

Development of a child's moral module: A Design and Development Research (DDR)

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Abstract. *This study is a developmental study with the specific aims of explaining approaches in the development of child moral education modules. Currently, the Malaysian Ministry of Education is focusing on initiatives to enhance human capital in line with the Malaysian Education Development Plan 2013-2025. The Ministry of Education is committed to developing children holistically in a comprehensive and integrated way to realise a balanced and harmonious human being in intellectual, spiritual, emotional, and physical terms based on faith and obedience to God. In this connection, the paper suggests a design and development study (DDR) based on a multi-method approach. Using DDR, the research will go through three phases and employ a variety of research methods in every phase. The participation of research participants from expert groups and user groups can provide diverse input and take into account the needs of modules in the Malaysian context.*

Keywords: *development of module, children's morality, moral values in childhood, children module morality, Islamic teaching in children*

1. Introduction

A Malaysian Education Development Plan (PPPM) based on the years 2013-2015 has been introduced as a policy that is the heart of the change generator of social and economic capital development in the country. PPPM is known as a comprehensive education development plan that aims to change the Malaysian education system. It aims to ensure that students can apply skills to compete in an increasingly competitive global market. In order to dignify education in Malaysia, the government also formed the National Education Philosophy (NEP) in 1996 to become the basis and backbone of the education system in Malaysia to educate the people in a balanced and harmonious manner. According to Fauzian (2018), the foundation of education at an early age is very important that can have an impact on life in the future.

The development of children's potential is the main goal in parallel with the implementation of NEP in developing human capital with noble character, responsibility, knowledge, skills and success in achieving goals for the sake of harmony and the well-being of the country. In order to ensure that a child's personality is formed in his soul, he should be trained from an early age (Yuliana et al., 2021). This coincides with the main goal of the Islamic education system where education is emphasized to create human beings with noble character in line with the teachings of the Quran and Sunnah. Therefore, it is important that every individual gets a better and quality education from an early age.

By teaching manners and morals to children, we try to form a generation that is pious, has noble morals, positive thinking and contributes to positive morals in society. In relation to that, this study focuses on the production of a moral education module for children from the age of four to six years to give added value to the existing pre-school moral education module in the Pillar of Spirituality, Attitude and Values in the National Preschool Standard Curriculum (NPSC) module.

2. Literature Review

Emotional, spiritual, intellectual, physical and educational terms are very important to create a balanced generation. According to Norazly & Zaidi (2019), before stepping into formal schooling, the basic education received by children in kindergarten or preschool is important. Mazeni (2020), in his study emphasizes early childhood education in general as well as the guidelines stated by the Al-Quran as a universal guide to build a highly moral society. Basically, Islam has laid a solid foundation and objective for moral education so that it can be adapted and meet religious needs. Failure to meet religious demands is the main cause of widespread moral decay in today's society.

Therefore, children raised in this kind of culture are definitely influenced by the phenomenon of moral decay that occurs around them (Fauzian, 2018). The trust and responsibility of parents must refer to children, who have a very pure and pure soul. His soul is a precious gem that is pure and free from every scratch but can accept every engraving and has a tendency not to be spared (Habibu Rahman, 2019). Abdullah Nashih Ulwan (1996) thinks that parents and educators have a great responsibility in shaping children's lives by ensuring that the education that is applied is ideal.

Good morals reflect traits that have become ingrained in oneself (Suhaila, 2021) by considering the morals of the Prophet SAW in the life of a Muslim, the development of morals in a Muslim need to be educated, nurtured and learned from the beginning of their lives and practiced throughout their lives. Mazeni (2020), in his study emphasizes the basics of early childhood education as well as the guidelines stated in the Al-Quran as a universal guide to build a highly moral society. In addition, it has been stated that some examples of verses of the Qur'an which is related to the early education of Muslim children who lay the foundation for education from an early age.

The goal of Ibn Miskawayh's moral education is to train internal behavior, which can automatically advance all behavior with good values. Therefore, perfection is needed to achieve genuine, perfect and all-encompassing happiness, including personal happiness in the broadest sense (Miswar, 2021).

The Concept of Moral Education

According to Munir (2022), morality is a term that refers to a person's morals, or behavior. This term comes from the Arabic language "خلق" which means behavior or habit. In the context of Islam, morality includes a person's behavior, attitude, and morals that are in line with the teachings of Islam. In fact, Allah has sent the Prophet Muhammad SAW to perfect the morals of mankind. Moral education aims to form human beings with noble morals from various aspects of life.

