Play Manners Education: A Storytelling Video For Autistic Children

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Abstract

Children with autism often face challenges in communication and social interaction, which can hinder their learning process, particularly in understanding Islamic values and manners. This study aims to develop a narrative video that focuses on teaching play manners in Islam to children with autism. The video is designed using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model, which provides a structured framework for creating effective educational materials. The tools that used are IbisPaint, FlipaClip, Canva and Capcut for creating a storytelling video. The development process emphasizes the potential of narrative videos, enriched with visual and graphic elements, to enhance the engagement and comprehension of children with autism. A qualitative approach was employed for data collection and analysis, ensuring a comprehensive understanding of the target audience's needs. Structured interviews were conducted with four respondents comprising parents and educators of autistic children to gather feedback and evaluations on the suitability of the produced storytelling video. The findings are expected to benefit parents, educators, and institutions by providing an innovative tool to support the integration of Islamic manners into the daily lives of children with autism.

Keywords: Autistic Children, Play Manners Education, Storytelling Video

1.   INTRODUCTION

Autism Spectrum Disorder (ASD) is a complex neurodevelopmental condition characterized by persistent difficulties in social communication and interaction, as well as restricted, repetitive patterns of behaviour, interests, or activities (American Psychiatric Association, 2013). The severity of symptoms and intellectual abilities in individuals with ASD vary widely (Lai et al., 2014), making it essential to develop tailored educational approaches. Autistic children often struggle to understand and apply social norms, including those related to manners and values in Islamic teachings. This difficulty highlights the need for innovative teaching tools that cater to their unique learning needs and styles. To effectively instil Islamic manners and behaviours in their daily lives, a multifaceted approach is required. This approach should involve carefully designed lessons, the utilization of various multimedia tools and techniques, and an efficient evaluation system (Dettmer et al., 2000; Ganz et al., 2012). Research has shown that storytelling is a powerful medium for teaching children, particularly those with autism, as it leverages their strengths in visual learning. Storytelling videos enriched with animations and graphics can enhance attention, engagement, and comprehension (Daigle & Sulentic Dowell, 2018; Flipping et al., 2010; Stromer & Kimball, 2004). The visual nature of storytelling videos aligns well with the learning preferences and strengths often observed in autistic children (Quill, 1997). These benefits make storytelling an ideal tool for teaching abstract concepts such as manners and ethics. However, despite these advantages, there is limited research exploring how storytelling videos can specifically support autistic children in learning Islamic play manners. This gap underscores the need for studies focused on developing educational resources tailored to this group.

This study aims to address this gap by designing a narrative video titled "Play Manners Education: A Storytelling Video for Autistic Children". The video is developed using the ADDIE instructional design model to ensure a structured and systematic approach. It targets children aged 4-9 years, as this is a critical developmental stage where foundational manners and values can be instilled effectively. The rationale for focusing on Islamic play manners stems from the increasing demand for culturally relevant educational tools that integrate religious values into the learning process. For autistic children, such tools provide not only moral guidance but also practical strategies for social interactions, enhancing their quality of life. This study is expected to contribute to the body of knowledge by offering an innovative resource that combines multimedia storytelling with Islamic principles to meet the needs of autistic children and their caregivers.

