

DEVELOPMENT OF INTERACTIVE LEARNING MULTIMEDIA IN IMPLEMENTING RELIGIOUS AND MORAL VALUES IN CHILDREN

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Abstrak: Penelitian ini dilatarbelakangi dengan adanya masalah pembelajaran yang dialami oleh guru Taman kanak-kanak Damhil Kota Gorontalo, yang mana Guru kesulitan dalam menanamkan nilai, agama dan moral pada anak dikarenakan keterbatasan dalam penggunaan media pembelajaran berbasis IT. Penelitian ini bertujuan untuk menanamkan perilaku nilai agama, dan moral melalui pembelajaran interaktif menggunakan *smart apps creator* yang mana nantinya akan dibuatkan materi yang dikemas dengan cerita, dan berisi kuis di setiap materi atau konten yang disampaikan sesuai dengan instrumen nilai agama dan moral. Metode Penelitian ini menggunakan desain penelitian *Research & Development* (R&D) menurut Borg & Gall dengan tahapan penelitian, 1) *need asesmen* 2) melakukan perencanaan 3) mengembangkan produk 4) uji coba lapangan awal 5) revisi produk 6) uji coba lapangan utama 7) revisi produk 8) uji lapangan, 10) revisi produk akhir. Adapun hasil penelitian ini yang diperoleh dari validasi ahli media yaitu 88.5% (sangat layak), validasi ahli materi 89% (sangat layak), validasi ahli pembelajaran 97.6% (sangat layak). Hasil uji coba penilaian media pembelajaran pada uji coba kelompok kecil yaitu 82,09% (sangat layak) dan pada uji coba lapangan besar adalah 88,89 %. (sangat layak). Berdasarkan hasil tersebut maka produk dikatakan layak digunakan.

Kata Kunci: *Multimedia Pembelajaran Interaktif, Nilai Agama dan Moral, SAC (Smart App Creator), Anak Usia Dini.*

DEVELOPMENT OF INTERACTIVE LEARNING MULTIMEDIA IN IMPLEMENTING CHILDREN'S RELIGIOUS AND MORAL VALUES

Abstract: This research is motivated by the learning problems experienced by the Damhil Kindergarten teacher in Gorontalo City, where the teacher has difficulty in instilling values, religion and morals in children due to limitations in the use of IT-based learning media. This study aims to instill the behavior of religious and moral values through interactive learning using smart apps creators which will later make material that is packaged with stories, and contains quizzes in every material or content delivered in accordance with religious and moral values instruments. This research method uses *Research & Development* (R&D) research design according to Borg & Gall with research stages, 1) need assessment 2) planning 3) product development 4) initial field trial 5) product revision 6) main field trial 7) product revision 8) field test, 10) final product revision. The results of this study obtained from media expert validation,

namely 88.5% (very feasible), 89% material expert validation (very feasible), 97.6% learning expert validation (very feasible). The results of the learning media assessment trial in the small group trial were 82.09% (very feasible) and in the large field trial it was 88.89%. (very worth it). Based on these results, the product is said to be suitable for use.

Keywords: Interactive Learning Multimedia, Religious and Moral Values, SAC (Smart App Creator), Early Childhood.

PENDAHULUAN

The formation of good behavior is certainly not only obtained instantly but requires time, process, and stimulation from good *role models* appropriately and continuously (Cahyaningrum., dkk 2017). The formation of good behavior is also related to developing religious and moral values and laying an excellent spiritual foundation for children from an early age (Ulfa & Na'imah, 2020; Nurlaeni & Juniarti, 2017). The development of religious and moral values is a critical aspect in preparing a generation that is not only intelligent in knowledge (IQ) but also has soul-spiritual a good(SQ) in harmonizing national and religious life (Sajadi, 2019).

The development of values, religion, and morals certainly requires various supports. The role of educators and families in helping to put religious and moral values is essential considering that children's psychic and functions are susceptible (Didik, 2015). Not only that, the development of children's religious and moral values involves several attitudes and behaviors such as being honest, polite, respectful, and helpful (Nurwita, 2019).

Lately, news has surfaced on television about the murder of children against their biological parents, even just because they are not given pocket money or other purposes. Of course, this news caught the attention of several educators and researchers to examine more deeply the behavior caused by children so that they can commit such heinous acts.

