Development of "Religion Mazes For Kids" Educational Tools to Enhance the Religious and Moral Values of Children Aged 4-5 Years

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Abstract
This study aims to develop an educational game tool called "Religion Mazes for Kids" to enhance the religious and moral values of children aged 4-5 years. Utilizing a research and development (R&D) method and needs analysis through surveys, this research produces a product whose feasibility is tested using descriptive quantitative analysis, including validation tests, initial field trials, and extensive field trials. The results indicate that this tool is suitable for use, with validation from material and media experts showing a "very good" category (scores of 4.75 from material experts, 4.46 from media experts, and 4.62 from classroom teachers). Improvement in children's abilities is evident from the pretest and posttest tables, with a significance value (2-tailed) of 0.002, indicating that H0 is rejected and H1 is accepted. These findings suggest that integrating educational games like "Religion Mazes for Kids" into early childhood learning can effectively foster the development of religious and moral values in young children.

Keywords: Educational Game Tool, Religion Mazes for Kids, Religious and Moral Values.

INTRODUCTION
Education is a deliberate effort designed to achieve established goals, namely to enrich the nation's life (Bisma et al., 2023; Desmita et al., 2023; Prapitasari et al., 2019). Kindergarten education aims to lay the foundation for developing attitudes, knowledge,
skills, and creativity necessary for students to adapt to their environment, and to support their future growth and development (Maulina & Hazilina, 2022; Mulyati et al., 2019; Warmansyah & Maulana, 2021). With the right approach, early childhood education can establish a strong foundation for shaping children's character and abilities (Nuruzzaman et al., 2023; Sari et al., 2023; Warmansyah et al., 2023).

Early Childhood Education involves providing various stimuli to support holistic growth and development, encompassing both physical and spiritual aspects, for children aged 0-6 years (Ansori, 2016; Hafidz et al., 2022; Munadi & Rahayu, 2019). This education aims to prepare children for subsequent educational stages by nurturing their potential in religious and moral values, physical motor skills, cognitive development, socio-emotional skills, language proficiency, and artistic expression (Conte et al., 2018; Oktaviana et al., 2021; Safitri et al., 2023). It is structured to precede primary education, laying a crucial foundation for a child's lifelong learning journey.

Children's world revolves around play (Widjanarko & Andaryani, 2022). Almost their entire lives are spent playing. Learning through play is a form of education that enhances development and physical skills, allowing children to cultivate various aspects through these activities (Bustamante et al., 2017). According to Amalina (2020), play is a self-directed, enjoyable activity that is not outcome-oriented, flexible, active, and positive. This demonstrates that play is an activity done not to please others, but solely for one's own enjoyment.

Children have extra energy for playing, which can drive them to engage in activities and free them from feeling pressured. Therefore, children's energy needs to be channeled through play, as without play, children may face serious issues. Play and learning adhere to principles designed according to the characteristics of early childhood. Playing while learning does not mean aimless play; rather, it is an activity that is planned and programmed with clear objectives. The intended goal is to play with the insertion of values in religion so that children can recognize their religion through educational play tools (APE) (Fitriyah et al., 2023; Lilawati, 2020; Widayati et al., 2020).

Every human can grow and develop intelligently as technology advances (Mahriza et al., 2023). However, various stages are needed to stimulate human development, especially in early childhood experiencing early stages of development. Play activities that contain educational values can make children feel happy to develop themselves. Therefore, there are many attractive game designs for children to feel happy and interested in playing, and children can also learn something without realizing it (Fauziddin & Fikriya, 2020; Fitriana, 2022; Nur laili Mus’adah & Ahmad Fachhrurazi, 2020; Paz-Albo Prieto et al., 2017). Such games are usually called Educational Play Tools (APE) (Mukhtar, 2018; Umi Masturoh, 2022; Widiyaningrum et al., 2024). The Directorate of Early Childhood Education (PAUD) of the Department of National Education interprets APE as a means or game that contains educational values (education) and can develop all children's abilities. aspects developed through
Education play tools include aspects of religious and moral values, cognitive, physical motor, language, art, social-emotional (Amalina et al., 2022). In developing the religious and moral values of children, children can get to know their religion, places of worship, tolerance for other religions through educational play tools (APE) maze.

