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BING AND VLOG IS VERY NICE: DEVELOPMENT OF ICT AND USEFULNESS IN ISLAMIC LEARNING IN EARLY CHILDREN

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ABSTRAK

Tujuan penelitian ini adalah mengetahui bagaimana pengembangan ICT serta kebermanfaatannya di TK Ibrah Malaysia. ICT ini dikembangkan untuk pembelajaran dan perkembangan bahasa. Pemanfaatan ICT telah disesuaikan dengan kurikulum di TK Ibrah agar target RPH tercapai, karena TK Ibrah adalah TK *full day* semi daycare sehingga pembelajaran bahasa dirasa penting karena komunikasi tersebut digunakan sehari-hari. TK Ibrah Malaysia menggunakan bilingual Melayu dan Inggris, maka dari itu perkembangan bahasa anak harus diperhatikan untuk komunikasi sehari-hari. Metode penelitian ini menggunakan penelitian pengembangan milik Borg and Ghall yang memiliki 10 langkah, namun hanya ditempuh hanya 7 langkah sesuai dengan petunjuk Ardhana. Uji coba kecil dilakukan dengan melibatkan 6 orang anak dan uji coba besar dilakukan dengan melibatkan 35 anak. Teknik pengambilan data adalah kualitatif dan kuantitatif. Data yang diambil adalah keamanan ICT, mudah dilakukan dan menyenangkan untuk anak. Hasil dari penelitian ini bahwa ICT sangat membantu baik guru dan anak untuk proses belajar mengajarnya, perkembangan bahasa anak juga terbantu dengan adanya ICT ini. Kesimpulan dari penelitian ini adalah ICT dapat digunakan namun harus disesuaikan dengan kebutuhan dan tingkat usia anak.

Keywords:
ICT;
LEARNING;
ISLAMIC
KINDERGARTEN

ABSTRACT

The purpose of this study is to determine the development of ICT in TK Ibrah Malaysia and its benefits. ICT was developed for language learning and development. The use of ICT has been adjusted to the curriculum at Ibrah Kindergarten so that the RPH target is achieved. Because Ibrah Kindergarten is a full-day semi-daycare kindergarten, language learning is considered important because there is communication every day. Ibrah Malaysia Kindergarten is bilingual in Malay and English.Only seven of the ten steps in Borg and Ghall's development research methodology—which is used in this study—are carried out in accordance with Ardhana's directions. A small experiment involving 6 kids and a big trial involving 35 kids were both conducted. Both qualitative and quantitative data collection methods are used. The data collection is child-friendly, safe for ICT, and simple. The findings of this study demonstrate that ICT is very beneficial for both teachers and students in the teaching and learning process, and that ICT also aids in children's language development. The conclusion from this research is that ICT can be used but must be adapted to the needs and age level of the child.

PENDAHULUAN

It is impossible to deny the use of technology nowadays, particularly in the modern era. Many young people overnight have a keen interest in technology, but this interest does not necessarily translate into technological literacy. Technology can negatively affect kids, especially young kids, if it is not used under parental supervision and with instructor guidance. We all know that early infancy is a period when the brain absorbs information (Montessori: 2013), therefore anything parents or teachers do will be taken in by the child since kids are naturally mimickers, especially of what they observe. Without parental supervision, children use applications, therefore it's probable that what they see will be stored in their brains (Sulyandari, 2019).

Since the advent of computers, there have been both benefits and drawbacks to using technology in early childhood education. Some people concur because they think it's hip and up to date, but others disagree since it's too early to introduce kids to computers. Because children's motor skills are mainly employed for typing, not writing, they cannot write properly (Sulyandari, 2020). Despite the fact that writing practise is crucial for kids to improve their motor abilities.

Information and communication technology, or ICT for short, is crucial to the growth of actual economic sectors in the modern world. ICT is essential to the growth of the educational sector, not just in the economic or industrial sectors. ICT plays a very significant part in education in terms of the advantages and benefits it offers. Flexible schools that will employ ICT for instruction and assessment, such as report cards. Report cards for kids don't have to be in narrative format; they can also be in digital (video). ITC helps to create the curriculum, so teachers are able to offer students to study abroad without having to travel to their home country (Kibirige, 2023). Of course, this reduces expenses. ICT can help kids improve their language skills, of course under teacher supervision.

The following conclusions were reached based on the findings of research observations: (1) Tadika Ibrah is a full-day kindergarten; (2) parents commit their children entirely to teachers at Tadika Ibrah from dawn till dusk; (3) complete education (4) Learning in Ibrah exclusively takes place in the classroom and starts with morning bathing, studying, praying, eating, evening bathing, and going home. Day is

learning like in Indonesian Kindergarten, but there is skill learning such as taking care of oneself (bathing and praying). (5) The RPH (Daily Learning Plan) aim has not been met, according to pre-research observations, because students are particularly excited about free drawing while in class. (6) Schools target youngsters to be able to accomplish it slowly rather than rapidly in order to accommodate the child's development. Some of them attend classes in bathing. This leads to the conclusion that although Tadika Ibrah Malaysia School appears to be a second home for children, due to the repetitive activities, children get weary of taking part in everyday learning.

