DEVELOPING THE VALUES OF RELIGION IN PRAYER PRACTICE USING TALKING STICK, DEMONSTRATION SIMULATION, AND DRAWING

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Abstract
The research is motivated by low religious abilities, such as children being less able to express opinions in continuing some prayer movements. This is due to the lack of innovative and interesting learning media to be displayed, the lack of innovation in learning models and methods used, the lack of stimulus given by teachers to children in learning activities, and children being less able to express ideas in continuing some of the prayer movements they have heard. The approach used is a qualitative approach to the type of research, namely classroom action research, which is carried out in two cycles. This research was carried out at Tri Kesuma Pelaihari Kindergarten on group B children, totaling 10 children, consisting of 5 boys and 5 girls. Based on the research results, it can be concluded that using the talking stick model, demonstration method, and drawing media can develop religious abilities in Group B children at Tri Kesuma Kindergarten. It is recommended that the results of this research be used as a reference and consideration in continuing some of the prayer movements that have been carried out.

Keywords: The Values of Religion in Practice Prayer, Talking Stick, Demonstration Methods and Drawing media.

INTRODUCTION
Every individual experiences development during his or her life. Development is progressive and begins at an early age. Early childhood is the period of time when a child is growing from birth to six years old. Early childhood has a different individual personality. Early childhood is a golden period because children's development develops very rapidly (Huliyah, 2016).

Early childhood education is an important foundation for developing aspects of children's growth and development. Good in cognitive, physical, motoric, social emotional, religion, language and art. Teachers must know the characteristics of children so they can determine the method of teaching learning to children (Faizah & Wahyudi, 2021).

The development of religious and moral values in early childhood is very important, as it is the most basic foundation for growth and development of all potential. Instilling children's instincts to accept attitudes of excellence and nobility, as well as the process of socializing in the surrounding environment, requires daily habituation (Zulfida & Aslamiah, 2023).

A child is not yet obliged to pray as a Muslim who has reached puberty. However, as parents and educators, inviting children to pray as an introduction and habit
is an obligation. In the next stage, the child begins to perform takbir movements, such as crossing his arms, bowing, and prostrating even though they are not yet perfect (Safitri et al., 2019).

Early childhood participating in early childhood education programs can help develop religious and moral values. Children aged 5-6 years must have developmental achievements in knowing their own religion, respecting other people's religions. Therefore, in order for the child's potential to develop, appropriate conditions and simulations are needed using practical methods which are expected to help train the religious and moral aspects of children, especially learning prayer movements. Efforts to shape children's character so that they become human beings who believe and are devoted to God Almighty require religious education. Especially prayer activities is a pillar of religion.

However, the fact that the results of initial observations show that the low religious value in the practice of prayer is due to cognitive problems: children are unable to understand prayer movements correctly; children lack focus; in terms of affective problems, children like to disturb their friends; from a psychomotor perspective, children are not yet skilled in practicing prayer movements correctly.

If this problem is left unchecked, the child will have difficulty carrying out worship and will not know how to do the correct prayer movements, the child will not be sensitive to the environment about how important habituation is in matters of religion.

Therefore, a solution is needed in this research, namely using a talking stick model and a simulation demonstration method using drawing media so that children can easily understand how to practice prayer taught by the teacher.

The talking stick model is a cooperative learning model that aims to improve children's learning outcomes by using a stick that is moved in turns to carry out the question and answer process in learning. The child holding the stick is obliged to answer the questions given by the teacher. The talking stick model teaches children to dare to speak so that the classroom atmosphere is more lively and not boring (Maulida & Wahyudi, 2022; Purwanti et al., 2018).

The demonstration method, according to Novitawati & Mutiarany (2016), is a teaching method that is a teacher-centered. The demonstration method teaches children how to demonstrate something, whether in the form of rules, events, sequences, items, or the sequence of carrying out an activity. Children can pay close attention to learning and learning can give a deep impression on children.

This method is varied with a simulation method to solve the cognitive problems of children who lack focus and the psychomotor problems of children who are skilled at practicing prayer movements correctly as demonstration method cannot solve all problems. Meanwhile, the talking stick model using drawing media has the advantage of increasing children's activity because it trains children to understand the material quickly and allows them to express their opinions.

This research is in line with research by Maimunah & Wahyu (2018), which stated that the simulation demonstration method has the effect of increasing understanding of religious values by imitating prayer movements in early childhood. Research by Pratama & Jamna (2021) stated that the application of the talking stick model can improve prayer movement skills.

**METHOD**

This research is qualitative research using a Classroom Action Research (CAR) type design. Broadly speaking, in Classroom Action Research there are four stages of research that go through, namely
planning, implementation, observation and reflection.

