

# Identification of Religious and Morals Values of Early Childhood in Literacy Bag Activities at RA Wadas Kelir Purwokerto

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## Abstract

The cultivation of religious and moral values in early childhood is important to do. Because recently there have been many cases of sexual harassment and other uncharacteristic behavior. Early childhood education institutions are a strategic place to instill religious and moral values from an early age. RA Wadas Kelir as one of the ECCE institutions in Banyumas is able to instill religious and moral values well. Through the Literacy Bag program, it is able to produce the output of students who are literate and have character. The purpose of this study was to identify religious and moral values of early childhood resulting from the literacy bag program at RA Wadas Kelir Purwokerto. This research is included in qualitative descriptive research with a case study method. The research was conducted at RA Wadas Kelir Purwokerto which is located on Jl. Wadas Kelir RT. 07 RW. 05 Karangklesem, South Purwokerto, Banyumas Regency. The informants in this study were 31 students, who were found in two classes, namely Ibu Sina's class (17 children) and Ibn Zahrawi's class (14 children). Data collection techniques are carried out by interviews, observations, and documentation. The results showed that in the implementation of the Literacy Bag activities in RA Wadas Kelir, religious and moral values were found in children which were shown by knowing god through his religion, imitating worship movements Accustomed to behaving well, polite, polite, honest, responsible, helpful, sportive, and respecting the religious tolerance of others.

**Keywords:** religious values; moral values; early childhood; literacy bag activities.

## INTRODUCTION

The negative phenomena that surfaced became a spectacle in everyday life. Through print and electronic media, cases of early childhood have begun to imitate *hate speech*, speak impolitely, enjoy imitating violent scenes, and even imitate adult behavior that children should not do. This condition is certainly quite reasonable, considering that in this phase, according to experts, children aged 0-6 are in the imitation phase. So, whatever the events that occur around the child's environment are very quickly absorbed and imitated to become a habit. If the phenomena seen by children tend to be negative, the tendency for deviant behavior will be more prominent in children (Ananda 2017).

The 0–6 year age range of a child's life is an important stage of a child's physical, intellectual, emotional and social development. Likewise, the concept and behavior of children's religion and morals also developed at that time. It is very important to pay attention to children's education from an early age, including one of them, namely their religious and moral education (Rahim and Rahiem 2013). Moral education is awareness in helping children to increase moral values through real knowledge, skills, and attitudes in children (Safitri and 'Aziz 2019). From this statement, children can start religious and moral

education when the child is approximately 2 years old, such as simple religious and moral behavior (Fauziddin 2016). Even then, they are only taught about the standard of right and wrong within their own group or family (Hurlock 1978).

Morality is the ability to learn right from wrong and understand how to make the right choices. In practice, improving children's moral values must be done by following the standard of right and wrong of an action in a group or community where the child lives. Where children build their morality through reciprocal interactions with their environment (Dahl and Killen 2018). By fostering moral feelings for children, it can suppress the emergence of destructive (aggressive) behavior. As described by Jambon and Smetana (2020) it is stated that cultivating moral emotions such as empathy is an important part of morality, where children who experience empathetic concern for others can inhibit aggressive behavior tendencies in children. It is also one of the most effective forms of prevention in correcting problematic behavior and increasing prosocial behavior when applied early in a child's life (Malti et al. 2016).

As explained by Suranata also in his research that there are several problems experienced by children, one of which is a moral problem. Such as behavior that intentionally destroys a friend's toy and is aggressive by behaving rudely to his schoolmates (Suranata and Sulastrri 2010). Moreover, in this era, digital progress is very sophisticated. However, it does not deny that the various cases and behavioral problems above are increasingly being seen in children's daily lives at school. Over time, character education, one of which is religious and moral education in early childhood, is increasingly being implemented. And especially for PAUD teachers, they have to deal with various teaching methods and knowledge that emphasize fun, interesting, and creative learning concepts in the teaching and learning process (Thambu 2017). One method that can be done is through early childhood literacy activities.