The erosion of children's morals results in various impacts, one of which is that children are accustomed to telling lies and are not disciplined until when they grow up, it will cause harm to both themselves and their parents and the nation (Harto, 2016). Therefore, it is essential to have reasonable religious provisions in formulating one's behavior to do good and not to take what is not their right to always tell the truth in the implementation of daily life (Suyadi, 2019)

Since the coronavirus outbreak in March 2020, the whole world has been experiencing some economic problems and has touched the realm of education, which is none other than all levels of education in the world (Nasution, Erlina, dkk, 2020). A typically carried out life

suddenly turns into *Work From Home* (WFH) and *Study From Home* (SFH). Unusual activity demands several people to switch to using technology in carrying out their daily activities, especially in the education sector (Firman et al., 2020).

The development of information technology in the pandemic globally, which increased, provides challenges for all areas of life. Almost all activities are always in direct contact with information and communication technology devices Watnaya et al., (2020). However, unfortunately, the education sector has not taken full advantage of these technological advances, especially teachers. Currently, technology is increasingly advanced. Therefore the world of education must also follow the development of existing technology (Firman, 2020).

The results of interviews conducted at Damhil Kindergarten that the learning carried out during the pandemic only used virtual zoom meetings, but it was rare for teachers to prepare learning videos so that when zooming took place, it was difficult for children to concentrate and did not leave the virtual room a little, so that when providing non-conductive activities. Especially on values, religion, and moral actions, which are only done by praying before starting the move, very little is mentioned for activities related to morals and religion due to difficulties in bringing order to children when carrying out activities.

This is, of course, in line with the results of research conducted by (Kim, 2020) that it is essential for teachers and students to have the opportunity and skills in carrying out online learning, given the slight concentration of children. The experiences of children and teachers for efficient online learning and activities can be supported by appropriate instructional strategies to create conducive online learning.

In this study, of course, referring to the Strategic Plan of the State University of Gorontalo, 2019, innovation in learning is very much needed. Because researchers want to make materials teaching using interactive multimedia learning to instill religious and moral values in children through the application *Smart Apps Creator* (SAC). The application *Smart Apps Creator* (SAC) facilitates teachers to display interactive learning multimedia in the form of *powerpoints* equipped with material descriptions, learning videos, pictures, animations, diagrams, tables, and voice narrations. There are times when during online learning, the teacher only provides teaching materials/modules in the form of power points that are not edited without an attractive appearance.

With the application, your *Smart Apps Creator* (SAC) can change the appearance of *PowerPoint* by filling out the menu of learning materials, exercises, *games*, and evaluations, by including image, audio, and video files to make them more attractive for presentations. So the purpose of this research is to develop interactive learning multimedia using the *Smart Apps Creator* (SAC) application to establish children's values, religion, and morals.

METODE

This study used a research and development approach. While the development model used is the development model *Research & Development* (R & D) (Borg, & Gall, 1983) which consists of ten steps, including (1) Conducting research and gathering information or need assessment (library review, subject observation, preparation of the main problem reports) (2) Planning (defining skills, formulating goals, determining the order of teaching, and small-scale trials) (3) Developing initial product forms (preparing training models, preparing handbooks, and evaluation equipment) (4) Conduct preliminary field tests (5) Revise the main product (according to the suggestions from the initial field test results) (6) Conduct main field tests (7) Revise the product (based on suggestions and test results main field). (8) Field test (9) Final product revision (10) Prepare reports and publish research results.

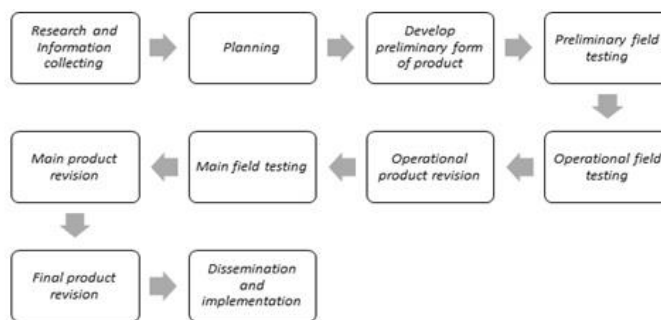


Figure 1. The steps of using the method *Research and Development* (R&D) (Borg, & Gall, 1983)

RESULTS AND DISCUSSION

Multimedia development of learning instilling values, religion, and morals in children is carried out in Damhil Kindergarten teachers, Gorontalo City. Multimedia learning is essential for teachers and prospective teachers; 100% of teachers agree that teaching materials are made using learning multimedia in instilling values, religion, and morals in children. Multimedia learning has carried out expert validation tests, including multimedia experts,

learning experts, and experts on developing values, religion, and morals. Learning multimedia trials were carried out with small field trials, medium field trials, and extensive field trials.