1.1   Overview of Autistic Children

Autistic or autism spectrum disorder (ASD) is defined as a neurodevelopmental disorder characterized by deficits in social communication and the presence of restricted interests and repetitive behaviours (Holly Hodges, et al., 2020). Autistic children often face difficulties in both verbal and non-verbal communication. Some may have delayed speech development, while others may struggle with the nuances of social communication such as understanding gestures, facial expressions and body language (Fariza et al., 2017). Due to communication challenges, they may find difficulties to initiate or respond to social cues and may have trouble understanding the unwritten rules of social behaviour. Family support play important role in building of autistic children social skill. According to Saiful Azim (2015) students with autism have a low level of social skills at school and there is a significant correlation between social skills and the number of siblings and the duration of schooling. Another study found that the parents in the three families received support from their spouses and the neuro-typical siblings (Elaine Hhoffman, 2012). Besides, providing a supportive and understanding environment, fostering communication, and seeking guidance from professionals contribute to the overall well-being of the child. According to the study's findings, teachers have a great degree of expertise on the best ways to control the behaviour of kids with autism. However, teachers often face challenges from the school to attend special education courses and lessons in implementing behaviour management practice (Hezlie Noorshyam, 2022). In order to help these kids develop their physicality, Western scholars have engaged in extensive intervention research and therapeutic approaches, including play therapy, exercise programs, and other physical therapies. The research conducted by Siti Aqilah Husin et al. (2019) used a case study approach and a qualitative research methodology to interview four Yayasan Faqeh teachers who had prior experience working with autistic students. The study's findings demonstrate Yayasan Faqeh's implementation of a physical development strategy that incorporates elements of play therapy and physical activity. The methodology integrates concepts from Western and Islamic perspectives, using divine components found in Islamic law such as salawat, zikr, and Islamic sharia can increase the physical development of autistic children.

1.2   Islamic Manners for Autism

In 2020, a research paper titled "Implementation of Islamic Religious Learning Strategies (IRLS) for Children with Autism in Indonesia" was conducted by Kistoro et al. The study found that IRLS for autistic children consists of three stages: planning, implementation, and evaluation. Planning involves determining the necessary preparations before the learning process. Learning implementation includes reading, writing, and interpreting the material. Evaluation is carried out to assess the success of the learning process. The IRLS implemented by teachers require two-way communication, adequate experience, and innovative skills. In 2019, Yusmini Md Yusoff and Azura Awang emphasized the importance of Islamic values in the personal development of individuals with learning disabilities. Their article discussed the characteristics of learning disabilities and the Islamic values that can be employed to meet their specific needs and capabilities. Fitra Elnuriada et al. (2018) conducted research on the Implementation of Islamic Education Teaching at Inclusive Schools in

Samarinda, East Kalimantan. The findings suggest that the implementation requires improvements in planning, process, and learning evaluation at inclusive schools in the region. Herawati et al. (2020) investigated internalizing Prophet Muhammad's (PBUH) manners as the foundation of knowledge in educating children from an early age. The results showed that when children behave according to religious norms without being ordered, they demonstrate polite behaviour spontaneously in doing good deeds and communicate with soft and polite words due to the integration of these values, which contributes to their great personality. Shingo Okada et al. (2017) conducted research titled "Improving the Manners of a Student with Autism: The Effects of Manipulating Perspective Holders in Social Stories." The findings suggest that the effectiveness of a Social Story may not depend on whose perspectives the story uses. Depicting only the perspectives of the most preferred person in the story may not be sufficiently powerful to change behaviours.

1.3   Using Multimedia for Autistic Children's Learning

Research by Almajidah et al. (2021) found that the different needs and characteristics of children with autism spectrum disorder (ASD) necessitate the use of appropriate learning media in the implementation of Islamic religious education. Specifically, adaptive learning media that cater to the unique needs and characteristics of autistic children are essential for effective learning outcomes. Norlela Ali et al. (2021) demonstrated that the integration of multimedia in the teaching and learning process can significantly improve student academic achievement, foster active and self-directed learning, and enhance students' enthusiasm for learning. The use of multimedia, such as interesting visuals and animations to explain course content, not only motivates students but also enables them to learn at their own pace and convenience, as learning media are portable and accessible anytime, anywhere. Additionally, multimedia integration reduces teachers' challenges in delivering subject matter effectively (Mukhammad Luqman Hakim, 2020). In summary, the reviewed studies collectively highlight the importance of adaptive learning media and multimedia integration in enhancing the effectiveness of Islamic religious education, particularly for children with autism spectrum disorder. By tailoring learning resources to students' unique needs and leveraging the advantages of multimedia, educators can create engaging, accessible, and impactful learning experiences that foster academic success and personal growth among diverse learners.