The perspective of Imam Al-Ghazali and Ibnu Miskawayh (2003), states that morality refers to behavior that has become a habit in a person's attitude. Good manners are formed by practicing or having been educated since childhood. Moral education is important for Imam Al-Ghazali. He stated that parents, teachers, peers, and the environment are all elements that play an important role in developing children's morals. In achieving physical, emotional, and social objectives, the National Preschool Standard Curriculum (NPSC) has provided opportunities for children. It aims to provide holistic and comprehensive learning for preschool children, focusing on their physical, emotional, spiritual, intellectual and social development. The presence of the pillars of spirituality, attitudes and values as well as areas of personality, socio-emotional and spiritual development in both education programs show that moral education is important to be given at the early stages of children's education.

In Islam, morals refer to a person's behavior, attitude, and morals. It includes aspects of ethics, morals, and ways governed by Islamic teachings. Among the morals of the Prophet SAW are patient, loving and diligent (KSPK, 2017). The concept of morality includes the following:

- a. Taqwa. The main concept in Islam that refers to faith and justice. Taqwa involves deep obedience to Allah, refraining from evil deeds, and doing good deeds according to the teachings of Islam
- b. Ihsan. This concept refers to the behavior and attitude of excellence. Kindness involves doing good and giving everything in all aspects, both externally and internally.
- c. Adab. This term refers to a good attitude, ethics and ethics. Adab involves good social behavior such as respecting others, being polite in speech and action, and maintaining good habits in worship and daily life.
- d. Husnul Khuluq. This concept refers to having a positive attitude. It includes praiseworthy characteristics such as honesty, justice, courage, kindness, patience, humility, etc. Husnul Khuluq is encouraged in Islam and is considered a quality of a good Muslim.

In developing human capital that excels in life, moral education needs to be emphasized more deeply. According to Ibnu Miskawaih (2003), moral education involves the development of morals, behavior, and character as well as becoming human traits that go hand in hand with happiness and luck.

Purpose of Children's Moral Education

Islamic and Western philosophers strongly prioritize children's education at an early stage because it should be given full attention to the rapid and short period of development. Children's morality is the process of forming and developing values in terms of morals, ethics, and good behavior in children (Kamal et al., 2023). According to Bukhari (2010), the main purpose of moral education is divided into two, the general purpose and the specific purpose as below:

- a. General Purpose
 - 1) To cultivate the habit of acting in the right, good, noble and praiseworthy way, and avoiding things that are reprehensible, bad, and contemptible.
 - 2) To improve good relations between humans and Allah SWT so that they can live in a state of peace and harmony.
- b. Specific Purpose
 - 1) Helping to build noble and civilized habits with good practices.
 - 2) Inculcating religious beliefs in students and teaching them to adhere to good morals and oppose bad morals.

In line with that, moral education helps children to understand moral concepts, practice good values and develop a positive attitude in interacting with others. Moral education is the most basic education and should be given from early childhood. Children's moral education is education that aims to shape the character and morals of children from an early age. A child's physical, intellectual, emotional, and spiritual development is highly dependent on the quality of care received, especially during this important phase. Therefore, in order to fulfill the responsibilities of parents, educators must play an important role in developing excellent human capital that will be a great

national asset in the future. Therefore, a moral education module needs to be developed in shaping children's morals.

Model Design

Module Construction Process

Various procedures and rules must be followed to ensure that the module produced is able to give the best effect. This module has proven that it gives the best effect when a student follows a module and succeeds in mastering the objectives stated in this module. According to Sidek & Jamaluddin (2005), the success of the students is highly dependent on the procedures that must be followed by the module developers (Sidek Mohd Noah and Jamaluddin Ahmad, 2005). In this study, the Sidek Module Construction Model was used to develop this module.

Rationale for Sidek Module Construction Model Selection

The construction of this sided module was chosen by the researcher because it has good module production steps. Although there are various models used by many researchers, this module construction model by Sidek Mohd Noah is one of the most popular and attention-getting module construction models and serves as a guide for many local researchers who want to develop modules. There are two main phases applied in this model: the draft phase and the module trial and evaluation phase. Before a module is evaluated and tested, it is considered a draft. If the draft module is found to be valid and reliable, the module can be considered complete, according to Sidek Mohd Noah and Jamaluddin Ahmad (2005). The flow chart of the process of producing a modified module from the Sidek Module Construction Model is shown in the Figure 1.

The Sidik module construction model is used in the construction of the morality module based on this study because it is a comprehensive integration model and through a trial process or pilot study to see the weaknesses and deficiencies that exist. Validity and reliability testing are done to ensure that a quality module has been tested.

