



## The impact of hands-on prayer activities on the development of gross motor skills and spiritual intelligence in young children

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### ABSTRACT

This study aims to describe the design of prayer practice learning activities in the development of gross motor and spiritual intelligence. This research is a type of qualitative research using field research methods. The data collection techniques used were observation, interview and documentation. The data was analysed by reducing data, displaying data and drawing conclusions. The subjects of this study were children aged 5-6 (N=23) RA Al Wardah Majalengka. The results showed that: 1) Learning design: a) Purpose: to develop the developmental aspects of moral religious values and physical motor skills, b) Material: recognition of the obligatory prayer, time, number of rakaats, intention, movement, prayer recitation. c) Methods of conversation and demonstration. e) Evaluation of the process and children's performance. 2) Gross Motor Development Develops as expected, children are able to perform prayer movements (takbir, standing, bowing, prostration, sitting between two prostrations, qunut, tasyahud, salam). 3) Children's spiritual intelligence develops as expected, children are able to memorise, recall and say prayers / prayer readings, children are able to perform prayer. Its activity positively impacts gross motor development, spiritual intelligence, cooperative attitudes, language skills and moral and religious values of early childhood.

**Keywords:** gross motor development, prayer, spiritual intelligence

## INTRODUCTION

Early childhood refers to the developmental period from the prenatal stage to approximately 8 years of age. During this crucial period, children experience significant physical, cognitive, social and emotional changes. Early childhood children are unique, different individuals and have their own characteristics according to their age stages. Early childhood is a group of children who are in a unique phase of growth and development, with patterns of motor development (fine and gross motor coordination), intelligence (the ability to think, creativity, emotional intelligence and spiritual

intelligence), social-emotional (attitudes and behaviour and religion), as well as language and communication that are unique to the stage of growth and development. Based on the uniqueness of growth and development, early childhood is divided into three stages: infancy up to 12 months, toddler period aged 1-3 years, preschool aged 3-6 years, and early elementary school aged 6-8 years (Khadijah & Zahriani, 2021; Siddiqi et al., 2012; Supriani & Arifudin, 2023). These early years of a child's development offer many opportunities for optimal development, and significant benefits can be gained from effective stimulation and intervention. The success of each stage of development is the basis for the next stage of development. Good or bad experiences during childhood will influence the child's mental attitude as an adult. Therefore, it is important to pay attention to children's behaviour, mental attitudes and habits in order to prevent unwanted things. This shows how important it is to give special attention to children who are undergoing the initial phase of their development towards adulthood (Fono et al., 2023; Smit et al., 2021).

Research in developmental psychology, neurobiology and education has shown that education in the early years of development is critical to children's future success in life. In Indonesia, the promotion of appropriate education, both in early childhood education institutions and beyond, is key to ensuring that children have the best opportunities for optimal development. Childhood education really determines overall success in the future, including the implementation of learning in preschool which will help children face the real world. In childhood, this is the initial foundation for educating children (Kalsum et al., 2023; Lu & Montague, 2016).

Early childhood education in Indonesia plays a very important role in preparing children for further education. According to Law No. 20/2003 on the National Education System, Chapter 1, Article 1, Paragraph 14, the age range of 0-6 years is a critical period in which children experience significant physical, mental, personality and intellectual growth and development. In this context, the Early Childhood Education Development Programme in Indonesia emphasises six main aspects that are the focus of development, namely moral-religious values, physical-motor, cognitive, language, social-emotional and arts, as stipulated in the Regulation of the Minister of Education and Culture No. 137/2014, Chapter IV, Article 10, Paragraph 1. It is hoped that through holistic early childhood education, which focuses on different aspects of development, children will gain a solid foundation to face more complex educational challenges in the future.

