

Moral Spiritual Education Through Quiet Book Media: Instilling Love for God's Creation in Preschool Children

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Abstract

This research develops a quiet book media for preschool children. Character building in preschool children is an important foundation in forming personalities with noble character, caring for others, and having spiritual values. One of the main values is love for God's creatures, which is a holistic part of character building and needs to be stimulated through contextual learning. The age period of 3-4 years is a golden period where children are very receptive to the internalization of these values. Therefore, learning media that is interesting, interactive, and appropriate for children's development is needed. This research aims to develop Quiet Book media as an educational tool for instilling love for God's creation in preschool children. The research uses a Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The research subjects are playgroup children aged 3-4 years. Data collection techniques include observation and documentation. Validation was conducted by material experts and media experts, as well as practicality testing by teachers. Data analysis includes validity testing (V Aiken), reliability (Cronbach's Alpha), and effectiveness using n-gain test. The research results show that the Quiet Book media: 1) was developed according to media development needs, 2) was declared sufficiently valid by material experts (64.28%) and very valid by media experts (90.62%), 3) was assessed as very practical by teachers (88.46%), and 4) was sufficiently effective from small group (59.0%) and large group (57.6%) test results. Thus, the Quiet Book is suitable for use as a learning medium for the value of love for God's creation in early childhood.

Keywords: *Quiet Book; Moral Spiritual Education; Love for God's Creation*

Abstrak

Penelitian ini mengembangkan media quiet book untuk anak pra sekolah. Penanaman karakter anak pra sekolah merupakan fondasi penting dalam membentuk kepribadian yang berakhlak mulia, peduli sesama, dan memiliki nilai-nilai spiritual. Salah satu nilai utama adalah cinta terhadap makhluk ciptaan Tuhan, hal ini menjadi bagian holistic dari penanaman karakter dan perlu distimulasi melalui pembelajaran kontekstual. Masa usia 3–4 tahun merupakan periode emas di mana anak sangat reseptif terhadap internalisasi nilai-nilai tersebut. Untuk itu, diperlukan media pembelajaran yang menarik, interaktif, dan sesuai perkembangan anak. Penelitian ini bertujuan mengembangkan media Quiet Book sebagai sarana edukatif dalam menanamkan cinta terhadap ciptaan Tuhan pada anak pra sekolah. Penelitian menggunakan pendekatan Research and Development (R&D) dengan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Subjek penelitian adalah anak kelompok bermain

usia 3-4 tahun. Teknik pengumpulan data mencakup observasi dan dokumentasi. Validasi dilakukan oleh ahli materi dan ahli media, serta uji kepraktisan oleh guru. Analisis data mencakup uji validitas (V Aiken), reliabilitas (Alpha Cronbach), serta efektivitas menggunakan uji n-gain. Hasil penelitian menunjukkan bahwa media Quiet Book: 1) dikembangkan sesuai kebutuhan pengembangan media, 2) dinyatakan cukup valid oleh ahli materi (64,28%) dan sangat valid oleh ahli media (90,62%), 3) dinilai sangat praktis oleh guru (88,46%), dan 4) cukup efektif dari hasil uji kelompok kecil (59,0%) dan besar (57,6%). Dengan demikian, Quiet Book layak digunakan sebagai media pembelajaran nilai cinta terhadap ciptaan Tuhan pada anak usia dini.

Kata Kunci: *Quiet Book; Pendidikan Moral Spiritual; Cinta terhadap Ciptaan Tuhan*

INTRODUCTION

Early Childhood Education (ECE) is the main foundation in building children's character and spirituality comprehensively. Early childhood is known as the golden age, which is a golden period of rapid child development and very receptive to moral values and personality formation (Tahir et al., 2019). Instilling spiritual values at this stage is very strategic, as it can form children's habits and life attitudes that last into adulthood.

One important spiritual value to instill is love for God's creatures. This value reflects gratitude, care, and human responsibility toward the environment and others as part of the manifestation of faith. These values align with the dimension of being faithful and having noble character in the Pancasila Student Profile in the Independent Curriculum (Kemendikbudristek., 2023), which encourages students to internalize morals toward nature, mutual cooperation, and critical thinking about environmental issues.

To meaningfully instill spiritual values, children need interactive media appropriate to their developmental stage. The Quiet Book, as one of the educational play tools (APE), is a three-dimensional fabric book medium containing sensory, motor, and thematic narrative activities. Quiet Books have been proven to help children develop fine motor skills, value instillation, concentration abilities (Purba et al., 2024), and understand abstract concepts through concrete experiences (Yuhatriati et al.,

2021).

