



The Effectiveness of *Softbook Media* on The Religious Values of B1 Children

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ABSTRACT

This research is motivated by the low development of early childhood religious values caused by the use of learning media that is less interesting and less interactive. This study aims to determine the development of children's religious values, the application of *softbook media*, and the effectiveness of the use of *softbook media* in developing children's religious values in Group B1 of Kindergarten Cendekia Tadulako. The research method used was quantitative with a *quasi experiment* type using a *one group pretest-posttest design*. The subjects of the study were 20 children. Data collection techniques are carried out through observation, interviews and documentation, while data analysis uses a t-test (*paired sample t-test*). The results of the study showed that there was an increase in the development of children's religious values by 25% from *pretest to posttest results*. In detail, the increase in the aspect of knowing ablution before prayer is 25%, knowing hijaiyah letters by 28%, and knowing Allah's creation by 25%. The results of the hypothesis test showed a significance value of $0.000 < 0.05$, which means that the use of *softbook media* is effective in developing children's religious values. Thus, it can be concluded that *softbook media* is effectively used as a learning medium to increase the religious value of early childhood education.

INTRODUCTION

Instilling religious and moral values in early childhood is an important aspect to be done as an initial foundation in the formation of children's character. These values play a role in developing religious attitudes and moral behaviors that are the basis for the formation of individuals with good personalities. The purpose of instilling religious and moral values from an early age is to form positive character, habits, and behaviors in children, considering that children are the next generation who have a strategic role in the development and sustainability of community life in the future (Karima et al., 2022). Furthermore, the cultivation of religious values is carried out through learning experiences that are in accordance with the characteristics of early childhood so that children are able to understand and apply religious values in daily life Zulkifli, et al., (2022). Then the research (Ardianto et al., 2022) stated that the development of religious values in early childhood can be pursued through various learning activities that encourage the process of internalizing religious values in a sustainable manner. The results of

the study are the basis for the application of interactive learning media to support the optimization of the development of religious values in early childhood. Therefore, the learning process needs to be designed in a structured manner by utilizing media that is able to create an active, concrete, and meaningful learning experience Juhriati & Rahmi (2022).

Based on the results of initial observations made in the B1 group of Tadulako Scholar Kindergarten, the results of the recapitulation of the development of religious values showed that of the 20 children who were observed in the aspects of knowing the procedures of performing ablution before prayer, knowing hijaiyah letters, and knowing Allah's creation, the Undeveloped (BB) category was obtained with an average percentage of 46.67%. Furthermore, the Starting Growth (MB) category obtained an average percentage of 33.33%, the Developing as Expected (BSH) category of 15.00%, and the Very Good Growth (BSB) category of 5.00%. In addition, the results of observations found that the development of children's religious values has not shown achievements in accordance with learning indicators, children are less enthusiastic when teachers deliver religious material, especially if learning is only done orally without attractive media support.

These conditions show a discrepancy between the learning conditions that take place and the ideal conditions of early childhood learning. Ideally, the learning process in early childhood needs to be designed through a concrete, interesting, interactive, and appropriate learning experience in accordance with the child's developmental characteristics so as to be able to increase active involvement during the learning process (Juhriati & Rahmi, 2022). The use of learning media that provides opportunities for children to observe, touch, manipulate, and interact directly is seen as helping children gain a more meaningful learning experience (Sinta et al., 2025).

In Islamic education learning, the use of learning media is one of the supporting factors that contribute to visualizing abstract material to make it easier to understand, increasing student involvement, and creating a more active interaction process between teachers and students (Shella Mahdiyah & Idzi Layyinnati, 2025). Meanwhile, according to (Isna Nadifah Nur Fauziah et al., 2023) (Azzahra', 2022) Media includes various physical tools that function to convey messages and stimulate students to be motivated in learning examples of these media, including movies, books, and tapes. Then according to research (Antonius et al., 2023) in (Ali et al., 2025) Interactive learning media is a means of support in the learning process that is developed by utilizing technology to facilitate interaction during learning activities through the presentation of visual, audio, and activity elements involving student participation. To overcome this problem, researchers are interested in taking the media *Softbook* as a tool to introduce religious values. One of the media that can be used is the media *Softbook*. *Softbook* It is a learning media in the form of a software book designed with a color visual display and equipped with manipulative activities that allow children to interact directly with the learning material. In its use, children can do activities to open the page, observe pictures, match objects, point symbols, and explore the material learned so that learning becomes more active and interesting (Amala et al., 2023)