To achieve optimal motor development, children need to achieve an age-appropriate gross motor developmental foundation that allows them to perform independent movements and explore their environment. The importance of a good environment in developing children's motoric development. Support from parents and teachers will have a positive impact so that children's development can be stimulated and develop more optimally (Anggraeni & Na'imah, 2022; Gerber et al., 2010). This developmental foundation provides a reference point for achieving maximum age-appropriate skills. Children's physical and motor skills should develop according to their age. At the postnatal and pre-school stages, children have their own stages of development that must be achieved during that phase. Basically, this development develops in line with the maturity of the child's nerves, muscles or cognitive abilities (Baan et al., 2021; Rahmawati et al., 2019; Sabanathan et al., 2015). Children's motor development is closely linked to the development of motor centres in the brain, and many experts show that children's motor skills are linked to the development of other children's skills, such as cognitive and social-emotional development. Motor development involves the control of body movement through the coordinated coordination of nerve centres, nerves and muscles. Motor development is how a child learns to become skilled at moving their limbs. Physical motor development is the control of physical movements through activities related to nerves, nerve centres and muscles that can be coordinated. Aspects of physical motor development are fundamental to the progress of development of other aspects (Asmuddin et al., 2022; Hurlock, 1997). The two categories of motor development in children are gross motor and fine motor. Gross motor movements involve the coordination of most of the child's body and usually require energy because they involve large muscles; Gross motor skills are the ability to carry out activities that use large muscles (Desiana & Khan, 2022; Sujiono et al., 2014). The importance of gross motor development in preschool/RA children lies in their ability to perform activities that require coordination and physical effort. Children begin to develop coordination and balance at this age, almost similar to adults.

Gross motor development is supported by the growth of strong muscles and bones that allow children to jump, climb, run, ride a tricycle and even stand on one leg for more than ten seconds (Ulfa & Na'imah, 2020). Motor development refers to the physical development in which children gain some ability to control themselves. Gross

motor skills are movements that involve some or all of the body members which include the components of coordination, balance, speed, dexterity and strength in every locomotor movement, non-locomotor movement and manipulative movement (Monicha, 2020; A. P. Sari & Daryanto, 2013). In this case, teachers and parents should pay attention to children's gross motor development as it is related to their ability to perform activities that require coordination and physical energy. To develop motor skills, parents provide support to hone children's motor skills by giving children opportunities to explore the environment around their home. Children are given facilities or infrastructure that can encourage children to move freely (Agustina et al., 2018; Asmuddin et al., 2022). In addition to gross motor development, the development of mental intelligence is also an important concern in early childhood education. One way to stimulate gross motor development and spiritual intelligence in early childhood is through prayer practice activities.

Gross motor development is the process of acquiring skills and movement patterns that can be performed by children, such as children's gross motor skills learn to move the whole body, then the method used is an activity method that can stimulate all the gross motor activities that children need to develop, such as children can perform takbir, ruku and sujud movements (Rohmah & Gading, 2021). The gross motor development of children aged 5-6 years in prayer movements is assessed from: 1) Endurance, namely through sedekap movements, bowing, prostration and final tashahud. 2) Coordination, i.e. standing and greeting movements. At the time of standing, the eyes are coordinated with the place of prostration or the prayer mat, as well as at the time of greeting, when looking to the right and left. 3) Balance, namely through standing movements, initial tashahud and final tashahud (Zaira & Marlina, 2023). Prayer performed five times a day is believed to be a significant investment in the health of those who perform it. The movement of prayer, from takbiratul ihram to salam, has extraordinary significance for both physical and mental health, as well as spiritual and emotional balance. Prayer is reading and movement that is important for physical and spiritual needs which is not just reading and movement consisting of takbiratul ihram, bowing, prostrating, sitting and greetings. But it also contains nutrients that are very important for physical and spiritual health (Hasanah, 2018; Rofiqoh, 2020).

Spiritual intelligence is a type of intelligence included in the theory of multiple intelligences proposed by Howard Gardner in his book 'Frames of Mind'. Howard Gardner in his book *Frames of Mind: The Theory of Multiple Intelligences* calls multiple

