

# Big Book “Aku Anak Indonesia” to Stimulate Religious Moderation in Early Childhood

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## ABSTRAK

Kasus kekerasan dan diskriminasi di Indonesia masih didominasi oleh konflik berbasis agama, sehingga penting untuk menginternalisasi moderasi beragama sejak dini. Stimulasi pada anak usia dini membutuhkan media pembelajaran khusus yang sesuai dengan karakteristik dan kebutuhan perkembangannya, salah satunya adalah buku besar dengan gambar yang menarik dan berwarna. Namun, belum ada buku besar yang secara khusus dikembangkan untuk merangsang moderasi beragama bagi anak usia dini. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan buku besar yang valid dan tepat berjudul "Aku Anak Indonesia" untuk merangsang moderasi beragama pada anak usia dini. Penelitian ini menggunakan metode penelitian dan pengembangan Borg&Gall yang terdiri dari 10 prosedur penelitian. Subyek dalam penelitian ini adalah 90 siswa dan 7 guru TK. Pengumpulan data dilakukan dengan menggunakan angket, wawancara, observasi, dan dokumentasi. Analisis data dilakukan secara kualitatif dan kuantitatif. Hasil analisis data menggambarkan bahwa big book "Aku Anak Indonesia" yang dikembangkan sangat valid (98%) dan layak (94,05%) untuk merangsang moderasi beragama pada anak usia dini. Anak usia dini semakin memahami konsep dan mampu menerapkan moderasi beragama dalam kehidupan sehari-hari setelah distimulasi dengan buku besar.

## ABSTRACT

Cases of violence and discrimination in Indonesia are still dominated by religion-based conflicts, so it is important to internalize religious moderation from an early age. Stimulation in early childhood requires special learning media that suit their characteristics and developmental needs, one of which is a big book with attractive and colorful pictures. However, there is no big book that has been specifically developed to stimulate religious moderation for early childhood. Therefore, this study aims to develop a a valid and appropriate big book with entitled "Aku Anak Indonesia" to stimulate religious moderation in early childhood. This study used Borg&Gall's research and development method which consisted of 10 research procedures. The subjects in this study were 90 students and 7 teachers in Kindergarten. Data collection was carried out using questionnaires, interviews, observation, and documentation. Data analysis was carried out qualitatively and quantitatively. The results of the data analysis illustrate that the developed big book "Aku Anak Indonesia" is very valid (98%) and feasible (94.05%) to stimulate religious moderation in early childhood. Early childhood increasingly understands concepts and is able to apply religious moderation in daily life after stimulation with big books.

## 1. INTRODUCTION

Indonesia is a country rich in diversity, including diversity of ethnicity, language, and religion. The Central Bureau of Statistics records that there are approximately 1.340 ethnic groups spread throughout Indonesia with 742 languages or dialects. Until now, there are six religions that have been officially recognized by the Republic of Indonesia, namely Islam, Protestantism, Catholicism, Hinduism, Buddhism, and Confucianism (Agustina & Bidaya, 2019; Rachmadtullah et al., 2020). The diversity that exists in Indonesia should ideally be used as a strength to be able to unite, progress and develop in various fields as our founding fathers aspired to and is implied in the Indonesian state motto "Bhinneka Tunggal Ika" which means that although we are different, we are still one. However, this diversity is often used as a weapon to

divide national unity (Amirin, 2013; Utomo, 2017, 2018). One of the commitments of the government in overcoming conflicts and violence with religious and ethnic nuances is to continue to encourage religious moderation in Indonesia. Religious moderation in general refers to an attitude of reducing violence and avoiding extremes in religious practices, so that religious teachings are no longer used to fulfill individual personal desires (Rinaldo, 2014; Wijayanti & Pratomo, 2019). It is the exploitation of religious teachings for private interests that is not good that causes religious life in Indonesia to be unfair and unbalanced, tends to be extreme and excessive. Religious moderation is expected to restore religious practices according to their essence, not to be exploited to divide the unity of the nation (Marini et al., 2018; Perbowosari, 2018). Religious moderation can be seen from four indicators: national commitment, tolerance, anti-violence, and accommodation to local culture. Given the importance of religious moderation in social life, the values of religious moderation need to be disseminated to all Indonesian people, not only to certain circles. One way is through the education sector. It is undeniable that acts of radicalism, vandalism, extremism and hatred towards certain parties have touched our students who are the next generation of the nation (Phongchiewboon, 2018; Yuliana et al., 2021).