1.4   Impact of Digital Storytelling Video as A Learning Tool for Autistic Children

According to research conducted by Chatzara K. et al. (2012) shows that the use of storytelling and a description of the impact of storytelling in education through e-learning are presented. DiSSA, the system presented uses structured learning for teaching social skills to this special learning group used in this study. The use of digital storytelling promises to make learning more attractive and students active and productive under individual or collaborative and communicative activities. The Digital Structured Storytelling for Autism (Di.S.S.A.) tool, which is a software application for creating digital stories following a structured learning approach. The result shows that the application of Di.S.S.A. has shown a great potential for teaching social skills to children with ASD. The teachers' perceptions are positive towards the use of digital storytelling as an alternative method to the teaching and learning process for the children with ASD. It is envisaged that this study could support teachers in the teaching and learning process in the future by providing effective intervention which can further intensify teaching strategies for children with ASD (Mariam Mohamad, 2020). Sarah Parsons et. al (2020) also said that digital storytelling is effective to use.

According to research conducted by Chatzara K. et al. (2012), the use of storytelling and its impact on education through e-learning are presented. The study introduces Digital Structured Storytelling for Autism (Di.S.S.A.), a system that employs structured learning for teaching social skills to children with autism spectrum disorder (ASD). The researchers found that the use of digital storytelling has great potential in making learning more engaging and encouraging students to be active and productive participants in individual, collaborative, and communicative activities. The Di.S.S.A. tool, a software application designed for creating digital stories following a structured

learning approach, was developed and evaluated in the study. The results demonstrate that the Di.S.S.A. application shows significant promise in teaching social skills to children with ASD (Chatzara K. et al., 2014). Mariam Mohamad's (2020) research further supports the effectiveness of digital storytelling as an alternative teaching and learning method for children with ASD. The study reveals that teachers have positive perceptions towards the use of digital storytelling in the classroom. It is envisaged that this research could provide valuable support to teachers in the future by offering effective interventions that can enhance teaching strategies for children with ASD. Sarah Parsons (2020) also emphasizes the efficacy of digital storytelling in her research. Her findings corroborate the notion that digital storytelling is a powerful tool that can be successfully employed in educational settings. In summary, the research conducted by Chatzara K. et al. (2012), Chatzara K. et al. (2014), Mariam Mohamad (2020), and Sarah Parsons (2020) collectively demonstrates the significant potential of digital storytelling in improving the learning experiences and outcomes for children with ASD. Furthermore, autistic children can learn the Islamic manners by imitating and copying the behaviour through the practical video produced (Maisarah et al. 2024). The studies highlight the positive impact of this approach on student engagement, productivity, and the development of social skills, as well as the positive perceptions of teachers towards its implementation.

`2.   PROBLEM STATEMENT

Autistic children are categorized as having special needs due to their complex developmental abnormalities affecting language, communication, and social interaction with their surroundings (Reni Rahmawati et al., 2018). Learning can be particularly challenging for children with autism, especially in comprehending Islamic morality and fundamental manners. Moreover, the approach to handling autistic children varies among individuals (Adi Subur Raharjo, 2017). To instil Islamic manners and practices in their daily lives, meticulous lesson planning, a range of multimedia techniques, and an effective assessment process are required.

One of the primary issues is the scarcity of effective strategies and resources for implementing Islamic education for children with special needs, including autism (Ali Subur Raharjo, 2017). This is due to the limited availability of educational materials and resources specifically tailored for children with special needs to learn about Islam. Existing materials may not adequately address the unique learning styles, cognitive abilities, and sensory needs of these children. Materials and teaching methods should be designed to accommodate the diverse backgrounds and abilities of these children and ensure that religious concepts are taught in accessible and understandable ways. Autistic children may require alternative strategies to actively engage with Islamic teachings, as traditional instructional methods may be ineffective in capturing their attention or facilitating meaningful engagement. Innovative methods using visual assistance, interactive activities, and multi-sensory techniques are necessary. The use of media in the learning process holds great significance. This is because the lack of clarity in the presented material can be addressed by incorporating media as an intermediary. Thus, the unique and different situations of autistic children necessitate specialized learning methods and media.

