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# Using Smart Apps Creator to Internalize Religious and Moral Values of Children

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## Abstract
The problem is that there are still many teachers who have difficulty implementing religious and moral value development activities, and teachers have not been able to change IT-based learning. The purpose of this research is to equip teachers in making teaching materials using smart app creator applications, which can be accessed by everyone. The research method is Research & Development (R&D) Borg & Gall design with 8 stages of research, 1) need assessment 2) planning 3) product development 4) initial field trial 5) product revision 6) main field trial 7) product revision 8) field test, 10) final product revision. The results of this study were obtained from media expert validation, namely very feasible, material expert validation very feasible, and learning expert validation very feasible). The results of the learning media assessment trial in the small group trial were 82.09% (very feasible) and in the large field trial, it was 88.89% (very worth it). Based on these results, the product is said to be suitable for use.

**Keywords**: *interactive learning multimedia; religious and moral values; sac (smart app creator); early childhood*

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## Introduction
The formation of good behavior is certainly not only obtained instantly but requires time, process, and stimulation from good role models appropriately and continuously (Cahyaningrum., dkk 2017). The formation of good behavior is also related to the development of religious and moral values, how to lay a good religious foundation for children from an early age (Ulfa & Na'imah, 2020; Nurlaeni & Juniarti, 2017). The development of religious and moral values is one of the important aspects in preparing a generation that is not only intelligent in knowledge (IQ) but also has a good spiritual soul (SQ) in harmonizing national and religious life (Sajadi, 2019).

The development of values, religion and morals certainly requires various supports, the role of educators and families in helping to put religious and moral values is important considering that children's psychic and functions are very sensitive (Supriyanto, 2015). Not only that, the development of children's religious and moral values involves several attitudes and behaviors such as being honest, polite, respectful, and helpful (Nurwita, 2019).

The erosion of children's morals results in various impacts, one of which is that children are accustomed to telling lies and are not disciplined until when they grow up it will cause harm to both themselves and their parents and the nation (Harto, 2016). Therefore, it is very necessary to have good religious provisions in formulating the behavior of a person to do good

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and not to take what is not his right to always tell the truth in the implementation of daily life (Suyadi, 2019)

Since the outbreak of the corona virus in March 2020. The whole world has experienced several shifts, not only economic problems but also touching the realm of education, which is none other than all levels of education in the world (Nasution, Erlina, dkk, 2020). Life that is usually carried out normally suddenly turns into Work From Home (WFH) and Study From Home (SFH). This unusual activity requires a number of people to switch to using technology in carrying out their daily activities, especially in the education sector (Firman et al., 2020).

The development of information technology during the pandemic, globally which is increasingly rapidly providing its own challenges for all areas of life. Almost all activities are in direct contact with information and communication technology devices Watnaya et al., (2020) Unfortunately, the education sector has not utilized these technological advances to the fullest, especially teachers. Currently technology is increasingly advanced, therefore the world of education must also follow the development of existing technology (Firman, 2020).

In this study, of course, referring to the Strategic Plan of Gorontalo State University, 2019, where innovation in learning is needed. Because researchers want to make teaching materials using interactive learning multimedia in an effort to instill religious and moral values in children through the *Smart Apps Creator* (SAC) application.

The results of observations that have been carried out at Damhil Kindergarten show that out of 12 teachers, only 4 teachers are actively using IT-based learning during the pandemic. So that with the *Smart Apps Creator* (SAC) application it can facilitate teachers to display interactive learning multimedia in the form of *PowerPoint* which is equipped with material descriptions, learning videos, pictures, animations, diagrams, tables, and voice narration. There are times when during online learning the teacher only provides teaching material/modules in the form of unedited power points without an attractive appearance. However, over time the *PowerPoint* tends to be mediocre.application *Smart Apps Creator* can change the appearance of *PowerPoint* by filling in a menu of learning materials, exercises, *games* and evaluation, by inserting image, audio and video files to make it more attractive for presentations.

Therefore, based on the problems above, the researchers tried to develop a smart app creator application in instilling values, religion and morals in children at Damhil Kindergarten.