RA Wadas Kelir is one of the PAUD institutions that has made innovations in developing religious and moral values for early childhood through literacy bag activities. Literacy bag is an activity program organized by the school principal by providing one literacy bag for each child. This program is integrated with learning activities. The bag is used to put books when children borrow and return children's reading books that are borrowed at the reading corner of RA Wadas Kelir. The reading corner cooperates with the KPK, so that the available books are selected books that contain positive character values. Such as anti-corruption values and moral religious values. Every child is given the freedom to borrow the book he likes. After the child finished reading the book, the book was returned and asked about the contents of the story reading in the book that had been borrowed (*recalling*). So that the activities are not only limited to a place to put books when borrowing and returning books, but are integrated with learning activities in the classroom.

Based on the initial observations made by the researcher, the children have been able to represent the results of their reading into their daily behavior. Children have reflected religious and moral behavior well, such as praying before and after studying, greeting when entering class, being able to queue when borrowing books, behaving politely towards friends, and maintaining cleanliness by tidying up toys after playing.

Religion and morals are transitions from reasoning, feeling, as a benchmark for good-bad behavior and right and wrong. Religion and morals are related to good and bad values that absolutely must be possessed by humans, can also be called an action that has positive values (Ramdhani, Alfian, and Nurmayani 2019). Basically, morals are a set of rules that govern the actions of everyone's behavior, so it is very important to cultivate morals in children from an early age. So, because literacy bag activities also contain religious and moral values, literacy bags can be used as a method of instilling religious and moral values in children.

Education of religious and moral values can be conveyed through various methods, one of which is literacy bag activities (Sugihartono et al. 2007). Literacy bag activities directly support children's learning and development, thus providing opportunities for children to train imagination, communication, improve social literacy, and build community (Nurhayati et al. 2020). Because with children reading and listening to stories then accompanied by discussions related to stories with the teacher. Children will also be able to identify cultural norms and standards, so that children are able to explore their own lives through these literacy activities.

Literacy bags have a very important role in shaping children's character and personality. Therefore, religious values and moral messages such as patience, fortitude, cooperation, and an unyielding spirit conveyed through children's reading books are very easily accepted and imitated by children with pleasure. So that the nerves in the child's brain will be very easy to respond which will then shape the child's personality in the future.

The function of the literacy bag activity based on reading aloud can be a means that can help shape children's personal and morals, make children more confident, can channel their imagination needs, can develop oral skills, arouse interest in reading, and open up knowledge horizons (Utami 2019). This method of moral education has proven to be a means of instilling religious and moral values. Where children will get experiences that vary according to the many types of stories that children read and listen to.

From the statement above, the researcher wants to identify religious and moral values in literacy bag activities at RA Wadas Kelir. As well as the results obtained from the literacy bag activity on the development of religious and moral values for early childhood.

## **METHODOLOGY**

The research scenario carried out was by observing the activities of the RA Wadas Kelir Litarsi Bag. The method used in this research is descriptive qualitative, which is a method that reveals, understands, and finds something behind unknown phenomena so as to provide more complex details (Creswell 2018), namely the identification of religious and moral values in literacy bag activities programmed in RA. Wadas Kelir Purwokerto.

The description in the study aims to describe and explain how the Literacy Bag activity is carried out at RA Wadas Kelir so that it can foster religious and moral values for early childhood. The data collection technique was carried out by the method of observation, in-depth interviews, and documentation. In-depth interviews were chosen because they are more flexible and open so that they allow researchers to obtain as much data as possible, complete, and specific (Creswell 2018). The interview was intended to explore how Literacy Bags can foster religious and moral values for early childhood. The informants in this study were teachers and 31 students in two classes, namely Ibu Sina's class (17 children) and Ibnu Zahrawi's class (14 children). Documents are used to display data that has not been obtained in order to facilitate description. The document used is a photo that describes the process of Literacy Bag activities carried out by the children of RA Wadas Kelir. Meanwhile, observations were made on the activities of the Literacy Bag.

