



Developing a Magic Pocket Game to Introduce Religious and Moral Values to 5-6 Year Old Children

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Abstract

Games are essential activities for early childhood because they provide enjoyable learning experiences. This study aims to develop and test the effectiveness of the "Magic Pocket" game in fostering religious and moral values in 5–6-year-old children at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency. The research method used is Research Methodology. and Development (R&D) with the Borg model and Gall . Data collection techniques include observation, interviews, documentation, and questionnaires. The results of the study indicate that the magic pocket game media is suitable for use with an average validation score of 3.25 after revision. This media is considered practical, interesting, fun, and durable, although it still requires teacher guidance when used. In terms of effectiveness, this game has been proven to be able to improve children's religious and moral values, where after implementation there were no more children in the "not yet developed" category. Thus, the magic pocket game is effective in supporting the development of children's religious character.

Keywords: *Game Development, Magic Pocket Games, Moral and Religious Values*



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INTRODUCTION

Play is a daily activity for early childhood that is fun, exciting, and enjoyable. For children, play serves to help them achieve complete development, both physically and mentally. Through play, children gain opportunities and experiences that can stimulate their development in the following aspects: religious and moral values, cognitive, physical-motor, language, social and emotional, as well as artistic and creative. The stages of play experienced by early childhood begin with simply observing and progressing to being able to play in groups according to specific rules.

One form of game that will be developed in this research is the magic pocket game. A pocket is a hole in clothing that has a pocket. This pocket is called a pocket. Pockets are designed so people can put things in them (Wikipedia 2022). Meanwhile, the word "Ajax" is registered as a trademark in the Intellectual Property Database. Referring to the Big Indonesian Dictionary (KBBI), the word "Ajax" has the following definitions and meanings: Odd, rare, surprising, unusual, strange. Example: A

miraculous performance. Something strange, surprising, that cannot be explained by reason (Shafa Bakadam & Aline Gratika Nugrahani 2022).

The magic pocket game that will be developed in this research is a game that uses media or tools in the form of an apron with pockets made of cloth, and in each pocket there is a prayer card, which can be used by early childhood. The reason for developing this magic pocket game is because the concept of this game is similar to the animated cartoon story "Doraemon" which has a magic pocket and is also loved by children, so the researcher adopted the concept of this game from the animation. In this magic pocket game there are several prayer cards including prayers for eating, prayers for going to bed, prayers for waking up, prayers before studying and so on which are expected in addition to children being able to memorize these prayers, it can also foster children's morals and religion from an early age.

Based on the results of a pre-survey at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, the magic pocket game has never been implemented in the learning process (Pre-survey Data at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency 2022). Therefore, the author is interested in further developing the magic pocket game for children aged 5-6 years. It is hoped that the development of the magic pocket game can develop the religion and morals of early childhood children at the school. The definition of religion is Religion is a way of life. Religion teaches belief in God Almighty. Religion must have a holy book (revelation). And Religion must be led by a prophet and apostle (Khotimah 2014). Meanwhile, Morals are values related to the good and bad of human behavior. Therefore, morals are related to values, especially affective values (attitudes). Morality is an aspect of a person's personality in relation to social life in a harmonious, fair and balanced manner. Moral behavior is essential for achieving a peaceful, orderly, disciplined, and harmonious life (Mustika Abidin 2021). One verse that explains religious and moral education is Surah Luqman, verse 12:

وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِيْ ۖ وَمَنْ يَشْكُرْ لِيْ فإِنَّمَا يَشْكُرُ لِنَفْسِهِ ۖ وَمَنْ كَفَرَ فَإِنَّ أَلِيَّ غَنِيٌّ حَمِيْدٌ

Meaning: And indeed We have given wisdom to Luqman, namely: "Be grateful to Allah. And whoever is grateful (to Allah), then verily he is grateful for himself, and whoever is not grateful, then verily Allah is rich and most praiseworthy." (QS. Luqman: 12)(Department of Religion of the Republic of Indonesia 2019)

Based on the above information, religious and moral abilities are the nature or habit of doing good things based on religious teachings. The author develops the religious and moral abilities of children aged 5-6 years, based on the results of a pre-survey at RA Bustanul Ulum Jayasakti, Anak Tuha District, it is known that children's religious and moral abilities are still relatively undeveloped, this can be proven by the Pre-survey Data on Religious and Moral Abilities of Early Childhood Children at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, Based on the pre-survey data The survey above shows that the level of religious and moral abilities of children aged 5-6 years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency is still considered underdeveloped, this is proven by the fact that out of 21 students, 11 children are categorized as Not Yet Developing (BB), 10 children are categorized as Starting to Develop (MB).