Recent research by (Mata-McMahon et al., 2023) underlines the importance of spiritual practices in early childhood education, where teachers are viewed as facilitators of spiritual relations through meaningful classroom activities and atmosphere. Similarly, (Casson et al., 2023) shows how intergenerational relationships and children's connection with nature can strengthen spiritual flourishing in the context of early religious education. Various local studies show the effectiveness of educational media such as audio-visual (Suryani & Seto, 2020), digital wordless picture books (Rakhman et al., 2023), and animated videos (Rahayu & Hariyanti, 2024) in fostering environmental love character.

However, the specific use of Quiet Books to instill spiritual values about love for God's creation has not been widely studied. Therefore, this research aims to develop and test the validity, practicality, and effectiveness of Quiet Book media in instilling moral spiritual values in preschool children.

RESEARCH METHODOLOGY

This research uses a Research and Development (R&D) approach aimed at developing Quiet Book learning media as a means of moral spiritual education, specifically in instilling values of love for God's creation in early childhood. The development approach uses the ADDIE model consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation as follows:

1. Analysis: Includes identifying early childhood needs, learner characteristics, and gap analysis in learning environmental love and spiritual values.
2. Design: Designing Quiet Books based on early childhood development principles and learning objectives oriented toward spiritual values and care for God's creation.

3. Development: Quiet Book creation is carried out based on initial design, then validated by media experts (appearance, feasibility, safety); material expert validation (relevance, creativity, spiritual values); and practicality testing by ECE teachers.
4. Implementation: Media trials are conducted on a limited basis with 10 children (small-scale test) and 28 children (large-scale test), along with observations using instruments as effectiveness tests.
5. Evaluation: Evaluation is conducted as reflection for media development improvement.

Research subjects are 38 children aged 3-4 years in Playgroup Tulungagung. Data is collected through observation instruments and documentation. Prerequisite tests use normality and homogeneity tests. Subsequently, effectiveness testing is conducted to examine pre-test and post-test value data using N-Gain test.

RESULTS AND DISCUSSION

This development research produces a Quiet Book product that is beneficial for moral spiritual education in instilling love for God's creation in preschool children. The research uses R&D (Research & Development) development type and uses the ADDIE development model, with the following stages:

Analysis Stage

This stage involves analyzing needs and work analysis by establishing current conditions, desired conditions, and types of problems arising from needs. This analysis activity was conducted to identify learning problems and needs in Playgroups. Observation results show that the learning process is still conventional, using lecture methods, discussions, assignments, and lacks engaging learning media involvement in activities. Children tend to feel bored and unfocused in learning activities.



On the other hand, awareness of the importance of environmental conservation in Indonesia is declining (Suryani & Seto, 2020), as seen from littering behavior and lack of care for nature as God's creation. Meanwhile, environmental love education indicators such as knowing cleaning tools, sorting waste, caring for plants, and energy conservation have not been optimally instilled in children. Teachers more often give spontaneous warnings rather than building habits through systematic learning media.



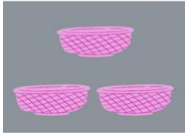


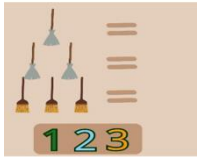



Challenges faced by teachers include large numbers of children, lack of supporting facilities such as sorted waste bins, and limited media that is less attractive to children. Available cleaning tools are more often used by teachers than children. Based on these conditions, interactive media appropriate to early childhood characteristics is needed. Quiet Book was chosen because it is attractive, easy to use, and contains relevant activities for instilling values of love for God's creation through environmental care practices in daily life.

Design Stage

The design stage involves creating a storyboard by researchers as a framework in developing quiet book media. The storyboard created by researchers is a visualization of the product to be developed. Following is the quiet book media storyboard table:

Table 1. Storyboard

Page	Section	Visual
	Cover	
First Step	Waste Sorting Activity	

Second Step	Waste Sorting Activity	
Third Step	Planting Activity	
Fourth Step	Harvesting Activity	
Fifth Step	Harvesting Activity	
Sixth Step	Waste Bin Puzzle	
Seventh Step	Counting Cleaning Tools	
Eight Step	Disposing Waste Properly	
Ninth Step	Cleaning River	
Last Step	Saving Water	

After the media storyboard design is ready, the next step is creating the quiet book media whose material content matches the designed framework. Following is the display of the quiet book media results:



Figure 1. Media Quiet Book

Development Stage

The development stage has two steps: first is developing the product to be produced in the form of quiet book media. The second step is assessment by material and media experts; if it hasn't achieved the suitable category, it continues with product revision until it can be categorized as suitable.

Development of quiet book media as a learning aid for early childhood not only functions to stimulate fine motor and cognitive aspects but also becomes an effective medium for instilling moral spiritual values. Through interactive design based on 3-dimensional flannel fabric, children are invited to understand the importance of maintaining environmental cleanliness, loving animals and plants, and caring for water and earth as a form of gratitude to God. This learning concept aligns with character education approaches based on concrete experience (experiential learning), believed effective in forming religious attitudes in early childhood (Istiningsih & Hasbullah, 2020). Messages such as sorting waste, watering plants, and maintaining room tidiness in the quiet book represent Islamic values, such as responsibility for cleanliness as part of faith, and trust in maintaining nature.

