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DEVELOPING CHILDREN'S RELIGIOUS AND MORAL VALUES IN RECOGNIZING GOOD AND BAD BEHAVIOR BY USING A COMBINATION OF PROBLEM BASED LEARNING (PBL) MODEL AND TALKING STICK MODEL WITH POP UP BOOK MEDIA IN GROUP B

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Abstract

The purpose of this study is to determine teacher activities, children's activities and the results of developing children's religious and moral values inmenal good and bad behavior. Metode used qualitative type of Class Action Research (PTK), which is carried out three cycles with each cycle consisting of two meetings. The subjects of the study were 14 children. The instruments used are observation sheets related to teacher activities, children's activities, and development results. Analisis of data using descriptive qualitative. The results showed that teacher activity increased with the category "Excellent". Children's activity has classically increased with the "Very Active" category. The result of child development is classically improved with the category "Very Well Developed".

Keywords: Religious and Moral Values, Knowing Good and Bad Behavior, Problem Based Learning (PBL), Talking Stick Model, Media Pop Up Book

INTRODUCTION

Education is an effort made by adults in order to develop the potential that exists within themselves through the learning process and other methods that are found and recognized by society where with education, an individual will gain insight so that he can identify and explore his abilities optimally. Education should be shared at an early age, some say that education is given starting from birth even before birth (prenatal). The first education that is most important for children is parents, so early education for children is certainly carried out and shared in the family (Huliyah, 2016).

Early childhood education is an education that is carried out with the aim of providing overall child growth and development and focusing child development on all aspects of the child's personality (Windayani, 2021) and (Rahman, 2020)

According to (Zaini, 2015) early childhood education is a method of enforcing the growth and development of children born at the age of six years, which includes all aspects of fisik and spriM development so that children are able to grow optimally.

Early childhood education functions to foster, grow, and develop all the talents that children have optimally so that if basic behaviors and abilities are formed that are in line with their level of development, it can be said that children have the readiness to take the next level of education.

This is in line with the view expressed by Suryana (2019) in (Maghfiroh, 2021) that one of the early childhood education shared with children is Kindergarten education. Regarding plans or learning materials that are shared with children, they must be practiced scientifically based on the principles of early childhood education. In addition, the learning process, approaches, learning models, and learning tools used should review the norms and values of early childhood life.

Early childhood is children who are in the age range of 0-8 years, consisting of children who are in the education program of Nursery, Kindergarten (Kindergarten) to Elementary School (Elementary School). Each early childhood in any age range has a distinctive character that is able to attract the attention of other adults.

Apart from the above, children in the early age group also have individual personalities that are different from children of other ages (Savitra, 2017).

Early childhood education is the most important foundation in the development of children's character, be it in terms of character, physical ability, cognitive, language, art, social emotional, spritual, self-discipline, self-concept, or independence. We must first know how characteristic, the child's methods of learning, and how children play. Based on the explanation above, it can be said that early childhood education is a method of maintaining child growth and development that plans when the child is born until the child is six years old through providing educational stimuli to the child which includes all aspects of child development so that in the future the child is able to continue the next level of education is education to elementary school.

Early childhood is a child who is at a concrete pre-operational level of development, according to what Piaget explained. Moral values are abstract rules, therefore children cannot immediately accept what is taught by the teacher quickly. Now that children are more agile and receptive to guidance, this is an important opportunity for teachers and parents to improve the strong foundations of children's moral and religious values. This opportunity is open freely and even the means are available, namely clean fitrah, if we use this good opportunity, then the opportunity for success in education for the next stages of age becomes stronger (Arsita, 2017). Therefore, during this developmental period, it is very important for parents to know how far the child's development process is. The role of parents here is very necessary which is also an important factor in the development of children. Parents must be able to facilitate children's activities related to their growth and development, so that in addition to children being able to develop well, children also benefit from the activities they do. However, if parents do not care about the child's development, then the child's growth will not be optimal. In times like this, it is necessary for all efforts and actions carried out by teachers and parents on the path of education to children by presenting the atmosphere and surrounding circumstances where children can experiment with knowledge that divides expectations for children In knowing and learning the learning knowledge he gains through the environment, how to observe, imitate, and experiment that goes on and includes all the talents and ingenuity that the child has. At this time, there are many child developments that need to be developed and it is also important for educators to understand the importance of development for children in order to help children's development develop optimally. The main thing that is developed is the religious and moral values taught at an early age.