Educational Play Tool maze is a game of tracking or finding a way out to something (Ahmad & Yin, 2019; Shunhaji & Fadiyah, 2020; Syarfina, 2020; Widiyaningrum et al., 2024). Benefits of Educational Play Tools include (1) the child's hand and eye coordination in finding a targeted exit, (2) patient patience in addressing challenges, (3) child concentration, and (4) child knowledge. In addition to the above benefits, maze media also meet several purposes and objectives of media applications. As stated by Sujiono (2019) that the function and purpose of the media include (1) encouraging children to participate, think, feel, pay attention, and be interested, (2) experimenting, (3) investigating or researching, (4) training sensitivity to think, (5) developing imagination, and (6) achieving maximum educational goals (Hasanah, 2019). Searching for the track can develop all aspects of child development, especially religious and moral values. For example, APE Religion Mazes For Kids. APE Religion Mazes For Kids are educational play tools that introduce places of worship to children.

The planting of religious and moral values is carried out from an early age. Religious and moral value education is related to the child's desire to practice religious teachings in everyday life. The planting of religious and moral values in early childhood is very important. If the aspect of religious and moral values is well established in early childhood, this is a good start for child development towards further education.

Children believe that all religions are the same because the majority are Islamic religions. Researchers have also found that educational play tools that can develop religious values with the introduction of religions and their places of worship have not yet developed. Therefore, a solution is needed to attract children's attention so that learning is not boring and children can recognize their religion. To solve this problem, the researcher chose educational play tools maze to develop the aspect of religious and moral values of children. The reason for using the educational play tool maze is that the Plus TK Plus Nurul Afkar Pakal Surabaya has not yet developed a maze educational play tool. Maze is only in the child's package book or LKS only, so that the learning of children is less varied and boring. In addition, there are children who have different religions, namely Islam and Christianity. When playing the maze, children can find an effective way to reach their goals, children can find out about religion and the worship that each child does.

Previous studies, as referenced by Smith and Pellegrini (2029), emphasize the intrinsic nature of play as an activity aimed at personal pleasure, flexible, active, and positive for child development. This supports the view that play is an activity done for personal pleasure rather than external recognition. In addition, Spencer's contribution (2023) highlights the abundant energy children have to play, which is important for their psychological well-being and growth. The conclusion of the gap analysis lies in the

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Implementation of educational games specifically designed to integrate religious values, such as exploring places of worship, which have not been widely discussed in existing literature.

The novelty of "Religion Mazes for Kids" lies in its innovative approach to using maze games as an educational tool. While maze games are known to improve hand-eye coordination, patience, concentration, and children's knowledge (Sujiono, 2019), the integration of religious education through such games is still underexplored. This game aims not only to entertain but also to educate children about various religions and their places of worship, accommodating diverse religious demographics, including Islam and Christianity, as observed in the context of TK Plus Nurul Afkar Pakal Surabaya.

Therefore, this study fills the gap by introducing an educational tool that responds to the need for diverse and engaging learning methods in early childhood education, especially in religious education. By integrating religious values into maze games, "Religion Mazes for Kids" aims to enhance children's understanding and appreciation of their religion from an early age, laying the foundation for their educational development in the future.

METHODS

This research is of the research and development (R&D) type. The research and development method will produce new products and test the usefulness of these products. Research that analyzes needs using survey methods is used to produce specific products, while testing the feasibility of products for use in society. Ball and Gall argue that to produce hypothetical products in researching needs analysis, researchers use basic research. Then researchers use experiments or action research. Products can be applied after they are tested. The product testing process with experiments is called applied research.

According to Borg and Gall, R&D research uses a ten-step research model of Research and Development (R&D). The ten steps of this research include research and initial data collection, planning, developing initial product drafts, initial field trials, revising initial products, main trials, product refinement, field feasibility testing, final product refinement, dissemination, and implementation. After that, data collection uses observation, interviews, and questionnaires. However, when the instructional media reaches its maximum value, researchers can stop the research and validate the instructional media.
The data analysis technique in the research on the development of religion mazes for kids educational game tools is quantitative descriptive. Quantitative descriptive analysis was obtained from validation tests, initial field trials and field trials as well as data analysis.