The results

of this research are indeed carried out by the steps of development research, according to Borg & Gall. The teacher needs interaction to see the extent of multimedia learning, so the researcher conducts a needs analysis (*needs assessment*). The needs analysis was performed by distributing questionnaires to 25 respondents, teachers of kindergarten damhil Gorontalo City, by providing the questions that describe the problem of research that aims to identify unneeded or embed multimedia interactive learning in religion and moral values. The following are the results of the needs analysis obtained.

Table. 1 Results of Needs Analysis

No	Item	Score	Total Score	%
1	Do you apply the Behavior of Values, Religion, and Morals?			
	Yet	0	0	0
	Yes, Never	10	10	100
	Always	0	0	0
2	How Application Behavior Values, Religion and Moral?			
	Fun	6	10	66
	Ordinary	5	10	55
	Boring	0	0	0
3	Activities Religious and Moral Values What kind of activities are implemented in schools?			
	Serious	0	0	0
	Fun	0	0	0
	Other, please specify....	10	10	100
4	learning resources have you used for value, religious and moral activities? (please choose more than one)			
	Package book	0	0	0
	LKS	10	10	100
	Internet	0	0	0
	Electronic book (e-book)	0	0	0
	Learning videos	0	0	0
	learning comics	0	0	0
	Other, please specify...	0	0	0
5	Do you have a unique handbook for Values, Religion, and Moral activities?			

	Yes	10	10	100
	No			
6	Have you ever provided Value, Religion, and Moral activities using LCD and Projector?			
	Yes	0	0	0
	No	0	0	0
	Sometimes	10	10	100
7	Do the Value, Religion and Moral activity book would you please provide an overview that makes it easier for children to understand values activities			
	Yes, reasons...	10	10	100
	No, Reasons....	0	0	0
8	Has there ever been an evaluation related to learning values, religion, and morals			
	If yes, please state....	10	10	100
	No, please specify...	0	0	0
9	If interactive multimedia-based learning is made to introduce religious and moral values			
	Do you agree?	10	10	100
	Disagree?	0	0	0

The results of the needs analysis in table 1 state that out of 10 teachers, the fact is that 100% have implemented Value, religious and moral activities. For the process of applying Behavioral Values, Religion, and Morals, from 10 teachers, 66% answered pleasantly, and 55% responded usually. Activities of Religious and Moral Values Like what is implemented in schools, out of 10 teachers, 100% answered by exemplifying their behavior. Learning resources used in values, religion, and moral activities from 10 teachers 100% answered using LKS. Does the school have a particular book for values, religion, and moral actions? 100% of the teachers answered yes. Do activities learning value, religious and moralize LCD and projectors, from 10 teachers 100% answered sometimes. Does the book illustrate that children understand activities related to values, religion, and morals? Ten teachers 100% answered Yes because some children can pray without being led, and some can say and answer greetings and throw garbage in its place. There has never been an evaluation of learning related to values, religion, and morals. 100% of the teachers answered Yes by conducting an assessment of each child while studying at school. If interactive multimedia-based learning is made in introducing religious and moral values, 100% of the answers agree.

The questionnaire results show that teachers want interactive multimedia learning to teach children values, religion, and morals.

Feasibility of the Model

The feasibility of the model is done by designing learning about values, religion, and morals using *smart apps creators*. As for the design of the application for the cultivation of values, religion, and morals.

Home Page



Display Material List



Display Quiz List Display



Feasibility assessment This interactive multimedia learning model using *smart apps creators* in growing children's values, religion, and morals is carried out by giving questionnaires to media experts, material experts, and learning experts. Each expert assesses to provide improvements to the improvement of media and materials on values, religion, and morals. To produce a good model. The final result of the expert test assessment obtained the following results.

Media Expert Validation Media

expert validation is carried out by providing a questionnaire informing the questions of 18to experts/experts who are qualified in their fields. The following are the results of media expert validation.

Table. 2 Media Expert Validation

Assessment Criteria	Total Criteria	Per	Score Max	%	Category
Software	52		61	86	Very feasible
Audio-visualAudiovisual media	109		121	91	
Total number	161				
Maximum score	182				
Percentage	88.5 %				
Criteria	Very feasible				

From Table.2, the results of media expert validation state that 86% very decent category. Meanwhile, in media, it audio-visual got a score of 90% with a very proper type. The average score of all aspects is 88.5% which is categorized as very feasible.

