Idarah Tarbawiyah: Journal of Management in Islamic Education
Vol. 7 No. 11 (2026), hlm. 246-255, DOI: 10.32832/itjmie.v7i11.24289
ISSN: 2654-5845 (Online)

Development of a module on manners (*adab*) towards parents for early childhood education using the ADDIE

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Abstract

This study aims to develop a module on Manners (Adab) Towards Parents for Early Childhood Education (ECE) as a systematic teaching tool aligned with children's developmental stages. The research is motivated by the decline in children's respectful behavior toward parents due to a lack of habituation at home, media exposure, and the unavailability of structured teaching materials in ECE institutions. The study employs Research and Development (R&D) with the ADDIE model, encompassing needs analysis, design, development, implementation, and evaluation. Data were collected through observation, interviews with teachers and parents, expert validation, and a limited trial involving 20 children at PAUD Bina Mulya Bantarsari, Bogor. Validation results from content, language, and media experts showed a feasibility score of 89.66% (very feasible category), while teacher responses indicated a practicality level of 87.5%. Implementation of the module demonstrated improved children's ability to recognize, express, and practice manners toward parents through play-reflective activities. Thus, the module is considered effective, applicable, and easy to use for Islamic character learning at the ECE level.

***Keywords**: adab (manners); teaching module; early childhood education; ADDIE; parents.*

Abstrak

Penelitian ini bertujuan untuk mengembangkan modul tentang Tata Krama (Adab) terhadap Orang Tua untuk Pendidikan Anak Usia Dini (PAUD) sebagai alat bantu pengajaran sistematis yang selaras dengan tahap perkembangan anak. Penelitian ini dilatarbelakangi oleh menurunnya perilaku hormat anak terhadap orang tua akibat kurangnya pembiasaan di rumah, paparan media, serta tidak tersedianya bahan ajar terstruktur di lembaga PAUD. Penelitian ini menggunakan pendekatan Penelitian dan Pengembangan (R&D) dengan model ADDIE, yang mencakup analisis kebutuhan, perancangan, pengembangan, implementasi, dan evaluasi. Data dikumpulkan melalui observasi, wawancara dengan guru dan orang tua, validasi ahli, serta uji coba terbatas yang melibatkan 20 anak di PAUD Bina Mulya Bantarsari, Bogor. Hasil validasi dari para ahli konten, bahasa, dan media menunjukkan skor kelayakan sebesar 89,66% (kategori sangat layak), sedangkan tanggapan guru menunjukkan tingkat kepraktisan sebesar 87,5%. Penerapan modul ini menunjukkan peningkatan kemampuan anak-anak dalam mengenali, mengekspresikan, dan mempraktikkan tata krama terhadap orang tua melalui kegiatan bermain yang reflektif. Dengan demikian, modul ini dianggap efektif, dapat diterapkan, dan mudah digunakan untuk pembelajaran karakter Islam di tingkat PAUD.

Kata kunci: adab (sopan santun); modul pembelajaran; pendidikan anak usia dini; ADDIE; orang tua.

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Article Information: Submitted 28 June 2026, Accepted 14 November 2026, Published 15 November 2026

Introduction

Early childhood education is the most important phase for character formation because children aged 5–6 years are in the golden age period and are highly sensitive to moral values (Sujiono, 2017). According to Piaget, children in the preoperational stage require concrete experiences to understand moral concepts. Vygotsky (Vygotsky, 2018) emphasized that the internalization of values occurs through social interaction and guidance from adults. Furthermore, social-emotional development at this age begins to demonstrate empathy and cooperation skills (Santrock, 2011). Adults, as facilitators for children, need to provide guidance and create a supportive social climate in order to instill the character values intended to be developed within children.

From an Islamic perspective, character education is an essential component that cannot be separated from education itself. Teaching how to develop positive behavior in children is commonly referred to as adab education (manners and ethics). Al-Attas explained that adab is an effort to introduce and construct knowledge about the realities of life hierarchically according to human developmental stages and environmental conditions (Attas, 1995). In the context of knowledge, adab is fundamentally produced through continuous learning activities. Allah SWT states in Surah Al-Baqarah verse 282:

وَاتَّقُوا اللّٰهَ وَيُعَلِّمُكُمُ اللّٰهُ ۗ وَاللّٰهُ بِكُلِّ شَيْءٍ عَلِيْمٌ ﴿٢٨٢﴾

> "Fear Allah, and Allah teaches you. And Allah is All-Knowing of everything." (QS Al-Baqarah: 282)

Behavior that is considered proper and ethical is behavior that, according to Islamic law, emerges as a result of devotion to Allah SWT. A person's spiritual attachment to God will produce gentleness of heart and wise thinking patterns. This aligns with Al-Attas' statement that adab is a righteous action arising from self-discipline built upon the foundations of knowledge and wisdom (hikmah) (Attas, 1995). In Islam, adab education is oriented toward building awareness of living according to the teachings of Islam.