The suicide bombing terror in Surabaya involving children in 2018 is an example of a real case of radicalism involving children. Another case occurred in Probolinggo where all students from a kindergarten paraded in robes and veils while holding toy guns in front of their bodies (Yuliana et al., 2021). Violent conflict and anti-tolerance in early childhood can also be seen from early childhood who ridicule or make fun of friends, picking only certain friends when doing activities at school, make fun of friends who have different ways of worship, like to steal friends' toys, push or forcing friends, to the point of refusing to take turns using the play area (Matusov & Sullivan, 2020; Weiwei et al., 2021). Therefore, the internalization of religious moderation in the school environment needs to be implemented from an early age, so that our children are able to form an understanding and practice the values of religious moderation in their daily lives, so that later they will grow to become moderate generations and unifying agents of the nation (Nabilah et al., 2019; Wijayanti & Pratomo, 2019). Understanding of religious moderation needs to be included in early childhood education as a form of deepening character education. However, the internalization of religious moderation in early childhood must be carried out in an appropriate method, which is liked by children and does not only focus on memorizing the meaning of a concept (Ramdan & Fauziah, 2019; Wijayanti & Pratomo, 2019). This illustrates the importance of internalizing religious moderation in early childhood by using the right learning media. The use of appropriate learning media will be able to internalize religious moderation from an early age so that the next generation of the nation will become individual who can practice religion in moderation, have a national spirit and high tolerance, are anti-violence, and are able to accommodate Indonesia's cultural heritage (Isnainingsih & Rohman, 2019; Mahfud et al., 2019).

Appropriate learning media is something that needs attention in early childhood education because early childhood does not understand something that is abstract or cannot be captured by their five senses. The presence of the right media can support the formation of learning that is more real and easily understood by children. One of the appropriate learning media for early childhood is learning media in the form of big books. Big book is a picture story book that is planned for development and learning. The big book contains a learning context that is presented in picture story books for children (Guslinda & Kurnia, 2018; Maila & Widiastuti, 2020; Novitasari, 2020). Big book size can be conditioned according to the needs of the child and the ability of the creator. Previous research illustrates that religion-based big book media can develop the spiritual intelligence of children aged 5-6 years (Nurindarwati et al., 2022), can support the formation of early childhood character, and can improve children's reading skills in simple sentences. Big book is one of the learning media that can be used to stimulate religious moderation in early childhood. Big books that contain pictures of various colors and large sizes can attract the attention of young children and support learning to be more interactive so that the message of religious moderation conveyed will be easier for children to understand and remember (Hilda Hadian et al., 2018; Kiromi & Fauziah, 2016). The use of the big book is expected to make young children familiar with the concept of religious moderation so that later they are accustomed to applying it in everyday life so that Indonesian children will be moderate, loyal to Pancasila and the 1945 Constitution, and willing to fight for national unity and sovereignty. so as to create a just and balanced unitary state of the Republic of Indonesia. However, the facts illustrate that early childhood education institutions in the city of Mataram do not yet have learning media specifically aimed at stimulating religious moderation in early childhood, including media in the form of big books. Literature studies also show that there are no scientific publications related to big books that are specifically aimed at stimulating religious moderation in early childhood. Based on the elaboration above, researchers feel the need to conduct research on the development of learning media in the form of the big book to stimulate religious moderation in early childhood with the aim of analyzing the description of needs, design, validity, level of feasibility, and

effectiveness of implementing big the book "Aku Anak Indonesia" in stimulating religious moderation in early childhood.