The development of religious and moral values is interconnected with each other. Moral development is a change related to the rules of what should be carried out when interacting with others by upholding the value of kindness while living life . Early childhood moral development is the development of children's behavior from bad to good which will shape the child's personality in the future.

Moral development is closely related to morals and ethics. Good ethics and based on customs will be accepted by the surrounding environment. However, bad ethics will be difficult to accept in society. Moral development is very important given to early childhood, so that children have excellent ethics and can be accepted in society (Rahman, 2020).

Developing early childhood morale requires synergy of all elements of education, both in the family environment, schools, or the surrounding community. Early childhood will see all the things that happen in front of him, so there needs to be sensitivity for adults to behave and set a good example when dealing with children. Good habituation is one of the methods to strengthen the moral values of children. The morals of educators here have a considerable influence on children, educators must be able to be role models for children. An educator should stick to religious teachings and have a noble, virtuous character, and have a compassionate nature towards his students.

According to the above exposure, some children still don't know good and bad behavior. This is based on facts on the ground where there are several children of group B RA Muslimat NU Martapura still do not know good and bad behavior, children have not been able to distinguish which behavior is baik and which attitude is bad. Hal this is evidenced in the results of preliminary observations on the development of children's religious and moral values, it can be seen that out of 14 children, 0 people who get very good development achievements (BSB) in showing good attitudes with a percentage of 0% then 4 children get developmental achievements Develop According to Expectations (BSH) in showing good attitudes with a percentage of 28%, then 5 children received developmental achievements

starting to develop (MB) in showing good behavior with a percentage of 36%, and there were 5 other children who experienced development in the undeveloped category (BB) showing good behavior with a percentage of 36%.

This is due to the learning activities used are one-way, the learning methods are less varied and do not present interesting activities, the learning methods used mostly use the lecture method which also causes children to get bored faster when carrying out learning, and the lack of involvement of children in activities to recognize good and bad behavior.

If not followed up, the problem will have an impact on the child's development in the future. To overcome this problem, it is necessary to conduct class action research (PTK) through the collaboration of the *Problem Based Learning* (*PBL)* Model and a *Talking Stick* Model witha Media *Pop Up Book* in Group B RA Muslimat NU Martapura , where researchers will present new forms of learning in a more fun way for children.

METHOD

This research applies Class Action Research through four stages, namely 1) planning, 2) action, 3) observation and 4) reflection with the research subject of group B. Research subjects were 14 children.

The data collection technique consists of teacher activity data obtained from observations during the teaching and learning process through teacher activity observation sheets based on the steps of a combination of *the Problem Based Learning* model and the *Talking Stick* model with *Pop Up Book* media.

Children's activity data is obtained from observations during the teaching and learning process through children's activity observation sheets based on the steps of a combination of *the Problem*

Based Learning model and the *Talking Stick* model with *Pop Up Book* media.

Data on child development results were obtained from the analysis of observation sheets of the development results of all children at the end of each meeting using a combination of the *Problem Based Learning* model and the *Talking Stick* model with *Pop Up Book* media.

