


## Reward Board Design to Stimulate Early Childhood Worship Behavior

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### ABSTRACT

The learning media used to stimulate worship behavior in early childhood is very minimal based on the analysis of the need that this media is very important and based on market analysis is still relatively rare so it needs to be developed. This research uses a Research and Development (R&D) approach with the ADDIE (Analisis, Design, Development, Implementation, Evaluation) model. The research sample amounted to 20 children aged 5-6 years. Data collection techniques include media expert validation and material expert validation as well as direct observation of children's involvement in using reward board media. The results of the study showed that the reward board was very feasible to use, with a media expert score of 92% and a material expert score of 100%. The results of the child's response test showed results ranging from 80% to 94.29%. This study shows that reward board media can effectively stimulate early childhood worship behavior.

**Keywords:** *Reward Board Media, Worship Behavior, Early Childhood*

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### INTRODUCTION

Early childhood learning is the process by which children interact with teachers, parents, or other adults in a certain environment. With the aim of achieving aspects of child development and is a factor that affects the achievement of learning goals (Akbar, 2020). One of the aspects that must be achieved by children in learning is religious and moral values. Education of religious and moral values in early childhood is an important foundation to shape children's character and personality from an early age so that to achieve this requires media. With appropriate approaches at the stages of child development, such as through play, storytelling, example and habituation, the values of honesty, responsibility, compassion, respect for others and love for God can be instilled effectively (Lusia Tabun et al., 2025). An important aspect that must be developed in early childhood is their character education, character education includes moral values, ethics, leadership, responsibility, and the ability to cooperate and adapt in various situations (Yani et al., 2024). One of the aspects contained in religious and moral values is worship.

The habituation of worship behavior in early childhood is very important as a basis for forming a strong character and a personality that is obedient and based on religious values from the beginning of life. At this stage of development, children really need the right stimulation in order to understand and practice the values of worship consistently. The process of naming worship behavior that parents can do through several ways, such as habituation, advice, giving examples or inviting children to worship in congregation, as well as giving punishments and prizes (Harahap et al., 2022). Worship in the Qur'an refers to the behavior of a servant who shows obedience, humility, and humility before Allah, and glorifies Allah by carrying out all His commandments and shunning all His prohibitions (Kallang,

2018). In the independent curriculum, it is explained that children in the foundation phase begin to learn to practice worship activities according to their religion and beliefs, where children have begun to practice worship activities such as ablution, prayer and also reciting (Independent Curriculum, 2022). An effective way to instill religious and moral values at this stage is through engaging learning media tailored to their cognitive abilities (Dillah, 2019).

Learning media has an important role in the teaching and learning process. Learning media is one of the strategies used in achieving learning goals (Muthmainnah et al., 2024). By using media, the teaching and learning process will be more meaningful and have many benefits. The use of media is expected to have a positive impact, such as creating a comfortable learning atmosphere, two-way communication in teaching and learning, and achieving optimal results. In addition, the media is also used to convey material in full or focus on the relevant sections, as well as provide encouragement, enthusiasm and motivation for children (Kurnia & Ed, 2018). Judging from the raw materials and tools to make them, how they are made, and how they are used, learning media in general can be grouped into: a) Simple learning media, namely learning media where the raw materials for making it are easy to get and cheap, how to make it is easy, and its use in learning is easy to use. Types of simple learning media include: graphic media, board media, and print media. b) Modern learning media that are electronic and complex, namely media whose raw materials and manufacturing tools are difficult to obtain and expensive, in their manufacture and utilization require adequate special skills. For example: slide projectors, video games and computers (Usep Kustiawan, 2016). Half a dad Reward is a visual aid that is used to give direct rewards to children for the positive behavior shown, including worship behavior. Gift Reward This aims to motivate children to be more active and consistent in carrying out their worship.

Based on the results of observations made at the Darul Muthmainnah Landfill, there is a problem that to stimulate worship behavior in children is still used lecture methods and the lack of media that can stimulate children's worship behavior. Based on the analysis of the need that reward board media is very important to be developed to stimulate worship behavior in children. Although reward board media has been produced with various products on the market, media specifically designed to stimulate children's worship behavior is still relatively rare, so this study developed reward board media to stimulate worship behavior in early childhood.