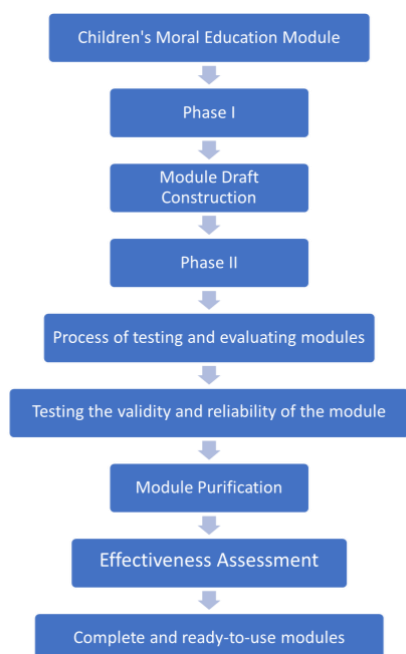


Figure 1. Sidek and Jamaludin module construction design modification model
(Source: Sidek & Jamaludin 2005)

3. Method

The development of the moral education module in this study uses the DDR approach. This approach is an empirical method in developing products such as models and modules (Mohd Ridhuan Mohd Jamil & Nurul Rabihah Mat Noh, 2020; Richey & Klein, 2010, 2014; Saedah Siraj et al., 2020).

The selection of DDR in the development of this moral education module is based on a systematic and orderly process (Richey & Klien 2010) which consists of a needs analysis phase, development and an evaluation phase of the design phase. The DDR approach is a research method that has the validity and reliability of data and information based on the field of learning technology and curriculum development (Saedah Siraj et al., 2020). Research that uses the DDR approach will run smoothly if it complies with the established procedures (Ridhuan & Nurulrabihah, 2020).

The Design and Development approach, also known as Design and Development Research (DDR), was used in this study. Richey & Klein (2007) explained that studies involving the development of models or modules require a systematic and orderly process. It includes the design and development process of the product as well as the evaluation of the product that has been made. This design was chosen because the DDR method is compatible with the objective of developing moral modules for the formation of children's morals.

Along with the stated method, the DDR approach in this study uses a modified DDR approach involving three main phases, namely by combining the design phase and the development phase (Saedah, Norlidah, Dorothy & Zaharah, 2013; Saedah, Muhammad Ridhuan Tony & Rozaini, 2020). Therefore, this study was conducted with the following strategy:

- a. Requirements analysis phase which refers to the phase in identifying the requirements for module development.
- b. Module development phase. This phase combines the design phase and the development phase (Ramlan, 2017; Mohd Ridhuan & Nurulrabihan, 2019; Saedah, Muhammad Ridhuan Tony & Rozaini, 2020). Based on this, the researcher has used a module development approach based on techniques Fuzzy Delphi (Fuzzy Delphi Method) based on consensus and expert agreement.
- c. Evaluation phase. This phase aims to evaluate the usability of the module using the expert interview method using the Nominal Group Technique (NGT).

Each phase that is carried out needs to use appropriate and suitable research methods to answer each research question presented. Therefore, the DDR approach offers a wide range of methodological options that can be used due to the nature of DDR multiple methods (Richey & Klein, 2014). The use of various research methods guided by the DDR approach is carried out based on each phase shown in Table 1 as follows:

Table 1. Schedule 1 - A study based on the DDR approach

Phase	Method
Phase 1: Need Analysis	Literature Review and interview
Phase 2: Design & Development	Questionnaires and Fuzzy Delphi Method (FDM)
Nominal Group Expert Interview and Technique (NGT)	Interview Experts and Nominal Group Technique (NGT)

In phase 1, which is needs analysis, this study uses the interview method against a group of experienced users to get the views of study participants regarding the development needs of the module. This needs analysis phase aims to research the need to develop a module based on the views of the study participants. Only after the findings of the need's analysis confirm that there is a need to develop a model, then the next process can be implemented.

In the next stage, this study takes an approach by using a group of experts for the module development process. At this stage, the research tool that has been chosen is to use techniques Fuzzy Delphi (FDM). The module developed by the researcher is then evaluated for usability. For that purpose, the evaluation phase was carried out using the expert interview method using the Nominal Group Technique (NGT).

