



TEACHER METHODS IN IMPLANTING RELIGIOUS AND MORAL VALUES OF EARLY CHILDHOOD IN SURAKARTA CITY

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Keywords :

Religious and moral values, early childhood, role of teacher

ABSTRACT

In order for students to have good religious and moral values, cultivation of moral and religious values is very important given from early so that when students move into higher levels already have the knowledge and experience that they gained at the time of preschool age. This study aims to find out the methods of teachers in instilling religious and moral values in early childhood at kindergarten in the city of Surakarta. This research is a qualitative descriptive study involving 10 teachers of kindergarten in the city of Surakarta. Data analysis uses descriptive qualitative analysis that includes data reduction, data display, and conclusion drawings. The results of the research showed that the methods of teachers in instilling religious and moral values in early childhood in the kindergarten in the city of Surakarta have been very good, effective and performed optimally. The teacher's method of instilling religious and moral values in early childhood is by telling stories, demonstrating, practicing, playing and singing.

INTRODUCTION

Acts of deviation, acts of violence, disrespectful behaviour and committing clearly prohibited acts in religion are still frequently found and committed by children. The deviation is due to the low religious and moral cultivation from an early age. The danger of this abnormal behavior can ruin future generations, and the more so are the children nowadays who exemplify the abnormal behaviour of their surrounding friends. Surveillance of the environment around the child that influences the child's development is imperative. Parents, teachers and society play an important role in the religious and moral development of children, especially in the formation of children's character. If religious and moral education of children is ignored, then not only parents are responsible, but teachers in the school neighborhood and the community are also responsible (Mirzayevich & Kandov, 2023).

Education of religious and moral values is an important foundation of existence in early childhood education programmes, therefore religious values and morals must be well embedded in human beings from an early age so that acts of deviation, violence, disrespectful

attitudes, and acts that deviate from religion can be minimized. Recognizing the importance of religious and moral upbringing for early childhood, some countries have made moral and religious education a compulsory subject such as Greece, Norway, the Soviet Union, Germany and the Netherlands. (Hull, 2005). Since 1944, the British state has introduced religious education in schools and been an example to other nations

According to a study conducted by Khanam et al. (2020), children who receive religious and moral education have a higher degree of confidence, academic achievement, self-discipline and self-control. On the contrary, if children do not receive religious and moral education, it can lead to moral degradation. In Indonesia, religious and moral values are highly respected. These noble values are believed to be a spiritual motivation for this nation in order to implement other prayers in Pancasila (Safitri, et al 2019). Religious and moral education has a profound meaning because it concerns cultural values and signs of civism, therefore the purpose of religious and ethical education strongly reflects the ideals of education (Croitoru & Munteanu, 2014), Moulin-Stožek, D., & Metcalfe, J. (2020).

In line with Kohlberg's theory of moral development. (Hasnida, 2015) There are three stages of moral development, starting with pre-conventional morality, conventional morality and ending with the post-conventional level of morality. It can all be seen from how adults like parents or teachers instill morality in children. The physical and psychological environment of a parent, teacher or community environment can affect the morality of a child. Parents and teachers who are close to the child can influence the moral development of the child. Morality itself means that the morals, habits and interactions of parents, teachers, or the environment in a child must have a great influence on the moral development of the child. (Sari & Fatmawati, 2021).

A newborn child has a potential (hearing, sight, and heart). With that potential they can learn from the environment, nature, and the communities in which they live in the hope of becoming a better and useful human being. In addition to parents at home, the role of teachers in the development of religious and moral values at school is very important for children. A teacher is a person whose primary duty is to educate, teach, guide, direct, train, evaluate and evaluate students in early childhood education, formal education, primary education and secondary education. (Fatimah et al, 2018) The teacher is the second parent of the student, therefore the teacher holds an important role in instilling religious and moral values to the student so that later in the day the student becomes a person with a moral value either in the family environment, school, or in society. Teachers in school should be able to observe and develop the development of religious and moral values. Piaget argues that morality is a tendency to accept and obey a system of rules. Then there is another view, as Kohlberg put it, that the moral aspect is something that is not brought from birth but something developed and learned. Moral development is the process of internalizing the values or norms of society according to the maturity of a person in adjusting to the rules that apply in his life (Mursid, 2018).

The experience is meaningful in increasing the spiritual potential of a child to become a habit, both inside and outside the school. As for the cultivation of moral and religious values that are usually given by teachers in the learning process, namely by the methods of telling stories, demonstration, assignment, travel, customization and talking. Moral and religious values play an important role in shaping the child's behavior so that the child can interact and behave according to the norms and rules that apply in society. (Safitri et al, 2019) Basically, the

cultivation of moral and religious values from an early age can form a child's instinct to accept an attitude of priority and glory, and will become accustomed to doing good and noble deeds. (Safitri et al, 2019). Based on that background, the researchers wanted to investigate the cultivation of moral values and early childhood religion. The author is interested in conducting descriptive qualitative research with the title “Teacher Methods in Implanting Religious and Moral Values of Early Childhood in Surakarta City”.

