

## **EFFORT TO GROW CHILDREN'S RELIGIOUS AND MORAL VALUES IN THE PLAYGROUP HIDAYATUS SHIBYAN BOBOSAN, PURWOKERTO UTARA, BANYUMAS**

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### **Abstract.**

The purpose of this study was to describe how the efforts of teachers in instilling religious and moral values in children at the Hidayatus Shibyan Bobosan Playgroup. The method used in this research is descriptive qualitative. The research was conducted at the Hidayatus Shibyan Bobosan Playgroup, North Purwokerto, Banyumas. Data collection techniques are carried out through observation, interviews, and documentation. The results of this study are programs carried out by teachers to foster children's religious and moral values through 1) planned programs; learning activities and commemoration of religious holidays 2) habituation programs; smile, greet and say hello, pray before and after activities, and Friday donations. In addition, the teacher also refuses children to thank, apologize, various toys, and also play together.

**Keywords:** religious values, moral values, playgroup

## **INTRODUCTION**

Instilling religious and moral values in a child should be done by parents as early as possible. However, for several reasons, we often find parents who then hand over this problem to the school. The study group, which is a place for non-formal learning at the Early Childhood Education (PAUD) level, also plays a role in cultivating religious values in children. Religious and moral values need to be grown and developed in every individual, including in early childhood. This is due to the importance of these values as a future provision for the child's life. In addition, it has become common knowledge that one of the goals of education in Indonesia is to equip, shape, and create a society of faith and noble character.

Khairi further emphasized that in early childhood, a child likes to imitate and play. Children like to imitate what they see because something is considered interesting and memorable for them without knowing whether it is good or bad (Khairi, 2018). If you look at this reality, it is important to accustom children to positive behavior, and at the same time, the teacher is an example of this positive behavior.

Playgroups are informal early childhood education programs for children ages 2 to 6. Children have various and unique characteristics. One of the unique characteristics of children is that they can change according to their environment. (Khairi, 2018). Thus, parents must

create and present a good environment for children. Likewise, in schools, the teacher must be able to create and provide a learning climate for children so that the goals that have been aspired to can be realized. However, in everyday life, we still often encounter parents who set bad examples and also spoil their children too much. According to Nasution's research, problems with child development include children speaking inappropriately, children who are overly spoiled, children who are difficult to manage, and anxiety in children about separation from their parents (Nasution, 2020)

In the Big Indonesian Dictionary, it is explained that values are characteristics that are important or useful for humanity. In another sense, it is also explained that value is something that perfects humans according to their nature (KBBI, 2020). Religion and morality are two things that are closely related. Religious values affect children's moral values, both of which have a positive relationship (Khaji et al., 2020) Regarding those included in religious and moral values, namely the ability to recognize the values of the religion practiced, worship, behave honestly, help, be polite, respectful, sporty, maintain personal and environmental hygiene, know religious holidays, show respect, and be tolerant of other people's religions.

According to Kohlberg, the stages of children's moral development are classified into three levels, each of which is divided into two stages. The first level is the pre-conventional level, namely children obey the law, where children obey the rules given because they are afraid of the law and depend on the child's interests. The second level of conventional reasoning is that children value the trust, loyalty, and attention of others, while the third level is the post-conventional level, where law is seen as a social contract and moral reasoning uses universal principles (Lewrence, 1976).

The level of achievement of early childhood development is based on Permendikbud No. 137 of 2014 concerning the National Standards for Early Childhood Education is divided into four age ranges, namely the age group at birth – 12 months, 12–24 months, 2–4 years, and 4–6 years (Kementrian Pendidikan Nasional RI, 2014). Students who are in the playgroup Hidayatus Shibyan are in the age range of 2–5 years. The level of achievement in the development of religious and moral values at this age is detailed, namely that for ages 2–3 years, children start to: 1) imitate prayer and prayer movements in accordance with their religion, 2) begin to understand when to say greetings, thank you, sorry, and so on. Whereas for children aged 3-4 years, 1) children understand good and bad behavior, right and wrong, polite and impolite, even though it has not always been done. 2) know the meaning of love and compassion for God's creation. 3) Start imitating short prayers according to their religion. As for children aged 4-5 years, they should: 1) know the religion they adhere to; 2) imitate worship movements in the correct order, 3) say a prayer before/after doing something, 4) recognize good and bad behavior; 5) get used to good behavior; and 6) say and return greetings (Kementrian Pendidikan Nasional RI, 2014).