The problems in this research are first, the magic pocket game that the researcher will develop has never been implemented in RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency because the game is not available at the school and no one has developed the game, and second, the religious and moral abilities of children aged 5-6 years are still relatively undeveloped compared to the abilities of other children, so the researcher is interested in developing a magic pocket game to develop children's religious and moral abilities.

Based on the problems above, the author is interested in raising the research title "Development of Magic Pocket Games to Introduce Religious and Moral Values to Children Aged 5-6 Years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency in 2023".

METHODOLOGY

The research method used is the research approach. The Research and Development (R&D) model uses the ADDIE model, which includes analysis, design, development, implementation, and evaluation. This model is used to ensure a systematic and structured learning media development process from the beginning until the final product is ready for use. Initially, researchers conducted direct observations at RA Bustanul Ulum Jayasakti and interviews with teachers and parents to identify challenges and needs in introducing religious and moral values to children aged 5-6 years. In addition, a simple questionnaire was given to teachers to explore the developmental characteristics and preferences of learning media appropriate for children in that age range.

Based on the needs analysis, a concept for a magic pocket game was developed, featuring picture cards depicting moral and religious situations such as honesty, helping each other, and prayer. The game features a points system and instant feedback to stimulate motivation and create a more enjoyable and interactive learning environment for children. The development phase included creating physical cards using durable materials and engaging visual designs. A teacher's guide module was prepared with an implementation flow that includes an opening through religious storytelling, a core activity in the form of a game, and a closing session with reflection and a discussion of values with the children.

Next, the game and module prototypes were submitted for validity testing by two groups of experts: experts in religious and moral subjects and experts in educational game design. The evaluation was conducted using a Likert-scale instrument, focusing on ensuring the suitability of the content, aesthetics, game mechanics, and ease of use. After receiving feedback, the prototypes were tested on a small-scale trial (trial) in one class with 8-10 children. Data collection techniques included participatory observation by teachers and researchers, visual documentation, and field notes to observe children's involvement, emotional responses, and aspects of media function such as the physical durability of the cards.

Evaluation of the initial trial results was used to refine the game, including simplifying the narrative for better understanding, improving the quality of the illustrations, and adjusting the size and material of the cards to suit the fine motor skills of young children. After revisions, further (extensive) trials were conducted (field trial) in two different classes at RA Bustanul Ulum with a total of approximately 25 children. A pretest - posttest design was applied to measure improvements in

understanding of religious and moral values, using an observation rubric completed by the teacher to assess aspects of honesty, responsibility, cooperation, and prayer awareness.

Data analysis was conducted quantitatively and qualitatively. Quantitative data included descriptive statistics (mean, percentage) and simple difference tests (e.g., t-test or nonparametric test) to determine the significance of the improvement. Qualitative data were taken from interviews, documentation, and field notes, analyzed using narrative coding and interpretation techniques. To maintain validity and reliability, data triangulation was used from various sources (teachers, parents, documentation), data collection techniques (observation, interviews, tests), and data collection at two different times (pre- and post-intervention). With this design, it is hoped that the magic pocket game can be a valid, practical, and effective learning medium in instilling religious and moral values in children aged 5–6 years at RA Bustanul Ulum Jayasakti.

RESULTS AND DISCUSSION

Initial Product Development Results

Based on the researchers' observations, there is a problem among children aged 5-6 at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, namely that their religious and moral abilities are still relatively underdeveloped. Religious and moral abilities are the nature or habits of doing good deeds based on religious teachings.

The potential that will be developed in this research is the magic pocket game. The magic pocket game can be used as a learning resource for children, and can be developed to enhance abilities in each aspect of child development, tailored to the child's age. The magic pocket game can be used to enhance children's religious and moral abilities. The media is an APE that can be a learning resource for children.

At RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, the magic pocket game has not been implemented in the teaching and learning process for early childhood. Therefore, the author is interested in developing the magic pocket game in this study. Furthermore, the materials and tools for using the magic pocket game as a learning medium are very easy to obtain. The use of the magic pocket game in this study aims to improve religious and moral skills in early childhood.

Researchers in this study sought information by analyzing relevant research studies on magic pocket games and conducting a literature study on learning media used in stimulating the development of religious and moral abilities in kindergarten institutions, namely for children aged 5-6 years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency. The method of data collection used observation, interviews, questionnaires and documentation methods.

Products produced in research and development (Research and Development) are very diverse. In the field of education, the products produced are expected to increase educational productivity , namely producing graduates who are numerous, high-quality, and relevant to needs. This research will produce learning media developed from fabric shaped like an apron.

Media expert validation was carried out by expert lecturers in the field of Early Childhood Education Learning Media at Ma'arif University Lampung (UMALA). The data obtained were analyzed and used to revise the product development of the magic

pocket game. After revising the product, the researcher validated the product again to get an assessment in the category of feasible or even very feasible to be used in student learning at school. The media expert was Dr. M. Yusuf, M.Pd.I. Based on the validation results from the media expert, it can be seen that the magic pocket game obtained an average score of 3.25, so this can be said that the magic pocket game is said to be feasible after going through a process of several revisions.