Material Expert Validation Material

expert test assesses material and value activities, moral religion in children with a rating scale of 1 to 5. The results of the assessment are as follows.

Table. 3 Material Expert Validation

Assessment Criteria	Total Per Criteria	Score Max	%	Category
Learning Design	87	91	89	Very feasible
Total total	87			
Maximum score	91			
Percentage	89%			
Criteria	Very feasible The			

Data from material expert validation on value, religion, and moral learning design obtained 87 with a maximum score of 91. They got a percentage result of 89% with very decent criteria.

Validation of Learning Experts Learning

experts are carried out to see how the quality of content and objectives, instructional quality, and technical quality is on a scale of 1 to 5. The following are the results of the exam learning expert.

Table. 4 Validation of Learning Experts

Assessment Criteria	Total Per Criterion	Score Max	%	Category
Quality of content and objectives	50	50	100	Very feasible
Instructional media	60	61	98.4	
Technical quality	67	71	94.3	
Total number	177			
Maximum score	182			
Percentage	97.6%			

Based on the table. 5 results of the assessment of value, religion, and moral learning, on the Quality Content and Objectives criteria 100% with a very decent category. At the same time, the Instructional Quality criteria are 98.4%, with a perfect variety. On the technical quality criteria, 94.4% with a very decent type. So that the average score of all standards is 97.6% which is categorized as very feasible.

Product Trial Results

Researchers conducted product trials by the development stages of Borg & Gall, in which the first stage trial or small field trial was conducted with five Damhil Kindergarten teachers. Materials created using *smart apps creator* played through a zoom meeting. The researcher explained the contents of the interactive learning media, starting from the interface design to the final design, along with the devices/buttons used. The content of the media trial contains three topics: 1) the value button, 2) the Moral button, 3) the Religion button; each button will be equipped with materials/activities in the form of videos or images. Then the media is also equipped with interactive quizzes.

Then the revision was carried out and entered the second stage of the trial, or the main field trial, in the field trial consisting of 10 teachers from Damhil Kindergarten. The second stage of the test is a revision of the first stage of the test, with improved media design, materials, and learning.

This product trial was carried out by applying interactive learning media made through expert/expert validity tests related to media, materials, and learning by providing an instrument grid in the form of a questionnaire. The following are the results of product trials.

Table. 5 Group Trial Product

Trial Category Trial	Score	Criteria
Small group trial	82.09%	Very feasible
Large group trial	88.89	Very feasible

Product trial results for Kindergarten teachers Taken based on table 5. categorized as very feasible if $X > 80\%$; sieve if $60,01\% < X < 80\%$; enough if $40,01\% < X < 60\%$; less if $20,01 < X < 40\%$ and very less if $X < 20\%$.

The average eligibility score by the Damhil Kindergarten teachers who filled out the learning media assessment questionnaire in a small field trial of 5 people was 82.09%, which is in the very feasible category. The assessment consists of 2 teachers giving a proper evaluation and 31 students sharing an adequate evaluation.

Then still in table 5, it appears that the average score of eligibility by the Damhil Kindergarten teachers who filled out the learning media assessment questionnaire in a large field trial totaling ten teachers was 88.89% which means it is in the very feasible category.

The assessment consists of 2 teachers giving a proper evaluation and eight other teachers giving a very decent evaluation. Thus, interactive learning media based on *smart apps creators* introducing children's values, religion, and morals are suitable for use as learning media.

Discussion

Learning using interactive multimedia through *smart apps creators* for early childhood teachers amid this pandemic is very much needed, especially in instilling values, religion, and morals in children. Because the inculcation of values, faith, and morals cannot be done just verbally, but some meanings can be felt by students, in this pandemic period, teachers can take advantage of application features by adding images, videos, writings, and animations that appear on interactive multimedia learning that has been created (Amri, 2016). This interactive learning produces a reciprocal response between the child and the teacher, such as the child asking for pictures and animations when the teacher tests the material for religious and moral values, the children can also make movements according to the activities in the spirit, such as singing while praying by moving the limbs, so that the information seen is easy to understand (Rofiq, Mahadewi, & Parmiti, 2019). The response that arises from the child to the teacher or vice versa improves the quality of learning the better, and of course, the development of children in knowledge increases (Darnawati, Dkk, 2019).