In this study used data analysis techniques in the form of interactive analysis. This model consists of three components, namely: (1) data reduction, focusing, selecting, and simplifying the data to obtain the main findings, namely finding important data regarding literacy bags conducted by RA wadas kelir. (2) Data presentation, compiling and presenting data so that it is easy to understand and understand. (3) Conclusion

drawing/verification, interpretation and interpretation of data so that meaning is found to be a finding in research (Matthew B. Milles & A. Michael Hubberman 1992).

## RESULTS AND DISCUSSION

This research was conducted at RA Wadas Kelir on November 1-7, 2022 at RA Wadas Kelir, Purwokerto Selatan, it can be seen that the number of students is 31 children in two classes, namely Ibu Sina's class (17 children) and Ibnu Zahrawi's class (14 children) and 5 educators. The Literacy Bag activity in developing religious and moral values at RA Wadas Kelir, turned out to produce quite good religious and moral values. In the following, the results and discussion and data analysis are presented as the next step in drawing conclusions.

### 1. Identification of Religious and Moral Values in Literacy Bag Activities at RA Wadas Kelir, South Purwokerto

Based on the results of research on children aged 5-6 years at RA Wadas Kelir, it can be described the implementation of the Literacy Bag in developing religious and moral values as follows:

#### a. Get to know the religion he adheres to

Based on the results of observations made regarding the Literacy Bag activity in developing religious and moral values for early childhood in the form of *read aloud*, namely the activity of reading books aloud which is carried out at home with parents or at school in one class at a certain time with activities beginning with prayer. according to their respective beliefs before reading the book, singing and greeting, then the teacher tries to tell the contents of the book "*The Story of the Prophet*" and tells the human figure who was chosen by God to be a messenger because of his humility, patience with all his trials and one of the humans whose deeds recorded as a hadith for the next human example. In the story of the friend of the Prophet, the teacher looks for the historical theme of khulafaur Rashidin like Uthman Bin Affan's friend, he is the person chosen to continue the struggle and development of the Islamic religion who is known to be very generous, honest and humble.

This is in line with the author's interview with one of the teachers at RA Wadas Kelir, which explains that teachers must be active in guiding students with painstaking and creative in preparing the media to be used, even though the media used is simple but includes the criteria that have been determined according to the indicators. What you want to achieve. Because the media will increase the spirit of children who can increase religious and moral values. Based on the results of these observations, children who do not know the names of the prophets and know the existence of a god they adhere to are 2 children who have not developed, and 3 children who are starting to develop, and develop as expected, as many as 2 children, and very well developed as many as 6 child.

#### b. Doing Worship

Based on the results of observations, the authors get data that the teacher tries to understand the context in worship activities. This is done by telling stories and demonstrating the movements in prayer and explaining the procedures for performing ablution. In line with the author's interview with the teacher RA Wadas Kelir that literacy in telling stories and directly demonstrating worship activities will help children to easily remember and understand the worship movements they do. Thus, based on the results of the author's observations and interviews in the field, it can be seen that the literacy of telling stories and demonstrating directly the worship activities that are exemplified will be an important activity because it makes children not only know about worship but also know firsthand the movements of worship and the procedures for worship. Based on the results of these observations, data was obtained from children who did worship, namely 1 child who had not yet developed, and 3 children began to develop, 4 children developed as expected, and 6 children developed very well.

c. Be Honest, Helpful, Polite, and Sportive

The teacher tries to provide an interesting *read aloud method* so that children can listen to the story well and the teacher tells stories using interesting storytelling methods and techniques so that children are not monotonous by listening to the teacher's story, therefore in this activity the teacher chooses a story that interesting and in it contains positive elements and can develop religious and moral values in early childhood. With the results of the author's interview with the teacher at RA Wadas Kelir, that with the storytelling method children can develop their religious moral values with the teacher telling stories about exemplary stories of the prophets and other stories that contain good elements and can be accepted by students and can improve moral values and by telling stories, children will understand and know more and children will be able to get used to good behavior, children will take the contents of the story by giving good stories, children will take the story that is polite, honest, responsible, helpful and sportsmanship is very important in life.