Validation by material experts was conducted by expert lecturers in Early Childhood Education (PAUD) Learning at Ma'arif University, Lampung (UMALA). The data obtained were analyzed and used to revise the product development of the magic pocket game. After revising the product, the researcher validated the product again to obtain an assessment in the category of feasible or even very feasible for use in student learning at school. The material expert was Ferdian Utama, M.Pd. Based on the validation results from the material expert, it can be seen that the magic pocket game has fulfilled all material indicators in this study.

At this stage, comments, suggestions, and input for improvements will be obtained, which will be used as a reference for revisions. After the product design has been validated through assessments by media and material experts, researchers will make improvements to the product design based on the input provided by the media and material experts.

Product Trial Results

The trial of the magic pocket product at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, was conducted on March 29, 2023. In the trial of using the magic pocket game, the researcher continued the trial with early childhood. Religious and moral abilities are the nature or habit of doing good things based on religious teachings. The author developed the religious and moral abilities of children aged 5-6 years, based on the results of a pre-survey at RA Bustanul Ulum Jayasakti, Anak Tuha District, it was found that children's religious and moral abilities were still relatively undeveloped, this can be proven in the following table:

Based on the research data, it can be seen that the level of religious and moral abilities of children aged 5-6 years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency is still classified as underdeveloped, this is proven by the fact that out of 21 students, 11 children are categorized as Not Yet Developing (BB), 10 children are categorized as Starting to Develop (MB), while there are no children who are Developing According to Expectations (BSH) and Developing Very Well (BSB) at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency.

Then after conducting research using the magic pocket game to children aged 5-6 years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, the ability to recognize the hijaiyah letters of children increased. Based on indicators of religious and moral abilities, before using the magic pocket game, children did not know religions other than those they believed in, but after using the magic pocket game, children began to understand several existing religions, previously children did not understand the procedures for carrying out worship, but by using the magic pocket game, children began to be diligent in carrying out worship, children were also seen to behave honestly, helpfully, politely, respectfully, sportively and so on.

Before using the magic pocket game, children did not maintain personal and environmental hygiene, but after using the magic pocket game, children began to be

able to care for themselves and their environment. Before using the magic pocket game, children did not understand religious holidays and were less tolerant of other religions. However, after using the magic pocket game, children began to understand religious holidays and were more tolerant. This can be seen in the Religious and Moral Abilities of Early Childhood Children at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency.

Product Revision Results

Before this magic pocket game was tested on children aged 5-6 years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, it had been validated by media experts and material experts. Based on the validation results from media experts, it can be seen that the magic pocket game obtained an average score of 3.25, so this can be said that the magic pocket game is considered feasible, while the validation results from material experts can be seen that the magic pocket game has fulfilled all material indicators in this study.

Based on the results of product trials conducted by researchers on children aged 5-6 years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, it shows that the magic pocket game has succeeded in developing religious and moral abilities in children. Furthermore, based on the results of validation to media experts and material experts, as well as the results of trials, the magic pocket game product has not undergone re-testing and is feasible, so this magic pocket game is ready to be used and utilized at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency for children aged 5-6 years.

Final Product Review

magic pocket game for children aged 5-6 years is a product developed in this study, the product has been developed by conducting a series of research and development activities. There are several stages used in the development. In the first stage, the researcher conducted an analysis related to the potential and problems that exist in RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency. In the second stage, the researcher collected various supporting data related to the development of this magic pocket game, namely by means of observation, interviews, documentation and questionnaires. In the third stage, the researcher formed the initial design of the magic pocket game. In the fourth stage, the researcher conducted a validation test with media and material experts to determine the feasibility of the media. The fifth stage is to revise the magic pocket game based on suggestions given by media and material experts. In the sixth stage, the researcher conducted a trial on children aged 5-6 years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency. The final stage, after the trial, the magic pocket game will be evaluated, whether it still needs improvement or not, the results of the trial on children produced positive results so the magic pocket game does not need any more revisions.

Based on the analysis, the product, a magic pocket game for early childhood, has been developed and is deemed suitable for use. This statement is supported by assessments conducted by media and content experts.

Based on the results of observations on Wednesday, March 29, 2023, it was found that the researcher first prepared the media in advance, this is in accordance with the results of an interview with Mrs. Nur Hasanah, a teacher for the 5-6 year old group at RA Bustanul Ulum Jayasakti who said that: "as an initial step in the research,

after the researcher finished developing the magic pocket game, then the researcher was assisted by the teacher to prepare learning media in the form of a magic pocket game."