Validation results show that the quiet book is very suitable from media aspects (90.62%) and sufficiently valid from material side (64.28%), with recommendations for content improvement to be more explicit in conveying spiritual values. This aligns with findings by (Suryana & Hijriani, 2021) which affirms that environment-based thematic media is very potential in forming children's love for God's creation. With proper use, this media helps teachers convey moral-spiritual education in contexts close to children's daily lives. Character education through creative media like quiet books is very important in early childhood because this period is the golden age of basic value and attitude formation (Musthafa, 2019). Therefore, integrating spiritual values in media-based learning becomes a relevant and strategic strategy in building generations with noble character and environmental love.

Implementation Stage

This implementation stage discusses the execution of using media that has been developed with students, aimed at evaluating media effectiveness when used in the field. The implementation stage is conducted through 2 (two) stages: small group testing and large group testing as follows:

Small Group Testing

Media that has been developed, validated, and revised by researchers based on validator directions then proceeds to small group testing involving 10 students. Student selection in this trial considers various ability criteria.

Table 2. Small Group Testing

	N	Min	Max	Mean	Std. Deviation
Ng ngain_score	10	,50	,69	,5908	,06978
Ng ngain_persen	10	50,00	69,23	59,0759	6,97795
Valid N (listwise)	10				

Based on N-Gain Score test results in small groups, a value of 0.5908 was obtained,

falling into the moderate effectiveness category. Meanwhile, the n-gain percentage value is 59.0%, with a percentage range between 56%-75%, so it can be categorized as quite effective.

Large Group Testing

Products that have been tested in small groups are then tested in large groups. This test is conducted in one class involving 28 children using N-Gain score test as follows:

Table 3. Large Group Testing

	N	Minimum	Maximum	Mean	Std. Deviation
Ng ngain_score	28	,36	,70	,5762	,09576
Ng ngain_persen	28	35,71	70,00	57,6245	9,57637
Valid N (listwise)	28				

Based on N-Gain Score test results in large groups, a value of 0.5762 was obtained, falling into the moderate effectiveness category. Meanwhile, the n-gain percentage value is 57.6%, with a percentage range between 56%-75%, so it can be categorized as quite effective.

Evaluation Stage

Evaluation is obtained after media goes through validity testing, practicality, and effectiveness testing. Evaluation of quiet book media shows that this media has high levels of feasibility and practicality in supporting early childhood learning. Media expert validation shows a feasibility level of 90.62% (very valid), while material experts show 64.28% (sufficiently valid). Additionally, media practicality level reaches 88.46% (very practical), proving that this media is easy to use by teachers and attractive to children. Effectiveness testing conducted on small and large groups shows that quiet book use provides positive influence in environmental love education, with quite effective N-Gain test results (around 57-59%). Final evaluation also produces

storyboard improvements that support children's active and meaningful activities in environmental conservation context, as well as input in the form of adding guidance in storyboard use. The storyboard card usage guide is as follows:



Figure 2. Storyboard Card Guide

Substantially, the quiet book not only introduces children to daily activities reflecting care for nature but also instills deep moral spiritual values. Activities such as sorting waste, caring for plants, cleaning rivers, and conserving water and electricity are presented in interactive and enjoyable forms. These activities teach that nature is God's creation that must be protected and valued, thus forming attitudes of responsibility and love for His creation from preschool age. Instilling spiritual values such as gratitude, trust, and cleanliness as part of faith is reflected in every page of the quiet book, making it a holistic medium in forming children's character affectively and religiously.

CONCLUSION

The quiet book media has proven to be an effective, practical, and suitable means in supporting moral spiritual education in preschool children, specifically in instilling values of love for God's creation. Through interactively designed activities—such as sorting waste, caring for plants, cleaning rivers, and conserving water and electricity—children not only gain enjoyable learning experiences but are also internalized with spiritual values such as gratitude, trust, and environmental care. These activities indirectly foster awareness that protecting nature is part of worship and responsibility as humans. Research results show that the quiet book is assessed as very valid by media experts (90.62%), sufficiently valid by material experts (64.28%), very practical according to teachers (88.46%), and quite effective based on small and large group testing with N-Gain values of 59.0% and 57.6% respectively. These findings confirm that quiet book use can overcome conventional learning limitations and provide alternative media supporting spiritual value strengthening in children's daily lives. Thus, the quiet book is suitable for development and integration into early childhood learning processes as educational media that instills religious character and environmental love in preschoolers.

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