Furthermore, there is a shortage of teachers' skills. Schools often ask children with severe disabilities such as Autism Spectrum Disorder (ASD) and blindness to address their disorder, which may impede the learning process, as the school cannot provide the necessary therapy. As a result, children who cannot afford to attend a special school must choose homeschooling. However, homeschooling has another consequence: the willingness to set the curriculum, especially when it comes to religious instruction. In this scenario, many educators focus on the children's differences or disabilities rather than their ability to learn and actively participate in classroom activities. Due to a lack of expertise, teachers are unable to recognize the beneficial contribution to classroom diversity (Rohmani Nur Indah, 2021).

In conclusion, the purpose of this study is to determine the need to teach Islamic manners to autistic children through storytelling videos. The ADDIE model will be used to produce an interesting design of storytelling videos that can attract their attention.

3.   OBJECTIVES

Here are the objectives of this research:

   i.   To design effective teaching strategies on play manners for children with autism.
   ii.   To create a narrative video on play manners with graphic and visual elements as a teaching tool for autistic children.
   iii. To develop multimedia learning resources for parents, teachers, and educational institutions in helping autistic children understand and practice play manners according to Islamic perspective.

4.   METHODOLOGY

This research used multiple approach that includes the qualitative data, methods, and paradigm in a research study or related studies. The researcher has done some reading through the article, journals, research paper, books, websites, case studies and brochure which are relevant to the topics of research. The area of studies includes the understanding of autistic children and the problem, the behaviour of the autistic children, animation video, multimedia learning and storytelling video tool.

Besides, this research using the ADDIE model as a framework in designing and help organize and streamline the production of the research content. ADDIE model is an Instructional System Design (ISD) that acronym for the five stages of a development process which is Analysis, Design, Development, Implementation, and Evaluation (Torunarigha & Williams, 2020). The methods used for producing an inclusive storytelling video on Islamic good manners for autistic children is important to its effectiveness and accessibility. The steps of the ADDIE model that was implemented are described below:

4.1   Analysis

The analysis phase is the foundation of all other phases of instructional design, including the ADDIE process. At this initial stage, potential instructional problems and objectives are identified. Learners' existing knowledge and skills are also evaluated to determine the type and extent of instruction needed (Muruganantham, 2015). This stage starts by analysing the instructional goals for the video's output, the characteristics of the target audience, which is autistic children that may face challenges in processing social cues and verbal information, which could impact their understanding of Islamic good manners conveyed through video storytelling. Tailoring content to their sensory preferences, using visual aids, and incorporating interactive elements may enhance their learning experience. This research also examines the dalil and hadith that highlights manners, especially playful manners. The process of analysis makes use of research engines as a platform to retrieve hadith from Kitab Hadith from Bukhari, Muslims, and other sources. Furthermore, the article researched the educational environment for autistic children, including the resources needed to represent content via storytelling video.

4.2   Design

Next, the design phase is to determine the needs of teaching Islamic education to autistic children through storytelling videos and to design the storytelling video content of Islamic education for autistic children. To start designing, all the document specification from the analysis phase were visualized on canvas. Designing caters to four elements, which are design a storyline videos, design

a storyboard, design the character and design a suitable environment for each video. The activities of the design phase are to specify content selection, subject matters, lesson planning for the storytelling video that focusing on playing manners in Islam. Besides, the researchers collect data by document analysis to get information of research. A series of discussions had been set among the video content developers and researchers during the early phases. The storyline design and storyboard are prepared. Figure 1 shows the results of sketch character animation in this project. It was created to show the animation design process in a current project using the IbisPaint application and put together a storyboard to explain what the project would look like. This project will be more organized when using the appropriate storyboard process.