intelligences multiple intelligences. Human intelligence is not only limited to IQ as coined by Alfred Binet, but humans basically have a lot of intelligence. Gardner's theory states that there are nine types of human intelligence, namely linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence, naturalist intelligence, and existential/spiritual intelligence (Gardner, 2003; Putra & Dewantoro, 2022). This theory states that there are many ways of learning and that children can use their different intelligences to learn a skill or concept. The theory of multiple intelligences is the ultimate validation of the idea that individual differences are important. Its use in education is very dependent on recognition, recognition, and appreciation of the various ways children learn, as well as recognition and appreciation of each child's interests and talents. The theory of multiple intelligences not only recognizes individual differences for practical purposes, such as teaching and assessment, but also considers and accepts them as something normal, natural, interesting, and valuable (Berliana & Atikah, 2023; Jasmine, 2012). In early childhood education, considering the nine types of intelligence or learning abilities of children proposed by Gardner, including spiritual intelligence, is necessary. Spiritual intelligence involves understanding the meaning or nature of life according to human nature as creatures of God Almighty who must do His commandments and stay away from His prohibitions (Akmal, 2023). Prayer is not just a routine or habit, but also involves shalawat, supplication, munajat and a beautiful blend of devotional heart and body movements (Mariana et al., 2019). In prayer, our whole being is involved in an event that moves the heart (Peradila & Chodijah, 2020).

Spiritual intelligence is considered to be the most important intelligence in human life compared to other types of intelligence, such as intellectual, emotional and social intelligence. Spiritual intelligence is based on the heart and is inspired, so if someone has spiritual intelligence, everything that is done will end pleasantly (Hotimah & Yanto, 2019). Spiritual intelligence is the intelligence to see the meaning or essence of this life in accordance with human nature as a creature of God Almighty who is obliged to carry out His commandments and stay away from all His prohibitions (Hidayah, 2013). The characteristics of early childhood aged 5-6 years who have high spiritual intelligence are: (1) able to memorise several suras of the Qur'an such as al-Ikhlâs and an-Nâas, (2) able to memorise the prayer movements perfectly, (3) able to mention

some of the attributes of Allah, (4) respect their parents, respect their friends and love their younger siblings or children below their age, (5) express gratitude and thanks (Nursyamsi & Nelly, 2022).

Spiritual intelligence and gross motor development in early childhood can be stimulated through the practice of prayer and its relationship with Islamic education; the development of one's personality is a manifestation of Islamic values and norms. Prayer activities are one of the activities that children can do at school to develop developmental aspects, especially spiritual intelligence (N. Sari & Andriani, 2020; Wiyani, 2017) Prayer is not only a method of repetition or habituation but also a prayer, prayer, munajat and an amazing blend that occurs between the submission of a dedicated heart and body movements, and in prayer our entire existence is involved in an event that shakes the heart (Handayani & Irawan, 2022).

To support and differentiate from previous research, some related research is discussed below. Some Research on Prayer Practice, Spiritual Intelligence The effect of Dhuha prayer on the spiritual intelligence of group B children aged 5-6 years at Ar Rahmah Tanjung Atap Kindergarten, states that this study aims to determine the effect of Dhuha prayer activities on the spiritual intelligence of group B2 children aged 5-6 years at Ar-Rahmah Tanjung Atap Kindergarten (N. Sari & Andriani, 2020). Research with the title The Effect of Dhuha Prayer Movement on Gross Motor Development in the Balance Element of Children 5-6 Years Age that this study aims to determine the effect of Dhuha prayer movement activities on gross motor development in the element of body balance of children (Nurhadi et al., 2022).

The research entitled Gross Motor Development of 5-6 Year Old Children Through Prayer Movement at Sirajudin Kindergarten states that this study aims to describe the gross motor development in the elements of endurance, coordination and balance in children aged 5-6 years through prayer movements at Sirajuddin Kindergarten in West Pontianak (Nasution et al., 2023). A study titled Application of Dhuha Prayer Activities in Developing Spiritual Intelligence of Children Aged 5-6 Years at Azkia Serang Islamic Kindergarten states that spiritual intelligence involves the ability to live the deepest truth, which means realising good things (Octaviani, 2016). The difference between this study and these studies is the independent variable studied, previous studies only discussed one independent variable, namely gross motor or spiritual intelligence, while this study discussed two independent variables, namely gross motor and spiritual intelligence.