The following findings were made based on the results of interviews with Teacher Tadika Ibrah Malaysia. Teachers want learning to be flexible so that it is not monotonous. Teacher Tadika Ibrah Malaysia wants technology-based learning because, in addition to children who still enjoy drawing by hand, this allows for collaborative learning. LCD facilities are excellent, but digital material design has not yet been put into practise.

The use of ICT in education can help students better understand abstract concepts, improve their understanding of the subject being taught in class, and foster pleasant connections between teachers and students. The delivery of some content can at least be more engaging. ICT is a source of curriculum and content that can provide greater access to knowledge in a limitless number of ways (Weber, 2023).

Teachers can use ITC to conduct remote meetings, seminars, and virtual gatherings, or to take pupils to far-off locations. Through computer-based tests, teachers can assess students' abilities. At least computerised exams can produce accurate exam outcomes. ICT plays a significant role in education to deliver better educational advancement. ICT help can at least raise the calibre of highly competitive school graduates. In addition, ICT promotes motivation and engaging learning techniques that keep students' attention.

Researchers will develop language learning (retelling) for children through ICT by watching the movie Bing with Flog because discussions between educators and researchers revealed that ICT can be applied in language learning, such as retelling, describing what has been seen, etc.

METODE

The site for the small trial research is in Tadika Ibrah, Penang, Malaysia. Six kids from the first, second, and last roll call numbers participated in small group experiments. To determine how successful the development has been so far and what flaws need to be fixed before this product can be used in field tests (big groups), small group tests are conducted. Children with special needs were not included in this tiny trial. A major experiment with 36 kids in each class was conducted without including any kids with severe needs.

Researchers employed the research and development model from Borg and Gall (1983: 775) to carry out the development of learning to recognise numbers. This model includes ten steps, however the process outlined above is obviously not one that must be adhered to strictly. Every developer, according to Ardhana (2002: 9), has the freedom to select and define the actions that are best for him given the unique circumstances he encounters during the development process. Based on the best factors, researchers can also alter the procedures they are familiar with. The stages of development include:

(1) Research and information collecting-Includes review of literature, classroom observations, and preparation of report of state of the art, (2) planning-Incuding defining skills, stating objective determining course sequence, and small scale feasibility testing, (3) develop preliminary form of product-Includes preparation of instruction materials, handbooks, and evaluation devices, (4) preliminary field testing-Conductedin from 1 to 3 schools, using 6 to 12 subjects. Interview, observational, and questionnaire data collected and analyzed, (5) Main product revision –Revision of product as suggested by the prelymnary field-test result, (6) Main field testing-Conducted in 5 to 15 schools with 30 to 100 subjects. Quantitative data on subjects precourse and postcourse performance are collected. Results are evaluated with respect to course objective and are compared with control group data, when appropriate, (7) operational product revision-revision of product as suggested by main field-test results.

> These steps are modified into seven steps when one learns to recognise numbers, and they are as follows: (1) Conducting research and information collection (book reviews, classroom observations, report preparation on the main topic). (2) Execute planning via drafting activities on the circuit, which are subsequently assessed by

professionals. (3) Creating a circuit track as the original product shape after evaluation by early childhood learning specialists. (4) Conduct field trials (small group trials) on 6 children from group A. (5) Make revisions to the initial product based on the results of the main initial field trials (small group trials) (in accordance with suggestions from the results of the field trials beginning). (6) Conduct primary field trials with 35 subjects. (7) Carry out product revisions (based on suggestions from the main field test results).

All qualitative and quantitative data were collected. Class A teachers' ideas and input from expert reviews, as well as the findings of interviews with them during the early phase of the research, were used to collect qualitative data. Through surveys and directly observations, quantitative data from small group and big group trial data was gathered. What is seen is how simple it is to do, how much fun the youngster has doing it, and how safe it is for them to do.

The questionnaires, interviews, documentation, and observation techniques employed in this study's data gathering instruments included qualitative and quantitative methods. In order to gather qualitative data, questionnaires were utilised to analyse the following topics: (1) preliminary research (pre-research); (2) teacher evaluations of Ibrah's responses; (3) assessments of language learning development specialists. (4) Expert evaluation outcomes in the form of advice and input. Both small group trials and large group trials produced quantitative results. Specifically, quantitative data in the form of the percentage of expert responses to the product design being developed and the convenience, enjoyment, and safety of children when carrying out learning activities for children, is used in this research's data analysis technique. Expert advice and suggestions are used to revise the product design that is currently under development as qualitative data.