Previous research has shown that the use of media *Softbook* has the potential to support the early childhood learning process. Research (Alfina et al., 2023) shows that the media *Softbook* which was developed for the recognition of hijaiyah letters is declared valid to be used as

a learning medium because it is able to encourage children's activities and involvement during the learning process. Other research also shows that the use of interactive learning media can help improve children's ability to recognize hijaiyah letters through a more interesting and participatory learning experience.

Nonetheless, previous research has focused more on media use *Softbook* for the introduction of hijaiyah letters or the development of learning media in general. Studies that specifically test the effectiveness of media *Softbook* to the development of children's religious values which include the recognition of hijaiyah letters, the recognition of Allah's creation, and the introduction of ablution procedures before prayer are still limited. Based on these conditions, this research offers novelty in the form of media use *Softbook* which is not only focused on the recognition of hijaiyah letters, but is also used to stimulate the development of children's religious values through direct involvement of children in the activity of knowing Allah's creation and getting to know the procedures of performing ablution before prayer through visual, tactile, and interactive media. Therefore, this study aims to analyze the effectiveness of media use *Softbook* to the development of early childhood religious values. The results of the research are expected to be an innovative alternative learning media for PAUD teachers in improving the quality of learning religious values in a more interesting, interactive, and in accordance with the characteristics of children's development (Sinta et al., 2025).

METHODS

This study uses a quantitative approach with a *quasi-experimental* design using a *one-group pretest-posttest design*. This design aims to determine the effectiveness of the use of *softbook media* on the development of early childhood religious values through a comparison of results before and after treatment. The research design can be described as follows

$$O_1 \rightarrow X \rightarrow O_2$$

Description:

O_1 = pretest (an early measurement of the development of children's religious values)

X = treatment using *softbook media*

O_2 = posttest (final measurement of the development of children's religious values)

The study population was all children of Group B1 of Kindergarten Cendekia Tadulako which amounted to 20 children, consisting of 9 boys and 11 girls. The sampling technique uses total sampling, because all members of the population are used as research samples. The selection of subjects was based on the results of initial observations which showed that most children were still in the categories of Not Yet Developed (BB) and Starting to Develop (MB) in the indicators of knowing the procedures of ablution, knowing hijaiyah letters, and knowing Allah's creation so that it requires learning stimulation through more interesting and interactive media.

The research instrument consisted of observation sheets, interview guidelines, and documentation. The observation sheet is prepared based on indicators of the development of children's religious values which include the ability to recognize the procedures for ablution, to know hijaiyah letters, and to know Allah's creation.

Data is carried out through observation, interviews, and documentation. Observation was used to measure the development of children's religious values before and after treatment. Interviews were conducted with teachers to obtain information about the learning process of religious

values that took place in the classroom, while documentation was used to complete research data in the form of photos of activities, learning tools, and other supporting documents

The implementation of the research lasted for three weeks which consisted of several stages. The first stage is a pretest, which is to observe the initial development of children's religious values using an observation sheet. The second stage is the provision of treatment using *softbook media* in several meetings. At this stage, the teacher introduces religious value material through a *softbook* containing colored pictures, hijaiyah letters, ablution procedures, and an introduction to Allah's creation. Children are invited to interact directly with the media through activities of opening cloth pages, matching symbols, and answering questions given by teachers. The last stage is posttest, which is to re-observe the development of children's religious values using the same instrument to find out changes after being given treatment.

Figure 1-3 *Softbook Media* Used in Learning

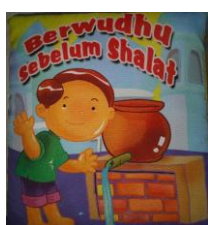


Figure 1.

Getting to Know Ablution
Before Prayer

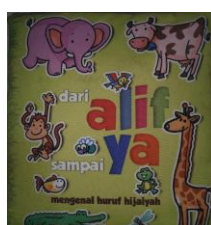


Figure 2.