The observations made by the researchers in RA Al-Wardah, Wadowetan Village, Bantarujeg District, Majalengka Regency showed that the gross motor development and mental intelligence of some children were still underdeveloped. These children could not perform coordinated body movements to train flexibility, balance and endurance. In addition, they cannot coordinate eye-foot-hand-head movements, imitate worship movements correctly, follow the recitation of prayers completely, memorise some chapters of the Qur'an such as Al-Ikhlās and An-Naas, and memorise prayer movements perfectly. Based on these problems, researchers are interested in investigating the effect of prayer practice activities on gross motor development and spiritual intelligence in early childhood in Group B RA Al-Wardah, Wadowetan Village, Bantarujeg District, Majalengka Regency.

## **METHOD**

This research uses qualitative research methods with a psychological approach. Qualitative methods were chosen because this research focuses on understanding and exploring the meaning of gross motor development and mental intelligence in early childhood. This method allows researchers to obtain in-depth, contextual and qualitative data that describes the observed phenomena. A psychological approach was chosen because this research is related to child development in an educational environment, especially gross motor development and mental intelligence. This approach involves understanding the psychological aspects of children and their influence on their gross motor development and intellectual intelligence. In early childhood education, psychological understanding is important in designing appropriate strategies and interventions to optimize children's development. The data sources in this research are the principal, teachers and students of RA Al-Wardah, Wadowetan Village, Bantarujeg District, Majalengka Regency. School principals and teachers are the main data sources for gaining insight into educational approaches and their experiences in developing gross motor skills and mental intelligence in early childhood. These children are research subjects who provide direct observation and interaction data regarding their gross motor development and mental intelligence.

Data collection techniques used in this research include observation, interviews and documentation. The subjects of this research were 23 children from group B RA Al Wardah Majalengka. Observations were carried out directly in the RA Al-Wardah

environment to observe learning activities, interactions between teachers and children, and children's gross motor behaviour in activities such as running, jumping, etc. and play. Interviews were conducted with 2 people, namely the school principal and teacher, to understand better the pedagogical approach, gross motor development strategies and spiritual approaches used in early childhood education. Documentation is used to collect supporting data such as curriculum documents, child development records and teaching manuals related to gross motor development and spiritual intelligence.

Data analysis in this research follows the Miles and Huberman data analysis model. Data analysis includes data reduction, display, and drawing conclusions/verification. Data reduction is carried out by selecting relevant data, abstracting the essence of the data collected and changing it so that it can be analyzed more deeply. Presenting data uses various visual techniques such as tables, graphs or matrices to clarify relationships between data and facilitate better understanding. Inferring involves synthesizing and interpreting data, identifying patterns and key findings, and connecting them to relevant theory. By using qualitative research methods with a psychological approach, this research is expected to provide in-depth insight into the development of gross motor skills and mental intelligence in early childhood in RA Al-Wardah, Wadowetan Village, Bantarujeg District, Majalengka Regency. The results of this research can provide a better understanding of the factors that influence the development of gross motor skills and mental intelligence in early childhood and provide relevant recommendations for the development of early childhood education in these institutions.

## **RESULTS AND DISCUSSION**

### **Design of Learning Activities for Prayer Practice**

In the learning activities of prayer practice in RA Al Wardah, Wadowetan Village, Bantarujeg Sub-district, Majalengka Regency, the method of conversation and demonstration is used to guide children to understand and perform prayer correctly. The conversation method is used as the beginning of learning, where the teacher and children discuss various aspects of prayer, such as types of obligatory prayers, movements in prayer and recitations in prayer. The teacher also explains the importance of prayer in religion and the moral values it contains. The demonstration method is also used, where the teacher directly demonstrates prayer movements and recites the readings in prayer while the children imitate them. This way, the children can see how



the correct prayer movements and recitations are performed. Through this method, teachers can help children develop gross motor skills cognitive, language and, moral, religious values and build cooperative attitudes and responsibility in performing prayers.