The most appropriate phase to build children's personalities and positive habits preventively is indeed the preoperational or early childhood phase. Al-Ghazali stated that a child's heart is like a "pure jewel" that can easily be shaped through habituation. Ibn Qayyim emphasized that good habits instilled from an early age will shape character into adulthood. One of the most important forms of adab is kindness toward parents, as commanded in Surah Luqman verse 14 regarding the obligation to be grateful and respectful toward both parents.

The thoughts of classical Islamic scholars also demonstrate the importance of habituating morals and manners from an early age. Imam Al-Ghazali (2018) stated that a child's heart is like a jewel that is still pure and can easily be shaped according to the habits given to it. If a child becomes accustomed to goodness, he or she will grow into a good person, and vice versa. Similarly, Ibn Qayyim Al-Jauziyyah (2010) explained that children's education must begin early because habits formed during childhood greatly influence behavior in adulthood. Thus, the cultivation of manners toward parents must be carried out through consistent habituation so that it becomes embedded in children's character.

However, current social realities indicate a decline in children's respectful and polite behavior toward parents. Changes in parenting patterns, increased use of digital media, and the lack of habituation of manners within families are factors influencing early childhood behavior. Children are becoming more familiar with gadgets and social media than with direct interaction with family members. This condition causes children to become less accustomed to using polite expressions, listening to parental advice, or showing respectful behavior in daily life. This phenomenon is also reinforced by various studies showing that the development of digital technology without proper guidance can influence children's social and emotional behavior (UNESCO, 2023).

On the other hand, ECE institutions as the first formal educational institutions often face limitations in providing structured character education materials, particularly related to manners toward parents. Character learning in ECE generally remains verbal and is not yet supported by systematic, engaging, and developmentally appropriate teaching modules. Teachers rely more on short lectures or spontaneous habituation without comprehensive learning tools. As a result, the process of internalizing moral values becomes less optimal and difficult to measure.

These conditions indicate the need for innovative teaching materials that can help teachers instill moral values effectively in early childhood learners. One form of teaching material that can be used is a learning module. Learning modules have advantages because they are designed systematically, are easy to use, and allow learners to gain gradual learning experiences according to their developmental abilities (Prastowo, 2015). In the context of ECE, a good learning module should contain educational play activities, attractive illustrations, habituation of positive behavior, and involve interaction among children, teachers, and parents.

The development of a learning module on manners toward parents is important because it can become a more applicable and contextual medium for Islamic character education. The module functions not only as teaching material for teachers but also as guidance for parents to continue habituating manners at home. Thus, the process of character education can continue consistently between school and family.

To produce a systematic learning product suitable for students' needs, this study used the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model was chosen because it has structured and flexible stages for developing instructional materials (Branch, 2009). The analysis stage was conducted to identify learning needs and learner characteristics. The design stage was used to plan the contents and activities of the module. The development stage focused on product creation and expert validation, while the implementation stage involved limited trials with learners. The evaluation stage aimed to assess the effectiveness, practicality, and feasibility of the developed module.

The success of the module was measured through tests of feasibility, practicality, and effectiveness in the ECE learning process. This module development is expected to contribute to strengthening Islamic character education in ECE institutions while also becoming an alternative teaching material that can assist teachers and parents in instilling moral values in children from an early age.

Method

This study uses Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) as described by (Branch R. , 2009). And then, research procedure for using the ADDIE Model is start from the analysis stage involves conducting a needs analysis of teachers, children, the curriculum, and the learning environment to identify the requirements for module development. The Design stage focuses on designing the module structure, learning objectives, play-based activities, instructional media, and assessment instruments. The Development stage involves developing the module, conducting validation by content and media experts, and revising the product based on their feedback. The Implementation stage consists of conducting a limited trial of the module with teachers and children in the classroom. Finally, the Evaluation stage involves formative and summative evaluations to assess the module's feasibility, practicality, and effectiveness.

