Creative Media to Introduction *Thayyibah* Sentence in Early Childhood Education

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ABSTRACT

The golden age in early childhood education is a potential period in introducing various concepts, including introducing the *Thayyibah* sentence. Educators are currently introducing the concept of numbers in counting, letters in reading, and geometry in spatial form, but it is not optimal to introduce and familiarize *Thayyibah* sentences in children's activities from an early age. The type of research used is research and development. This research by analyzing as a preliminary and designing the media only. Data were collected by observation, interviews, and documentation study was conducted to complement the observation and interview data in introducing Thayyibah sentences in early childhood in TK Negeri 1, 2, and TK 'Aisyiyah Padang. After the data is collected, analysis by presenting the data through statements that are following the original in reality and designing instructional media. This study designed a creative pictorial, and colorful media and presented it in a child's play conditions while learning inside and outside the classroom in early childhood. This illustrated and colorful creative media are attractive to children so that it can remind them to say the *Thayyibah* sentence and used it in daily activities.

Keywords: Thayyibah Senteces, Early Childhood Education, Creative Media.

1. INTRODUCTION

Early Childhood Education (PAUD) is education intended for early childhood [1, 2] and held before the basic education level through formal, non-formal, and/or informal education channels. PAUD formal education is held in Kindergarten (TK), Raudhatul Athfal (RA); the non-formal education held in Playgroups (KB), Child Care Centers (TPA); and in the informal education in family education or education organized by the environment [3,4,5]. These three educational pathways are organized in education as a system to develop children's potential optimally [6,7,8].

PAUD is an important institution for children because the potential and basics of children's behavior are formed at an early age. Early childhood is called the golden age or critical period [9] because a child needs the right stimulation to reach maturity that affects the child's success in the next future [17]. We can see this picture.

Even though it is already in the era of revolution 4.0, many things have been replaced robotic, but if you don't lose the values in the children's character, then strengthening through learning by the teacher in developing children's potential from an early age so that it can take root firmly in them.

Children can learn by interacting with their environment in developing their potential. Children can carry out various activities on their own and teachers can guide them by providing appropriate materials, media, and methods. However, the most important thing is that children can understand a concept, they have to build the understanding themselves so that it is meaningful to them (meaningful learning), and can find out for themselves by playing while learning that pleases them.

This is following the principles of learning in PAUD is playing while learning. All children's activities are carried out by playing, which will gradually be directed into learning while playing. Fun learning will optimize the golden period in children.

Education that was held during the golden age could develop children's potential optimally which could be developed: (1) physical, fine and gross motor skills; (2)

intelligence, thinking power, creativity, emotional intelligence, spiritual; (3) socio-emotional, attitude and behavior as well as religion; and (4) language and communication. All these potentials are unique and have certain stages of development [10].

One of the potential development of children is the development of a religious aspect. Teachers can do this by cultivating religious and moral values by instilling a positive character inherent in a child so that the child grows up to be a religious, civilized, moral, and dignified generation. Religious, moral, civilized, and dignified are part of spiritual intelligence. So spiritual intelligence must be an important goal in the process of developing religious and moral values [11,12]

In the material for developing religious aspects, teachers can introduce Thayyibah sentences to children from an early age. Thayyibah sentences have the meaning of good words, words that contain good or good meanings, beautiful sentences, or certain expressions of dhikr.

Thayyibah sentences that come from the Qur'an and the Sunnah of the prophet, such as tahmid (alhamdulillah, which is all the praise of Allah), tasbih (subhanallah, namely the Most Holy of Allah), takbir (Allahuakbar, namely Allah is Great), tahlil (laa ilaaha illallah God other than Allah), basmalah (bismillahirrahmanirrahiim, namely in the name of Allah, the Most Merciful), istighfar (astaghfirullah, that is, forgive me, Allah), and hawqalah (laa hawla wa laa quwwata illa billah, i.e. there is no power and strength except from Allah) [13].