The researcher conducted a study of previous research that was similar to the theme of the research conducted. Based on this, the researcher described the results of previous research and the results as follows: 1). The research conducted by A'zhami Alim Usman and Lailatu Rohmah with the title "Giving Rewards in Learning to Increase Early Childhood Learning Activity: A Descriptive Qualitative Study" with the research location at PKK Maguwoharjo Kindergarten, Special Region of Yogyakarta. This research was prepared with descriptive qualitative research with data collection through documentation, as well as structured and free interviews with four teachers. This study concludes that the application of diverse reward strategies is effective in creating a conducive learning environment, encouraging children to participate more actively in the learning process (Usman & Rohmah, 2024). 2). The research conducted by Nurul Askia, Nurul Arina and Noor Fitri with the title "Implementation of Reward Giving Through the Starboard Method to Improve the Discipline of Group B Children" with a research location at RA DDI TAKKALALLA BARAT. This research was prepared with a descriptive qualitative method by collecting observational data, interviews and documentation. The results of the study show that before the existence of this method of rewarding, students' discipline was not optimal, but after this method, students were more disciplined (Askia et al., 2024). 3). Research conducted by Eka Sulistyawati and Joni Tesmanto with the title "Application of Reward and Punishment Methods to Develop Children's Basic Emotional Abilities in Early Childhood Education Darul Amani Kosambi" with a research location at PAUD Darul Amani Kosambi, Tangerang Regency. This research was prepared with a qualitative approach of case studies. Data collection methods *Library Research* and *Field research*. The results of the study show that the reward and punishment method in developing early childhood emotional abilities carried out by PAUD Darul Amani Kosambi is going well

even though the two have different methods. This method is well supported by the parents of the students. They also instill reward and punishment methods for their children in the house (Sulistyawati & Tesmanto, 2021).

## METHOD

The research method used in this study is the R&D method (Research and Development). The R&D method is divided into two stages: (1) Research (Research) and (2) Development (Development). R&D itself is the steps used in producing a certain product, assessing the effectiveness of the product or to develop a product or improve a pre-existing product. The development model to be used is the ADDIE development model. ADDIE model developed by One space Dick dan Carey includes five stages, namely Analysis, Design, Development, Implementation dan Evaluation (Vivien Pitriani et al., 2021). The media developed by the researcher is a media that aims to stimulate worship behavior in early childhood. The research was carried out at the Darul Muthmainnah Landfill in Kampong Gelumpang Payung.

Data collection techniques include validation of media and material experts as well as trials limited to children. Validation was carried out by two experts (one media expert and one material expert) using a Likert scale questionnaire (1-5). Sampling was carried out using snowball sampling. Technique Snowball sampling is a technique for determining samples that are initially small and then grow (Laut Mertha Jaya, 2020). The trial sample for this study was children aged 5-6 years, consisting of 20 children. The trial was conducted over three days, during which researchers observed first-hand the children's involvement with the board Reward. Data collection includes expert validation and child observation. Expert validation gathers expert opinions on the quality and feasibility of the developed product, ensuring it meets theoretical and practical standards before trial. Meanwhile, child observation involves systematically recording children's behavior and responses when using products, using structured observation instruments. The ADDIE development model can be seen in the following image:

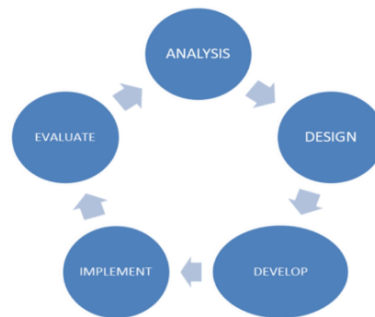


Figure 1. ADDIE Model Stages

ADDIE development model research procedure:

**Analysis Stage:** At this stage, the researcher conducted direct observation at the Darul Muthmainnah Landfill with the main respondents, namely children aged 5-6 years. Researchers identified challenges in learning, found that there is a lack of learning media to stimulate worship behaviour in early childhood.

**Design Stage:** The researcher designed the initial design of the media in the form of a reward board aimed at stimulating early childhood worship behaviour. Media design is made visually appealing, with cheerful images and colours that are appropriate to children's development. In addition, the researcher developed a simple flow of using reward boards (children get stickers every time they behave in worship), and developed validation instruments that will be used by media experts and material experts.