Getting to Know the Hijai-
yah Letters

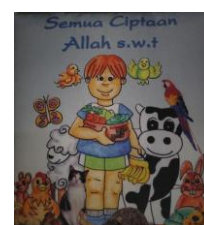


Figure 3.

Getting to Know God's Crea-
tion

The use of *softbook* media in learning activities is carried out by providing opportunities for children to interact directly through activities of exploring media pages, observing illustrations, recognizing hijaiyah letters, understanding the order of ablution procedures before prayer, and identifying Allah's creation presented on learning media. Data analysis techniques include descriptive analysis and inferential analysis.

Descriptive analysis was used to describe the development of children's religious values through average scores, percentages, and category distributions before and after treatment. Inferential analysis was used to test the effectiveness of *softbook media* on the development of children's religious values through a comparison of pretest and posttest results using a statistical test of Paired samples t-test after meeting the analysis prerequisite test.

RESULTS

1.1 Results Before Using *Softbook* Learning Media (Pretest)

The results of the pretest were obtained through observation before the application of learning media. This activity aims to find out the initial conditions of the development of children's religious values. The aspects observed include the ability to know ablution before prayer, hijaiyah letters, and Allah's creation. The data of the pretest results is shown in the following table

Table 1. Results Before Using *Softbook Learning Media* (Pretest)

Observed As- pects	Categories Development	Number of Chil- dren (f)	Percentage (%)
Getting to Know Ablution Before Prayer	Not Yet Developed (BB)	9	45%
	Start Growing (MB)	7	35%
	Growing Up With Expectations (BSH)	3	15%
	Very Well Developed (BSB)	1	5%
Getting to Know the Hijai- yah Letters	Not Yet Developed (BB)	10	50%
	Start Growing (MB)	7	35%
	Growing Up With Expectations (BSH)	2	10%
	Very Well Developed (BSB)	1	5%
Getting to Know God's Creation	Not Yet Developed (BB)	9	45%
	Start Growing (MB)	6	30%
	Growing Up With Expectations (BSH)	4	20%
	Very Well Developed (BSB)	1	5%

1.2 Results After Using *Softbook* Learning Media (Posttest)

Posttest results were obtained after the application of *softbook media* in learning activities. This posttest aims to determine the development of children's religious values after being given treatment. The aspects observed include the ability to know ablution before prayer, hijaiyah letters, and Allah's creation. The data of the posttest results is shown in the following table.

Table 2. Results After Using *Softbook* Learning Media (Posttest)

Observed As- pects	Categories Development	Number of Chil- dren (f)	Percentage (%)
Getting to Know Ablution Before Prayer	Not Yet Developed (BB)	2	10%
	Start Growing (MB)	4	20%
	Growing Up With Expectations (BSH)	9	45%
	Very Well Developed (BSB)	5	25%
Getting to Know the Hijai- yah Letters	Not Yet Developed (BB)	1	5%
	Start Growing (MB)	4	20%
	Growing Up With Expectations (BSH)	10	50%
	Very Well Developed (BSB)	5	25%
Getting to Know God's Creation	Not Yet Developed (BB)	1	5%
	Start Growing (MB)	4	20%
	Growing Up With Expectations (BSH)	9	45%
	Very Well Developed (BSB)	6	30%

1.3 Hypothesis testing

The t-test was used to determine the difference in pretest and posttest results after the application of *softbook* media. The test was carried out using *the paired samples t-test* with the help of the SPSS program. The results of the t-test are shown in the table.

Table 3. T Test Results

Aspects	Red	t count	Sig. (2-tailed)	Remarks
Getting to know Ablution before prayer	-1,250	-6,571	0,000	Significant
Getting to Know the Hijaiyah Letters	-1,400	-5,984	0,000	Significant
Getting to Know God's Creation	-1,250	-5,784	0,000	Significant

Source: SPSS Data Processing Primary Data

Based on table 3, it is known that the significance value (*Sig. 2-tailed*) in all aspects shows a figure of 0.000 which is smaller than the significance level of 0.05. These results indicate a significant difference between *pretest* and *posttest* scores in the aspects of knowing ablution before prayer, knowing hijaiyah letters, and knowing Allah's creation. A mean value with a negative value indicates that there is an increase in results after being given treatment, where the posttest value is higher than the pretest. Thus, it can be concluded that H0 is rejected and H1 is accepted. This means that there is an influence on the use of *softbook media* on the development of children's religious values. These results show that *softbook media* is effective in improving children's abilities in all three aspects studied.