Adequate facilities and infrastructure are needed in formal educational institutions to support teaching and learning activities. Similarly, RA Al Wardah's prayer practice learning activities require supportive facilities and infrastructure, such as a spacious and clean place for prayer practice and adequate prayer equipment. These facilities and infrastructure are important as a measure of the progress and quality of educational institutions. Evaluation is assessing an object and drawing conclusions based on the assessment results. In evaluating the learning activities of prayer practice in PAUD, the evaluation process focuses on the learning process and the learning experience of the children. Prayer practice in early childhood aims to develop moral-religious values, language, cognitive, physical-motor and social-emotional skills. Evaluation is done by observing and assessing children's gross motor development and spiritual intelligence through various relevant indicators.

Supporting factors for the learning activities of prayer practice at RA Al Wardah is the support of parents, the readiness of the facilities and infrastructure, and the enthusiasm of the children to learn. However, there are also inhibiting factors, such as the children's short attention span and distraction from the environment when the practice occurs in the schoolyard. Thus, adequate facilities and infrastructure, evaluation according to the characteristics of early childhood, as well as the facilitating and inhibiting factors that are considered, can influence the smooth learning activities of prayer practice at RA Al Wardah.

### **Impact of Prayer Practice Activities on Early Childhood Gross Motor Development**

Prayer practice activities in early childhood have a positive impact on gross motor development. Through this activity, children are expected to be able to correctly perform various movements in prayer, such as standing upright, bowing, prostration, sitting between two prostrations, qunut, tasyahud and salam. These movements can improve children's stamina, coordination and balance. Prayer practice activities routinely conducted at RA Al Wardah aim to develop children's gross motor skills. Children learn to perform prayer movements with joy, enthusiasm and seriousness in this activity. Prayer movements involve motor skills such as endurance, coordination and balance.

Teachers at RA Al Wardah assess children's gross motor development through their performance during prayer practice activities. They see the child's ability to perform seek movements, rukuk, sujud, tasyahud, standing upright, salam, etc. Children participating in routine and directed prayer practice activities usually show good gross motor development. However, there are several facilitating and inhibiting factors in children's gross motor development. Facilitating factors include the readiness of facilities and infrastructure, support from parents, and children's enthusiasm for learning.

On the other hand, inhibiting factors may include children's short attention span, distractions from the environment or difficulties in following instructions. Thus, prayer practice activities positively impact early childhood gross motor development. Through this activity, children can develop stamina, coordination and body balance. Adequate support for facilities and infrastructure, proper evaluation, and attention to facilitating and inhibiting factors can improve the smooth running of prayer practice learning activities at RA Al Wardah.

### **Implications of Prayer Practice Activities for Early Childhood Spiritual Intelligence**

This study suggests the importance of prayer activities in developing early childhood spiritual intelligence. Prayer is one of the second pillars of Islam, after the Shahada, and is a form of piety towards Allah. Prayer is also considered a revelation that Allah gave to the Prophet Muhammad without the mediation of angels. Prayer practice activities can help children develop the ability to perform prayer movements correctly. Children perform this activity with joy, enthusiasm and sincerity. Positive habituation, such as practicing prayer at a designated time, will remind children and teachers to adhere to religious values amid life's challenges.

The habituation of this prayer practice impacts the growth of children's spiritual intelligence. Children who apply this positive habit easily and happily practice it, especially in worshipping God Almighty. Habits formed at a young age tend to stick and are difficult to change. In prayer practice activities, children are taught recitations in prayer, such as prayer intentions, Iftitah prayers, bowing, prostration, final Tahiyat and others. They are also taught to memorize some surahs of the Qur'an, both short surahs and some verses from longer surahs. They are also taught to memorize and perform the movements of prayer correctly.

The children are expected to develop their spiritual intelligence through these prayer practice activities. They will be able to follow the complete prayer recitation, memorize some suras of the Qur'an, and memorize and perform the movements of prayer. This spiritual intelligence is considered the most important intelligence for human life because it can bring happiness and security in this world and the hereafter. Prayer practice activities also allow children to play an active role in learning. Children are happy and enthusiastic in following the movements of prayer and reciting the prayer. They learn with pleasure and interest, which makes it easier to achieve learning goals.