Tabel 1 Deskriptif Presentase

PRESENTAGE	DESCRIPTION	MEANING
76%-100%	Good	Use
56%-75%	Mildly	Repaired
40%-55%	Bad	Not use
<40%	Strongly Bad	Not use

RESULTS AND DISCUSSION

According to the pre-research findings, (1) teachers exclusively used paper and pencils to teach language skills, and (2) kids spent their entire day in the classroom because their school had a full day schedule. (3) Because Tadika Ibrah places more emphasis on free play and painting, teachers rarely employ alternative media, which is a learning innovation.

The following information was gathered from the findings of teacher interviews; Language instruction at Tadika Ibrah must be developed because, as teachers point out, it primarily focuses on reading and writing the Koran. The following are the processes for developing learning to recognise numbers: Children's songs are sung by the teacher, they are asked to keep quiet while participating in the activity, and they are asked to watch the movie Bing and Flog. (4) The teacher asks the students to describe what they saw and then draw what they saw when they have finished watching. The following small group trial statistics on this first product using 6 kids as test subjects will be presented:

Tabel 2. The results of small group trials are related to the convenience aspect

No	Rated aspect	Data obtained	
		Easy	difficult
1	Ease of children understanding the story	87%	13%
2	Make it easy for children to retell stories	90%	10%
3	Ease of children when answering questions from the teacher	98%	2%
	Average	**91,6%**	**8,3%**

Tabel 3. The results of small group trials are related to aspects of enjoyment

No	Rated aspect	Data obtained	
		Happy	Sad
1	Children's enjoyment when watching films	100%	0%
2	Children's pleasure when retelling	100%	0%
3	Children's enjoyment in carrying out the following activities such as cutting and pasting pictures according to the imagination (theme according to the film being watched)	90%	10%
	Average	**96,6%**	**10%**

Tabel 4. The results of small group trials are related to safety aspects

No	Rated aspect	Data obtained	
		Safe	Not safe
1	Child safety when watching films (viewing distance)	100%	0%
2	Child safety when watching films (movie duration)	100%	0%
3	Child safety when participating in sticking and cutting activities	100%	0%
	Average	**100%**	**0%**

As a result of observations made through the completion of questionnaires, experts have made the following recommendations: (1) Teachers should begin lessons with prayer in order to instill religious moral ideals. (2) The teacher leads the students through each task to help them comprehend the idea of many objects before they begin to recognise numbers. (3) In order to encourage children's thinking, teachers need to engage students more by posing and responding to questions about them.

Observations made during the activity process, relating to factors of ease, enjoyment, and safety for children engaging in these activities, were used to gather large group trial data for the development of learning to recognise numbers utilising subjects of 35 children. One teacher and researcher entered data by way of observation. The following table displays the data from the large group trial:

Tabel 5. The results of large group trials are related to the convenience aspect

No	Rated aspect	Data obtained	
		Easy	Difficult
1	Ease of children understanding the story	81%	19%
2	Make it easy for children to retell stories	90%	10%
3	Ease of children when answering questions from the teacher	89%	11%
	Rata-rata	**86,6%**	**13,3%**

Tabel 6. hasil uji coba kelompok besar terkait dengan aspek kesenangan

No	Rated aspect	Data obtained	
		Like	Not happy
1	Children's enjoyment when watching films	100%	0%
2	Children's pleasure when retelling	100%	0%
3	Children's enjoyment in carrying out the following activities such as cutting and pasting pictures according to the imagination (theme according to the film being watched)	95%	5 %
	Rata-rata	**96,6%**	**10%**

Tabel 7. Hasil uji coba kelompok besar terkait dengan aspek keamanan

No	Rated aspect	Data obtained	
		Safe	Not safe
1	Child safety when watching films (viewing distance)	100%	0%
2	Child safety when watching films (movie duration)	100%	0%
3	Child safety when participating in sticking and cutting activities	100%	0%
	Rata-rata	**100%**	**0%**

After the field test (big group), there were no adjustments made because, according to the analysis of the first learning product, it was effective and met the standards. Following the aforementioned procedures, it was deemed eligible for development.

The learning development product employing ITC that was created has gone through a proper review procedure, going through multiple modifications to acquire the best result, before it becomes the final product. The trial was conducted using a small-group trial, a field trial, and an expert evaluation of early childhood education learning. This development product has benefits, including the following: (1) employing ITC in learning development makes it simpler for kids to understand stories; (2) it serves as a diversion during routine and boring activities; and (3) children's artistic growth when they focus on matching objects, their linguistic development when they learn to recount stories in order, their cognitive development when they comprehend the story's substance, and their artistic development when they

learn to retell stories sequentially. (6) Students' moral and religious values are developed when teachers instruct them to pray before class, and they are socially and emotionally developed when they queue to enter the classroom. This is in line with integrated topic learning in kindergarten.