The teacher tells the children to help each other towards fellow human beings, and the teacher gets used to the children to be honest, and polite to those who are older than him and respect those who are younger than him and the child is led from a young age to be responsible for himself, for example, not throwing away littering, and children must be sporty in carrying out activities. From the results of these observations obtained data on children, namely children who have not developed there is 1 child, 3 children began to develop as expected, 2 children developed and 8 children developed very well.

d. Polite and Sporty

In the observation of this study, it can be seen that children can respect and be polite to each other with the storytelling method, they can develop religious and moral values. God and stay away from the prohibition, with this method a teacher uses storytelling techniques so that the story is not monotonous and can be understood by children. The results of the author's observations show that in respecting the religion of others, children can improve well, there are no undeveloped children, 2 children begin to develop, 5 children develop according to expectations and 7 children develop very well.

## 2. Implementation of Literacy Bag Activities at RA Wadas Kelir

a. Deciding Which Books to Borrow Children

The concept of the "Literacy Bag" activity was initiated by Dian Wahyu Sri Lestari, the principal of the RA Wadas Kelir school since 2017. This literacy bag was carried out with the aim of forming students who like and love books, and strengthen the positive character of early childhood through children's reading literature. . This activity is integrated with learning activities and reading corners at RA Wadas Kelir. In learning activities, it contains *Read Aloaud activities* or reading aloud which is carried out by the teacher to students. The books that are read are the books in the reading corner. The Reading Corner is in collaboration with the Pang Lima Tali Integrity Program of the Corruption Eradication Commission (KPK) of the Republic of Indonesia. Some of the titles of children's reading books published by the Corruption Eradication Commission include *Picnics in Kumbinesia, Friends for Tenten, Let's Fly, Little Momoa!, Stars for Dafi, Batik Rilo, Oh My God, The Owner of Eggs, Wow, this? That?, Colorful Rain, Byur!, and Proud*. In addition, there is also a collection of religious books for children such as exemplary stories of the companions and prophets.

b. Establishing a Literacy Bag Model Design

The Literacy Bag activity was conceptualized by collaborating with parents at home. When at home, parents are given the responsibility to accompany and read books aloud to their children. Meanwhile at school, before telling stories, children must first arrange their seats so that when the teacher tells stories the children can be conducive and not interfere with the learning and teaching process and train

children to be the best listeners, the teacher must make the atmosphere of the storytelling learning process as interesting as possible to design the form of activities that will be carried out. Convey to children according to the theme.

c. Determining the Tools and Materials to be Used

Before starting to tell the story, the teacher first opens the activity by conversing with his students and the teacher determines what tools and materials will be used in the learning process so that when they learn everything is ready and the children listen well and provide information about the story that will be conveyed to them. Before starting the story, the teacher must first know and understand what the contents of the story are so that the storytelling can run well.

d. Determine the design for the Evaluation of Literacy Bag Activities

Furthermore, the teacher determines the assessment design that will be carried out such as seeing the child's development, children's morals and religion increase, evaluating the child after listening to the teacher tell a story (*read aloud*) by *recalling* the results of the reading experience.

### 3. Discussion

Based on the results of the author's observations, interviews and documentation above, it can be concluded that the teacher has taught activities to develop children's moral and religious values through good storytelling methods to children by teaching children or the child's learning process is learning while playing. 3 The teachers at RA Wadas Kelir use a method and prepare game tools that support the activities that will be carried out so that children are interested in learning, so they prepare the required game tools and anticipate by interspersed with inviting children to *role play* with so the child will understand directly what is taught by the teacher, so not only minimal tools, so that children will explore and think symbolically referring to the personal and social dimensions of education, in terms of the personal dimension, strive to help students find the meaning of their environment that is useful, and can solve the problems they are facing with the help of groups.