## Metodologi

This study uses a research and development approach. While the development model used is the *Research & Development* (R & D) development model Borg & Gall (Gall, M. D., Gall, J. P., & Borg, 1983). The trial subjects in this study were Damhil Kindergarten teachers. The small group trial subjects were conducted with a total of 7 teachers as test subjects. While the subject of the large field trial was carried out with a number of test subjects involving Damhil Kindergarten teachers, totaling 10 teachers. The data collection technique used in this study was a questionnaire. The type of data in this study consists of qualitative data and quantitative data. Qualitative data were obtained from the results of a questionnaire used in the validation of media experts and material experts in the form of input used for revision reference materials. Quantitative data were obtained from expert validation results and field product trials. In this study using data analysis techniques using descriptive / description to analyze data from expert tests, small group tests, and field tests, while qualitative data is converted into quantitative data by converting the results obtained.

The research steps include: (1) Conducting research and gathering information or need assessment (literature review, subject observation, preparation of subject matter reports) (2) Conducting planning (defining skills, formulating goals, determining the order of teaching, and testing small-scale trials) (3) Develop initial product forms (preparation of training models, preparation of handbooks, and evaluation equipment) (4) Conduct initial field trials (5) Revise the main product (according to suggestions from the results of initial field trials ) (6) Conducting main field trials (7) Performing product revisions (based on suggestions and

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results of main field trials). (8) Field testing (9) Final product revision (10) Making reports and publishing research results. The research design can be seen in Figure 1.

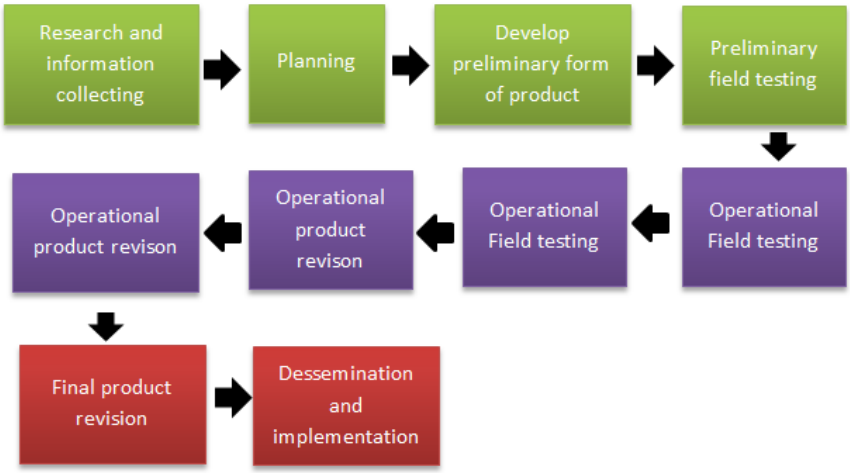


**Figure 1. Steps to use the Method*Research and Development* (R&D) (Borg, & Gall, 1983)**

## Result and Discussion

Multimedia development of learning in instilling values, religion and morals in children is carried out at Damhil Kindergarten teachers, Gorontalo City. Multimedia learning is very important for teachers and prospective teachers, 100% of teachers agree that teaching materials are made using learning multimedia in instilling values, religion and morals in children. Multimedia learning has certainly been tested for expert validation which includes multimedia experts, learning experts and experts on the development of values, religion and morals. Learning multimedia trials were carried out with small field trials, medium field trials and large field trials.

### Results

This research is certainly carried out in accordance with the development research steps according to Borg & Gall. To see how far this interactive learning media is needed by the teacher, the researcher conducts a needs analysis (needs assessment). This needs analysis was carried out by distributing questionnaires to 25 respondents, namely the Damhil Kindergarten teachers in Gorontalo City, by providing questions that describe the research problem that aims to determine whether or not interactive multimedia learning is needed in instilling religious and moral values in children. Table 1 are the results of the needs analysis obtained.

The results of the needs analysis in table 1 state that out of 10 teachers it is a fact that 100% have implemented Value, religious and moral activities. For the process of applying Behavioral Values, Religion and Morals, out of 10 teachers 66% answered pleasantly and 55% answered normal. Activities of Religious and Moral Values Like what is implemented in schools, out of 10 teachers 100% answered by exemplifying behavior. Learning resources used in values, religion and moral activities from 10 teachers 100% answered using LKS. Does the school have a special book for values, religion and moral activities? 100% of the teachers answered yes. Do value, religious and moral learning activities use LCD and projectors, from 10 teachers 100% answered sometimes. Does the book illustrate that children understand activities related to values, religion and morals, 10 teachers 100% answered Yes, with the reason that some children can pray without being led and some children can say and answer greetings and are able to throw garbage in its place. There has never been an evaluation of learning related to values, religion and morals. 100% of the teachers answered Yes by conducting an assessment of each child while studying at school. if interactive multimedia-based learning is made in introducing religious and moral values, 100% of the answers agree.

