

An ADDIE Approach to Design an Instructional Module for Preschool Children

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Abstract

This study wants to find out how well lesson plans centered on moral and social standards work in preschools. This research method uses a research and development strategy, and the development model is based on the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) models. There are five steps to making educational plans for preschoolers based on moral values. This study only looks at Phase IV, which is the effectiveness of lesson plans based on manner values in preschool. Thirty preschoolers took part in teaching and learning models with the theme "morals and manners," which were based on the Prophet's daily life. A sheet for observing effectiveness is a tool for getting information and data. The fact that lesson plans based on moral and manner values work in preschool shows that it is time for this learning instrument to be used in other preschools so that children's character and values can be taught from a young age.

Keywords: Preschool, Effectiveness, Lesson Plans, and Manner Values.

1.0 Introduction

The goal of preschool education is to help children grow and develop in all areas, or to concentrate on the growth of all parts of a child's personality. So, it's very important to give kids the chance to be themselves and reach their full potential. Because of this, preschools must make lesson plans that take into account how children grow and change. One way is to plan learning materials that can help kids grow in many ways, such as their religious and moral beliefs, cognitive, verbal, social emotional, physical motor, and artistic skills (Suyadi, 2014). Children can learn about the value of good manners through six different stages of development. Through learning new things all the time, these traits can turn into a good outlook. A lot of attention needs to be paid to the process of learning, orientation activities, and the development of basic skills. This is especially true for learning, orientation activities, and the improvement of basic skills that aren't taught in preschool learning materials, like the integration of moral and manner values.

For the learning process to happen in preschool, a learning implementation plan needs to be made. One part of this plan is making learning materials that fit the needs of the children so that learning can happen in a sequential and ongoing way. The amount to which learning materials and activities can change children's behaviour in line with the stated competency objectives can be used to measure the quality of learning.

Preschool teachers are expected to come up with, plan, and carry out learning activities that fit the needs, interests, and stages of development of their students. This includes making lesson plans based on educational values. Using the idea of "learning while playing" in learning activities is a good way to teach good manners. Teaching children's good manners at a young age is a very smart way to solve the problem of underemployment (Syifaузakia, 2016). The growth of education in Malaysia must include ways to teach manners and values, which can happen in preschools (Kurniadi & Fajar, 2015; Syifaузakia, 2016). This condition shows that a good sense of manners is a long-term result of getting and developing cognitive skills as a child (Jones, Ossie & Jayawarna Dilani, 2011). Because of this, etiquette-based activities for young children are very important because they help prepare them for dealing with money problems as adults (Bowo & Prasetyo Ari, 2013). In order to use the learning process, it is important to have learning content or material to use as a guide for the learning program that will be done. Common learning materials are still general and can be changed to fit the needs of schools, but there aren't any that teach manners. No exceptions should be made to the rule that early-childhood learning materials (Listyawati, 2012; Fatmawati, 2016; Syahrir, 2018; Amir, 2018) should be based on moral values (Listyawati, 2012; Fatmawati, 2016; Syahrir, 2018; Amir, 2018). (Pamungkas, Hayati & Maryatun, 2016).

The core competencies of the curriculum will be used to make lesson plans, which will include manner values that are set up to meet the needs and growth of the children. Manners and their values must be taught to children from a young age because they are part of the social skills, they need to learn in order to be able to adapt as they grow up. To help with learning activities focused on manner values, you need a clear, well-structured learning plan that explains what those activities are. Alternative solution: building educational plans around moral values (Taulany, Rusilowati & Mulyono, 2017; Taulany, Dewi & Prahesti, 2018). Aside from that, first-year children are interested in what they see, imitating other children's behaviour, learning from trying and failing, and making something they understand. All of these things are important for children to learn about their social environment, which affects their development and success; therefore, manner education is needed as a way to learn to support children's development and make learning more effective (Sarikaya & Coskun, 2015). It is hoped that children will learn good manners at a young age if manners are taught as part of the learning process (Syifaузakia, 2016; Taulany, Dewi & Prahesti, 2018). In this paper, we talked about how important it is to teach moral and social values in preschool through lesson plans.