METHOD

The aim of this study is to provide an overview of the facts on the ground objectively based on the results of observations, interviews and documentation of teachers in ten Kindergarten in the city of Surakarta related to moral and religious cultivation of early childhood. The ten Kindergarten used this study are Al Irsyad Kindergarten, Nurulssalam Kindergarten, Raudhatul Ilmi Kindergarten, Ahmad Maryam Kindergarten, Aisyiyah 7 Kartopuran Kindergarten, Tarbiyatul Ummah Kindergarten, Islam Bina Ummah Kindergarten, Kartini Kindergarten, Aisyiyah 14 Danukusuman Kindergarten, Aisyiyah 3 Semanggi Kindergarten, dan Aisyiyah Pabelan Kindergarten. The researchers used the type of descriptive research because the researchers wanted to look at the methods of cultivating religious and moral values in early childhood by teachers. A semi-structured interview is when researchers ask some questions more freely and openly, without being bound by a previously prepared set of questions. (Sugiyono, 2014)

The researchers also observed the methods of cultivating religious and moral values used by teachers, and then the researchers recorded all the necessary things during the observation. This observation uses an observation sheet by giving a checklist sign to the observation results. The observations sheet is created and made a guideline by the researchers, so that the research carried out is more accurate, structured and directed so that later the results obtained are valid data. The results of the documentation obtained in this research are the profile of the school, vision and mission, student data, as well as documents related to the process of religious and moral values cultivation activities such as daily learning plan that are compiled and used by teachers.

The data analysis that is done in this study is the first is data reduction (data reduction) that is to do the recording in detail and thoroughly. Because of the vast amount of data obtained in the field, the data that has been reduced is able to provide a clear picture and can help a researcher to search for such data if needed. Data considered important and relevant are data relating to teachers' methods in instilling religious and moral values of early childhood in Surakarta. The subsequent analysis is the presentation of data (display data) so that the data obtained is easily understood by the researchers and readers. The form of data presentation compiled by researchers is a narrative text, which means the analysis that has been carried out based on field observations and theoretical views to give a clear picture of the teacher's methods in implanting the religious and moral values of early humanity in Surakarta. The final analysis is a conclusion drawing, which is still considered a hypothesis, but can become a theory if supported by other relevant data. The relevant data that has been obtained is then detailed and systematically organized in the form of a description narrative.

RESULTS AND DISCUSSIONS

Results and discussion of the results of the research and their interpretation will be published in this chapter. The data processed and analyzed are qualitative data obtained by the author through the triangulation process, observations, interviews and documentation of 10 teachers related to the cultivation of early childhood religious and moral values in 10 teachers of kindergarten in the city of Surakarta. Based on the results of the research, we can see that the activities of cultivating religious values and morals in kindergarten in Surakarta are carried out using various methods, among others: storytelling, demonstration, practicing, playing and singing.

Story telling

Based on observations by researchers at the kindergarten in Surakarta nine out of ten teachers use the method of storytelling in the cultivation of religious and moral values to early childhood. There are some explanations of the method of storytelling that teachers do in instilling religious and moral values in the child, first determine the purpose and theme chosen for the activities and based on the results of this research, the determination of the goal and theme of the story has been determined in the daily learning plan. In the story teachers use hand doll media, with various stories about religions such as the story of the prophet, the priorities of the sholat, the number of rituals in the shalat, and the various religions that exist in Indonesia. The teacher told the story in front of the class and the student listened to the teacher's story carefully. Third, establish the tools and materials necessary in the narrative activity. The next step after determining the purpose, theme and story plan the teacher prepares the instruments and materials that will be used in the storytelling process, i.e. hand dolls, pictures of various religions, and so on. Of course, the tool and materials used should be related to the cultivation of religious and moral values of the students according to the story planned. Fourthly, set a plan of action for storytelling. The next step is to make a story plan. The teacher gave an explanation to the students that today the teacher will tell about the stories of the Prophet, the priorities of prayer, the number of prayers, the religions practiced, the various religions that exist in Indonesia. Then the teacher determines or arranges the child's seat so that the child can listen to the story well and clearly. The teacher begins the story by digging out the experiences of the child in connection with the prayer and religion practiced by the pupils. We must be grateful to God for what He has given us, for He has provided us with a complete body so that we can always say the blessing and keep what God has given to us. Then as Muslims we are obliged to pray because it is the command of God, where we must worship God. Then the closing activity is done by asking many questions related to the cultivation of religious and moral values. Then the teacher complimented the students who answered correctly.

The method of storytelling is one of the methods considered to be effective in the cultivation of religious and moral values of early childhood by teachers, this is in line with the research carried out by Palupi (2020) which states that the development of the religious attitude, honesty and politeness of the pupils as a whole increases due to the use of narrative methods to instill religious values and morality by the teachers.