## 2. METHOD

This study used the research and development (R&D) method developed by Walter R. Borg and Meredith Damien Gall. Research and development according to Borg and Gall is a process used to develop and validate educational products. Research and development can also be defined as a research method that is deliberately, systematically, aimed/directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods/strategies/means, services, certain procedures that are superior, new, effective efficient, productive, and meaningful (Kiromi & Fauziah, 2016). Research and development is used to design a new product and test the product through a field test process. The research and development procedure in this study consisted of 10 stages of Borg and Gall's R&D (Figure 1), namely: 1) potential and problems identification, 2) gathering information, 3) product design, 4) design validation, 5) design revision, 6) product trial, 7) product revision, 8) trial use, 9) product revision, and 10) dissemination and implementation (Gall et al., 2007).

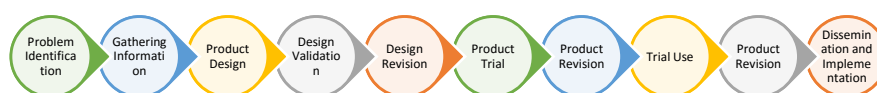


Figure 1. Borg and Gall's Research Procedure

This research involved 90 students and 7 teachers in Putra I Kindergarten, Mataram. This Kindergarten is one of the public Kindergartens with a large number of students and various ethnicities, religions, races, and classes. The educators at this Kindergarten also come from various ethnicities, religions, races, and classes. The results of identifying potentials and problems that were carried out at the beginning also illustrated that in Putra I Kindergarten, Mataram, there were no learning media that specifically contained religious moderation values. The data collected in this study are primary and secondary data. The primary data in this study came directly from teachers and managers of early childhood education, early childhood, as well as media experts and material experts who provided ratings and comments regarding the big book being developed. While secondary data comes from literature, statistical data, documents, and other references that are relevant to the research topic. Based on the nature of the data, this study contains quantitative data and qualitative data. Quantitative data is obtained from the scores of expert assessment results and scores of student respondents. Meanwhile, qualitative data were obtained from interviews with early childhood education teachers, input and suggestions from experts, as well as impressions and messages from early childhood.

Data collection was carried out using questionnaires, interviews, observation, and documentation. Questionnaires are data collection techniques in the form of a list of written questions addressed to respondents (Sugiyono, 2016). The questionnaire method was used to obtain validation from media and material experts and to determine the feasibility level of the product according to early childhood. Interviews are used to obtain information related to facts, beliefs, feelings, desires, and so on that are needed to fulfill research objectives (Newman, 2013). Interviews were used to get an overview of needs, qualitative input from media and material experts, as well as responses from children and teachers. Observation is an observation made intentionally and systematically about social phenomena with psychic symptoms for further recording (Moleong, 2017). Observations were carried out during the stimulation and implementation process to determine conditions during stimulation and implementation. Documentation is done by collecting data through written records such as archives or progress reports on early childhood owned by teachers, literature books, journal articles or other scientific papers, and other relevant references, as well as documentation of the big book development process. Data analysis was carried out qualitatively and quantitatively. Qualitative data analysis in this study used descriptive qualitative techniques which included: data classification, data reduction, data interpretation. Quantitative analysis of expert validation data was carried out using the Gregory formula with two experts (two media experts and two material experts). Gregory's formula with two experts is show in Table 1.

Table 1. Two-expert Gregory Expert Validation Tabulation Formula

Expert 1		
Expert 2	C (-+)	D (++)
	B (+-)	A (--)

The formula description in the table above is D : Both experts agree. C : Expert 1 disagrees, expert 2 agrees. B : Expert 1 agrees, expert 2 disagrees. A : The two experts disagree (Dantes, 2021). The content validity formula is show in Table 2.