In this study, there is data to show that the routine activities of prayer practice positively impact The children can follow the prayer recitation completely, memorize some suras of the Qur'an and perform the prayer movements correctly. Although some children may have difficulties at the beginning, their ability to memorize and perform the prayer practice has improved with regular guidance and practice. Based on the findings of this study, it can be concluded that prayer practice activities are an effective method of developing spiritual intelligence in early childhood. Through these activities, children can develop the ability to memorize prayer recitations, memorize short chapters of the Qur'an, and perform prayer movements correctly. Thus, prayer practice activities can be an important part of early childhood education to strengthen religious values and develop spiritual intelligence.

#### **Chapter of Discussion in Paper**

Prayer movements certainly require coordination between the hands or feet so that the movements carried out are correct movements. Correct movements show that the child's motor skills are developing. In a child's golden age, motor development needs to be developed optimally (Hikmah & Saugi, 2022). Based on research on prayer practice learning activities in early childhood in RA Al Wardah, positive effects were found on children's development of gross motor and spiritual intelligence. Prayer practice activities aim to guide children in understanding and performing prayers correctly. The teaching method is conversation and demonstration, where the teacher and the children discuss the aspects of the prayer and the movements being performed. The teacher also explains the importance of prayer in religion and the moral values it contains. Prayer practice activities help children develop their gross motor skills in the context of gross motor development. Children can improve their stamina, coordination

and balance through movements in prayer, such as standing upright, bowing, prostrating and sitting between two prostrations. Teachers at RA Al Wardah use performance during prayer practice activities to assess children's gross motor development. Children who regularly participate in prayer practice activities show good progress in performing prayer movements.

Children's spiritual intelligence needs to be stimulated so that it can develop optimally, so that it is treated with an interesting activity, one of which is the Duha prayer. Prayer activities are one of the activities that children can do at school to develop developmental aspects, especially spiritual intelligence (N. Sari & Andriani, 2020). Prayer practice activities also have a positive impact on children's spiritual intelligence. Through the habituation of prayer practice, children learn the recitations in prayer, memorize short chapters of the Qur'an and perform prayer movements correctly. This positive habituation helps children to develop their spiritual intelligence through worshipping God. Spiritual intelligence is important in human life because it brings happiness and security in this world and the hereafter. In this study, the results show that regular prayer practice activities positively impact young children's gross motor development and spiritual intelligence. Children who participated in prayer practice activities showed increased ability to perform prayer movements correctly, memorize prayer recitations, and memorize short Qur'an chapters. However, facilitating and inhibiting factors need to be considered, such as the readiness of facilities and infrastructure, the support of parents and the short concentration span of children.

Prayer is a movement that starts from standing then bending so that the hands reach the knees, followed by standing again with tuma'ninah or solemnity. Theoretically, performing Dhuha prayer movements with frequency, intensity and duration in fitness training can have a positive impact on children's gross motor development, especially the element of balance. Such as standing movements, takbiratul ihram, bowing, prostration and greetings will provide a good stimulus for the child's balance both physically and spiritually. To train balance, one of them can be trained by using the stork stand activity to train static balance and the modified bass test activity to train dynamic balance (Nurhadi et al., 2022). Based on the findings of this study, it can be concluded that the practice of prayer learning activities positively impacts the gross motor development and spiritual intelligence of early childhood. Children can develop gross motor skills and improve their spiritual intelligence through this activity. The support of adequate facilities and infrastructure, proper evaluation and attention to facilitating and

inhibiting factors can improve the smooth running of prayer practice learning activities in RA Al Wardah or similar educational institutions. In addition to the positive impact on children's gross motor development and spiritual intelligence, prayer practice learning activities have other benefits. One of these is the development of cooperative and responsible attitudes in children. Children are invited to actively participate in the learning process through conversation and demonstration activities. They learn to work with the teacher and their peers to understand and perform prayer properly. They are also taught to take responsibility for religious obligations that are carried out regularly.