**Development Stage:** At this stage, the design of reward board media is developed into a product that functions to stimulate early childhood worship behaviour. The initial trial was carried out with the following steps: a) Making a reward board with visual elements and a reward mechanism that suits the characteristics of the child. b) Validation by media experts,

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subject matter experts and children's observations to assess the feasibility of content, visual design, and the effectiveness of media in motivating worship behaviour in early childhood. c) The product is revised based on expert input to make it more suitable, attractive, and effective for early childhood learning purposes.

**Implementation Stage:** Reward board media was tested on children at the Darul Muthmainnah Landfill. This trial aims to evaluate children's responses, levels of involvement, and the extent to which the media is able to attract interest and stimulate worship behaviour effectively. Observation and data collection were carried out to assess the effectiveness of the use of reward boards in motivating children to behave in worship according to expectations.

**Evaluation Stage:** At this stage, the researcher conducts a feasibility assessment of the reward board media based on the validation results from media experts and subject matter experts as well as observation data during the AUD trial. The evaluation was carried out to calculate the percentage of media suitability to determine the effectiveness and harmony of media in stimulating early childhood worship behavior. The results of this evaluation form the basis for the decision of the feasibility of using the media widely or further improvements.

Table 1. Expert Team Validation Feasibility Scale

| Conversion Value | Presentase | Criterion       |
|------------------|------------|-----------------|
| 5                | 81-100%    | Highly Worth It |
| 4                | 61-80%     | Proper          |
| 3                | 41-60%     | Nervous         |
| 2                | 21-40%     | Not Eligible    |
| 1                | 0-20%      | Very Unworthy   |

The overall eligibility of the reward board to stimulate early childhood worship behavior is determined using the following percentage formula:

$$P = \frac{F}{N} \times 100\%$$

With:

P = Percentage of respondents' answers in each statement item

F = Number/frequency of respondents' answers

N = The maximum number/highest score of respondents' answers on each statement

The assessment criteria in the children's trial aim to measure the extent to which the aspects of worship delivered through the reward board can be achieved. The trial was carried out by directly observing the response and level of children's involvement, especially in capturing worship behavior. This assessment uses indicators contained in a structured observation sheet, where each score reflects the level of activity of children in responding to the content and learning activities.

## FINDINGS AND DISCUSSION

This research develops visual learning media in the form of reward boards that function as a means to stimulate worship behavior in early childhood. The development process uses a research and development (R&D) methodology with a mixed method approach, which combines quantitative and qualitative techniques and follows the stages with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The ADDIE model was chosen because it has a systematic, structured, flexible, and evaluation-based framework that supports the development of effective learning and is oriented to user needs.

### Stages of Analysis



This research aims to identify the need for effective learning media and be able to instill religious values, especially worship in early childhood. The analysis stage is carried out through direct observation. Based on the results of observations that have been made, there is a problem, namely the lack of learning media that can stimulate early childhood worship behavior at the Darul Muthmainnah Landfill.

### Design Stage

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After analyzing the needs of children through observation, the researcher then designed materials for *the reward board* regarding children's worship and made a reward board design on *Canva*, then designed a grid of validation sheets. The initial design of the reward board media developed by the researcher is as follows:



Table 2. Initial Plan of the Reward Board

| Yes | Picture  | Information  |
|-----|--|--|
| 1   |   | <p><i>The Reward Board</i> is used to monitor and reward children's worship activities in 1 day for 10 children. There are 10 columns to attach the stars. The activities assessed include performing ablution before prayer, performing prayers, memorizing short letters, reading daily prayers, saying good words (Thank you, sorry, please and excuse me) and helping each other with friends and sharing. The bottom column is where you can fill in rewards.</p> |
| 2   |  | <p>Stars that will be given to children to be pasted after doing worship activities.</p>   |

**Development Stage**

At the development stage, *the reward board* is developed based on the initial concept that has been compiled. Development is done using *the Canva* app and includes pre-created materials. The initial product was then validated by one material expert and one media expert.

Table 3. Reward Board View at Revision

| Yes | Picture   | Information   |
|-----|---|---|
| 1   | <p>Revision 1</p>   | <ol style="list-style-type: none"> <li>1. Make pictures in each activity so that it is easy for children to understand.</li> <li>2. Create columns to fill in your name, age and reward place.</li> <li>3. Create a column sticking to the star for 1 week.</li> <li>4. Activities are further clarified</li> <li>5. Stars make it more colorful</li> </ol> |
| 2   | <p>Revision 2</p>   | <ol style="list-style-type: none"> <li>1. Create a name for the reward board</li> <li>2. Choose a more specific source.</li> <li>3. Create columns for month and week contents</li> <li>4. Create instructions for using the reward board</li> </ol>  |



3 Revision 3



The reward board with the title "Bintang Langit" is ready for validation.