**Table 2. The Gregory Formula Content Validity Formula**

$$\text{Content Validity} = \frac{D}{A+B+C+D}$$

Quantitative analysis of the eligibility level was carried out using the criteria reference assessment with the raw scores being processed and converted to percentiles with the categories as show in Table 3.

**Table 3. Eligibility Category Based on Criteria Reference Assessment**

No	Score Intervals (%)	Eligibility Category
1	90 – 100	Very Eligible
2	80 – 89	Eligible
3	65 – 79	Decent
4	40 – 64	Less Eligible
5	0 – 39	Very Inadeqaute

### 3. RESULT AND DISCUSSION

#### Result



The results of the interviews illustrate that the teachers at Putra I Kindergarten, Mataram, agree that the stimulation of religious moderation in early childhood is important and needs to be done. The results of the interviews also illustrated that group B teachers with children aged 5-6 years felt that the stimulation barriers were mostly due to the inadequate educational game tools available compared to the number of students present. Meanwhile, teachers in group A with children aged between 4-5 years felt that in addition to infrastructure problems, children who were less focused and difficult to manage were also an obstacle or a challenge in providing stimulation. The results of field observations and analysis of relevant documents show that there is no learning media specifically developed to stimulate religious moderation in early childhood, including in the form of a big book. Putra I Kindergarten, Mataram, do not yet have learning media specifically developed to stimulate religious moderation. However, early childhood at Putra I Kindergarten, Mataram, seem to have gotten used to playing together without discriminating against ethnicity, religion, race and class. The results of the analysis of potentials and problems as well as the gathering of this information were then used by the researchers as the basis for compiling the big book design that was developed.

The results of the analysis of potentials and problems as well as additional information collected provide an overview to researchers of the need for learning media in the form of big books to stimulate religious moderation in early childhood and become the basis for researchers to design it. The researcher took the title "*Aku Anak Indonesia*" or "I Am an Indonesian Child" for the big book which was developed with the aim of fostering a sense of love for the motherland in early childhood. Broadly speaking, the big book "*Aku Anak Indonesia*" tells stories about early childhood activities in one day, so that children will feel the connection between the big book stories and their daily activities. The big book storyline is made flowing and natural where in each picture there will be religious moderation values that try to be introduced to early childhood. Each picture is equipped with complementary text to make it easier for the teacher to provide stimulation. Complementary texts are arranged in such a way as to be able to increase children's involvement in the learning process. Starting from the product design stage to the final product revision, the researchers involved two illustrators to draw big book illustrations.

The big book design that has been developed is then submitted to experts to be validated or given an assessment. The experts who provided validation consisted of two material experts and two media experts with different ethnic and religious backgrounds. Analysis of the results of the material expert's assessment of the big book "*Aku Anak Indonesia*" was carried out using the Gregory formula of two experts. Based on the results of the data tabulation, the content validity coefficient values of the material experts were obtained as follows:  $10/10 = 1$ . The coefficient value of 1 illustrates that material experts assess the content validity of the big book being developed as very high. Analysis of the results of the media expert's assessment was also carried out using the two-expert Gregory formula. Based on the results of the data tabulation, the content validity coefficient value of the media experts was obtained:

10/10 = 1. The coefficient value of 1 illustrates that media experts assess the content validity of the big book being developed as very high. The results of this analysis illustrate that the content validity of the big book "Aku Anak Indonesia" which is being developed in this study is classified as very high, both in terms of material and media. However, media and material experts provide some input and suggestions as material for product design revisions is show in Table 4.