Next, a more detailed procedural framework is provided to explain the variety of research methods used in each phase of the study. This procedural framework includes research questions, data collection techniques and data analysis methods for each phase. The framework of the study procedure is based on Figure 2 as follows:

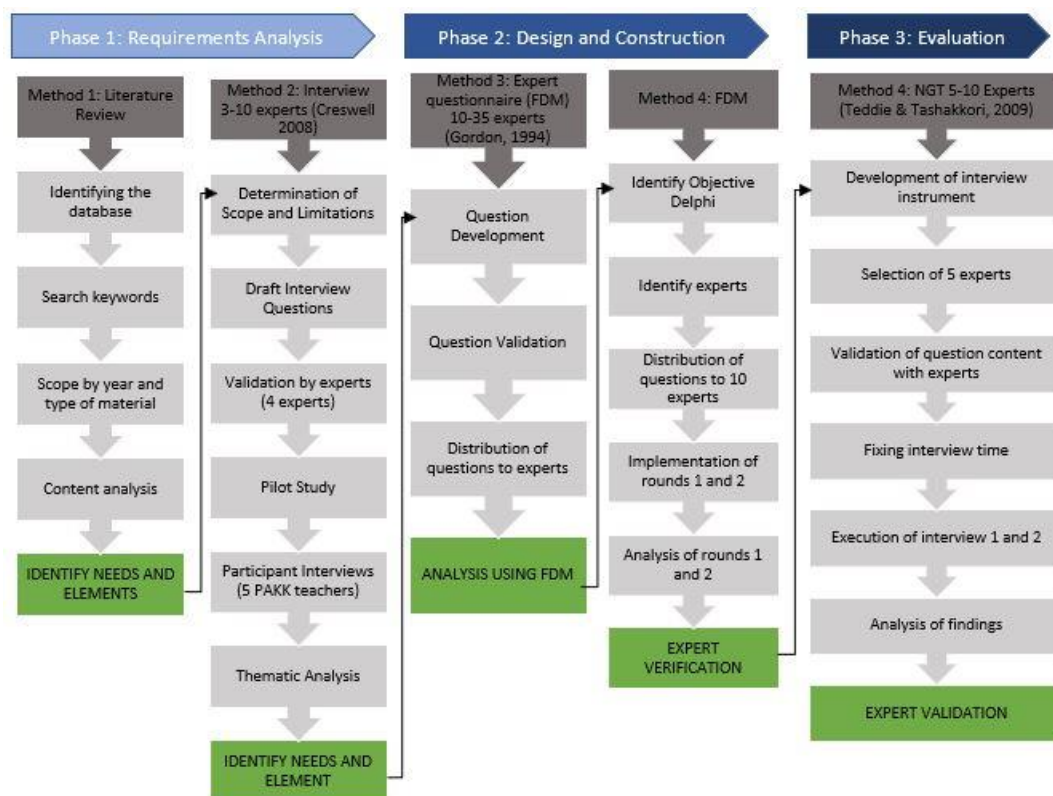


Figure 2. Research procedure framework

4. Discussions

In order to develop a moral education module for children, several research methods can be done either using a qualitative, quantitative or mixed method approach (mix method). However, based on the research of the literature highlights and the views of previous scholars, the researcher found that this research based on design and development research (DDR) can be implemented as an approach in module development. In addition, studies that apply DDR are seen to be detailed, empirical, and organized by using a combination of various methods throughout the study (Richey & Klein, 2007).

So, it is clear that each phase based on the research conducted will implement a research method to answer the research questions presented. Indirectly, the use of the DDR module is said to be able to solve problems in a specific context (Saedah et al., 2013) and works in adapting by using the latest research tools such as FDM, NGT, ISM AHP, and SEM. Nevertheless, the use of DDR is also still suitable to be applied with existing quantitative or qualitative methods as a study sample. It is hoped that this moral module development study can provide a new contribution from the aspect of existing research methods through the use of a more systematic DDR approach as well as applying various research tools.

5. Conclusions

The study of the development of the children's moral education module that was studied is in line with the current requirements of the National Preschool Standard curriculum in Malaysia which covers the pillars of Spirituality, Attitude and Values (KSPK, 2013). At the same time, the DDR approach is applied to increase and improve the existing knowledge (Richey & Klein, 2007) in various aspects of knowledge studied.

This moral education module refers to an academic module that is generally built based on the Sidek Module Construction Model. The module that is built needs to go through two main stages that have been stated in the Sidek Module Construction Model, which is to prepare a draft and based on the stage of trying and evaluating the module. This model is applied because it is appropriate and easy to follow because it has certain stages that allow the module to be produced well (Sidek Mohd Noah and Jamaludin Ahmad, 2005).

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