DISCUSSION

The results of the study show that the use of *softbook media* has a significant influence on the development of children's religious values. These findings are shown through an increase in pretest and posttest results in the aspects of knowing the procedure for performing ablution before prayer, knowing hijaiyah letters, and knowing Allah's creation. Before the treatment was given, most of the children were in the Undeveloped (BB) category, while after the use of *softbook media*, there was an increase in the categories of Developing As Expected (BSH) and Developing Very Good (BSB). The results of the t-test showing a significance value of $0.000 < 0.05$ strengthened that the use of *softbook media* had a meaningful influence on the development of children's religious values.

The findings show that the increase in the development of religious values is not only influenced by the delivery of material, but also by the characteristics of the learning experience given to children. In early childhood learning, active involvement through the activities of seeing, touching, observing, and manipulating objects is a factor that affects the process of forming understanding. Media *Softbook* Provide opportunities for children to be directly involved through visual exploration and manipulative activities so that learning does not only take place verbally, but also through more concrete learning experiences. (Vienna Cindy Miranti Lumbantobing et al., 2024).

The findings of this study reinforce the results of previous research which showed that interactive learning media is able to increase children's learning engagement and understanding

in early learning (Ayu & Manuaba, 2021) ; (Amala et al., 2023); (Asmara et al., 2023) ; (Durrotunnisa et al., 2024) (Septiyani et al., 2025) However, this study has a different position than previous research. Most previous studies have focused more on improving academic ability or the recognition of hijaiyah letters separately, while this study shows that the use of media *Softbook* also contribute to the development of religious values more broadly through the introduction of hijaiyah letters, the introduction of Allah's creation, and the procedure of performing ablution before prayer.

In the aspect of knowing the procedure for performing ablution before prayer, the improvement that occurred shows that the presentation of stages visually and systematically arranged helps children understand procedural concepts more easily. The sequence of images displayed in the media allows children to relate the information obtained to the learning experience during the activity. These findings are in line with research (W. A. Wulandari & Rayungsari, 2024) which explains that interactive learning media can create a more interesting learning experience and increase student involvement during the learning process. However, the results of this study show that the improvement of child development is not only influenced by the visual presentation of the material, but also by the active involvement of children when using media. This is supported by (Rosaria & Rahayu, 2022) which emphasizes that learning that involves children's direct activities contributes to the development of religious and moral values. In addition, the research (Taylor et al., 2024) It also explains that the effectiveness of media use in early childhood becomes more optimal when accompanied by interaction and assistance during the learning process. In this study, the use of media *Softbook* Allow children to actively participate through observation, interaction with the media, and the direction of teachers so that their understanding of ablution procedures develops through a more meaningful learning experience.

In the aspect of recognizing hijaiyah letters, the results of the study show that the use of *Softbook* Help children recognize and remember letter shapes through repeated observation experiences. Children get the opportunity to interact directly with the material so that the learning process becomes more meaningful. The findings of this study are in line with the research (Putri & Palupi, 2025) which shows that interactive learning media can support early childhood development through increased engagement during learning. These findings expand the results of the study (Nurrochmah & Fauzi, 2025); (Alfina et al., 2023) that emphasizes more effectiveness *Softbook* on the introduction of hijaiyah letters, because this research shows that the media is also able to support the development of religious values in an integrated manner.

Meanwhile, in the aspect of knowing God's creation, the improvement that occurred shows that the presentation of material that is close to the child's environment helps the process of forming a more concrete understanding. Children not only receive information, but also build a connection between the material learned and everyday experiences. These findings are in line with research (Novia Ulfa et al., 2025), (Manga & Rusliana, 2024), as well as (Harahap et al., 2026) which shows that visual and manipulative media can improve the quality of learning through contextual learning experiences.