**Table 4. Revised Design of Big Book "Aku Anak Indonesia"**

Before Revision	After Revision	Explanation
		<ul style="list-style-type: none"> <li>- Addition "Series 1: Religious Moderation"</li> <li>- Diversity of children</li> <li>- Author and illustrator</li> </ul>
 <p>Di Sekolah, Elang, Allen dan teman-teman diajarkan tentang Indonesia yang kaya akan beragam budaya dan Agama sehingga harus hidup rukun dan saling menghormati.</p>	 <p>Setelah berdiskusi bersama, Airangga dan Syalendra belajar tentang Indonesia yang kaya akan beragam budaya dan agama sehingga kita harus hidup rukun dan saling menghormati antar sesama. Siapa di kelas ini yang sayang sama teman-temannya? Yuk, coba carikan, apa yang kita lakukan pada orang yang kita sayang?</p>	<ul style="list-style-type: none"> <li>- Teachers and students are equal</li> <li>- Image and text backgrounds</li> <li>- Question</li> </ul>
 <p>Elang, Allen, dan teman-teman senang bermain bersama. Mereka bermain secara tertib dan bergiliran. Tidak suka meledek atau mendorong teman lain. Jika ada teman yang jatuh, mereka akan membantunya.</p>	 <p>Airangga, Syalendra, dan teman-teman senang bermain bersama tanpa pilih-pilih. Mereka tidak pernah mengganggu teman lain yang sedang bermain. Mereka akan segera menolong teman yang memerlukan pertolongan. Siapa di sini yang suka bermain dengan semua teman-temannya? Kita-kira kenapa ya kita harus mengajak semua teman bermain bersama?</p>	<ul style="list-style-type: none"> <li>- Images of helpful children and regional characteristics</li> <li>- Text backgrounds</li> <li>- Question</li> </ul>
 <p>Apakah kalian tahu nama enam agama yang ada di Indonesia dan tempat ibadah mereka?</p>	 <p>Apakah kalian bisa membantu Airangga dan Syalendra untuk memasokkan enam agama yang diakui di Indonesia dengan tempat ibadahnya?</p>	<ul style="list-style-type: none"> <li>- House of worship</li> <li>- Padmasana in the temple</li> <li>- Description of the house of worship</li> <li>- Quiz</li> </ul>

Before Revision	After Revision	Explanation
 <p>Elang, Allen, dan teman-teman senang sekali belajar dan berlatih kesenian dan kebudayaan lokal Indonesia. Salah satunya kebudayaan lokal Sasak yang satu ini. Apakah kalian tahu apa yang apa nama kesenian atau kebudayaan lokal kalian?</p>	 <p>Airlangga, Syallendra, dan teman-teman senang sekali belajar dan berlatih kesenian dan kebudayaan lokal masyarakat. Kekayaan budaya nusantara membuat mereka semakin bangga menjadi anak Indonesia. Apakah kalian tahu apa yang apa nama kesenian atau kebudayaan lokal di daerah kalian?</p>	<ul style="list-style-type: none"> <li>- Expression of joy when practicing art</li> <li>- More variety</li> <li>- Text backgrounds</li> </ul>

In addition to the revision of the drawings as described, the design revision also added age targets and basic competencies at the beginning of the book. In addition, the researcher also added several pictures with the aim of making the big book storyline more flowing and intertwined with one another. The added images are show in [Figure 2](#).



Figure 2. Images of Big Book Storyline

The results of product trials on fifteen early childhood children are is show in [Table 5](#).

Table 5. Trial Results for Big Book "Aku Anak Indonesia" Product

Item	Maximum Score	Trial Score	Percentage	Eligibility
1	15	15	100	Very Eligible
2	15	15	100	Very Eligible
3	15	15	100	Very Eligible
4	15	15	100	Very Eligible
5	15	15	100	Very Eligible
6	15	15	100	Very Eligible
7	15	13	86.7	Eligible
8	15	15	100	Very Eligible
<b>Average</b>			98	Very Eligible

Based on the results of product trials as show in [Table 5](#), it is known that in general, early childhood considers that the big book "Aku Anak Indonesia" is very appropriate to use to stimulate religious moderation in early childhood. Fifteen children who were involved in the product trial said they liked the big pictures and stories presented in the big book "Aku Anak Indonesia". The results of the product trials illustrate that there are not many revisions that need to be made to the big book "Aku Anak Indonesia", it's just that children feel that some of the images look out of focus or blurry from a distance, so revisions are made by increasing the resolution of the big book as a whole before reprinting. The next step is a trial usage. The trial involved 75 students who were grouped according to the age of the child, so that the results of group B (5-6 years) and group A (4-5 years) were analyzed separately. The results of the trial analysis using the big book "Aku Anak Indonesia" is show in [Table 6](#) and [Table 7](#).