Some of the thayyibah sentences include Basmalah. This sentence should be said every time starting all actions. If the tongue is used to it, this action has become a reflex, then it will be easier to guard yourself against bad deeds because you are constantly reminded that there is God who sees every action you do. This sentence also reminds us that everything belongs to Allah. This thayyibah sentence also warns anyone to do an act that remains within the provisions of Allah.

Furthermore, Hamdalah is an expression of gratitude for the grace and grace of Allah SWT. In fact, the radiant feeling of gratitude is very large life energy for humans. People who are grateful to Allah will always be grateful to their fellow humans. Allah promises two things for those who receive additional blessings and torture for the ungrateful. By saying the sentence Alhamdulillah after doing a job, it will strengthen the belief that nothing will ever happen without God's intervention. If something is good, it is felt as Allah's help. If something is not good, still be grateful for the belief that even that is better than nothing. When someone is accustomed to giving thanks for small things, then when Allah bestows a slightly bigger favor,

the enjoyment he gets will be doubled. Along with several other thayyibah sentences [14].

This Thayyibah sentence can be introduced by the teacher to the child according to the purpose of each Thayyibah sentence. Teachers can be role models for children from their every action in school through a learning process carried out by continuing to apply the principle of play while learning that is fun for children.

The learning process in PAUD which is carried out fun is carried out by the teacher while still attention to various learning components, one of which is learning media. Learning media is anything that can be used to distribute learning materials so that it can stimulate the attention, interests, thoughts, and feelings of learners (children) in learning activities to achieve certain learning objectives [15].

Learning media that can be brought to class and used for early childhood, include:
a. Books, consisting of fiction and non-fiction storybooks, science books, books related to the field of development in the curriculum, sourcebooks for teachers.
b. Multimedia, such as radio, cassette, film or video (VCD or DVD), LCD, educational software, and computers.
c. Natural materials around kindergarten, for example, fruit, flowers, stones, wood, leaves, twigs, grass, shells, dried fruit, seeds, peanut shells, and others.
d. The child's own body, his friends, teachers, and the adults around him, along with the clothes and accessories they wear.
e. Various man-made objects that are around children, such as clothes, typewriters, telephones, bicycles, tables, cabinets, carts, and others.
f. Traditional media, such as traditional musical instruments, traditional cooking tools, traditional fabrics, and others [16].

In general, each media has its strengths and weaknesses. The advantage of ready-to-use media is that teachers can immediately use it so that it saves time and energy in preparing it. Meanwhile, the weakness is that it is not possible to obtain finished media that is fully in accordance with the objectives and learning needs.

For design media, the advantages will be more in line with the aims and objectives of the learning itself and the weakness is that it will consume time, money, and energy. The rest depends on the sensitivity of the teacher to take advantage of the media around the child.

Teachers can also use electronic media in learning software in the form of e-books, games, animation using hardware, such as laptops, projectors, and tablet computers.

In introducing the introduction of the Thayyibah sentence, there are many alternative media that teachers

can use, as described above, including multimedia using applications that contain images and various applications that are of interest to children. The learning that is presented attractively is expected to make children easily implement Thayyibah sentences in everyday life.

2. METHOD

The type of research used is research and development (R & D), is a research approach to produce a new product or to improve existing products. Based on the problems and research objectives, this research by analyzing as a preliminary and designing the media only.

Data were collected by means of observation and interviews. Observation is used to obtain data about the media used by the teacher in introducing Thayyibah sentences by observing learning activities in the classroom. Furthermore, the interview is structured by making questions that are asked to the teachers of TK Negeri 1, 2, and TK 'Aisyiyah regarding the instructional media that have been designed. A documentation study was conducted to complement the observation and interview data in introducing Thayyibah sentences in early childhood education.

The data collection techniques that researchers use, to get accurate data are field observations and documentation. After the data is collected, analysis is carried out using qualitative descriptive data by presenting the data through statements that are in accordance with the original in reality without any numerical calculations.

The steps in making this learning media are:
a. Designing opening views.
b. Designing of material points.
c. Designing displays a description of the material.
d. Designing Video display.