Figure 1: Sketch one of the character animations

Figure 2 shows the production of animation videos through the Canva and Capcut applications that help facilitate the creation of interesting videos. The user interface design in this project focuses with visual and auditory stimuli. Use simple language, clear visuals, and repetition to reinforce positive behaviours. Incorporate relatable characters and scenarios to make the lessons more engaging and relatable for children with autism.
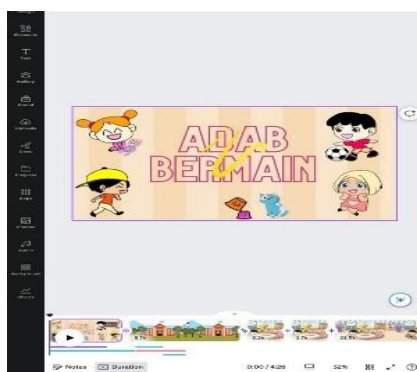

Figure 2: Producing the animation videos

4.3   Development

The development phase is the third stage in the ADDIE model, focusing on translating the design concepts into a functional, digital output. In this stage, the storyboard developed in the design phase is transformed into a digital format using tools such as IbisPaint, FlipaClip, Canva, and CapCut. These tools are specifically chosen for their capabilities in creating engaging, visually appealing, and interactive storytelling content, tailored to the learning needs of autistic children. To ensure the videos address the unique requirements of autistic learners, guidelines based on educational principles and best practices for autism education were integrated into the development process. Feedback from educators and parents of autistic children was solicited during this phase to validate the content, visuals, and interactivity of the videos. Their input informed adjustments to ensure the videos are accessible and relatable, with appropriate pacing, simplified language, and visual aids that minimize overstimulation. Key activities included: The key activities in developing the storytelling

video for teaching Islamic play manners to autistic children involved three main steps. First, content development focused on refining the narrative to ensure alignment with Islamic teachings and educational goals. Second, storyboard development visualized the narrative and structure, integrating features like color coding, repetition, and predictable sequences to cater to the unique learning needs of autistic children. Lastly, video production using the selected tools to animate the storyboard, incorporating elements such as clear visuals, soothing colors, simple animations, and appropriate audio to create a multisensory learning experience. Data analysis during this phase focused on ensuring the practical video development processes adhered to the planned methodologies. Manual analysis tools were used to evaluate the integration of these elements, with revisions made as necessary to optimize the content.

4.4   Implementation

The implementation phase is the fourth step in the ADDIE model, aimed at ensuring maximum efficiency and achieving positive results for the project. This phase involves both the deployment of the storytelling video and an initial evaluation of its impact. The storytelling video on Islamic play manners is introduced to a group of autistic children aged 4-9 years. The participants are selected with the assistance of educators and caregivers, ensuring a representative sample for testing. The implementation process involves introducing the storytelling video to autistic children in a controlled setting where educators or caregivers guide the session to observe and monitor the children's engagement and reactions. This phase emphasizes gathering insights on how well the children interact with the video, their level of understanding, and the overall impact of the content. Structured feedback from educators and parents further evaluates the video's effectiveness and relevance, providing valuable data to refine and optimize the learning tool for its intended audience. For data analysis, the storytelling video is evaluated manually through a combination of literature review and qualitative feedback from stakeholders. This ensures that the insights gained are grounded in both theoretical frameworks and practical observations, paving the way for further refinements if necessary.

4.5   Evaluation

Finally, evaluation occurred to finish the ADDIE instructional model and the final stage in generating storytelling video. Summative evaluation, as already mentioned has three levels. If misunderstanding or trouble understanding the material provided, satisfaction among autistic children has been measured to make any improvement. Furthermore, autistic children must be able to develop knowledge and abilities related to playing manners. Additionally, the performance of autistic children must be determined to ensure they can obtain and apply that knowledge in real life using examples from practical videos. Structured interviews with parents and educators of autistic children were conducted to identify their responses and the children's acceptance of the content design and storytelling of the video. This was aimed at facilitating improvements where necessary. The researcher analysed the interview transcripts using a thematic method. This post-production procedure was repeated until the researcher was satisfied with the final result of the videos based on the requirements of users.

