorization and recitation of the Quran, which can be categorized as better than other early childhood children. However, in this study, the researcher focused more on improving the reading and increasing the memorization of short surahs of the students, so that in cycle II, the researcher intensively provided stimulus in the form of repetition of the short surahs that the students had memorized and added other short surahs when the students experienced an increase in memorization, so that in the final stage, the researcher found that the students experienced an increase in their reading and memorization. This is in line with the opinion of Billa and Mahyuddin, namely that short surahs are surahs in the Quran that have a relatively small number of verses and the verses are short or short. Memorizing short surahs is a habitual activity every day (Billa & Mahyuddin, 2023).

The sixth finding is that RA Azalia students are known for their religious habits, which involve giving alms and charity every Friday morning. This is in line with the opinion of Muara Enim and Inmas that religious behavior can develop through habituation. In the fifth activity, what is meant by giving alms and charity is blessed Friday, which is implemented by RA Azalia Pekanbaru to students so that students get used to giving alms and charity. RA Azalia also teaches students to save so that students get used to saving (Muara Enim & Inmas, 2023). The seventh finding of

students is required to get used to giving and responding to greetings. In cycles II to II students are accustomed to giving and responding to greetings when the teacher enters the class, this is progress for researchers because in the initial observation the researchers found only a few children who were able to give and respond to greetings, giving and responding to greetings is a good Muslim person and must be done by every Muslim as stated by Kiki et al. One of the habituation methods that can be applied to early childhood is saying greetings. Saying greetings means praying for the safety of those who are said. The lafadz in saying greetings is "Assalamu'alaikum Warahmatullahi Wabarakaatuh" which means "May the Safety, Mercy of Allah and His blessings be upon you" Saying greetings is a very good form and must be taught to early childhood so that it produces a religious character. (Indriyani et al., 2023). The findings above align with the advantages of implementing puzzle media, namely, it can facilitate teachers in enhancing religious values over a period of time. With its varied design, it can motivate students to improve their knowledge and religious values. The increased student activity and student engagement in learning significantly impacts the improvement of religious values in early childhood.

CONCLUSION

Based on the results of research and data analysis, it can be concluded that Puzzle media can improve students' religious values skills in the religious subject matter of the Marwah class at RA Azalia Pekanbaru. This can be seen that before the action, the students' religious values were obtained with a percentage of 33.2% in the undeveloped category, 24.9% Starting to develop, 24.9% Developing very well, and 16.6% Developing as expected. Meanwhile, after the action of implementing Puzzle media, the students' values increased, namely in cycle I with a percentage of 0% in the undeveloped category, 41.5% Starting to develop, 29.4% Developing very well, and 32.2% Developing as expected. In cycle II, it increased with a percentage of 0% in the undeveloped category, 0% Starting to develop, 16.6% Developing very well, and 83% Developing as expected. Thus, the process of improving students' religious values through Puzzle media can improve religious values in early childhood at RA Azalia Pekanbaru.

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