When compared to several previous studies, the results of this study also show that the effectiveness of learning media is not solely determined by visual elements, but is influenced by children's opportunities to actively participate in learning activities. These findings provide

a perspective that learning religious values in early childhood requires a learning experience that involves direct interaction, not just one-way delivery of material. Thus, the results of this study expand the academic discussion on the importance of interactive media in supporting the development of early childhood religious values.

From the theoretical side, the findings of this study strengthen the view that the effectiveness of learning in early childhood is influenced by the use of media that is in accordance with the characteristics of child development, is concrete, multisensory, and is able to encourage active involvement during the learning process (Handayani et al., 2025). This view is supported by (Satriana et al., 2022), (Dwi Mayuni & Didith Pramunditya Ambara, 2022), (Nizrina et al., 2022) and (F. Wulandari et al., 2025) which explains that interactive learning media plays a role in creating a more real learning experience, increasing children's participation, and supporting the knowledge formation process through direct learning activities. In line with these findings, the research of Kristianti, Wathoni, and Asmawati in (Damayanti et al., 2024) It also shows that interactive learning media is able to provide an educational and fun learning experience while supporting early childhood development, including in religious aspects. In the context of this study, the use of softbook media not only increases children's involvement during learning activities, but also supports the development of religious values through exploratory activities that allow children to gain learning experiences that are in accordance with the characteristics of early childhood. Thus, this research contributes to strengthening the application of interactive media-based learning as an approach that can support the development of religious values in early childhood.

Practically, the results of this study provide implications for PAUD teachers that the use of media *Softbook* can be used as an alternative to learning religious values that are more interesting than the lecture method (Asmara et al., 2023). The results of this study show that the media *Softbook* has the potential to be an alternative learning media that can be used to support the development of religious values in early childhood. The characteristics of media that integrate visual elements, interactive activities, and direct involvement of children during learning allow teachers to create a learning experience that is more interesting and in accordance with the child's learning characteristics than learning that is dominated by verbal delivery of material (Nizrina et al., 2022). Through the use of media *Softbook*, children gain more concrete learning experiences in recognizing hijaiyah letters, understanding the procedures for performing ablution before prayer, and getting to know Allah's creation. Thus, softbook media can be considered as a form of learning innovation that supports increasing children's participation and assists PAUD teachers in achieving the goal of learning religious values more effectively.

This research has several limitations. First, the number of samples only involved 20 children from one PAUD institution so the results of the study could not be generalized widely. Second, the research design uses a one-group pretest-posttest without a control group so that there may still be other factors that affect changes in learning outcomes. Third, the time to implement the research is relatively short so that it cannot describe the sustainability of the influence of the media *Softbook* on the development of children's religious values in the long term (Azzahra, 2022).

Based on these limitations, further research is recommended to use an experimental design involving a control group, a larger sample count, and involving several PAUD institutions with different characteristics. In addition, advanced research can develop *Softbook* that integrates digital, audio, or augmented reality technologies to enhance a child's learning experience and test its effectiveness against other developmental aspects, such as language, social-emotional and religious character (Septiyani et al., 2025).

CONCLUSION

Based on the results of the research, it can be concluded that the use of *softbook media* is effective in increasing the development of early childhood religious values. This effectiveness is shown by the increase in learning outcomes after the application of *softbook media*, especially in the aspects of knowing the procedures for ablution before prayer, knowing hijaiyah letters, and knowing Allah's creation, with an average increase of around 25% from pretest to posttest results. In addition to improving children's developmental achievements, *softbook media* is also able to create more interesting, interactive, and in accordance with the characteristics of early childhood learning so as to encourage active involvement during the learning process.

The findings of this study contribute to the development of learning in early childhood education by reinforcing that the use of concrete, interactive, and multisensory learning media can be an effective strategy in instilling religious values in early childhood. Therefore, *softbook media* can be used as an alternative learning media for PAUD teachers in developing more meaningful religious value learning.

This research is still limited to one group of children in one PAUD institution with a one-group pretest-posttest design. Therefore, further research is recommended to involve a larger number of samples, using control groups, and testing the effectiveness of *softbook media* in age groups or other religious value learning contexts in order to obtain more comprehensive results and have broader generalization power.

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