5.   FINDINGS AND DISCUSSION

The storytelling video is intended for autistic youngsters. It used 2-dimensional animation with motion graphic that story about "Play Manners" The purpose of this storytelling video is to provide an easily accessible, cost-efficient, and friendly tool for parents, teachers, and others access to social lessons that teach autistic children the essential skills related to manners and appropriate behaviour in social situations. Specifically, the content of this video is intended to teach and make autistic children understand the use of manners especially playing manners in everyday situations according to manners in Islam that are recommended in the Quran and Sunnah with easy-to-understand story,

clear conversation, tone and evidence supported by Hadith. All characters in the video demonstrate pro-social behaviour and appropriate manners when interacting in some situations. Although this video is designed for autistic children, it is also suitable for all other pre-school or primary school students to help them develop an awareness of and learn playing manners in Islam. Moreover, the storytelling video depicts a typical school or social situation to mimic real-life scenarios that children might experience.

Storyboard Design and Development

Storyboard is a sketch of an image organized in a sequence based on a story script, with storyboard, the author of the story can convey the story easily to the readers or others. The process of storyboard needs some stages in order that it be well applied. Like all processes, storyboarding has a few steps to get a well result (Naar, 2013). In the process of creating a storyboard, it is necessary to use like outline of clear planning. Below is the storyboard video design.

	Scene 1: Shows the school environment in the morning.
	Scene 2: 5 characters, Miss Hana and 4 kids, were displayed. They are taking a class lesson. Miss Hana informs her students that it is playtime and that they may engage.
	Scene 3: Miss Hana asked that to recite "Bismillah" before playing.

Scene 4:

The children were having a good time. Ahmad and Abu are playing football, while Ain is playing with a teddy bear and Anis is playing with a music tool.

Scene 5:

It shows Ahmad and Abu participating in football together. Ahmad received the ball from Abu.

Scene 6:

When Abu attempted to transfer the ball to Ahmad, Abu collapsed, and Ahmad laughed at him.

Scene 7:

Abu got frustrated and began fighting with Ahmad over the ball.

Scene 8:

When Miss Nina heard the fighting, she came over and asked what was going on.

Miss Hana cites a hadith that states Islam places a high value on love either in friendship or relationships. Miss Nina then told them to play, share their toys, and stop

	fighting. When someone is down, they should be helped.
	Scene 9: Abu and Ahmad apologies to one another
	Scene 10: The children clean up their toys after playing with them. The school bell suddenly rang, signalling the start of a break or lunch hour.
	Scene 11: Miss Hana instructs the children to wash their hands before eating in order to maintain hygiene and avoid bacteria that might cause disease.
	Scene 12: The children were washing their hands.
	Scene 13: Shows that the children recite the dua "Doa Makan" before eating.

 Link Video: https://youtu.be/Pog7miEzS3k?feature=shared	The storytelling video is published on the YouTube platform to be used as a teaching aid in learning and teaching sessions for children with autism, focusing on playing manners according to Islamic principles.

In developing this storytelling video, the video content simplifies Islamic principles related to playing etiquette, integrating Quranic verses and Hadiths to emphasize compassion, respect, and kindness. For example, in the Qur'an Surah Al-Baqarah verse 263:

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قَوْلٌ مَّعْرُوفٌ وَّمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَّتْبَعُهَآ اَذًى ۗ وَاللّٰهُ غَنِيٌّ حَلِيْمٌ

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"Kind words and forgiveness are better than charity followed by injury. And Allah is Self-Sufficient, Most Forbearing" [Surah al-Baqarah: 263].

Based on Qur'anic verses above, it demonstrates the importance of playing manners by appreciating each other and interacting nicely. Autistic children can learn from this lesson and use it as an example in their daily lives. In Hadith Bukhari also explain about manners which is Islam places a high value on love either in friendship or relationships:

<div dir="rtl">

عَنِ النَّبِيِّ صَلَّى اللہُ عَلَيْهِ وَسَلَّمَ قَالَ:"لاَ يُؤْمِنُ أَحَدُكُمْ، حَتَّى يُحِبَّ لِأَخِيهِ مَا يُحِبُّ لِنَفْسِهِ".

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"The Prophet (ﷺ) said, "None of you will have faith till he wishes for his (Muslim) brother what he likes for himself" [Sahih al-Bukhari, no. 13].

