

Educating Early Childhood Prayer Procedures Through ChatGPT-Based Interactive Media with Studio Ghibli Style Visuals

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Abstract

Early childhood Islamic education plays a strategic role in shaping spiritual, moral, and social character. One essential aspect is teaching prayer procedures, which not only fulfill religious obligations but also instill values such as discipline, cleanliness, and focus. However, conventional teaching methods are often ineffective for young learners who require visual, auditory, and kinesthetic engagement. This community service initiative aims to develop an innovative learning media combining ChatGPT-based interactivity with Studio Ghibli-inspired visual design to enhance children's understanding of prayer. The method involved four stages: problem analysis, media development, and implementation. The program was conducted at TK IT Rumah Anak Saleh in Buton and involved active participation from early childhood educators. The resulting media featured AI-driven natural language interactions and visually engaging illustrations created via ChatGPT and designed with Canva. Implementation involved guided learning sessions using visual posters and multisensory approaches to teach prayer movements and recitations. The results showed high enthusiasm and engagement among children, improved understanding of prayer, and effective memorization through enjoyable learning experiences. In conclusion, integrating AI technology and imaginative visuals proved effective in delivering Islamic education to young children and offers a promising model for enhancing spiritual literacy in the digital era.

Keywords: Prayer Procedures; Early Childhood; Interactive Media; Studio Ghibli Style.

INTRODUCTION

Islamic religious education for early childhood plays a strategic role in shaping spiritual, moral, and social character from the most fundamental developmental age. (Ekaningtyas, 2022; Khotimah & Mariana, 2022; Suryaningtyas, Afifah, & Nursikin, 2022) One important aspect of this religious education is learning how to pray, which is not only an obligation of worship, but also a means of internalizing the values of discipline, cleanliness, concentration, and a transcendental relationship with God. (Amrulloh, 2016; Nurtiani, Zulfikar, & Silahuddin, 2023) However, the process of educating early childhood on how to pray still faces significant challenges. Many learning methods are still conventional, relying on verbal and demonstrative approaches that lack visualization and are not fully in line with the learning characteristics of children who are visual-auditory, kinesthetic, and imaginative. (Suherman, Nugraha, & Dewi, 2024; Wahyudi & Kunci, 2023; Wahyuningsih, Jamaluddin, & Karnan, 2015)

Along with the development of digital technology and increasing access for children to technological devices, (Apandi, Lumbantoruan, Fikanti, Utami, & Zahrani, 2024; Sari, 2022) there is a great opportunity to transform the

approach to religious learning to be more interactive, adaptive, and fun. One innovation that can be utilized is artificial intelligence technology, such as ChatGPT, which allows for natural language-based interactions and personalization of materials according to the user's learning needs. (Putro, Syamsi, & Nugroho, 2023) The use of ChatGPT in the context of early childhood learning, especially in religious education, is still very limited, but it has great potential to bridge the gap between technology and spiritual education. (Arndt, 2024)

Furthermore, the visual aspect in learning media has been proven to have a significant contribution to the appeal and effectiveness of learning in children. Visuals that are aesthetic, colorful, and touch the child's imaginative world can increase attention, retention, and emotional engagement. (Albalooshi, Najam, Alseddiqi, & Al-Mofleh, 2023) In this case, Studio Ghibli's visual style—with its distinctive aesthetics that combine magical elements, closeness to nature, and moral values—offers a potential new approach to supporting the delivery of Islamic values in a contextual and enjoyable way. Therefore, the integration of interactive AI technology such as ChatGPT with a Studio Ghibli-style visual approach in learning media on

prayer procedures is an innovative step that is not only pedagogically relevant but also in line with the needs of today's digital native generation.

Although the urgency of introducing prayer procedures from an early age has been widely recognized by educators and parents, educational practices in the field show that children still have difficulty in understanding and internalizing the movements and meaning of prayer in its entirety. (Arndt, 2024) This is due to the limited learning media that are able to present worship materials in an interesting, interactive way, and in accordance with children's learning styles. (Hikmiati, Hasan, Mahmudah, & Fauziah, 2024) Conventional media such as books or two-dimensional posters tend to be unable to bridge children's needs to learn through visual, dialogic, and kinesthetic experiences. (Widiastuti et al., 2020) On the other hand, there is a gap in the use of digital technology that is increasingly familiar with children's lives, especially artificial intelligence-based technology, in the context of religious learning. Technologies such as ChatGPT, which have natural dialogue capabilities and can adjust responses to user needs, have not been widely adapted in the world of early childhood education, especially for prayer learning materials.