Planning is a series of planned activities to determine what to do. Implementation is an action carried out to realize plans that have been prepared consciously and under control, carried out with a variety of innovative and wise teaching practices. Observations are carried out to coincide with the implementation of the actions taken. Observation is based on the openness of views and thoughts and is responsive. Observation functions to document various information during the implementation. Finally, reflection, reflection is a reminder and contemplation of the activities that have been carried out. Reflection is an analysis activity of all information obtained from observations of the implementation of actions and at this stage, it is also carried out regarding improvement efforts that must be corrected at the next meeting.

This Classroom Action Research was carried out in group B of Tri Kesuma Pelaihari Kindergarten, Tanah Laut Regency in the 2022/2023 school year with a total of 22 children who were the subjects of the study, consisting of 13 boys and 9 girls. The reason for choosing this place is because most of the children in group B suitable for the aspects of religious. Also, the moral values are still not yet developed because the children still have not practiced the prayer movements in the right order. It is also to create good habits for children so they can practice prayer movements with their families when they are at home. It aims to improve quality learning in Group B Kindergarten Tri Kesuma Pelaihari Tanah Laut Regency.

In this research, data was taken by observing teacher activities, observing children's activities and the results of the development of religious values. Observations were made to record data relating to children's activities and the implementation of learning through the talking stick model, simulation demonstration methods and drawing media for the children in Group B of Tri Kesuma Pelaihari Kindergarten.

This research was carried out in two cycles, in Cycle I there were two meetings, while in Cycle II there was one meeting. The research data was obtained from observations and interviews with the Principal and teachers of the Tri Kesuma Pelaihari kindergarten.

RESULTS AND DISCUSSION

Based on the results obtained in the Classroom Action Research carried out in cycle I and cycle II, the application of the talking stick model, the simulation demonstration method using drawing media was successfully applied in group B of Tri Kesuma Pelaihari Kindergarten to develop religious and moral values. This can be seen from the increasing learning outcomes in each cycle.

The role of the teacher in the learning process is very important because the quality of the teacher in teaching determines the quality of learning in the classroom. Kindergarten teachers must be able to think creatively and create innovative learning plans to develop all aspects of early childhood development. It is also important for teachers to improve every learning process so that learning is better and optimal (Andana et al., 2022; Rahmawati & Suryadi, 2019).

Teacher Activities

The results of teacher activity research in two cycles are shown in Table 1.

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>C1 M1</th>
<th>C1 M2</th>
<th>C2 M2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>59%</td>
<td>75%</td>
<td>93%</td>
</tr>
<tr>
<td>Criteria</td>
<td>Pretty good</td>
<td>Good</td>
<td>Very good</td>
</tr>
</tbody>
</table>

Based on the results of teacher activity research using the talking stick model, demonstration method and the media of drawing in continuing some of the prayer movements that were heard experienced an increase in each meeting, in each meeting there was an increase because the teacher
had implemented improvements in the learning carried out. The activities carried out by the teacher in learning are getting better, the improvement that occurs cannot be separated from the teacher's efforts to continue to make improvements at each meeting based on reflections on the activities that have been carried out. This is in line with opinion Suriansyah & Aslamiah (2011) that the teacher does not only act as a model or role model for the students he teaches, but also as a learning manager (manager of learning).

Children's Activities

The results of children's activity in learning activities with models talking stick, demonstration methods and drawing media to develop children's religious value abilities continue the prayer movement that can be seen in Table 2.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>C1 M1</th>
<th>C1 M2</th>
<th>C2 M2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some</td>
<td>40%</td>
<td>60%</td>
<td>90%</td>
</tr>
<tr>
<td>Active</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Children's activity from cycle I to cycle II always increases. The increased activity of children in observing, carrying out activities, children sorting pictures, children retelling stories, children asking questions and responding to feedback from the teacher is caused by the teacher's accuracy in selecting and determining the combination of talking stick models, simulation demonstration methods and drawing media.

To achieve optimal learning outcomes in learning, it is necessary to emphasize children's activities both physically, mentally, nor emotional. This is in line with Rahman's opinion (2021) which states that learning in building is an active process of children in building their knowledge, not a passive process that only receives information or knowledge from the teacher.

Results of Children's Religious Development

The achievement of the development of children's religion in continuing some of the prayer movements with the talking stick model, simulation demonstration methods and drawing media has successfully developed, namely getting BSH and BSB scores with the criteria of developing according to expectations and developing very well at each meeting. The increase in the children who have successfully developed can be seen in Table 3.