Demonstration

Based on the observations made by the researchers, in addition to the method of storytelling, the method used by the teacher in instilling religious and moral values is the use of demonstration methods. seven out of ten teachers use demonstration methods to instill

religious and moral values in their children. Before starting the teaching activity, the teacher sets the position of the student for the prayer activity, then the teacher gives the student an explanation of the activity and its purpose. So that the children know in detail the movement and reading of the psalms. Before starting the prayer practice, the children ran first to take the wudhu water and here the teacher taught how to get the water in accordance with the good and right Wudhu order, then the teacher prepared the tools and materials for the morning prayer for the students is mukena for the girls and peci for the boys, after the students wear the mukena and the peci, the teacher guided the students to make the rows for the activities of prayer together after that the teacher asked one of the learners to become a priest, and the teacher directed the children to do a good and correct prayer movement by giving examples ahead. After the prayer activities the teacher asked the children to pray together with the reading of prayer for both parents and prayer of good life and life. In the presence of joint prayer activities, the pupils are expected to perform the prayer 5 times at home with the family. Based on the results of the observation in the cultivation of religious and moral values atn kindergarten in Surakarta, the teacher performed the method of demonstration by doing prayer practices together by inviting the students to always be thankful to Allah SWT, so that their hearts are calm, always remember with Allah SWT and have politeness towards older people. The method of demonstration is one of the methods considered effective in the cultivation of religious and moral values of early childhood by teachers, this is in line with the research carried out by Budu et al(2023) that states there is an increase in the religious values and morals in saying and answering greetings, pronouncing daily prayers, and imitating worship movements. The child's learning accuracy in cycle I is 70% and at cycle II is increased to 90%.

Practicing

The method used by teachers in the cultivation of religious and moral values in early childhood in Surakarta City is the method of practicing. Eight out of ten teachers use play methods to instill religious and moral values in early childhood. The customary method used every day is to greet and greet the teacher and parents when they come to school and when they go home. This method is judged to be very effective in accustoming children to the values contained in religion and morality. In our religion we are encouraged to behave politely and decently, and this is also a condition of the moral values that can be adopted. Other methods are given by teachers, such as apologizing when they have made a mistake, saying goodbye when they need help, and thanking when they receive help. The child is accustomed to conducting positive activities so that the child can always apply them in day-to-day activities at home, so the child is able to carry out practical activities without the instructions of the teacher. The child is also expected to have good moral behavior based on the habits that have been done above.

The method of practicing is one of the methods considered effective in the cultivation of religious and moral values of early childhood by teachers, this is in line with the research carried out by Muyasaroh (2022) that stated the application of methods in the development of moral value in early children show good development in accordance with the rate of achievement of child development with indicators of accomplishment include, familiarizing with using both hands, saying greetings, speaking good words,ining hygiene, as well as other good behaviors.

Playing

Another method in cultivating religious and moral values in a kindergarten in Surakarta City is playing. Six out of ten teachers use play methods to instill religious and moral values in

early childhood. Through a fun game the child is expected to be able to understand the religious and moral values contained in it without any coercion. When observing the game observed by the penliti is playing guessing the letter hijayyah. The first step of the game is to ask the child to sit around in order and not fight, then the teacher prepares the media of the letter card and puts it next to the teacher (Strhan, A., & Shillitoe, R. 2022). When the teacher takes one card with the title of the card, the children raise their hands and guess what is written in the card. Every child who is able to answer is given a star sticker by the teacher and gets the applause of the other students. The religious and moral values embodied in this game are that the child is able to recognize the letters of hijayyah, the child can sit around in an orderly order, the boy can show politeness by raising his hand before guessing, and the child will be able to give appreciation to his friend who can answer correctly by knocking hands. The method of playing in instilling religious and moral values is very well applied to children, it is in line with the research conducted by Ananda (2017) which states that the method of play can develop and enhance the religious values of children.

Singing

Another method in cultivating religious and moral values used by children's at kindergarten in Surakarta City is singing. Eight out of ten teachers use the method of singing as it is considered very effective and enjoyable for children in the adoption of religious and moral values (Kurnanto, et al 2023). As the observation continued, the teacher invited the children to participate in the teaching of the songs requested by the teacher, there were various songs of Islamic songs used by teachers, namely songs about the names of the prophet and the rosul, songs on the letters of hijayyah, songs about cleansing part of the faith, and so on. With the singing then the mood of the child will be happier and able to understand the moral and religious content according to the poem of the song sung, this is in line with the research carried out by Julaehah et al (2016) which explains that the researchers judge the method of singing is very suited to the needs of the children, with the existence of the methods the child is more motivated to learn, as is the case in religious and moral learning, children prefer joyful singing than monotonous learning.

CONCLUSION AND SUGGESTION

Based on the results of the research conducted by the researchers at the kindergarten in Surakarta City it can be concluded that in the cultivation of religious and moral values using various methods including methods of singing, demonstration, practicing, playing and singing. The cultivation of religious and moral values was evaluated as effective and performed optimally by 10 teachers at the kindergarten in Surakarta City.

ACKNOWLEDGMENTS

The author also expressed his gratitude to all the staff in the kindergarten that the author used in this research, namely the head of the school and the teacher. The author thanked to LPPM Institut Islam Mamba'ul Ulum Surakarta who hepled provide funds for the implementation of the research, and the author also thanked to those involved and helped this research so that it could be completed well.

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