The research subject in this article is take from teachers: 4 person, children aged 5–6 years: 20 children and validators: content expert, language expert, media expert. Data collection techniques in this article begins with observation of children's behavior, interviews with teachers and parents, expert validation sheets and teacher response instruments.

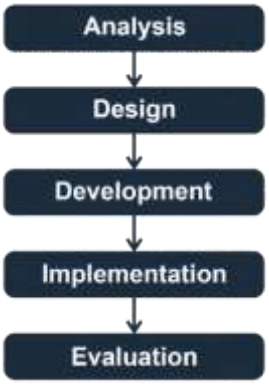


Figure 1. ADDIE Model Research Procedure

Results and Discussion

A. Research findings

This research on the development of a module on etiquette toward parents for early childhood was conducted using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. All stages were carried out systematically to produce teaching materials that are appropriate to the developmental characteristics of children aged 5–6 years. Research data were obtained through field observations, interviews with teachers and parents, learning documentation, expert validation sheets, and limited trials involving students at PAUD Bina Mulya Bantarsari Bogor. The following is a description of the processed data results that have been obtained:

1. Results of the analysis stage analysis

The analysis stage was conducted to identify learning needs related to etiquette toward parents in early childhood education. The researcher conducted observations for

two weeks regarding the learning process in Class B of PAUD Bina Mulya Bantarsari. The observation results showed that learning moral and religious values was still verbalistic and had not yet utilized special systematic teaching materials.

Teachers more frequently used simple lecture methods, direct advice, and spontaneous habituation without structured learning guidance. From the observation results, several child behaviors indicated low internalization of etiquette toward parents, such as not saying thank you when helped, being less responsive when called by the teacher as a representation of a parental figure, and not yet accustomed to helping others.

Interviews with four PAUD teachers showed that all teachers experienced difficulties in preparing interesting and concrete etiquette learning activities. Teachers stated that etiquette materials were usually only delivered through short stories or songs without continuous evaluation of children's behavior.

In addition, interviews with parents showed that most children were more exposed to digital media than educational interaction with family members. Parents also admitted that the habituation of polite behavior at home had not been consistently implemented due to limited supervision time. The results of the needs analysis can be seen in the following table.

Table 1. Results of the Learning Needs Analysis on Etiquette toward Parents

Analysis Aspect	Field Findings
Learning methods	Predominant lectures and verbal advice
Instructional Media	No special module available yet
Characteristics of children	Enjoys play and visual activities
Teacher needs	Systematic and practical teaching materials
Children needs	Concrete and fun learning
Parents needs	Habitual behavior at home

Source: Researcher's findings.

Based on the results of the analysis, the researcher concluded that a learning module was needed that could integrate the values of etiquette toward parents with play activities, attractive visuals, and reflective learning in accordance with the developmental stage of early childhood.

2. Results of the design stage

At the design stage, the researcher prepared the module design based on the learning outcomes of the Merdeka Curriculum for PAUD, teacher needs, and the developmental characteristics of early childhood. The module structure was designed using simple language, colorful illustrations, play activities, and authentic behavior-based evaluation.

a. The module consists of four main learning units, namely:
b. Recognizing the role of parents
c. Saying thank you to parents
d. Showing affection through actions
e. Reciting prayers for both parents

Each learning unit contains learning objectives, core activities, play media, children's activity sheets, simple reflection, and behavioral assessment instruments. At this stage, the researcher also designed play activities such as role play, storytelling, picture card games, singing, and direct practice of helping parents. These activities were selected

because they are in accordance with the learning characteristics of early childhood, which are concrete and enjoyable.

Documentation of the design results showed that the module had a visual appearance dominated by family images, bright colors, and illustrations of daily behavior so that children could easily understand the learning context.

3. Results of the development stage

The development stage was carried out by preparing a complete draft of the module and then validating it through material experts, language experts, and media experts. Validation was conducted to determine the feasibility level of the module before implementation in the classroom.

Material experts assessed the suitability of the content with learning objectives, Islamic values, and the moral development of early childhood. Language experts assessed sentence readability, simplicity of language, and clarity of instructions. Meanwhile, media experts assessed visual aspects, layout, illustrations, and the attractiveness of the module. The results of expert validation can be seen in the following table.