RESULTS AND DISCUSSION
Development of "Religion Mazes For Kids"

The development of this educational play tool serves as a companion for student learning, learning while playing, developing aspects of religious and moral values, and more. Therefore, this educational play tool must be made as attractive as possible so that students are happy and interested in learning while playing. The materials for developing the aspect of religious and moral values are taken based on the Child Development Achievement Standard (STPPA) according to their age, which is 4-5 years old.

Initial Product Development
Determining Materials Used

Initially, the researcher determined the materials to be used for the educational play tool "Religion Mazes For Kids" by examining games available in the market. The researcher observed the designs and forms of maze games. Subsequently, the researcher determined the material for developing aspects of religious and moral values through the Child Development Achievement Standard (STPPA) for ages 4-5 years. The materials chosen include wooden boards for the maze board, miniature figures representing different religions, and cards made from 340-gram ivory paper, with designs printed on waterproof sticker paper.

Determining the Content Used

The content on the cards is derived from the Child Development Achievement Standard (STPPA), focusing on developing aspects of religious and moral values for children aged 4-5 years. Thus, the content within "Religion Mazes For Kids" APE has been adjusted according to the Child Development Achievement Standard (STPPA).
Creating the Game Board

The maze board is designed using CorelDRAW X6, measuring 20 cm × 30 cm. It features representations of five religions and their places of worship: Islam (mosque), Christianity (church), Hinduism (temple), Buddhism (pagoda), Confucianism (temple). The maze paths are designed specifically to develop aspects of religious and moral values in early childhood.

Creating Question Cards

Question cards are made from 310-gram ivory paper, sized 7 cm × 10 cm, and there are a total of 17 cards. These cards contain questions and instructions for students to follow. They are designed using CorelDRAW X6, with the background matching the maze game board.

Creating Miniature Figures

Miniature figures representing people of different religions are used to show the way to their respective places of worship. These figures are made from wooden boards, designed using CorelDRAW X6, and printed on waterproof sticker paper.

Initial Product Results

The initial product resulting from this development research is the "Religion Mazes For Kids" educational play tool, developed in Group A of TK Plus Nurul Afkar Pakal Surabaya, with the following specifications: 1) The maze game board "Religion Mazes For Kids" is made of wooden board measuring 20 cm × 30 cm. It features five images of religions and their places of worship. The maze path design corresponds to the difficulty level suitable for children aged 4-5 years; 2) Question cards are made of 310-gram ivory paper, sized 7 cm × 10 cm, totaling 17 cards. These cards contain questions and instructions for students. The background of the question cards matches the "Religion Mazes For Kids" game board; 3) Miniature figures representing different religions are used to show the way to their respective places of worship. These figures are made from wooden boards, designed using CorelDRAW X6, and printed on waterproof sticker paper.

This initial product development phase lays the foundation for further testing and refinement based on feedback and observations from children using the educational play tool. It ensures that the tool effectively supports learning and the development of religious and moral values in early childhood education.
Development of “Religion Mazes For Kids” Educational Tools to Enhance the Religious and Moral Values of Children Aged 4-5 Years

Fig 2. Results of Product Safety Changes

To find out the average comparison of the two classes and to find out the learning outcomes of students in the control class and the experimental class, an independent sample T Test was carried out. To measure the accuracy of the results, the researcher used SPSS. The stages of the independent sample T Test, namely the normality test and the homogeneity test, are as follows:

**Normality test**

The normality test is a test used to check whether the data is normally distributed or not. The normality test carried out in this research was the Kolmogorov and Shapiro Wilk normality test with a significance level of 0.05. The decision making criteria is if the significance value is $<\alpha= 0.05$ then it is stated that it is not normally distributed, whereas if the result is $>\alpha= 0.05$ then the data is declared to be normally distributed. The following are the results of the SPSS normality test from experimental class and control class data:

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov$^a$</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes of Experimental and Control</td>
<td>Statistics</td>
<td>Df</td>
</tr>
<tr>
<td>Pre Test</td>
<td>.219</td>
<td>15</td>
</tr>
</tbody>
</table>
Homogeneity Test