Table 3 Results of Children's Religious Development

<table>
<thead>
<tr>
<th>Criteria</th>
<th>C1 M1</th>
<th>C1 M2</th>
<th>C2 M2</th>
</tr>
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</table>

Increasing the achievement of the development of religious values in children's prayer movements can never be separated from the role of the teacher who provides direction, guidance and adds to children's learning experiences in every learning activity to achieve goals and success in children's language development. The indicators of child development achievements are the prayer movement regarding the images provided, paying attention to the prayer movement, and continuing the prayer movement that was heard before. The achievement indicators for these children experienced development and improvement in each meeting, even though at the beginning of the meeting there were still some children who had not developed or started to develop on these indicators, such as children who were still not confident in expressing their opinions about the prayer movements they had heard and also children who were not in an orderly manner during the meeting, participate in lessons or activities.

A comparison of the results of the aspects studied, teacher activities, children's activities, and the results of children's religious development can be seen in Graph 1.
The results of the research on the trend graph show that teacher activities, children's activities and the results of the development of children's religious values tend to increase. Teacher activity increases because in each meeting cycle the teacher has carried out reflection in providing efforts to correct existing deficiencies and correct them at the next meeting so that they improve and achieve optimal results. Likewise with children's activities, in the learning carried out by teachers, children become more active and enthusiastic in participating in learning by using interesting models and methods. Because the activities of teachers and children's activities tend to increase, the results of the development of children's religious values also increase. This is because these three aspects are related to each other. If teacher activity and child activity increase, child development outcomes will also increase.

The teacher as a class manager must be able to coordinate children in the class. Good classroom management will raise children's enthusiasm for learning so that children will become more active. Class management is carried out so that all students with various characteristics can follow and master the learning taught by the teacher. Teachers who can create a conducive learning atmosphere, focus attention on children, give children opportunities to interact with their friends and use a variety of interesting learning models will optimize learning outcomes (Ningsih, 2019; Nugraha et al., 2023).

Instilling religious values in children can be done in the process of exemplary and habituation. Prayer education for early childhood is very important in order to foster an attitude of obedience to worship. We as parents and teachers should set an example for children, such as inviting children to pray and taking children to the mosque when praying. Then giving this example must always be done so that habituation occurs in the child. Habituation that is carried out continuously will indirectly instill a habit. When children do not do things that become habits, then children will feel there is a shortage in their activities. Thus praying becomes a habit that children will do continuously (Hermawan, 2018).

Choosing the right learning model will influence children's learning outcomes. Developing aspects of children's religious values requires a learning model that can provide habituation. One of them is the talking stick model, a simulation and drawing demonstration method that will foster habituation in children.

A demonstration model is a demonstration model of how to do or do something. Demonstration models can communicate how to sequence work carefully and precisely (Cecep et al., 2022). The demonstration model in this research was used because the teacher found it difficult to explain the order of prayer using words alone.

The advantages of the demonstration model according to Sahempa et al., (2021) are that the child gets a clear picture of what is being demonstrated, the child's attention will be focused, can reduce errors because it is demonstrated directly and learning will be more interesting. While the drawbacks are that there will be difficulties if not carefully planned, demonstrations will be
less effective if children do not observe properly and teachers must have special skills and abilities so that children can easily understand them.

The talking stick model involves children directly in the learning process and can increase children's self-confidence. This learning strategy is carried out with the help of a stick which is moved in turns and the child who is the last to hold the stick is obliged to answer questions from the teacher. This learning model will create a pleasant atmosphere and make children actively participate in learning (Lidia et al., 2018; Purwanti et al., 2018).

The talking stick model according to Shoimin (2017) include training children to understand material quickly, encouraging children to study more actively, training children to express opinions. The weaknesses of the talking stick model include giving children a feeling of tension, some children being unprepared and unable to answer questions, and being afraid of the questions the teacher will ask.

This research is in line with research by Maimunah & Wahyu (2018) which states that the simulation demonstration method has the effect of increasing understanding of religious values by imitating prayer movements in early childhood. Research by Pratama & Jamna (2021) which states that the application of the talking stick model can improve prayer movement skills.

CONCLUSION

Based on the findings, it can be concluded that the teacher's activities in developing religious abilities in continuing some of the prayer movements using the talking stick model, demonstration method and drawing media for Group B Tri Kesuma Pelaihari Kindergarten succeeded in developing to achieve indicators of success with the class average reaching the Very Active criteria.

The ability of religious aspects in forwarding some prayer movements using models talking stick, a simulation demonstration method and drawing media for kindergarten group B children Tri Kesuma Pelaihari in the 2022/2023 academic year has achieved the qualifications for all children to develop very well.

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