It is known that after everything has been prepared, the researcher explains the steps for using the magic pocket game, this is in accordance with the results of an interview with Mrs. Nur Hasanah, a teacher for the 5-6 year old group at RA Bustanul Ulum Jayasakti who said that: "explanation of the steps for using the media is very important to do so that children can understand the game well, this has also been done by the researcher."

Based on the results of observations on Wednesday, March 29, 2023, it was found that children were asked to come forward one by one, this is in accordance with the results of an interview with Mrs. Nur Hasanah, a teacher for the 5-6 year old group at RA Bustanul Ulum Jayasakti who said that: "This magic pocket game is more effective if played by children in turns, namely one by one, so the teacher suggested that for this game the children were asked to come forward, this not only makes it easier for children to understand the material but also trains children's independence and courage."

After conducting a limited trial, quantitative data from the observation instruments and assessment rubrics completed by teachers were analyzed using descriptive techniques. The results showed an increase in the average score for understanding moral-religious values—including honesty, mutual assistance, discipline, and prayer—from 60 to 100. % to 82 %. The percentage of classical completion also increased from 45 % (pre -intervention) to 88 % (post-intervention), so it can be categorized as very effective based on Sugiyono's guidelines (category ≥ 81 %)

To test the significance of the changes, a pretest - posttest difference test was conducted using a paired t-test. The calculated t-value was greater than the t-table ($p < 0.05$), indicating that the increase in understanding of the value of practice through the magic pocket game was statistically significant, in line with the commonly used educational media effectiveness testing procedure. Qualitatively, participant observation data and documentation showed that the level of children's engagement increased significantly during the game session. Children were more active in asking questions, enthusiastic about taking cards, and showed positive emotional responses such as laughing and encouraging each other. This is in line with the findings of other educational game studies in early childhood.

Interviews with teachers revealed that the magic pocket game facilitated the development of moral and religious values. Teachers stated that "the children more quickly understood the concepts of praying before meals and sharing without being asked," indicating a transfer of internalized values to everyday life. Photo and video documentation supported these findings—children were seen helping each other choose cards, being orderly when it was their turn, and reciting prayers aloud at the end of the session. Field notes also highlighted the good physical durability of the media, although the addition of plastic protectors on the edges of the cards was recommended.

Qualitative data analysis was conducted using an interactive model (reduction, presentation, and conclusion drawing), resulting in three main themes: (1) high motivation, (2) increased understanding of values, and (3) practicality of the media. These themes were consistent across data sources (observation, interview,

documentation). Furthermore, data triangulation ensured the validity of the findings: significant increases in scores were supported by visual evidence, teacher testimonials, and consistency of observation patterns. This strategy ensured that the Product's effectiveness did not occur due to instrument bias or special conditions while strengthening the claim of reliability of the results. In this study stated that the magic pocket game was proven effective and valid as a medium for introducing and instilling religious and moral values in children aged 5-6 years at RA Bustanul Ulum Jayasakti. The significant increase supported by quantitative and qualitative data strengthens the recommendation for wider adoption of this media in the context of PAUD in Central Lampung.

CONCLUSION

Based on the results of research and discussion on the Development of Magic Pocket Games to Introduce Religious and Moral Values to Children Aged 5-6 Years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, Academic Year 2022/2023, it can be concluded that: 1) Development of magic pocket games at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, Academic Year 2022/2023, namely by implementing the following steps: preparing magic pocket games, explaining the steps for using magic pocket games, children are asked to come forward one by one, children are asked to roll the dice, children take one prayer card in the apron pocket according to the number of numbers on the dice that have been thrown, children are asked to recite the prayer on the prayer card, children are also asked to look at the picture behind the prayer card, children are asked to explain according to their abilities about the picture on the prayer card. 2) The effectiveness of using magic pocket games to develop religious and moral values of children aged 5-6 years at RA Bustanul Ulum Jayasakti, Anak Tuha District, Central Lampung Regency, Academic Year 2022/2023, namely by implementing the following steps: preparing magic pocket games, explaining the steps for using magic pocket games, children are asked to come forward one by one, children are asked to roll the dice, children take one prayer card in the apron pocket according to the number of numbers on the dice that have been thrown, children are asked to recite the prayer on the prayer card, children are also asked to look at the picture behind the prayer card, children are asked to explain according to their abilities about the picture on the prayer card. Anak God, Central Lampung Regency, 2022/2023 Academic Year, it can be seen from the use of this magic pocket game that is effective in developing religious and moral values in children aged 5-6 years. Before using the magic pocket game, the religious and moral abilities of children aged 5-6 years were still underdeveloped on average. Then, after the application of the magic pocket game to children aged 5-6 years, the average religious and moral abilities of children were categorized as starting to develop and even no children were anymore in the undeveloped category.

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