**Table 6. Group A Use Trial Results**

Item	Maximum Score	Trial Score	Percentage	Eligibility
1	35	32	91	Very Eligible
2	35	34	97	Very Eligible
3	35	32	91	Very Eligible
4	35	34	97	Very Eligible
5	35	32	91	Very Eligible
6	35	29	83	Eligible
7	35	28	80	Eligible
8	35	33	94	Very Eligible
<b>Average</b>			90.5	Very Eligible

**Table 7. Group B Use Trial Results**

Item	Maximum Score	Trial Score	Percentage	Eligibility
1	30	29	97	Very Eligible
2	30	30	100	Very Eligible
3	30	30	100	Very Eligible
4	30	30	100	Very Eligible
5	30	29	97	Very Eligible
6	30	29	97	Very Eligible
7	30	27	90	Very Eligible
8	30	30	100	Very Eligible
<b>Average</b>			97.6	Very Eligible

Base on [Table 6](#) and [Table 7](#) the average value of the percentage of the criteria for the use of groups A and B trials is:  $(97.6 + 90.5)/2 = 94.05$  which is classified as very eligible. The results of the analysis of the subject scores of the trial use which refer to the assessment of the reference criteria above illustrate that in general the big book "*Aku Anak Indonesia*" is very appropriate to be used to stimulate religious moderation in early childhood. Even though aspects six and seven are included in the eligible criteria in the group A trial.

The next stage after the big book was declared very eligible and passed the final revision was the dissemination and implementation stage. In the dissemination the researcher conveyed the process of developing the big book "*Aku Anak Indonesia*", the paper used, making illustrations, product trial results, product revisions, usage trial results and the final product after revision. The implementation of the big book "*Aku Anak Indonesia*" is currently underway in Putra I Kindergarten, Mataram, because the whole story in the book cannot be completed in one lesson theme. When children are learning related themes or during religious deepening activities, the teacher uses the big book "*Aku Anak Indonesia*" as a learning medium in Putra I Kindergarten, Mataram,, while again stimulating religious moderation in early childhood. The implementation is show in [Figure 3](#).

**Figure 3. Implementation of the Big Book "Aku Anak Indonesia".**

## Discussion

The result of this study is in accordance with previous research which states that teachers really need learning media that is able to attract student learning motivation. One of the media that is quite attractive to children as a learning medium is the media of picture story books, it is better if it is in large size, or big book. It's just that this very important learning media is quite difficult in the manufacturing process and requires a lot of money so not all teachers and schools can afford to make it independently

(Oktaviana & Wuryandani, 2019; Tatminingsih, 2022; Yansyah et al., 2021). Analysis of the description of the need for the development of learning media in the form of big books to stimulate religious moderation in early childhood is in accordance with the theory of educational psychology in early childhood. The theory of educational psychology in early childhood states that teachers need to better understand the characteristics and needs of their students so that they can determine appropriate learning objectives, strategies and media for use in teaching and learning activities, so that learning objectives can be achieved more optimally.

The results of the analysis of potentials and problems as well as the collection of information become a reference for researchers in preparing the big book design to be developed. The design of the big book is adapted to the characteristics of early childhood development and the psychological principles of early childhood education in order to be able to respond to children's developmental needs (Fitriani et al., 2019; Setyorini et al., 2019). The size of the big book is also adjusted to the needs in the field while maintaining the image quality of the big book. The results of the analysis of the validation test of material and media experts show that the big book "*Aku Anak Indonesia*" which was developed is classified as very valid for use to stimulate religious moderation in early childhood. Apart from quantitative assessments through questionnaires, the researchers also conducted interviews with material and media experts to obtain more in-depth and detailed comments and suggestions to serve as a basis for revising the big book design. Design revisions were carried out repeatedly until all experts stated that the big book developed was appropriate without revisions to be used to stimulate religious moderation in early childhood.