In addition, the visual approach used in children's worship learning media generally does not pay attention to the aesthetic aspects and imaginative closeness that are in accordance with the preferences and visual world of today's children. The lack of integration between Islamic educational content, AI technology, and creative visual approaches makes the process of learning how to pray less interesting, less memorable, and fails to build children's emotional involvement in worship practices. (Apandi et al., 2024) Therefore, an innovative solution is needed that not only conveys information, but is also able to build children's interaction and affection towards spiritual values through media that are in accordance with the development of the times and their psychological characteristics. (Widiastuti et al., 2020)

This community service aims to respond to the urgent need for innovative educational media that is in accordance with the characteristics of early childhood development in learning how to pray. Specifically, this program

aims to develop and introduce interactive media based on ChatGPT technology as a means of communicative, personal, and easily accessible worship education. By integrating artificial intelligence technology that is able to build natural dialogue with users, it is hoped that children can gain an understanding of the movements, readings, and meaning of prayer in a more contextual and enjoyable way.

More than just interactive media, this service also carries visual innovation through the application of Studio Ghibli style, which has high aesthetic appeal and imaginative and humanistic visual values, in accordance with the world of children's perception. This visualization is designed to strengthen the affective and imaginative aspects in the process of learning worship, so that it not only creates conceptual understanding, but also builds children's emotional attachment to religious practices. In addition, this activity also aims to empower PAUD educators and parents through media utilization training, so that the use of technology in religious education is not only consumptive, but also productive, collaborative, and sustainable. Thus, this service is expected to be a real contribution in strengthening children's religious literacy in the digital era and expanding access to inclusive, adaptive, and technology-based religious education.

Although there have been many studies and community service programs that focus on Islamic religious education for early childhood, most of the approaches used are still focused on conventional or semi-digital methods without integrating advances in artificial intelligence technology. Existing literature generally emphasizes the use of static visual media, animated videos, or simple learning applications that are one-way and limited to delivering information. The lack of exploration of the use of generative AI such as ChatGPT in the context of religious learning indicates a significant gap in the practice and research of Islamic education based on cutting-edge technology. In fact, technology such as ChatGPT has the potential to build interactions that are dialogical, personal, and adaptive to children's learning character—something that has not been widely touched on in similar literature and community service.

The visual aspect of children's learning that has been developed in religious media tends to be generic and pays less attention to the power of aesthetics and visual psychology that can arouse children's imagination and emotional involvement. The distinctive visual style offered by Studio Ghibli—with its narrative power, emotional nuances, and strong human values—has never been seriously studied or applied in the context of Islamic worship learning. Thus, this devotion is here to fill this gap through a transdisciplinary approach: combining sophisticated AI technology, educational popular culture-based visual aesthetics, and Islamic content that is tailored to the world of children. The main contribution of this devotion lies in the innovation of educational interactive media that is not only informative, but also transformative in building children's meaningful and relevant religious experiences in the digital era.

IMPLEMENTATION METHOD

This community service activity is carried out through a participatory-collaborative approach that will be implemented at the IT Kindergarten Rumah Anak Saleh in Buton Regency. This community service involves PAUD teachers who actively participate in all stages of the activity. The implementation method consists of four main stages: problem analysis, media development, and implementation of education

1. Problem Analysis

The initial stage was carried out through field observations and structured interviews with PAUD teachers and parents in partner environments (partner kindergartens/RAs).

2. Preparation of Learning Media

Based on the results of the needs analysis, the community service team created interactive learning media based on ChatGPT which is specifically designed to provide education on prayer procedures to early childhood. This media is equipped with a child-friendly interface, natural language processing capabilities, and educational content developed by a team of experts in Islamic education for children. The media visualization uses Studio Ghibli style to create

an imaginative, soft, and emotionally appealing nuance.

3. Implementation of Activities

The media that has been created is then tested at TK IT Rumah Anak Saleh through a direct learning session facilitated by teachers and accompanied by the community service team. This activity is carried out in the form of guided classical learning, where children follow the visualization of prayer movements that are displayed.

RESULTS AND DISCUSSION

1. Problem Analysis

The main objective of this stage is to identify the learning needs of early childhood in understanding the procedures for prayer, the obstacles faced by teachers in delivering the material, and the extent to which technology has been utilized in the process of religious learning. The results of this analysis are used as a basis for designing learning media specifications that are in accordance with the needs of users and the characteristics of early childhood.

After the community service team conducted observations at the location, it was found that the learning process of prayer procedures was still conventional, where teachers used more lecture methods as the main approach. This method, according to the author, is less effective in helping children form strong memories of prayer movements and readings. This one-way learning tends to make students forget quickly and be less actively involved in the learning process which should be fun and meaningful.

2. Preparation of Learning Media

Several steps taken by the community service team to prepare community service materials involve a series of systematic and creative processes. One of them is utilizing image visualizations generated from Ghibli, a supporting feature of ChatGPT that is able to automatically generate illustrations based on the text or narrative provided. The team designs learning scenarios that are relevant to the needs of children, then translates them into visual form through Ghibli. The images are carefully selected and arranged to suit the learning context, so that they can increase

student interest, understanding, and engagement during the teaching process.

The first step taken by the community service team was to find visual images that were relevant to children's movements when performing prayers, starting from takbiratul ihram to greetings. This process was carried out by utilizing Studio Ghibli in ChatGPT, which is able to automatically generate illustrations based on text descriptions. The images were selected selectively so that they could represent each prayer movement clearly and attractively, so that they can be used as an effective and enjoyable learning medium for children.