This part of the verse highlights the importance of speaking kindly, being patient, and controlling anger with each other, especially when autistic children playing together. Other than that, hadith narrated by Abu Hurairah:

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قَالَ قَالَ رَسُولُ اللَّهِ صلى الله عليه وسلم " مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الآخِرِ فَلْيَقُلْ خَيْرًا، أَوْ لِيَصْمُتْ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الآخِرِ فَلاَ يُؤْذِ جَارَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الآخِرِ فَلْيُكْرِمْ ضَيْفَهُ ".

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Allah's Messenger (ﷺ) said, "Whoever believes in Allah and the Last Day should talk what is good or keep quiet, and whoever believes in Allah and the Last Day should not hurt (or insult) his

neighbour; and whoever believes in Allah and the Last Day, should entertain his guest generously." [Sahih al-Bukhari, no. 6475].

According to this hadith, Islam highly encourages its followers to always speak kind words to their brothers and sisters, whether they are Muslim or non-Muslim. Therefore, in our interactions, we should practice speaking kindly and gently to our friends. We must guard our speech from harsh, offensive, or hurtful words. Additionally, we should avoid mocking or making fun of our friends. Islam also emphasizes the concept of mutual respect, as narrated in the hadith by Jabir bin Abdullah.

النَّبِيّ صلى الله عليه وسلم قَالَ " مَنْ لاَ يَرْحَمُ لاَ يُرْحَمُ " .

The Prophet (ﷺ) said, "He who is not merciful to others, will not be treated mercifully" [Sahih al-Bukhari, no. 5997].

This hadith is relevant in the context of playing etiquette, especially in interactions between players, where mutual respect is highly encouraged to avoid hurting others' feelings or causing physical harm. The attitude of respect and consideration ensures that all parties involved feel happy and makes playing a more enjoyable activity.

The storytelling video incorporates the elements of playing manners as found in the Quranic verses and hadith mentioned above. This is done with the intention of enabling autistic children to practice Islamic values as well as noble character traits during play activities. The video emphasizes the importance of compassion, respect, and kindness, which are key principles taught in Islam. By integrating these values, the video serves as an effective tool to help children understand and apply proper social behaviour in various play situations.

To gather feedback on the design of this storytelling video, four respondents comprising parents and educators of autistic children were involved in this study. Interviews were conducted to evaluate the video design, including the topic content, storytelling delivery, video and audio quality, background and colour schemes, and educational elements.

Regarding content design, all respondents agreed that the content is structured through storytelling, where scenes conveying moral and religious messages are highly suitable for autistic children. Elements such as beginning activities with *"Bismillah"* and the practice of reciting prayers were identified as essential values to be taught to autistic children. As stated by Respondent 1:

> *"My child gave a very positive response. He seemed interested and focused throughout the video. I noticed he tried to understand the situations in the story and even mimicked some actions, such as saying 'Bismillah' before playing and apologizing when making mistakes."*

Respondent 2 suggested adding visual elements to distinguish good and bad actions to ensure the message is clearly understood:

> *"I think the video content is very appropriate for autistic children like mine. The story is simple yet structured, with moral messages and Islamic values that greatly help my child understand basic manners. However, it might be beneficial to add visual elements such as*

icons or symbolic images to illustrate good and bad actions. This could help autistic children better grasp the meaning of certain behaviours."

From the perspective of storytelling delivery, the dialogues and character actions portrayed in the video help autistic children understand social situations, such as resolving conflicts. This was emphasized by Respondent 4:

"Yes, the storytelling is very easy to understand. The dialogues between Miss Hana and the children are also clear. However, I think there is room to add interactive elements, such as asking questions to the viewers, for example, 'What should Ahmad do when Abu falls?' This might make it more engaging for my child."

In terms of video and audio quality, the visuals are clear, with smooth character movements that are easy for autistic children to follow. However, improvements are needed in the background music to better capture children's attention. As noted by Respondent 3:

"The video quality is good and clear. The colours used are attractive, but I suggest using pastel or less vibrant colours to avoid overstimulating autistic children. Regarding audio, the background music is suitable, but avoid sounds that are too loud or abrupt, as they can disrupt focus."