Teacher activity indicators are said to be successful if the teacher's activity score is able to reach the "excellent" criteria with a score of ≥22. A child's activity indicator is said to be successful if the child's activity score is able to reach the "active" criterion with a score of ≥82% individually and obtain a percentage of ≥82% with the classical "very active" criterion. As well as indicators of the results of the development of children's religious and moral values in recognizing good and bad behavior using a combination of *problem-based learning (pbl)* model and *talking stick* model with *pop up book* media in Group B RA Muslimat NU Martapura is said to be successful if at least the child achieves the criteria (Developing According to Expectations) BSH, while classically if the child reaches ≥ 80% of children achieve BSH (Developing According to Harpan) and BSB (Developing Very Well)

RESULTS AND DISCUSSION

Data yang found while in the field based on observations of teacher activities, children's activities, and the development of children's religious and moral values using the *Problem Based Learning* model model and the *Talking Stick* model with *Pop Up Book* media in group B from cycle I to cycle III with each cycle consisting of two meetings. From the data found in the field, then the data can be presented as follows:

Table 1. Tendency of Teacher Activity

cycle	score	Percentage	criteria
I	15	62%	Enough good
II	21	87%	Good
III	23	96%	Very good

Based on table 1 above teacher activity has increased. The results showed that teacher activity in learning activities was seen from the teacher activity sheet in the first cycle of a score of 15 percentage 62% with the criteria of Good Enough. Siklus II teacher activity obtained a score of 21 percentage 87% with the Good category. Cycle III of teacher activity obtained a score of 23 percentage 96% with the category of Excellent.

The increase in teacher activity in each cycle is characterized by increasing scores. This can happen as an accompaniment to the improvements made by the teacher based on the results of reflection in each meeting.

Furthermore, the results showed an increase in children's activity from cycle I to cycle III as shown in the table below:

Table 2. Tendency to Children's Activities

cycle	Persentage	category
I	43%	less good
II	71%	Good
III	93%	Very good

Based on table 2 above, it shows that children's activity increases each cycle. For cycle I of activity children obtained a percentage of 43% with the category of less active. Cycle II shows that the child's activity gets a percentage of 71% with the active category. In cycle III, children get a percentage of 93% with a very active category.

As for the developmental tendencies of aspects of children's religious and moral values, it can be seen in the table below:

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Table 3. Developmental of Aspects of Children's Religious and Moral Values

Cycle	Persentage
I	43%
II	71%
III	93%

Table 3 above shows that the percentage of development of aspects of children's religious and moral values in each cycle has always increased. In the first cycle, children who fall into the Developing As Expected (BSH) categoryget a percentage of 43%. In cycle II there was an increase, which increased to 71% of children Developing As Expected. Then in cycle III the developmental results reached 93% of children Developed Very Well.

The increase in teacher activity is also accompanied by increasing children's activities so that the development of aspects of children's religious and moral values also increases.
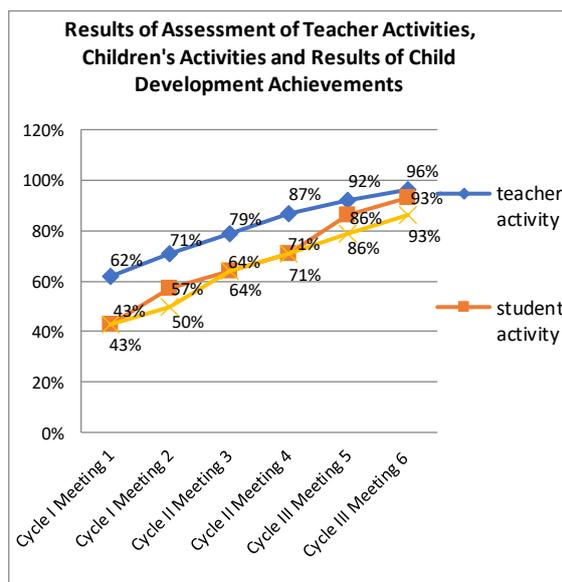
Graph 1: Trend of achievement

Based on the trend graph in figure 1, it can be seen that there is always an increase in each cycle. As in cycle I of meeting 1 which showed that it was still not in line with expectations but ended with a very good gain in cycle III of meeting 6. This trend is illustrated by a very clear increase, namely an increase in the quality of teacher activities followed by an increase in the quantity and quality of children's activities which then influences the increase in the results of the development of children's religious and moral values.

According to the results of observations carried out in cycle I to cycle III on learning activities using the *Problem Based Learning (PBL)* model and the *Talking Stick* model with *Pop Up Book* media, it can be concluded that teacher activities in conducting learning continue to obtain increase in each cycle and experience success by achieving excellent criteria with a score of 23.