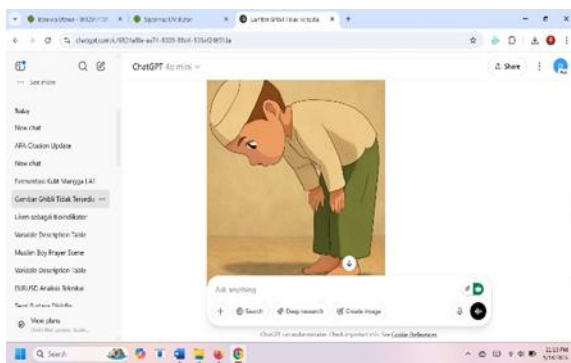


Figure 1: Visualization of Ghibly images via GPT Chat

The second step taken is to arrange the images that have been collected through ChatGPT by utilizing the Canva graphic design platform. The images are arranged systematically and attractively in the form of educational slides or posters so that they are easy for children to understand. Using Canva allows the team to add supporting elements such as explanatory text, icons, and appropriate backgrounds, so that the final result becomes an informative, interactive, and interesting visual learning media for use in teaching activities.

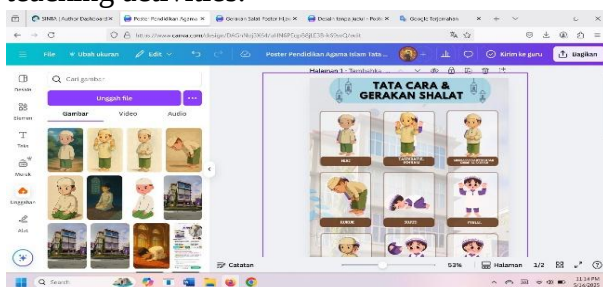


Figure 2 : Media design in Canva

After all the designs are arranged in an attractive and informative way through Canva, the next step is to print the design results in the form of a poster. The printed posters are intended to be used as visual learning media that can be installed in the classroom so that they are easy for students to see and remember.

3. Implementation of Activities

The media that has been developed is then implemented in TK IT Rumah Anak Saleh through a direct learning session that is designed interactively and fun. The implementation of this activity is facilitated by the class teacher who collaborates with the community service team, so that a conducive learning atmosphere is created and supports the active involvement of children. In this session, visual media in the form of prayer movement posters are used as a tool to introduce the procedures for praying in stages, starting from takbiratul ihram to greetings. This approach not only helps improve students' understanding, but also strengthens their memory through visual-based learning methods.



Figure 3 : Educating children with visual-based media

From the educational process that has been implemented, it can be seen that the children's enthusiasm in participating in the lessons is very high.



Figure 4: Teaching prayer in prayer

They appeared active, enthusiastic, and showed great interest in the material presented, especially because the visual media used attracted their attention. This positive response shows that the image-based learning approach is able to increase student engagement and facilitate understanding of the material on prayer procedures.

Not only teaching the movements of prayer, the service team also pays special attention to the aspect of pronouncing prayers in prayer. Every prayer reading, starting from the iftitah prayer, ruku' reading, sujud, to tasyahud and salam, is taught slowly and repeatedly so that children can understand and memorize it well. The method used is multisensory, namely combining hearing, sight, and direct practice, so that it is easier for children to accept. Teachers and the service team also provide examples of correct pronunciation, then invite students to imitate together, creating a fun and effective learning atmosphere.



Figure 5: Learning to Pray in Congregation

After teaching the prayer movements individually through visual media and direct explanations, the community service team did not forget to continue the activity by teaching prayer together. This activity has two main objectives. First, so that each child can learn and practice all the prayer movements sequentially and simultaneously, so that a stronger understanding is created through direct experience. Children are invited to follow each movement while being guided by the teacher and the community service team, so that they can adjust each movement correctly. Second, this activity is also intended to introduce and

familiarize children with the concept of congregational prayer, which is one of the important recommendations in Islamic teachings. Through joint prayer activities, children are also taught the values of togetherness, discipline, and solemnity in worship from an early age. The learning atmosphere becomes more lively, enjoyable, and meaningful for the development of children's religious character.

Activity devotion This show that use of visual media based on technology , such as picture illustrative from ChatGPT and Canva design , can give impact positive in learning procedures prayer for children age early . Approach This No only make learning more interesting , but also enhancing understanding and involvement student in a way active . Through a fun and full educational process . interaction , children looks more enthusiastic and easy remember movement as well as reading prayer . It is expected method This can become effective alternative in religious education , especially in to plant values of worship since age early .

CONCLUSION

Based on activity devotion that has been done , can concluded that use of visual media as tool help learning very effective in increase understanding children regarding the procedures prayer . Visualization picture from ChatGPT designed through Canva is able interesting attention and convenience child in remember every movement and reading prayer . Implementation in form practice together also provide experience fun and meaningful learning . Apart from that , learning prayer congregation participate to plant values discipline and togetherness . This method proven capable increase enthusiasm and participation active child in Islamic religious learning since age early .

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