Children's language development is generally differentiated into receptive abilities (hearing and understanding) and expressive abilities (speaking). Listening, reading, writing, and speaking are part of a child's language skills. During the Dhuha prayer activity, children's receptive abilities develop when the child is able to understand the teacher's directions during the Dhuha prayer activity. When the teacher gives directions on the steps for performing the Duha prayer, children who have developed language well can follow the teacher's directions well too. The next language development is the child's expressive abilities. When children can read prayer readings well and correctly, language development in the aspect of expressive abilities will also develop well. Parents and teachers should try to maximize children's language development as early as possible with various fun methods (Hikmah & Saugi, 2022). Prayer practice activities can also help develop children's language skills. In conversation and demonstration activities, children discuss various aspects of prayer and related recitations. They are encouraged to express their opinions, ask questions and communicate their understanding. It helps them to develop their verbal communication skills, expand their vocabulary and understand meaning and context in a religious context. Prayer practice activities also positively impact the development of children's religious and moral values. Teachers at RA Al Wardah explain the importance of prayer in religion, the values it holds, and how prayer can build a good character. Through regular prayer practices, children are encouraged to learn values such as discipline, perseverance, gratitude and respect for others. They learn to be responsible, moral and spiritually aware individuals.

Of course, teachers' efforts to improve prayer skills in children have several inhibiting and supporting factors in achieving this implementation (Rohma, 2023). However, there are a number of facilitating and inhibiting factors that need to be

considered when implementing prayer practice activities. Facilitating factors include the availability of facilities and infrastructure, such as a spacious and clean prayer place and adequate prayer equipment. The support and active participation of parents also plays an important role in the success of prayer practice activities. On the other hand, inhibiting factors may be the children's short concentration span and distraction from the environment during practice. Therefore, it is important to overcome these inhibiting factors by providing a conducive environment and giving clear instructions to the children.

In conclusion, prayer practice learning activities have a positive impact on children's gross motor development, spiritual intelligence, cooperative attitudes, language skills, and religious and moral values. Through conversation and demonstration activities, children can understand and perform prayers correctly. The support of adequate facilities and infrastructure, evaluation according to the characteristics of early childhood, and attention to facilitating and inhibiting factors are very important in introducing prayer practice learning activities. Thus, prayer practice activities can be an important part of early childhood education to strengthen religious values, develop gross motor skills and nurture spiritual intelligence.

The previous research only discusses the implications of the practice of prayer on one variable, such as spiritual intelligence (Novita Sari., et al, 2020) or moral development (Faiz and Setyowati, 2014), while this research discusses the implications of the practice of prayer on two variables, gross motor development and spiritual intelligence. Through prayer practice activities, teachers can assess two students' abilities at once, namely gross motor development and children's spiritual intelligence. This research discusses the supporting and inhibiting factors in prayer practice activities so that by discussing the supporting and inhibiting factors, teachers or researchers who will carry out prayer practice activities in early childhood will be better able to anticipate these deficiencies or inhibiting factors, and maintain the factors supporter. This research has several limitations, for example prayer activities are carried out in the classroom and in the school yard, because the mosque owned by the school is not very large so it cannot accommodate the number of children and reduces children's concentration during prayer activities. Prayer activities carried out in the school yard cause some of the children's attention to be focused on people around the yard, for example traders near the yard and so on. Therefore, it would be better if prayer activities were carried out in a mosque that is large enough or can accommodate the number of children so

that children can concentrate more when carrying out prayer activities. For researchers who will conduct research on the practice of prayer, they can study the implications of the practice of prayer on other aspects, for example aspects of social emotional or language development.

## CONCLUSION

The prayer practice learning activities at RA Al Wardah use the method of conversation and demonstration to guide children in understanding and performing prayers correctly. Its activity positively impacts gross motor development, spiritual intelligence, cooperative attitudes, language skills and moral and religious values of early childhood. Adequate facilities and infrastructure, proper evaluation and attention to facilitating and inhibiting factors are very important for the smooth running of prayer practice activities. Thus, prayer practice activities can be an important part of early childhood education to strengthen religious values and develop children's skills. Recommendations for improving prayer practice learning activities in RA Al Wardah and similar educational institutions include: increasing support for facilities and infrastructure, cooperation between teachers and parents, preparing a comprehensive evaluation programme, creating a conducive learning environment, implementing a child-centred approach, and increasing cooperation between educational institutions. By implementing these recommendations, prayer practice activities are expected to be more optimal in developing early childhood gross motor and spiritual intelligence.

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