The process of the storytelling method, he said, that storytelling in learning for early childhood lies in the emotional involvement of actors and observers in problem situations that are actually faced. Through storytelling in learning, it is hoped that children will be able to: Explore their feelings, gain insight into their attitudes, values, and perceptions, improve worship and attitudes in solving problems at hand, and explore the core of the problems played in various ways. Improving children's moral religion, children should indeed be interspersed with learning while playing, namely symbolic play or role playing for children not to get bored quickly because if they only learn to use textbooks, children will only be glued to books. At this early stage children still need more attention in terms of religion and morals by learning while playing, because the world of children is the world of play. The author took one of the classes as a sample, namely the class of Ibn Zahrawi which amounted to 14 children.

Table 1. Final Data Identification of Early Childhood Religious and Moral Values in the Literacy Bag Activity at RA Wadas Kelir

No	Name	Indicators of Achievement of Religious and Moral Development				Information
		1	2	3	4	
1	Alika Nayla Putri	MB	BSH	MB	BSB	BSH
2	Alula Azkayra Rafifah	BSB	BSH	BB	BSB	BSH
3	Angga Anis Alfarenzi	BSH	BSB	BSB	BSB	BSB
4	Aruna Putra Miarito	BSB	MB	BSH	BSB	BSB
5	Azka Aldrick	BSB	BSB	BSB	BSH	BSB

6	Farenzi Efelinka	BSB	BSB	MB	BSB	BSB
7	Fadlan Khairul Anam	BSH	MB	MB	BSB	BSB
8	Fahreza Athaya Abbad	BB	BSH	BSH	MB	MB
9	Galang Prakista Pramudya Wijanarko	MB	BSB	BSB	BSH	BSH
10	Ghayda Zahira Elsshanum	BSB	MB	BSB	BSB	BSB
11	Ghazi Zaydan Alghifari	BSB	BSB	BSB	MB	BSB
12	Hafiz Rafie Rabbani	BSB	BB	BSB	BSH	BSH
13	Hikary Camelia Suparman	BSB	BSH	BSB	BSH	BSB
14	Ikhwan Jasuma	BB	BSH	BSB	BSB	BSH

Indicator Description:

1. Knowing God through his religion
2. Imitate the movement of worship
3. Get used to behaving well, polite, polite, honest, responsible, helpful, sporty
4. Respect other people's religious tolerance

Letter Description:

- a. BB (Undeveloped): The child has not been able to do something with a score indicator of 50-59 getting stars (\*)
- b. MB (Starting to Develop): Children are able to carry out activities with the help of other people indicator of achievement score 60-69 (\*\*)
- c. BSH (Developing According to Expectations): children are able to do their own activities with a score of 70-79, and get stars (\*\*\*)
- d. BSB (Developed Very Well) children are able to carry out their own activities consistently, score 80-100, and get stars (\*\*\*\*)

Based on the final data of the evaluation of developing children's religious and moral values, it can be concluded that children have developed enough day by day because the teaching process or teaching and learning process is not monotonous, but learning while playing, one of which is by demonstrating the procedures for worship and ablution and using other methods and the storytelling techniques used are not monotonous so that children not only listen to stories from the teacher but children are trained to demonstrate and play symbolic or *role playing* because the *role playing* method is a game method that plays the characters or objects around so that children can develop imagination (imagination) and appreciation of the material for the activities carried out. Through the Literacy Bag activity based on storytelling in learning, it is hoped that children will be able to: Explore their feelings, gain insight into their attitudes, values, and perceptions, develop skills and attitudes in solving the problems they face, and explore the core of the problems played in various ways. .

**CONCLUSION**

The implementation of the Literacy Bag activity in developing religious and moral values in early childhood at RA Wadas Kelir has been good. This shows that the Literacy Bag activity can develop children's religious and moral values such as children knowing God through their religion, imitating worship movements, getting used to good behavior, being polite, courteous, honest, responsible, helpful, sporty, and respecting religious tolerance. Others. In addition, the Literacy Bag activities designed with interesting and creative concepts can support the development of religious and moral values in children more optimally.

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