2.0 Literature Review

2.1 *Early Childhood Education*

People of all ages learn, not just adults. Children learn in part because they are stimulated by their surroundings and put in different kinds of situations. Learning will happen in a setting that requires encounters that are summed up in the learning process. Learning is a process in which people interact with each other and try to give students relevant learning experiences so they can reach their educational goals. In this way, the learning process starts with young children and tries to teach them good manners. Young children are different from adults in their bodies, minds, and ways of thinking. You can't compare how adults build their knowledge to how children do it. This is because there are parts of the learning process in early childhood, such as developmentally appropriate learning for young children (Suryana, 2014; Suryana, 2017). Learning happens when a child's mind or behaviour changes in a way that sticks. This happens when maturity and learning work together. Children are active learners whose learning is affected by their maturity and their environment. They learn through a mix of physical experiences, social interactions, reflections, and different learning styles. They also learn through play (Masitoh, 2009). Anita Yusuf's (2011) principles of early childhood learning are that it should be geared toward the needs of children, that children should play while learning, that it should be active, creative, innovative, effective, and fun, that it should have a supportive environment, that it should use

integrated learning, that it should help children develop life skills and religious life, that it should use media and learning resources, and that it should be geared toward the principles of child development.

2.2 *Manner*

When manner research is related to the topic and its relationship to learning, such as manner theory, the improvement of manner teaching materials, and manner learning outcomes (Serian Wijatno, 2009; Yulastri, Asmar, and Hidayat Hendra, 2017), manner research in early childhood becomes an interesting topic of discussion (Kurniadi & Fajar, 2015; Syifaузakia, 2016; Taulany, Dewi & Prahesti, 2018). Suryana (2006) says that a way or trait is the process of making something new (new creation) or changing something old (innovation) in order to make people and society better off. Daryanto (2012) says that a method is the process of making something new and valuable by putting in the right amount of effort and time, taking into account the social, physical, and financial risks, and getting paid for it while also feeling fulfilled and independent. Morality characters are the people who do these things by coming up with an idea and making it happen (Suryana, 2006). To be a good manner, a person needs to be mature enough to keep his manner career going. Muchlas Samani and Hariyanto (2013) explain what kind of kids' good manners have when they are young. Benti (2017) explains in detail, based on the characteristics and principles of child development, how to teach manner values to young children. These include: 1) Honesty, 2) Discipline, 3) Hard Work, 4) Creativity, 5) Independence, 6) Curiosity, 7) Respect for Achievement, 8) Democracy, 9) Communication, and 10) Responsibility.

2.3 *Lesson plans Based on Manner Values*

Curriculum and lesson plans go together because teachers use the curriculum as a guide when making learning tools. This is true for both designing learning tools and developing them, as well as for everything else that has to do with the curriculum (Hidayati, Benti, & Rahmi, 2017; Yaswinda, Yulsyofriend, & Mayar, 2018; Amrina et al., 2018). Also, when making learning materials, it's important to think about how children grow and change (Branch, 2009). Character is best formed when children are young, because that's when they learn the most from their surroundings. At this age, children's minds develop quickly, so being in a good environment will help them become good people (Isaacs, 2018). The first year of a child's life shows what kind of person he or she will be in the future. The child will be very driven to learn and do well in his work in the future. In formal education, children's character is built through a process of habituation and the use of learning models in preschool that are right for their developmental phases and psychological growth. For character-building to work, there needs to be cooperation between many groups, especially between parents, schools, and the community. Lojdova (2019) says that there are two types of learning models for young children: those that focus on the teacher and those that focus on the child. Group learning methods and interest-based learning methods are both types of child-centered learning models.

3.0 Methods

This research method uses an ADDIE-based development model for research and development (Syahmaidi et al., 2019). (Hidayat t al., 2019). The study's method is to use descriptive statistics to figure out how well lesson plans based on good manners work in preschools. For preschoolers, lesson plans based on way values are made through a five-step process:

Phase I: Analysis,

Phase II: Design,

Phase III: Development,

Phase IV: Implementation,

Phase V: Evaluation.

This study only looks at Phase IV, which is about how well manners-based lesson plans were carried out. Thirty children learned about manners at an Islamic preschool in Seremban, Negeri Sembilan, Malaysia. A sheet for observing effectiveness is the tool for getting information and data. Observations of preschoolers' behaviour values include 1) Independence, 2) Discipline, 3) Integrity, 4) Creativity, 5) Curiosity, 6) Cooperation, 7) Communicative, 8) Responsibility, and 9) Willingness to take chances. The following are the results of a descriptive look at how well lesson plans based on manner values work, as measured by the percentages of accomplishment levels:

- 1) 0 – 25: Not yet Developing,
- 2) 26 to 50: Development Commencing,
- 3) 51–75: Progressing as Anticipated,
- 4) 76 – 100: Very Good Development.

Based on the percentage of achievement levels described before, the learning gadget is regarded to be useful for learning if pupils receive a percentage greater than 65 percent.