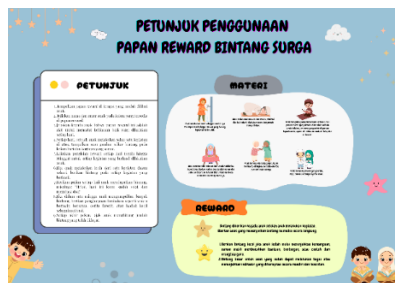
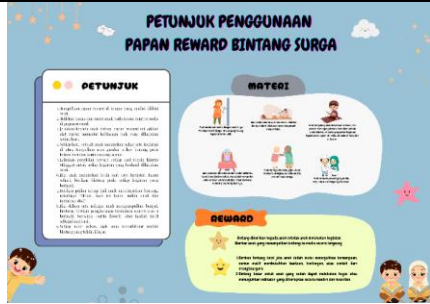


Table 4. Reward Board Display After Validation

| Yes | Picture | Information   |
|-----|---------|---|
| 1   |         | <p>Front reward board. With the title "Bintang Langit" which is used to monitor and reward children's activities every day of the week. There are columns to fill in your name, age, and desired gift. The activities assessed included performing ablution, performing 5 prayers, memorizing short letters, reading daily prayers, getting used to commendable behavior, and dressing neatly and politely. Every day of the week there is a box to put a star to mark the achievement of the activity. At the bottom there are columns for what month and week. The goal is to provide positive motivation to children to routinely carry out good activities.</p> |
| 2   |         | <p>The back board contains instructions for using the "Stars of Heaven" reward board including how to attach the board, write the child's name, explain the purpose of the reward, give small and</p>   |



large stars as a sign of achievement, and evaluate the weekend by counting the stars earned by the child. In addition, there are activity materials and examples of activities that children can do to get rewards.

3



Stars are used as a reward given to children when they have carried out worship activities well.

The results of the validation of the material experts showed a feasibility value of 100% with the assessment criteria very feasible to use without revision. The validation of media experts obtained a feasibility score of 92% with the assessment criteria being very feasible to use without revision.

**Implementation Stage**

The implementation stage is a trial stage of the media that has been developed and has been revised in the media and has been validated by media expert validators and material expert validators. The trial was carried out to see if children's worship behavior would be stimulated by the existence of reward board media. The experiment conducted by the researcher directly used the reward board that had been made by the researcher and filled out the children's observation sheet.

Table 5. Reward Board Trial Value and Percentage Details

| Day    | Respond   | P1-P5 Statement | Total Score | Percentage | Maximum score | Average |
|--------|-----------|-----------------|-------------|------------|---------------|---------|
| First  | D         | 1,1,0,0,1       | 3           | 60%        | 5             | 57,14%  |
|        | ZAZ       | 1,1,0,0,1       | 3           | 60%        | 5             |         |
|        | On the    | 1,0,0,0,1       | 2           | 40%        | 5             |         |
|        | A         | 1,0,0,0,1       | 2           | 40%        | 5             |         |
|        | HQ        | 1,0,0,1,1       | 3           | 60%        | 5             |         |
|        | HIS       | 1,0,1,0,1       | 3           | 60%        | 5             |         |
| Second | NS        | 1,0,1,1,1       | 4           | 80%        | 5             | 80%     |
|        | AS        | 1,0,1,1,1       | 4           | 80%        | 5             |         |
|        | ARH       | 1,1,0,1,1       | 4           | 80%        | 5             |         |
|        | RAA       | 1,1,0,1,1       | 4           | 80%        | 5             |         |
|        | RN        | 1,0,1,1,1       | 4           | 80%        | 5             |         |
|        | NH        | 1,0,1,1,1       | 4           | 80%        | 5             |         |
|        | IN        | 1,1,0,1,1       | 4           | 80%        | 5             |         |
| Third  | HH        | 1,1,1,0,1       | 4           | 80%        | 5             | 94,29%  |
|        | IP        | 1,1,0,1,1       | 4           | 80%        | 5             |         |
|        | VA        | 1,1,1,1,1       | 5           | 100%       | 5             |         |
|        | MF        | 1,1,1,1,1       | 5           | 100%       | 5             |         |
|        | JAZ       | 1,1,1,1,1       | 5           | 100%       | 5             |         |
|        | MF        | 1,1,1,1,1       | 5           | 100%       | 5             |         |
|        | AR        | 1,1,1,0,1       | 4           | 80%        | 5             |         |
| KU     | 1,1,1,1,1 | 5               | 100%        | 5          |               |         |