Table 2. Validation Results

Validator	Persentage	Categori
Subject matter expert	90%	Very suitable
Linguist	88%	Very suitable
Media expert	89%	Very suitable
Average	89,66%	Very suitable

Source: Data processed by the author from experts

Based on the validation results, the module was declared very feasible for use in learning. However, the validators provided several suggestions for improvement, including simplifying instructions on children's activity sheets, adding illustrations of emotional expressions, and adjusting font sizes on several pages. After revisions were made according to the validators' input, the module experienced quality improvement both in terms of content and visual appearance

4. Results of the implementation stage

The implementation stage was conducted through a limited trial involving 20 children in Group B at PAUD Bina Mulya Bantarsari Bogor during four learning meetings. At the first meeting, children were introduced to the importance of respecting parents through illustrated stories and role-playing games. The children appeared enthusiastic in participating in the activities because learning was packaged through play activities. The second meeting focused on habituating children to say thank you. Teachers used simple simulations such as receiving help, receiving food, and receiving gifts. The children were then asked to practice saying thank you to teachers and friends. The third meeting contained activities of helping parents through simulation games such as tidying up toys, carrying books, and helping friends. Meanwhile, the fourth meeting focused on learning prayers for both parents through songs and repeated recitation together. The results of observations on children's behavior during implementation showed an improvement in etiquette behavior toward parents. Data regarding the improvement in children's behavior can be seen in the following table.

Table 3. Results of Module Implementation

Behavioral Indicators	Percentage of Developing Children
To say thanks	85%
Helping others	80%
Memorizing parents' prayers	75%
Show politeness	82%

Source: Data analyzed by the author based on observations.

In addition to observations of children, the researcher also collected teacher responses regarding the practicality of the module. Questionnaire results showed that teachers felt the module was easy to use, aligned with learning outcomes, and helpful in the process of character building.

Table 4. Teacher Responses to the Module

Assessment Aspects	Percentage
Ease of use	88%
Suitability of material	90%
The attractiveness of the activity	86%
Clarity of instructions	86%
Average	87,5%

Source: Data processed by the author from teacher responses toward the module.

Based on these results, the module falls into the category of being very practical and can be applied in learning Islamic character education for early childhood.

B. Discussion

The research findings indicate that the development of a parental respect (adab toward parents) module based on the ADDIE model was able to gradually improve polite behavior among early childhood learners. These findings demonstrate that character education for young children becomes more effective when it is implemented through concrete experiences, habituation, and play activities that are appropriate to the child's developmental stage. The improvement in children's ability to say thank you, help others, and recite prayers for their parents shows that early childhood learners more easily understand moral values when learning is connected to direct experiences. These findings are consistent with the cognitive development theory of Jean Piaget, which states that children aged 5–6 years are in the preoperational stage and therefore require concrete media and real experiences to understand abstract concepts. In this study, the concept of adab, which was previously abstract, was translated into simple activities such as helping others, speaking politely, and expressing gratitude. This enabled children to understand the meaning of respecting parents more concretely compared to receiving verbal advice alone.

Furthermore, the successful implementation of the module demonstrates the importance of social interaction in the formation of children's moral character. Lev Vygotsky emphasized that the development of children's values and behavior occurs through scaffolding processes and interactions with adults. In this research, the teacher acted as a facilitator who modeled appropriate behavior, guided children's practices, and provided positive reinforcement throughout the learning process. The research findings also reveal that the use of play activities had a significant influence on children's engagement during learning. Throughout the implementation process, children

appeared more enthusiastic when learning activities were conducted through role play, songs, and picture card games compared to conventional lecture methods. This condition indicates that play is not merely an entertainment activity, but also an effective medium for the internalization of moral values.

This finding is in line with the views of Maria Montessori, who argued that children learn optimally through active activities and sensory experiences. Play allows children to explore their social environment while naturally understanding the consequences of behavior. In the context of this study, simulation games helped children understand how to treat parents kindly in daily life. From the perspective of Islamic education, the research findings show that habituating adab from an early age has a significant influence on children's character formation. Al-Ghazali explained that a child's heart is like a precious jewel that can easily be shaped through continuous habituation. Therefore, teaching adab is not sufficient if it is delivered merely as knowledge; rather, it must be manifested in daily behavioral practices.