The main factors that affect development in early childhood include genetic factors, environment, pregnancy conditions, birth complications, nutritional fulfillment, health care, susceptibility to disease, and the provision of stimulants. In addition, there are other aspects, namely personality, social morals, language, and religious awareness (Isnainia and Na'imah, 2020). More specifically, Mardani divides the factors that influence religious and moral development in early childhood into three categories: circumstances or situations that are near the child, individuals who have nature, and social context (Fitri and Na'imah, 2020). In line with what was conveyed by Mardani, Sugiyono divided the factors that influence moral intelligence in early childhood into those influenced by individuals and social factors. Social factors include family, school, peers, mass media, and society (Pranoto, 2020). In the context

of this research, the focus that will be studied is on social factors, especially the efforts made by schools.

## **RESEARCH METHODS**

This research is qualitative descriptive research that aims to describe objectively the facts that exist in the research area, namely about the teacher's efforts in cultivating religious and moral values in playgroup Hidayatus Shibyan's. Data collection techniques included observation, interviews, and documentation. Observations were made to see how the learning process was carried out by the teacher. Interviews in this study were semi-structured, namely by using free and open questions (Sugiyono, 2015).

## **RESULT AND DISCUSSION**

To describe the efforts made by teachers to foster religious and moral values in children, the researchers grouped them into two types of activity programs, namely, planned programs and habituation programs. The following is a description of these programs:

### **1.1 Planned Program**

Planned programs are those that are deliberately scheduled and planned by the school to achieve learning objectives. As explained by Kaufman and Hadikumoro in their book Soemantri, which explains that planning is a projection of what must be done to achieve the goals and objectives that have been set (Soemantri, 2557). Program planning in education is something important that requires a mature concept. Therefore, schools are required to have a planned program as a concrete effort to achieve learning objectives. Hidayatus Shibyan's playgroup did the same thing. Some of the programs carried out by the playgroup Hidayatus Shibyan teacher in the context of cultivating the religious and moral values of their students are the first, planned activities in learning activities. In carrying out teacher learning using RPPH, which was developed from the syllabus, this learning activity begins with preliminary activities, core activities, and closing activities.

Preliminary activities are activities carried out at the beginning of learning. In this preliminary activity, the teacher emphasizes the activities of asking how the child is doing, praying by reading a prayer before learning, and reading Asmaul husna. From this activity, it is hoped that children can follow and imitate prayer readings in a good manner, say greetings, and at the same time be able to return greetings. The next activity is to enter the core activities, the core activities carried out by the teacher to foster religious and moral values are telling stories and singing. The teacher will select stories and/or songs that are appropriate to the theme, but they are not always and must be adapted to the child's condition. In the storytelling method, the teacher will read stories that have positive values, such as stories of prophets and animal fables that teach children about character. From the stories read to children, the teacher hopes that children can distinguish between good and bad behavior and can follow examples of good behavior in the stories read by the teacher. Safitri further explained that this storytelling method can also be used to teach children worship activities according to their religion, namely by the teacher telling stories directly to students related to prayer services, which include movements and also readings in prayer (Safitri, 2019). Besides being able to grow and increase religious and moral values, the storytelling method can also broaden

children's insights, motivate children, and improve children's cognitive development (Kartini et al., 2021) (Izzati and Yulsyofriend, 2020).

As for the singing method, the teacher usually does it in the form of clapping and singing. The teacher invites children to pray, clap the pillars of Islam and the pillars of faith, sing mother's love songs, one-on-one, see rainbows, hear ticks of rain, and so on. Based on interviews conducted with Mrs. Nuri, the head of the school explained that these songs were expected to show the greatness of Allah as God Almighty, introduce children and foster love for the Prophet, and also show parents and family affection for them. Thus the child can know the meaning of love and affection for God's creation, know the religion he adheres to, recognize good and bad behavior, and get used to good behavior. Besides being able to foster children's religious and moral values, singing activities also have an influence on other aspects, such as being able to improve children's memory (Kamtini and Sitompul, 2019) and can be used to increase self-confidence (Kastanja and Watini, 2020), so that when children easily remember values, It is hoped that the positive values in a song will also make children always behave positively, have good character, and confidently show their kindness in the hope that they can set an example and be followed by other friends.