Based on observations made by researchers, it was concluded that children were more enthusiastic and stimulated in their worship behavior when using reward boards compared to conventional methods. This can be interpreted due to several factors, including the design of a visually appealing reward board with the use of cheerful images and fun colors that adapt to the stage of early childhood development, so that the media is able to attract children's attention effectively. In addition, the reward mechanism in the form of a simple but

meaningful star sticker provides positive motivation directly to children, so that they feel appreciated and encouraged to repeat good worship behavior. The active involvement of children in the process of collecting stars and selecting rewards also creates a pleasant learning experience and encourages children to participate consistently in worship activities. The success of this media in stimulating worship behavior in early childhood shows that the combination of attractive visual aspects and the right reward system is essential in supporting the development of religious character and values from an early age.

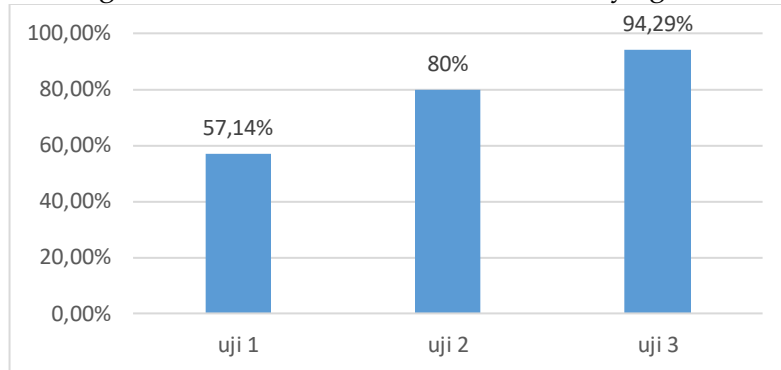


Figure 2. Comparison Chart of Trial Results in Children

### Evaluation Stage

The evaluation stage is the final stage of research using the ADDIE model. At this stage, the researcher looks at the extent of the success of the use of reward board learning media to stimulate early childhood worship behavior at the Darul Muthmainnah TPA Aceh, Tengah. During the trial, no difficulties were found faced by the students, because in the process of implementing the use of media was facilitated and accompanied by researchers. Based on the results of the validation of material experts and media experts related to product development, it is considered appropriate and feasible to be used as a learning medium to stimulate early childhood worship behavior at the Darul Muthmainnah Tanah TPA, Central Aceh.

### CONCLUSIONS

This study developed reward board media as a tool to stimulate early childhood worship behavior at TPA Darul Muthmainnah, Central Aceh. By using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The analysis was carried out at TPA Darul Muthmainnah to identify the need for effective learning media and be able to instill religious values, especially worship in early childhood. Then design materials for the reward board about children's worship and create a reward board design in Canva, then design a grid of validation sheets. Validation from subject matter experts and media experts shows that this medium is highly feasible, with a feasibility score of 100% and 92%, respectively, which means that this product has met the quality and suitability standards of content and visuals to support early childhood learning. The three-day trial with 20 children showed a very positive response, with engagement rates ranging from 57.14% to 94.29%, proving to be more effective in stimulating worship behavior than conventional learning methods such as lectures, as children feel motivated to actively participate through fun learning experiences and real rewards. And produce a reward board media that contains daily worship values, such as prayer, reciting and behaving well. The reward board is designed to have attractive visual elements, such as brightly colored images and shapes that are easy for children to understand, as well as a reward mechanism in the form of simple but meaningful star stickers as a positive reinforcement. The success of this reward board media does not only lie in the visual design and reward system, but also because of the learning approach that is appropriate to the child's developmental stage, provides the right motivation, and facilitates two-way interaction that can strengthen understanding and consistency of worship behavior. Thus, this reward board media not only serves as a learning tool, but also as an effective means of forming religious character and positive behavior from an early age.

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