The teacher seemed severe and enthusiastic about learning when the trial was conducted because the interactive multimedia understanding was exciting and suitable for early childhood amid the COVID-19 pandemic. This is indicated by the high average score of the learning media assessment indicator in the small field trial of 5 teachers is 82.09% (very feasible), and the assessment of learning media in the large field trial of 10 teachers is 88.89%. (very worth it). Of course, this is in line with the results of research that has been carried out by (Amanda, 2019) that through interactive learning media can foster interest and interest for those who see, in this study, enthusiastic teachers were seen who were eager to provide and describe ideas related to the cultivation of values. , religion and morals in children. It was also noticed that the results of children's cognitive development increased to 80%.

This interactive multimedia learning is made, of course, adapted to the material and activities according to the stages of the child's age. The material included in the application is

material related to values, religion, and morals. In the value button, the teacher creates animated examples that describe the character of each individual. In the application animation, the teacher also completes a short story, "an honest child." Then on the religion button, children will be introduced to the diversity of religions and each religion's teachings, which is equipped with pictures, audio and animation, and moral controls. Children are taught how to behave morally and immorally when living in society, packed with stages of thinking according to the child's age. Kohlberg states, "*The components of moral education that must be known, namely moral behavior (how someone behaves), moral emotion (what someone feels after doing something), moral judgment (the reason people use in making decisions).*" This means that moral behavior is shown how someone behaves; moral emotions are something that someone feels after doing then moral reasons are the reasons used to make decisions (Prasetya, 2020). So, in this case, moral development in children, even during a pandemic, is highly recommended and still carried out through various interactive media.

Through this media, teachers are expected to prepare their materials with the help of computers and utilize technology appropriately. This media is also expected to train teachers to maximize the use of sensory devices for learning by the advantages of interactive multimedia, as expressed by Widyatmojo & Muhtadi, (2017) Interactive learning multimedia is a learning program that combines text, images, videos, animations, etc., which are integrated with the help of computers used. To achieve learning objectives and users can interact with the program actively. The teacher can teach in the desired order so that it can attract children's interest in learning.

Through interactive multimedia, the teacher can choose the desired way of learning for himself, which can be adapted to the child's needs. Teachers can select interesting themes and sub-themes to be used. This is because the function of learning multimedia is that the user can control and control the rate and sequence of activities carried out during learning using interactive learning multimedia (Rahman & I Nyoman, 2020).

At the time of the trial, the researcher reminded the teacher to explain each menu because the children who will receive this material are early childhood; if the children cannot operate the media provided, the teacher should give a tutorial first. As we know, Piaget said that the developmental stages of children aged 4-6 years are in the pre-operational phase, meaning that children cannot think using logic or change, combine, or different ideas or thoughts (Sulaiman, Ardianti, & Selviana, 2019).

The final part of the development of multimedia learning is the availability of quizzes or simple questions to see the differences in students' abilities before and after doing

activities. as we know that interactive learning multimedia is able to increase students' motivation and learning achievement (Dwiqi, Sudatha, & Sukmana, 2020).

Di atas telah dibahas dari sisi aplikasi yang digunakan, dari segi pembelajaran itu sendiri terkait perkembangan nilai, agama dan moral, Guru bisa memberikan ulasan terkait isi dari aplikasi tersebut, seperti huruf hijaiyah, guru menunjukkan huruf “qaf” yang tertera di aplikasi dan anak-anak menjawab bahwa itu huruf Qaf tidak hanya itu, Guru meminta anak secara sukarela menyebutkan huruf-huruf hijaiyah yang ada di aplikasi, sehingga anak termotivasi dalam menyebutkan. Tentu hal ini sejalan dengan hasil penelitian yang telah dilakukan oleh

CONCLUSION

This research concludes that interactive multimedia learning in instilling values, religion, and morals in children using smart apps creator applications, is declared feasible. This can be seen from the results of media expert validation, namely 88.5% (very worthy), material expert validation 89% (very worthy), 97.6% Learning expert validation (very worthy). The learning media assessment trial results in the small group trial were 82.09% (very worthy), and in the large field trial, it was 88.89%. (very worth it). This study, of course, is far from perfect, and there are still many shortcomings; researchers hope that when developing this media, it is necessary to pay more attention to problems technical that may occur so that later when given to early childhood, children can receive material/activities quickly and happily. Because many animations attract children's interest. The researcher also hopes that this research can be a reference in the development of the further investigation.

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