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From the results of the questionnaire, it can be concluded that teachers want interactive multimedia learning in introducing values, religion and morals to children.

**Table 1. Results of Needs Analysis**

| No | Item | Score | Total Score | % |
|---|---|---|---|---|
| 1 | Do you Practice Values, Religion and Morals? | | | |
| | Not yet | 0 | 0 | 0 |
| | Yes I have | 10 | 10 | 100 |
| | Always | 0 | 0 | 0 |
| 2 | How are Values, Religion and Moral Behaviors Applied? | | | |
| | Pleasant | 6 | 10 | 66 |
| | Just normal | 5 | 10 | 55 |
| | Boring | 0 | 0 | 0 |
| 3 | What kind of religious and moral values are implemented in schools? | | | |
| | Serious | 0 | 0 | 0 |
| | Pleasant | 0 | 0 | 0 |
| | Others, mention…. | 10 | 10 | 100 |
| 4 | What learning resources have you used for value, religious and moral activities? (please select more than one) | | | |
| | Package book | 0 | 0 | 0 |
| | LKS | 10 | 10 | 100 |
| | Internet | 0 | 0 | 0 |
| | Electronic books (e-books) | 0 | 0 | 0 |
| | Tutorial video | 0 | 0 | 0 |
| | Learning comics | | | |
| | Others, please specify... | 0 | 0 | 0 |
| 5 | Do you have a special handbook for Values, Religion and Morals activities? | | | |
| | Yes | 10 | 10 | 100 |
| | No | | | |
| 6 | Have you ever provided Value, Religion and Moral activities with using LCD and Projector? | 0 | 0 | 0 |
| | Yes | 0 | 0 | 0 |
| | No | 10 | 10 | 100 |
| 7 | Have you got the Value, Religion and Moral activity book? provide an overview that makes it easier for children to understand values activities | | | |
| | Yes, reason... | 10 | 10 | 100 |
| | No, Reason…. | 0 | 0 | 0 |
| 8 | Has there ever been an evaluation related to learning values, religion and morals? | | | |
| | If Yes, please state…. | 10 | 10 | 100 |
| | No, say… | 0 | 0 | 0 |
| 9 | If interactive multimedia-based learning is made in introducing religious and moral values | | | |
| | Do you agree? | 10 | 10 | 100 |
| | Do not agree? | 0 | 0 | 0 |

**Model Eligibility**

The feasibility of the model is done by designing learning about values, religion and morals using smart apps creators. As for the design of the application for the cultivation of values, religion and morals.

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Homepage View

Material List View

Quiz List View

The feasibility of the model is done by designing learning about values, religion and morals using *a smart apps creator.* The design of the application for instilling values, religion and morals is. Assessment of the feasibility of interactive learning multimedia models using *smart apps creators* in growing children's values, religion and morals is carried out by giving questionnaires to media experts, material experts and learning experts. Each expert conducts an assessment in order to provide improvements to media and materials on values, religion and morals. So as to produce a good model. The final result of the expert test assessment is the results obtained and described below.

**Media Expert Validation**

Validation of media experts is carried out by providing a questionnaire in the form of 18 statements to experts / experts who are qualified in their fields. The Table 2 are the results of media expert validation.

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**Table. 2 Media Expert Validation**

| Assessment Criteria | Total Per Criteria | Score Max % | % | Category |
|---|---|---|---|---|
| Software | 52 | 61 | 86 | Very worth it |
| Audio-visual media | 109 | 121 | 91 | |
| Total number | 161 | | | |
| Maximum score | 182 | | | |
| Percentage | 88.5 % | | | |
| Criteria | Very worth it | | | |

From Table 2, the results of the media expert's validation state that 86% of the category is very feasible. Meanwhile, in the aspect of audio-visual media, it gets a score of 90% in the very decent category. So that the average score of all aspects is 88.5% which is categorized as very feasible.