According to (Supriadie, 2012) states that teachers act as facilitators, motivators, boosters, learning engineers, and learning inspirers for children. In this regard, the teacher is a very influential determining factor in education in general, because the teacher has an important role in the learning process which is the core of the entire educational process (Rusman, 2013).

Teachers as well as interacting with children, all of them take an important role in supporting the process of implementing learning and the principal becomes a leader for teachers trying to equalize the goals of the teacher with the goals needed by the school (Asniwati, 2016).

Teachers must be able to create learning situations where children can be directly involved in the learning process, because learning activities will be maximized if educators make children jump directly into learning activities. Therefore, children are required to be active in learning activities which can then make children better interpret the learning process. (Saputri, N. M., & Agusta, 2022)

In maximizing the development process of kindergarten children to a more accurate and effective one, educators in kindergartens have an important and strategic role to develop the developmental stages of kindergarten children. Therefore, educators cannot carry out only one or two methods/strategies, but also need to have creative power in realizing various methods of learning activities (Suriansyah & Aslamiah, 2011).

An educator must have methods in the lesson so that learning becomes interesting and the child becomes encouraged to learn. (Afrida, S., Agusta, A. R., & Pratiwi, 2022).

Educators are the elements that set success on learning. This is because the educator is someone who directly meets students, in the learning process educators can act as compilers or shapers of learning. The role and activeness of an educator is very important in the learning process, the effectiveness and efficiency of one's learning in school is very much dependent on the role of the educator. Educators must be consistent in trying to provide or create a comfortable atmosphere so that children can be active (Mega & Wahyudi, 2021).

Based on the explanation above, it is important for teachers to have a variety of strategies in learning activities in order to achieve effective learning, namely by providing interesting learning models and media that can stimulate all aspects of child development, one of which is the aspect of children's religious and moral values. This is in line with the opinion (Dewi, 2017) that the media is a means that cannot be separated from the learning process in early childhood education because it is in line with the character of early childhood, namely learning through play. The *Problem Based Learning (PBL)* model and the *Talking Stick* model with *Pop Up Book* media will provide a new learning atmosphere for children and present fun learning that gives a good impression to children about the learning to be delivered.

The learning model used by educators in learning activities has proven effective in improving aspects of the development of children's religious and moral values in recognizing good and bad behavior. In line with the view expressed by (Supardi, 2013) that effective learning is a combination composed of humane, equipment, facilities, tools, and procedures aimed at changing the character of children in the right direction. and better based on the talents and differences that the child has to achieve predetermined learning goals. The results of the study (Umayah, 2019) using a problem-based learning model are considered capable of developing early childhood character, character development that can be developed such as: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, and high curiosity. Therefore, researchers use this model in order to increase children's activities and can develop aspects of the development of children's religious and moral values in recognizing good and bad behavior.

In addition, the use of learning media will make the learning process more complete and make learning more optimal and fun for children. Strengthened by research (Ilmiyah, N., 2020) using *Pop Up Book* media shows that children are very excited to follow learning well because of the attractiveness of the media, as well as increasing children's understanding of aspects of religious values. In line with the opinion expressed by (Fitriani, D., & Fauzi, 2019) that *pop up books* can provide more satisfaction in reading them, able to interact well with touch and scenery. The surprise part of the *pop-up book* is able to make children curious, so that children

will be more happy to read. So that the application of *pop up book* media can develop aspects of children's religious and moral values in recognizing good and bad behavior. Menurut (Umam, N., 2019) *pop up book* media can convey the contents of the message with an attractive appearance, giving surprises on each page when page by page is opened, so that readers are waiting for what other surprises will be given on the next page.

(Kustiawan, 2016) said that it is important for educators to use learning tools as a means to facilitate learning activities and achieve learning objectives. The use of this learning media also makes children interested, excited and makes learning activities effective, children can also be encouraged and active to continue learning and be more enthusiastic in the learning process (Anwariningsih, Huning, S., & Ernawati, 2013).