On background and colour design, most respondents stated that the cheerful, yet not overly bright background colours help autistic children focus on the main activities in the video. However, one respondent suggested using pastel colours for the background to ensure children can focus on the characters and actions. According to Respondent 2:

"The background is cheerful and appealing, but perhaps the complexity of the background elements could be reduced so that autistic children can focus more on the characters and the main story. The colours used should also be calmer and not too striking."

Regarding the educational elements, all respondents agreed that the storytelling video conveys moral messages such as sharing, helping friends, and maintaining cleanliness, making it highly suitable for teaching manners and shaping the character of autistic children. As stated by Respondent 4:

"I think this video is excellent as it incorporates daily doa and moral values like helping friends. For instance, when one of the children falls while playing football, they are taught not to laugh but to help. This is a very important moral value. I suggest including a summary of the key values learned at the end of the video."

Overall, the interviews with parents and educators revealed that autistic children comprehend and appreciate the educational elements in the animated video. The presentation of daily prayers and moral values, such as helping friends and maintaining cleanliness, successfully captured the children's attention and facilitated their learning about everyday manners.

The success of the storytelling video is likely attributed to its alignment with the learning preferences of autistic children, who are known to respond well to visual stimuli. Visual aids, such as animated stories, make abstract concepts like manners easier to understand and more engaging. This has been supported by numerous studies, including research by Bernard (2016), which highlights that digital storytelling is a powerful technology tool that is highly effective for teaching and learning in both home environments and various educational institutions. Digital storytelling not

only captivates attention but also enhances the learning experience, making it more interactive and relatable.

Hashim et al. (2023) stated that the use of videos is highly encouraged to assist students in understanding the fundamentals of a learning topic. This is because videos offer an easy and quick method of delivering information compared to other multimedia elements. Well-designed videos can make children more focused and excited about the developed application as they align with the concept of effective delivery. The use of text and dialogue in the story should not be too lengthy and must employ language that is easy to understand. Furthermore, Alimin et al. (2023) emphasized that the combination of multimedia elements such as text, graphics, audio, animation, and interactivity is crucial to ensure that the intended information is comprehensible to the target audience.

Additionally, the research conducted by Xiaoyu and Kaiwen (2023) further supports the effectiveness of digital storytelling in improving academic performance. Their study showed that digital storytelling has a positive influence on autistic children, which is in line with the findings of this current study. The storytelling format in the video significantly contributed to better learning outcomes among autistic children, as they were able to engage with the content more effectively. The participants in this study responded particularly well to the visual quality of the videos, which helped them grasp the subject matter more easily. The evaluation of the study revealed that autistic children who watched the video showed notable improvement in their application of Islamic manners in real-life situations. By presenting moral lessons in an accessible, visually appealing format, the storytelling video succeeded in reinforcing Islamic values in a way that resonated with the children, thereby encouraging positive social interactions in their daily lives.

6.   CONCLUSION

Autistic children are classified within the special needs category due to their complex developmental challenges, including difficulties in language, communication, and social interaction. These obstacles make learning particularly challenging, especially when it comes to understanding Islamic morals and fundamental manners. Given the diverse nature of autism, it is essential to design carefully structured lesson plans, employ varied multimedia techniques, and implement effective assessment processes to successfully instil Islamic practices in their daily routines. In this regard, the use of storytelling videos to teach Islamic manners, particularly play manners, has proven to be an effective and valuable tool. These videos provide parents and teachers with a straightforward method to deliver teaching content in a way that captures the interest of autistic children. The storytelling format not only enhances engagement but also aligns with the visual learning preferences common among children with autism. The positive outcomes observed in this study underscore the significance of implementing tailored interventions that cater to the unique needs of autistic individuals. This research contributes to the growing body of literature on inclusive education, offering practical insights for educators, parents, and institutions. Moving forward, future research could explore the applicability of storytelling techniques in other areas of Islamic education or for different age groups. Further refinements in video content, such as incorporating more interactive elements or expanding the range of manners taught, could enhance the effectiveness of this teaching tool. Ultimately, this study provides valuable guidance for developing strategies that support the educational and moral development of autistic children, helping them navigate social situations, learn proper manners, and prepare for a more independent and fulfilling future.

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