Design validation by material and media experts in the development of this big book is in accordance with the principles of early childhood education psychology that assessment and evaluation are also needed in determining and selecting learning media to get learning media that are in accordance with learning objectives (Oktaviana & Wuryandani, 2019). Assessment and evaluation is carried out to determine the extent to which the developed media is in accordance with the objectives of media development and follow-up actions that must be taken to improve the quality of the media being developed. This is also in accordance with previous research which states that in validating a learning media product that is developed it is necessary to involve material and media experts with appropriate areas of expertise (Kiromi & Fauziah, 2016). After the big book has been validated and declared fit for use in the field, small-scale field trials are carried out. Small-scale field trials are intended to test products developed on a small scale. The results of the analysis of small-scale trials of 15 early childhood aged 5-6 years (group B) in Putra I Kindergarten, Mataram, illustrate that the developed big book "*Aku Anak Indonesia*" is classified as very appropriate for stimulating religious moderation in early childhood. During the stimulation process, early childhood at Putra I Kindergarten seemed interested in the pictures and storylines being conveyed. Children are also willing to be actively involved in interactions during the stimulation process. In product trials, early childhood said that there was an image that was not clearly visible or blurry when viewed from a distance (Hilda Hadian et al., 2018; Oktaviana & Wuryandani, 2019). Feedback during the process of product trial researchers use as a basis for product revisions. The next stage is a trial use or large-scale product trial, which involves 75 young children in Putra I Kindergarten, Mataram, consisting of children in group A with an age range of 4-5 years and group B with an age range of 5-6 years. The results of a quantitative analysis of student response questionnaires illustrate that the big book "*Aku Anak Indonesia*" is classified as very appropriate for stimulating religious moderation in early childhood. During the large-scale use trial process, early childhood was actively involved in the stimulation process. Responses from early childhood researchers make input and basis for revision of the final product.

The results of the analysis of student response questionnaires provide an illustration that during the process of stimulating religious moderation using the big book "*Aku Anak Indonesia*", early childhood in Putra I Kindergarten considers that learning by using the big book "*Aku Anak Indonesia*" is enjoyable, the writing in the book can be seen clearly, the pictures and colors presented are attractive, and the material presented in the big book can be well understood. After being stimulated with the big book "*Aku Anak Indonesia*", early childhood at Kindergarten Putra I Mataram stated that they became aware of the concept of moderation which contains national commitment, tolerance, anti-violence, and being accommodating to local culture. They become aware of how to show love for the motherland, respect and love for others, know the religions that exist in Indonesia, and the local cultures of the archipelago (Asrial et al., 2019; Schlein et al., 2016). The use of the big book "*Aku Anak Indonesia*" in stimulating religious moderation in early childhood at Kindergarten Putra I Mataram has succeeded in increasing the knowledge, skills and positive attitudes of early childhood towards religious moderation. Children become familiar with the concept of moderation and know how to apply it in everyday life. They know why they need to carry out the assembly in an orderly manner, recognize national songs, and comply with government regulations. The children also get to know the various religions in Indonesia and their



respective houses of worship and know that everyone must respect other people's religions (Karimah et al., 2023; Rachmadtullah et al., 2020). Providing stimulation of religious moderation in early childhood by using the big book learning media "Aku Anak Indonesia" is in accordance with the early childhood education psychology approach that learning in early childhood must pay attention to how to attract the interest or attention of students so that the material presented can be easily understood. The big book "Aku Anak Indonesia" to stimulate religious moderation in early childhood is also in line with the psychology theory of early childhood education which states that the learning phase in children has the characteristic that children need learning that is physical in nature (Batubara & Supena, 2018; Schunk & DiBenedetto, 2020). The big book "Aku Anak Indonesia" was developed with a design that allows children to be physically active by inviting them to sing the Indonesia Raya song, recite daily prayers like in the big book, and answer quizzes in the big book.