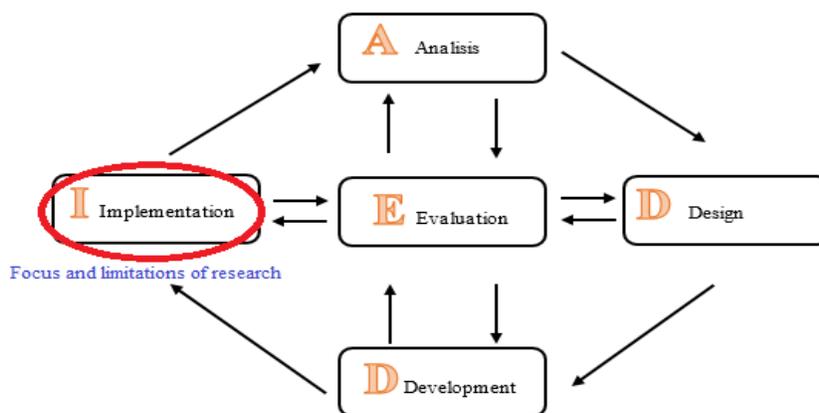


Figure 1. Research Framework for Effectiveness of Lesson Plan Implementation Based on Manner Values

4.0 Result

In this part of the results, it says that the goal of this stage is to make a values-based learning tool for preschoolers that works well. Lesson plans for preschool that are based on morals and have been improved through testing by experts are looked at more closely. The first test of etiquette-based preschool lesson plans is to watch the role-playing activities with dysentery. The data in this study of role-playing activities were assessed and then decided to share with the teachers of the role-playing centre using teaching materials based on the manner values of preschoolers. The test was given from January to July 2022 to 30 children in group B who were between the ages of 4 and 6 and went to an Islamic preschool in Seremban, Negeri Sembilan. The test was done in the role-playing learning activities (the second test), and the following tests were done on the activities associated of the theme on the way exercises with the circumstances of real active learning (the third test).

5.0 Discussion

Effectiveness is simply the process of figuring out how well lesson plans made for a specific circumstance were put into action. This is usually shown on a quantitative scale based on certain criteria. So, effectiveness is defined by the capacity of a learning tool to teach children good manners at a young age. Implementing lesson plans based on manner values in preschool by watching for things like 1) Independence, 2) Discipline, 3) Integrity, 4) Creativity, 5) Curiosity, 6) Cooperation, 7) Communication, 8) Responsibility, and 9) Willingness to Take Risks. Also, the effectiveness of using lesson plans based on manner values can be seen by observing

the development of children, both before and after they learn with lesson plans based on manner values, i.e. by watching how they change. Before using lesson plans based on manner values, the first test's results were figured out by watching how dysentery worked. The results of this observation showed that the category "Developing as Expected" had an average percentage of 54.74 percent. The details of nine aspects of manner values led to two categories:

1) Developing Start categories include honesty (50 percent), curiosity (50 percent), and willingness to take risks (47.22 percent), and 2) Developing categories, according to expectations, include independence (56.94 percent), discipline (58.33 percent), creativity (56.25 percent), cooperation (62.96 percent), communication (54.72 percent), and responsibility (54.72 percent) (56.25 percent).

The average score on the first test was 54.74 percent in the category of Developing Consistently with Expectations, which means it was ineffective because a learning device is considered to be effective if students get a score of over 65 percent. The second test was done in the learning activities of the role-playing centre. The lesson plans were based on manner values. The observation results got an average of 68.13 percent for the category Develops in Accordance with Expectations. All nine aspects of manner values are in the Developing category according to expectations: independence (68.18 percent), discipline (73.86 percent), honesty (67.05 percent), and creativity (72.44 percent) (61.36 percent). With an average score of 68.13 percent on the second test, the category grows as expected and is effective, since lesson plans are thought to help students learn if they get a score of over 65 percent. The average score for the third test, which was based on observations of supporting activities for market day activities in real learning situations with lesson plans based on manner values, was 79.30%. The Very Good Developing category, which included relevant data on nine aspects of manner values, formed two categories: 1) Very Good Developing categories, such as independence (87.50%), discipline (85.23%), honesty (77.27%), creativity (80.40%), curiosity (84.09%), and responsibility (76.14%); and 2) Developing categories, such as cooperation (73.48%), communication (74.55%), and risk taking (75%). The average score on the third test was 79.30%, which put it in the Very Good Development category and made it an effective learning tool. An effective learning tool is one that helps students get a score of over 65%. Also, these nine manner values are explained in moral and manner activities according to the conditions of actual learning activities that have used lesson plans based on manner values, namely:

1) Independent

You can teach preschool-aged children to feed themselves, take their own stationery, wash their hands, dress themselves, and do their homework without asking their friends or teachers for help as early as possible. This will help them develop a mature sense of independence. Children can learn to make their own media and play equipment, so they don't have to rely on what's given to them. They can also make their own. In this research, children's independence has allowed them to learn on their own and set up their own learning materials.