Children's activities always increase significantly due to the improvement in the quality of learning carried out by educators at each meeting. So that the increase in the quality of learning carried out by educators has an effect on increasing the quality and quantity of children's activities. The better the quality of the educator, the better the child's activity. (Rusman, 2013) said that by providing opportunities for children to participate in learning activities can give more meaning to children, so as to improve existing skills.

(Aziz, 2014) said that learning cannot be separated from the role of educators when providing lessons to children such as facilitators, motivators, and examples for children. Teachers who provide stimulation and examples to children so that children can be creative and work.

The increase in children's activities is determined by the accuracy of teachers applying the *Problem Based*

Learning (PBL) model and the *Talking Stick* model with Pop *Up Book* media in recognizing good and bad behaviors carried out during the learning process. The success of educators in increasing student activities cannot be separated from the planning and implementation of maximum learning. Strengthened by research (Kuntilangensari, A., & Asmar, 2021) that the use of the talking stick model can increase student activity because the selection and application of various strategies and learning models carried out by teachers is appropriate where the use of *the talking stick* model in accustomed to behaving manners.

Then the use of this *Talking Stick* model can train children to understand the material quickly and train children's mentality to show a bold attitude in expressing their opinions (Sugiantiningsih, I.A., & Antara, 2019). The *talking* stick learning model according to Martha (2015) in (Wahyuni, K. A., 2019) is a cooperative learning model that aims to improve children's learning outcomes by using stick media to carry out the question and answer process in learning. The teacher gives a stick to one of the children and the child holding the cane is obliged to answer the question given by the teacher.

Based on the trend graph and explanation above on all aspects studied, namely teacher activities, children's activities, and the results of the development of children's religious and moral values which have increased in each cycle. In the aspect of teacher activity, it tends to increase at each meeting, this happens due to updates carried out by educators in accordance with the results of reflection at each meeting, so as to obtain the expected results. Aspects of children's activities at each meeting also always increase, this happens because of the improvement in the quality of learning carried out by the teacher at each meeting,

thus making children more active and motivated during learning.

The impact of teacher activities and children's activities that are always increasing, it also has an impact on the results of the development of children's religious and moral values, which increase with each cycle. Based on the explanation above, it can be concluded that aspects of teacher activities, children's activities, and the results of the development of religious and moral values are interrelated with each other. This happens because if the teacher's activity increases, it will also affect children's activities and children's development results.

Thus, the combination of the *Problem Based Learning (PBL)* model and the *Talking Stick* model with the *Pop Up Book* media can improve the ability of children's religious and moral values in recognizing good and bad behavior in Group B at RA Muslimat NU Martapura in line with the results of the study (Aisyah Puspita Sari, M. Nasirun, 2017; Faizah & Wahyudi, 2021; Sumriah & Purwanti, 2022).

Based on the results of research and discussion, the hypothesis "If the ability of religious and moral values in recognizing good and bad behavior using a combination of *the Problem Based Learning (PBL)* model, and the *Talking Stick* model with *Pop Up Book* media in Group B RA Muslimat NU Martapura, the results of the development of religious and moral values develop proven and acceptable".

CONCLUSION

The teacher's activities in learning to recognize good and bad behavior using a combination of the *Problem Based Learning* model and the *Talking Stick* model with *Pop Up Book* media in group B RA Muslimat NU Martapura achieved success indicators with the "excellent" category.

Children's activities in participating in learning to recognize good and bad behaviors using a combination of the *Problem Based Learning* model and the *Talking Stick* model with *Pop Up Book* media in group B RA Muslimat NU Martapura 6 meetings always increase and managed to get success indicators with the criteria of "very active".

The results of children's development achievements after learning to recognize good and bad behavior using a combination of *the Problem Based Learning* model and the *Talking Stick* model with *Pop Up Book* media in group B RA Muslimat NU Martapura showed an increase in each meeting and have received success indicators determined by researchers, namely 93% of children get categories Develop as Expected (BSH) and Develop Very Well (BSB).

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