The development of the big book learning media "Aku Anak Indonesia" to stimulate religious moderation in early childhood when viewed from the psychology theory of early childhood education is one of the efforts that can be made to be able to facilitate children's learning processes according to their needs and stages of development. Children can learn about religious moderation from the interesting pictures presented in the book. The storyline that is familiar with the life and daily activities of children is also in accordance with the learning phase according to early childhood education psychology where children are learning to develop concepts of everyday life (Ramadhan, N., 2021; Risnaini et al., 2020). The development of the big book "Aku Anak Indonesia" to stimulate religious moderation in early childhood is an embodiment of one of the principles of constructivism learning theory, namely that adults play a role in helping to provide facilities and infrastructure as well as situations so that the child's construction process goes well. Providing stimulation with big books when viewed from constructivism theory describes how learning in children is done by providing a stimulus so that children actively build knowledge by assimilating and accommodating the new information they receive (Sokip et al., 2019; Sunanik, 2014). Constructivism theory sees that an increase in children's understanding of the concept of religious moderation and its application in everyday life occurs as a result of children actively constructing it continuously so that there is a change in concept towards a more comprehensive concept in accordance with scientific concepts (Kamid et al., 2021; Sunanik, 2014). Basically, early childhood in Kindergarten Putra I Mataram has practiced the values of religious moderation in their daily activities at school. It's just that, before the stimulation of religious moderation is given, they don't know that what they are doing is the application of religious moderation values. Children are used to participating in assemblies, singing the Indonesia Raya anthem, following school rules, playing with friends without discrimination, being polite and greeting others, helping friends in need, wearing traditional clothes, and being involved in other cultural activities. After the stimulation of religious moderation is given, the children realize that what they are doing is the application of religious moderation and these are good things that they really have to do and they get used to it.

The results of this study are in line with the results of previous studies which state that folklore-based big book media is effective in increasing the tolerance character of children aged 5-6 years. The character of tolerance referred to here is that children learn to appreciate and understand differences with other people both physically and religiously, and have more empathy for others (Purnamasari & Wuryandani, 2019). The development of the big book "Aku Anak Indonesia" to stimulate religious moderation in early childhood is expected to help form the next generation of people who love and are committed to their nation, have the character of tolerance, have an attitude of anti-violence, and show behavior that is accommodative towards local culture so that will form the next generations of a moderate nation. This moderate attitude is actually in accordance with the teachings of Hinduism, some of which are: *Tat Tvam Asi*, *Tri Hita Karana*, and *Wasudewam Kutumbhakam*. *Tat Tvam Asi* means he is you or I am you, so we have to treat others the way we want to be treated by others. *Tri Hita Karana* means the three causes of well-being consisting of God Almighty, the universe and humans (Suastra & Yasmini, 2013; Sudira, 2011). If we want to be prosperous, then we must have a good relationship with these three elements. *Wasudewam Kutumbhakam* means that the whole world is a single family or brothers and sisters regardless of religion, ethnicity, language, nation, culture, tradition and skin color.

#### 4. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the development of big book learning media to stimulate religious moderation in early childhood is urgently needed considering there is no learning media in the form of big books specifically developed to stimulate religious moderation in early childhood. The results of data analysis illustrate that the validity of the design and the feasibility level of the big book learning media "Aku Anak Indonesia" are classified as very

high for stimulating religious moderation in early childhood. Input that researchers can give to teachers and managers of early childhood education is to continue to stimulate religious moderation in early childhood so that the values of religious moderation will be more firmly attached and children will be more accustomed to applying the values of religious moderation in daily activities.

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