3. RESULT AND DISCUSSIONS

This research produces a product, namely creative learning media. The steps are taken in making creative learning media are:

1. Determine the display color, font size, look for images, animations, videos to support learning to make it easier to understand, and more interesting.
2. Designing the main menu display which consists of the title of the material, navigation buttons for use, buttons for going to other menus and there are pictures related to the material.
3. Designing the material presented in creative learning media besides the book, the material is added from various educational sources via the internet.
4. Designing a video presentation sourced from YouTube.

The stages carried out in this study are:

1. In the preliminary stage, there are several main steps, namely the analysis stage of students, concept analysis of introducing Thayyibah sentences, and analysis of learning objectives.

2. At the design stage, it aims to design the instructional media developed by researchers. The design stage consists of:

a. Selection of teaching materials, namely in the aspect of religion in introducing Thayyibah sentences.

b. In the format selection, the media display contains animation, pictures, videos. In designing the media display, a Photoshop supporting application is needed.

c. The design of instructional media consists of an opening display on the media, initial appearance, material description, video. The results of the researcher's design are:
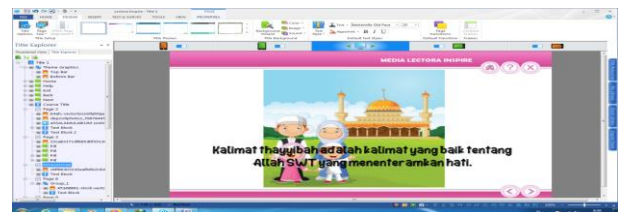
1) Opening view

Figure 2. Opening Views

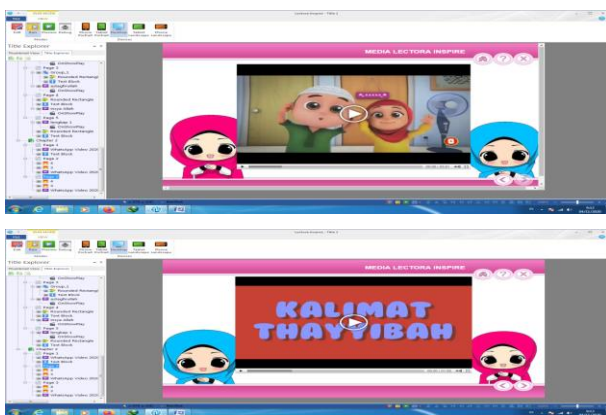2) Display of material points

Figure 3. Material Points

3) Display a description of the material consisting of the meaning, benefits, types, timing of pronouncing the correct Thayyibah sentence

Figure 4. Material Points

4) Video display of the Thayyibah sentence

Figure 5. Material Points

Based on the stages that have been carried out in the process of developing a product in the form of creative learning media, there are several supporting factors as well as inhibiting factors and advantages in the development of these media is creative learning media made as teaching materials can be developed for free or offline, so it does not cost money to develop learning media.

Creative learning media has quite complete features such as being able to display images, animations, videos, and very supportive of the learning process. There are no creative learning media used by educators in the learning process.

The inhibiting factor in the development of the media is that it requires high creativity in designing the appearance of the learning media developed so that the appearance of the developed media looks attractive.

Furthermore, it is still difficult to design learning materials and relate them to learning to introduce Thayyibah sentences. It is intended that in later learning, students can get used to pronouncing Thayyibah sentences in everyday life.

4. CONCLUSION

Based on the research that has been done, it can be concluded that the development of creative media can produce interesting and innovative learning media as expected. The design of creative media in new and interesting learning can develop children's potential in getting used to pronouncing Thayyibah sentences in their daily activities.

AUTHORS' CONTRIBUTIONS

This study found creative media in introducing Thayyibah sentences to children from an early age. Educators are expected to be able to use creative learning media as a form of facing the Industrial Revolution Era 4.0, which is the existence of learning media using technology.

Furthermore, it is needed to test the practicality of students and the effectiveness of IT-based creative learning media.

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