Homogeneity test is a data test to see whether the data studied is homogeneous or has the same variance. This test is used to see whether the learning results of the experimental class and the control class are achieved or not. The criteria used are if the significance value is $<\alpha= 0.05$ then the data is declared not homogeneous, whereas if the significance value is $>\alpha= 0.05$ then the data is declared homogeneous. The following are the learning results of control class and experimental class students:

### Tabel 2. Homogenitas

<table>
<thead>
<tr>
<th>Classes</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental and Control Classes Based on Mean</td>
<td>.592</td>
<td>1</td>
<td>28</td>
<td>.448</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.149</td>
<td>1</td>
<td>28</td>
<td>.702</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.149</td>
<td>1</td>
<td>27.886</td>
<td>.702</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.592</td>
<td>1</td>
<td>28</td>
<td>.448</td>
</tr>
</tbody>
</table>

Based on the data above, the significance value has exceeded 0.05 so that the data is homogeneous or of the same nature.

### Independent Sample T Test

Independent Sample T test is data analysis to determine the average difference between 2 different or unpaired samples. The following are the results of the T test for the experimental class and control class.

### Table 3. Independent Sample T Test

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
</table>

Indonesian Journal of Early Childhood Education Research, 3 (1), 2024
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Table 4. Average Results of Test Centers for Experimental and Control Classes

<table>
<thead>
<tr>
<th>Learning Model</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Test Experimental Classes</td>
<td>15</td>
<td>85.33</td>
<td>9.155</td>
<td>2.364</td>
</tr>
<tr>
<td>Post Test Kelas Control Classes</td>
<td>15</td>
<td>73.33</td>
<td>9.759</td>
<td>2.520</td>
</tr>
</tbody>
</table>

According to the table above, the calculation results obtain a significance value (2-tailed) of 0.002, because 0.002 < 0.05 then H0 is rejected and HI is accepted. In conclusion, the experimental class that used the educational game Religion Mazes for Kids got a higher average score than the control class that only used student worksheets.

Product Enhancer

The educational game tool Religion Mazes for Kids has gone through a validation process from material experts and media experts which has been revised several times. Revisions from experts and data collection in the field are important to improve the quality of the APE that is being developed. The final products of this research are: 1) Educational game tool religion mazes for kids by developing aspects of religious and moral values for early childhood; 2) Religion mazes for kids educational game tool in the form of a wooden board with a simple design appropriate to the child's age and developmental attainment standards; 3) There are miniature religious people and question or command cards; 4) The educational game tool Religion Mazes for Kids is used with teacher supervision, so that the game can run properly.

Effectiveness of Learning Tools

The effectiveness of the learning tools in this research is the educational game tool religion mazes for kids. The educational game tool religion mazes for kids is said to be effective if children know their religion and know their place of worship. The results of the effectiveness of the religion maze game tool for kids are as follows: To find out if
the educational game tool religion maze for kids is said to be effective, the researchers used 2 classes in group A. namely class A1 is the experimental class and class A2 is the control class. The experimental class is the class that applies the educational game tool Religion Mazes for Kids, while the control class is the class that does not apply the educational game tool Religion Mazes for Kids.

Based on the results of the pretest and posttest in the experimental class and control class, it can be seen that the average score for the test of the ability to recognize religion and places of worship is in accordance with the religion adhered to in class A, namely it has been explained in the t test that the average score for the experimental class is greater than the average score of the control class. The test questions given refer to indicators of children's religious and moral values, namely that children can indicate their religion and place of worship and children can name and differentiate the religion they adhere to from other religions and their places of worship.

CONCLUSION

Based on the development of the educational game "Religion Mazes for Kids," the research concludes that the tool is suitable for early childhood education, following the development procedures outlined by Borg & Gall. Validation from content experts and media specialists categorized the tool as "excellent," and feedback from teachers and student responses also rated it highly. Implemented in Group A at TK Plus Nurul Afkar Pakal Surabaya, the game effectively enhances children's religious and moral values. This improvement is evident in the pre-test and post-test results, where the experimental group achieved significantly higher scores (85.33 on average) compared to the control group (73.33). The findings indicate notable academic progress and learning outcomes in both groups, affirming the educational efficacy of "Religion Mazes for Kids" in fostering children's development.

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