**Material Expert Validation**

Material expert test, evaluates material and value activities, moral religion in children with a rating scale of 1 to 5. The results of the assessment are as table 3.

**Table. 3 Material Expert Validation**

| Assessment Criteria | Total Per Criteria | Score Max % | % | Category |
|---|---|---|---|---|
| Learning Design | 87 | 91 | 89 | Very worth it |
| Total number | 87 | | | |
| Maximum score | 91 | | | |
| Percentage | 89 % | | | |
| Criteria | Very worth it | | | |

The data from the validation of material experts on the aspects of value, religion and moral learning design obtained the total number of each statement was 87 with a maximum score of 91 and obtained a percentage result of 89% with very decent criteria.

**Learning Expert Validation**

Learning experts were carried out to see how the quality of content and objectives, instructional quality, and technical quality was on a scale of 1 to 5. The table 4 are the results of the learning expert test.

**Table. 4 Learning Expert Validation**

| Assessment Criteria | Total Per Criteria | Score Max % | % | Category |
|---|---|---|---|---|
| Content quality and purpose | 50 | 50 | 100 | Very worth it |
| Instructional media | 60 | 61 | 98.4 | |
| Technical quality | 67 | 71 | 94.3 | |
| Total number | 177 | | | |
| Maximum score | 182 | | | |
| Percentage | 97.6% | | | |
| Criteria | Very worth it | | | |

Based on Table. 5 assessment results of value, religion and moral learning, on the criteria of Quality Content and Objectives 100% with very decent category. While the Instructional Quality criteria are 98.4% with a very decent category. On the technical quality

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criteria 94.4% with a very decent category. So that the average score of all criteria is 97.6% which is categorized as very feasible.

**Product Trial Results**

Researchers conducted product trials, in accordance with the stages of development of Borg & Gall, in which the first stage trial or small field trial was carried out with five Damhil Kindergarten teachers. The material that has been created using the smart apps creator is played through a zoom meeting, then the researcher explains the contents of the interactive learning media, starting from the interface design to the final design along with the devices/buttons used. The content of the media trial contains, 3 topics: 1) the value button, 2) the Moral button, 3) the Religion button, each button will be equipped with materials/activities in the form of videos or images. Then the media is also equipped with interactive quizzes.

Then the revision was carried out and entered the second stage of the trial, or the main field trial, in the main field trial consisting of 10 teachers from Damhil Kindergarten. The second stage of the trial is a revision of the first stage of the trial. With improved media design, materials and learning.

This product trial is carried out by applying interactive learning media that has been made through expert/expert validity tests related to media, materials and learning, by providing an instrument grid in the form of a questionnaire. The table 5 are the results of product trials.

**Table. 5 Product Trials**

| Trial Category | Score | Criteria |
|---|---|---|
| Small group trial | 82.09% | Very worth it |
| Large group trial | 88.89 | Very worth it |

The results of product trials on Damhil Kindergarten teachers based on table 5. are categorized as very feasible if X > 80 %; sieve if 60,01 % < X 80 %; enough if 40,01 % < X 60 %; less if 20.01 < X 40% and very less if X 20%.

The average score of eligibility by Damhil Kindergarten teachers who filled out a learning media assessment questionnaire in a small field trial of 5 people was 82.09%, which means it is in the very feasible category. The assessment consisted of 2 teachers giving a proper assessment and 31 students giving a very decent assessment.

Then still in table 5 it appears that the average score of eligibility by Damhil Kindergarten teachers who filled out the learning media assessment questionnaire in a large field trial totaling 10 teachers was 88.89% which means it is in the very feasible category. The assessment consists of 2 teachers giving a proper assessment and 8 other teachers giving a very decent assessment. Thus, interactive learning media based on smart apps creators in introducing children's values, religion and morals are very suitable to be used as learning media.