2) Discipline

Self-discipline can be taught to young children at home or at school. For example, teaching and acclimating kids to eat and drink while sitting down, to pray before doing things on their own, and to be quiet and organised when learning and playing. In the same way, when lesson plans based on manner values have been put into place, children have started to show up on time even when learning activities haven't started yet. They also know the rules and how to talk to each other well.

3) Honesty

Educators can instruct children on the importance of being honest through participation games, such as borrowing and playing together. There are children who act like owners and children who act like they are borrowing money. This game is one way to teach kids about being honest, but the best way to teach kids about honesty is to show them how to be honest in real life. Teachers or parents need to be used to telling kids the truth and retaining their promise made, no matter how small, so that kids can copy their actions. When asked about their moral and manners activities and their daily schedules, the kids in this study told the truth.

4) Innovative

In our modern world, creativity is a must-have for anyone who wants to do well. Alternative activities that can be done in preschool to teach children the value of creativity include making art from natural materials like clay, sand, and leaves, or from used items like used bottles, used paper, and cardboard, so that the child can make something useful and meaningful. The teacher can give the kids a place to show off their work. This can also be done as a class day activity so that other kids and parents can see how creative the kids are. During research, this activity is done, and a child's creativity in making up words can lead to turning points, creativity in changing ways of doing things can lead to moral points, and creativity in using a child's character can lead to good points.

5) Curiosity

Every child has a lot of questions, but if parents or teachers don't answer them, the child might not have the courage to try new things. As a result, as a preschool teacher, you need to be able to make learning as fun as possible so that you can build children's curiosity through light exploration of nature. This can be done by letting children explore the school environment, playing games and doing science experiments that they have never done before, or even just making educated guesses so that they can develop their imagination and experience. Already there is an attention in the active learning that will be done as part of the research, as well as in the information that peers and instructors will give.

6) Collaboration

The significance of this can't be separated from what is taught in the classroom. For a group or activity to reach its goal, people have to work together. Collaboration in a preschool setting is shown by the fact that kids can do educational activities with their fellow students, that they talk to their peers while doing educational process, and that some students help their peers when they need it.

7) Interactive

Teach children how to get along with other people by talking to them. One of the best ways to teach in a classroom is through group activities. Through group setting, the child will improve his language skills and be able to talk to his peers. During the investigation, simple communication skills were seen, such as the child saying, "thank you" and speaking in a proper way. Children have also shown that they are friendly to their friends, that they respect older people, that they thank people, that they talk when they are learning and studying, that they invite and encourage people to communicate well, and that they show body language (happy, sad, angry) when they are talking.

8) Accountability

One of the easiest ways to teach kids how important it is to be responsible is to ask them to rearrange toys they have already played with. Somewhere at time the research was done, the child had cleaned up the area where method learning activities took place, put the recyclable materials where they belonged, taken care of his belongings, and done the tasks assigned to him well.

9) Dare to Take Risks

Every activity or process has the potential to make money or lose money. Character building is supposed to be part of what kids learn at school, but it hasn't worked that way. If the kids aren't interested in the way they are learning, the process won't change how they act at school or at home. Learning activities aren't designed to be appealing, and they tend to be boring, rigid, and full of elements of command that students usually don't find interesting. For example, kids aren't told to clean up their toys when they're done playing with them. Instead, it's up to the teacher to clean up the toys. This attitude of not saying anything will hurt the character of children. Because kids aren't taught to take care of their surroundings, it can even affect how they act as adults. The Manners Learning Model is thought to be one way to help shape a child's character when they are young. Based on the explanation of how to teach young children good manners, it can be said that the process of teaching children's good manners can start as early as possible using methods that are right for the age of the

child. Teachers might use lesson plans based on good manners as part of the learning process, obviously it depends on the needs of the students.

6.0 Conclusion

Based on what the research found and how it was talked about, it can be said that using teaching materials based on manner values in preschools is an effective way to teach children. This is because the basic insight of role-playing dysentery, also called the first test, which gave an average score of 54, shows how well lesson plans based on manner values work when they are put into action. The results of the second test given in the learning activities with dysentery as a factor in the assessment findings showed that the average score for "developing in a way that is consistent with assumptions and effective" was 68.13 percent. Also, the third test was done on supporting activities based on the topic of market day activities in real learning situations. The results of the observations got an average of 79.30% for Very Good Development and included effective. Now is the time for other preschools to start using learning activities based on manner values so that children's character and values can be appropriately stimulated and grown.

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