Closing activities in learning are also designed to foster children's religious and moral values. The closing activities of learning are carried out by praying together, singing sayonara songs, exchanging greetings, and shaking hands with the teacher. With this activity, the teacher hopes that children will get used to understanding when to interpret greetings, knowing good and bad behavior, and showing affection to teachers and peers.

*Second*, the commemoration of religious holidays. There are at least three religious holidays that are commemorated together at school, namely the birthday of the Prophet Muhammad SAW, Israj Mi'raj, and the Hijriyah New Year. Mawlid Nabi and Israj Mi'raj are commemorated by holding recitations and eating together. The recitation was held at the school mosque with all students participating, starting from the study group class and also Kindergarten A and Kindergarten B. Apart from reciting the recitation, the children were also asked to bring two portions of rice. The rice that has been collected will be prayed over together, followed by eating together. The other portion will be distributed to all school residents as well as school neighbors. The Hijriyah New Year activities are commemorated by holding a parade. In this parade activity, children will be invited to take a walk around the school environment. From this activity, the teacher hopes that children can know their religious (Islamic) holidays, love the Prophet and Rosul, mutual cooperation, share with others, and love the environment around them.

## **1.2 Habituation Program**

Habituation is a very effective way to cultivate children's religious and moral values (Sabi'ati, 2016). Through the habituation program, children will be guided to carry out routine activities every day with the hope that this will become a habit, which will then become a character trait in the child. The habituation program carried out by the teacher in the Hidayatus Shibyan study group is the first, to get used to smiles, greetings, and greetings (3s) to students who have just arrived. Every morning, the principal and teachers wait for students in front of the class to greet them when they arrive. Students who come accompanied by their parents are greeted with smiles, greetings, and "good morning" greetings. After that, the teacher will also guide the children to shake hands and greet the parents who accompany them. From this activity, the teacher hopes that children will understand when to say "hello" and "thank you"

and know politeness and good and bad attitudes. Habituation carried out with 3S activities is proven to be able to foster moral values in children, as research conducted by Inayah said that 5S activities produce friendly children's personalities (Inayah and Wiyani, 2020). However, in this habituation method, there are things that need attention by the teacher, namely, having to pay attention to the psychology of child development, which starts with introducing good and bad behavior, habituation is done as early as possible, and collaboration with the closest people to the child, namely, parents and caregivers, is required. The closest person has a very important role in the sustainability and success of the habituation process (Dewi, 2017).

*Second*, pray before and after activities. Praying before and after doing activities is one thing that seems simple but has a tremendous effect on a child. Basically, this activity is included in the planned activities written in the Daily Learning Implementation Plan (RPPH), but more specifically, the prayer activity in this habituation program is an explanation that prayer activities are carried out every time the child will carry out an activity that is not all written in the RPPH because of its development in the learning process. Praying before and after activities is done when children are doing an activity, such as before and after learning, before and after eating, praying to enter the bathroom, and so on. From this activity, the teacher hopes that children can learn and get used to praying according to religious teachings. The third habituation program is the Friday Infaq activity. Every Friday, children are asked to bring money and are invited to put the money in the charity box that has been provided in the classroom. The teacher also explained that infaq is a commendable attitude, especially on Friday. Friday in the Islamic religion is considered a good day and has several virtues, as major events occur on this day (Tuasikal, 2019). From this Friday infak activity, the teacher hopes that children can have a generous attitude which can foster a sense of affection. This is reinforced by research conducted by Wiyani, which states that Friday charity activities are able to shape children's character so that children have social care and the ability to communicate politely (Wiyani, 2022).

In addition to the programs that have been explained, the teacher also carries out unplanned and incidental activities. This activity is like teaching children to apologize if they make mistakes and make other children cry, say thank you when they receive help or goods from friends, invite friends to play together, and also share games at school.

## CONCLUSION

From the discussion above, it can be concluded that cultivating religious and moral values must be done as early as possible. Instilling religious and moral values is not only done at home but also at school. Teachers in the playgroup Hidayatus Shibyan have implemented a variety of programs and methods to instill religious and moral values in children in the hope of providing provisions while also molding children into good citizens. including planned programs and habituation programs. The obstacles experienced by teachers are children who sometimes do not go and a lack of communication with the children's parents.

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