In the implementation of this module, habituation was carried out through routine activities such as expressing gratitude, reciting prayers for parents, and helping teachers as a representation of respectful behavior toward parents at home. These habitual practices proved effective in shaping positive behavioral responses in children. The findings also demonstrate that the presence of the module helped teachers implement character education more systematically. Prior to the use of the module, teachers tended to teach spontaneously without clear assessment indicators. After the module was implemented, teachers had guidelines regarding learning objectives, activity procedures, media, and instruments for evaluating children's behavior.

This condition indicates that teaching materials have an important role in improving the quality of character education in early childhood education institutions. According to Andi Prastowo, good teaching materials should help teachers deliver learning content systematically, effectively, and according to students' needs. In this study, the module functioned not only as a learning resource for children but also as a pedagogical guide for teachers. In addition to improving learning effectiveness, the use of visual illustrations in the module also proved helpful in enhancing children's understanding. Early childhood learners tend to be more interested in images than long texts. Therefore, the use of family illustrations, facial expressions, and daily-life activities became an important strategy for attracting children's attention. These findings reinforce child development theories stating that visual media strongly influence the attention span and comprehension of early childhood learners. Through concrete images, children can more easily connect the concept of adab with their daily life experiences.

This research also demonstrates that teaching adab cannot be separated from family involvement. Interview results with parents indicated that several children's behaviors began to change at home, such as greeting others upon returning home, helping organize belongings, and expressing gratitude to parents. This shows the transfer of learning from the school environment to the family environment. Thus, the module not only influenced children's behavior in the classroom but also affected their daily habits at home.

However, the researcher also found several obstacles during implementation. Not all children experienced behavioral development at the same level. Some children still

required intensive assistance because they were not accustomed to disciplinary habituation at home. In addition, the limited learning time in early childhood education institutions caused the habituation process to be less than optimal for long-term implementation. Nevertheless, overall research findings indicate that the module demonstrated high levels of feasibility and practicality. The expert validation score of 89.66% indicates that the module met appropriate standards in terms of content, language, and instructional media. Meanwhile, the teacher response score of 87.5% demonstrates that the module was easy to use in daily learning activities.

The findings of this study are consistent with previous research conducted by Nurlaila (2020) regarding the development of a character education module based on the ADDIE model for early childhood learners. That research showed that learning modules significantly improved children's social and moral behavior. The similarity lies in the use of the ADDIE model and child activity-based character education approaches. In addition, this study is also consistent with research by Sari and Rahma, who found that play-based modules effectively improved the social-emotional development of early childhood learners (2019). Play activities in their research were proven to enhance empathy, cooperation, and prosocial behavior among children. These findings support the present study's conclusion that play activities are effective in teaching adab toward parents.

This research also supports studies by Wulandari (2021) and Safitri (2023), which demonstrated that integrating Islamic values into teaching materials can shape children's character more effectively. The use of prayers, habituation of Islamic behavior, and reflective activities proved effective in helping young children internalize moral values. Although this study shares similarities with previous research, it also contains elements of novelty that distinguish it from earlier studies. Previous studies generally discussed character education broadly, whereas this research specifically developed a module focusing on adab toward parents as the primary learning objective. This focus is important because the relationship between children and parents serves as the primary foundation for moral development in Islam.

Moreover, the module developed in this study was specifically designed for children aged 5–6 years using a play-reflective learning approach. This approach combines play activities with simple reflection so that children not only engage in activities but also understand the moral meaning behind the behaviors they practice. Consequently, this study contributes both theoretically and practically to the development of Islamic character education in early childhood education. From a theoretical perspective, this research strengthens the concept that moral learning for early childhood learners must be implemented through concrete experiences, social interaction, and continuous habituation. From a practical perspective, this research produced a learning module that can be utilized by early childhood education teachers as systematic and applicable teaching material for instilling adab toward parents.

Conclusion

This study successfully developed a module on adab toward parents for early childhood education using the ADDIE model. The module was designed in response to

the need for more systematic, contextual, and developmentally appropriate teaching materials. Expert validation indicated a very high level of feasibility, while teachers' responses confirmed its practicality and suitability for classroom learning. Its implementation among children aged 5–6 years showed positive developments in behaviors such as expressing gratitude, helping others, behaving politely, and praying for their parents. These findings suggest that integrating play activities, visual illustrations, habituation, role modeling, and simple reflection can help children understand and practice adab in their daily lives. Overall, the module offers an innovative approach to Islamic character education by combining moral knowledge with meaningful experiences and practical activities appropriate to early childhood development.

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