Based on the findings of the aforementioned observations of the learning process, it was discovered that (1) the development of learning via ICT also develops other aspects and (2) the activities in this development are perceived as being simple, enjoyable, and secure by kids. (3) Because a movie is short, can hold a child's attention, and has a resolution at the end, it is simpler for kids to comprehend the plot when they watch a movie.

ITC'S CONTRIBUTION IN IBRAH AL-HIKMAH'S EDUCATIONAL PROGRAMME

As already known, the information age brings about improvements and advancements in many facets of life (Puspita, 2022). There is no exception to this in the field of education, from preschool through college. In addition to serving as a support system and learning medium, communication and information technology play a significant role in education (Houh, 2009). Ibrah not only pays attention to the fundamentals of early childhood education, but the range of content offered is also highly varied in accordance with elements of child development. The child's own body can be used as a variety of media, including their fingers and toes, clothes, and eating utensils (Chen, 2021).

Early childhood is a period of an individual's lifespan that is going through a very rapid growth process and holds a position as a "golden age" that is very strategic in the development of human resources and serves as the basis for the advancement of education at a later stage. Their curiosity about what they see and hear is extremely great, and they are always active, imaginative, and passionate (Anderson: 2014). Playing is a fun activity that one engages in for their own gain, claims Santrock (2014). Play, according to Harlock (2008), is any activity that is done only for the enjoyment it brings without thinking about the outcome. Playing is done voluntarily; it is not required of us and is not the result of outside pressure or force.

According to Papandreou (2009), learning is a generally long-lasting alteration in behaviour or psychological potential that results from experience and cannot be attributed to a passing bodily condition like one brought on by disease, exhaustion, or medication. Noorlailah (2010) defines learning as a process that a person engages in to develop a variety of abilities, aptitudes, and attitudes. Learning results in modifications to knowledge, conduct, comprehension, and attitudes; as these modifications are new skills brought about by intentional effort, they will affect other aspects of daily life (Wang, 2021).

The researcher seeks to transform learning that was previously limited to writing and sitting in class into learning that leverages ICT. Learning a language does not just have to be about reading and writing. Watching Bing and Flog movies will be used to learn. The movie was picked since it is appropriate for kids' development. Short in length, simple in tale and lesson, and with a resolution at the end. Due to the brief film's runtime, this aids kids in processing what they watch. Because the events are wrapped up from beginning to end in the film's final act, it facilitates memory retention. Children can comprehend the plot thanks to characters that have been tailored to their needs and lives that are familiar to them.

DEVELOPMENT OF IBRAH AL-HIKMAH LANGUAGE LEARNING

For kindergarteners, language acquisition is very important, however instructor Ibrah Ibrah found it challenging to enhance language learning because various targets were not met. In this study, educators created learning through film viewing and had kids describe what they had observed. Retelling cannot be characterised as a minor problem because it requires memory and the capacity to recall sequentially seen events (Aksoy, 2022). Since Ibrah Al-Hikmah has enough room to accommodate kids, LCD facilities can be used in this lesson. Ibrah uses integrated thematics to teach, so language learning this time can incorporate cognitive skills like remembering, language through retelling, social-emotional skills like learning to be patient and pay attention to stories and draw inferences from events, art skills like drawing what you think after watching a movie, and religious and moral values like praying before the activity starts (Schneider, 2005).

The creation of ITC is anticipated to alleviate the repetitious studying that bores kids in school. Children experience new feelings while watching films. After watching the movie, teachers can go through the stories they saw and offer additional exercises. Since watching entertainment-based programmes causes young children to exhibit worse cognitive responses than watching educational programmes, it is hoped that learning using ICT won't be boring for kids, is safe, simple to do, and won't harm kids (Fan, 2022), because using a variety of interesting activities so that children are able to solve problems creatively (Fikri, 2021).

CONCLUSION

This learning development product to recognize numbers goes through a predetermined process starting from product design, small trials, expert evaluation and large trials to get the maximum product. After going through several stages above, ITC learning development products are obtained:

Based on the foregoing conclusions, it is suggested that the situation, age, and developmental stage of the kid be taken into consideration when using this study product. This product can be provided to all kids, with the exception of special needs kids since it isn't made for them and is meant for kindergarteners. Other schools may utilise this item as well. Re-evaluation and adaptation of developed products to the circumstances and requirements of the targets to be targeted are necessary for their dissemination to wider audiences. It should be introduced to relevant parties before it is spread in order to get their approval and recognition for using learning to recognise numbers.

THANK-YOU NOTE

Good Village Project, Good Holiday

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