**Discussion**

Learning using interactive multimedia through smart apps creators for early childhood teachers in the midst of this pandemic is very much needed, especially in instilling values, religion and morals in children. Because the inculcation of values, religion and morals cannot be done just verbally but there are meanings that can be felt by students, in this pandemic period teachers can take advantage of application features by adding images, videos, writings and animations that appear on interactive multimedia learning that has been developed. Made This interactive learning produces a reciprocal response between the child and the teacher such as the child asking for pictures and animations when the teacher is testing the material for religious and moral values, the children can also perform movements according to the

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activities in the animation, such as sing while praying by moving the limbs, so that the information seen is easy to understand (Rofiq, Mahadewi, & Parmiti, 2019). The response that arises from the child to the teacher or vice versa improves the quality of learning the better and of course the development of children in knowledge increases (Rofiq et al., 2019). The response that arises from the child to the teacher or vice versa improves the quality of learning the better and of course the development of children in knowledge increases (Darnawati, Dkk, 2019).

When the trial was carried out, the teacher seemed enthusiastic and serious about learning because learning using interactive learning media was very interesting and suitable to be applied to early childhood in the midst of the COVID-19 pandemic situation. This is indicated by the high average score of the learning media assessment indicator in the small field trial of 5 teachers is 82.09% (very feasible) and the assessment of the learning media in the large field trial of 10 teachers is 88.89%. (very worth it). Of course this is in line with the results of research that has been carried out by (Amanda, 2019) that through interactive learning media can foster interest and interest for those who see, in this study enthusiastic teachers were seen who were eager to provide and describe ideas related to the cultivation of values. , religion and morals in children. It was also seen that the results of children's cognitive development increased to 80%.

This interactive multimedia learning is made of course adapted to the material and activities according to the stages of the child's age. The material included in the application is material related to values, religion and morals. In the value button the teacher creates animated examples that describe the character of each individual. In the animation of the application, the teacher also completes with a short story "honest child". Then on the religion button, children will be introduced to the diversity of religions and the teachings of each religion. Equipped with pictures, audio and animation and moral buttons, children are introduced to how to behave morally and immorally when living in society, of course packed with stages of thinking according to the child's age. Kohlberg states "The components of moral education that must be known, namely moral behavior (how someone behaves), moral emotion (what someone feels after doing something), moral judgment (the reason people use in making decisions)." Which means that moral behavior is shown how someone behaves, moral emotion is something that someone feels after doing it then moral reasons are the reasons used to make decisions (Prasetiya, 2020). So, in this case, moral development in children, even during a pandemic, is highly recommended and still carried out through various interactive media.

Through this media, teachers are expected to be able to prepare their own materials with the help of computers and utilize technology appropriately. This media is also expected to train teachers to maximize the use of sensory tools for learning in accordance with the advantages of interactive multimedia as expressed by Widyatmojo & Muhtadi, (2017) interactive learning multimedia is a learning program that combines text, images, videos, animations, etc., which are integrated with the help of computers used. to achieve learning objectives and users can interact with the program actively. The teacher can teach in the desired order so that it can attract children's interest in learning.

Through interactive multimedia, the teacher can choose the desired way of learning for himself, which can be adapted to the needs of the child. Teachers can choose interesting themes and sub-themes to be used. This is because the function of learning multimedia is that the user is able to control and control the rate and sequence of activities carried out during learning using interactive learning multimedia (Rahman & I Nyoman, 2020).

At the time of the trial, the researcher reminded the teacher to be careful in explaining each menu because the children who will receive this material are early childhood, if the children cannot operate the media provided, the teacher should give a tutorial first. As we know Piaget said that the developmental stages of children aged 4-6 years are in the pre-

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operational phase, meaning that children cannot think using logic or change, combine, or separate ideas or thoughts (Sulaiman et al., 2019).

The final part of the development of multimedia learning is the availability of quizzes or simple questions to see the differences in the abilities of students before and after doing activities. as we know that interactive learning multimedia is able to increase student motivation and learning achievement(Dwiqi et al., 2020)

## Conclusion

The conclusion of this study is that interactive multimedia learning in instilling values, religion and morals in children using smart apps creator applications, is declared feasible. This can be seen from the results of media expert validation, namely 88.5% (very feasible), material expert validation 89% (very feasible), 97.6% Learning expert validation (very feasible). The results of the learning media assessment trial in the small group trial were 82.09% (very feasible) and in the large field trial it was 88.89%. (very worth it). In this study, of course, it is far from perfect and there are still many shortcomings, researchers hope that when developing this media, it is necessary to pay more attention to technical problems that may occur, so that later when given to early childhood, children are able to receive material/activities easily and happily. because there are many animations that attract children's interest. The researcher also hopes that this research can be a reference in the development of further research.

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