

Measuring the Depth of Character: Religious and Moral Values in Early Childhood

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ABSTRACT

Education is an effort to prepare students for future roles through guidance, teaching, and training. This study aims to assess the depth of character by instilling religious and moral values in early childhood at the Mangunan Experimental Kindergarten located on Jalan Kenanga, Cupuwatu II, Purwomartani, Special Region of Yogyakarta. This study used a descriptive qualitative research method. Data collection was carried out through observation of children's behavior during learning. The behaviors observed were prayer, caring, patience, cooperation, responsibility, and tolerance. The number of subjects studied was 141 children. The data analysis technique used in this study was the Miles and Huberman model, which included data condensation, data display, and data conclusion drawing/verifying. The results showed that teachers had instilled religious and moral values in children properly and correctly. The instillation of these values was carried out in daily learning activities so that what has been taught by teachers can be directly practiced by children. Teaching religious and moral values is not only done in the school environment but also needs to be done in the family and community environment. Therefore, teachers, parents, and the community must support and cooperate with each other in teaching religious and moral values to children. The methods that can be used are role models, habituation, stories, videos and audio visuals.

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1. INTRODUCTION

Education is an effort to prepare students for future roles through guidance, teaching, and training. Furthermore, education is all the knowledge learned throughout life and can occur anywhere, anytime, and in any situation, which will undoubtedly influence a child's growth and development. (Pristiwanti et al., 2022). In implementing education, it is necessary to start with formal education, namely early childhood education, because early childhood education is education that emphasizes growth and achievement of developmental aspects. (Yusuf et al., 2023). One of the aspects of development that we

want to achieve is religious and moral values, as well as the achievement of the values contained in religious and moral development.

The development of religious and moral values is very important to develop, because it influences children's behavior and conduct, as well as identifying the actions they take. (Fauziah, Ilmaknun, et al., 2023) If the development of a child's religious and moral values is achieved well, it can encourage the child to become accustomed to acting and behaving in a good manner and in accordance with the values and rules that exist in the community. (Permataputri & Syamsudin, 2022; Ananda, 2017). The development of children into well-behaved individuals requires a good religious and moral perspective and behavior in acting as human beings created by God and already members of society. (Tamyis, 2022). So it requires achievement targets in the development of religious and moral values, and to achieve these goals, children must be introduced to and instilled with religious and moral values, thus producing a strong generation, religiously and morally. (Rahman et al., 2023). Religious and moral intelligence is the ability to see one's actions and life in a broader context, because to assess one's actions or way of life has a greater meaning, and on the other hand, spiritual and moral intelligence also teaches openness to what is seen and heard by children. (AA Rahman & Masripah, 2021)

In terms of religious and moral values development, these are values related to God and good behavior habits that are essential to develop and teach children. Religious values are activities that teach daily worship, such as praying before and after meals, praying before studying, and praying before traveling. Moral values are positive behaviors that children demonstrate in their daily lives, such as honesty, caring, responsibility, patience, and tolerance. (Syamsudin et al., 2022).

Instilling the value of honest behavior in children certainly takes a long time, so efforts are needed to instill the principle of honesty by teaching children to get used to speaking honestly, and telling adults what they feel and experience. (Hafidhoh et al., 2021). Meanwhile, instilling the value of caring is an action aimed at people who are experiencing difficulties, or concern for people who have experienced disaster, so that they need help and assistance. (Sephiana et al., 2023).

Furthermore, to make children feel responsible, teachers can carry out activities such as inviting children to maintain cleanliness, because cleanliness is the basis of faith (Sofiyah, 2022), in addition to instilling other values of responsibility such as tidying up toys after use, looking after their own belongings, and enjoying doing the tasks given. (Tasnim and Sum, 2023).

The value of being patient also needs to be instilled in children, because each child has different behavior and understanding, for example, instilling a culture of queuing, this will motivate children to leave bad habits such as fighting over toys, pushing friends when lining up, and being impatient to enter the classroom. (Lombu and Suprihatin, 2020). Meanwhile, instilling the values of tolerance will help children learn to care for one another, sympathize and empathize with others, respect others' speech and respect differences of opinion. (Rusmiati, 2023).

The role of educators, such as parents and teachers, is essential in instilling and teaching religious and moral values, as the values taught by parents and teachers will inevitably be imitated and emulated by children. Furthermore, parents and teachers must support and collaborate with each other to effectively instill and develop religious and moral values.

The role and parenting patterns applied by parents greatly influence the development of personality and character in children, the parenting patterns applied must start with children from an early age, therefore parents must do what they can for their children. (Wuryaningsih and Prasetyo, 2022) The role of teachers in developing religious and moral values in the school environment is very important, because teachers are examples, guides and become motivations that can be imitated by children in having good attitudes and behavior, as well as instilling the values contained in religious and moral values in everyday life. (Siyami and Zaharuddin, 2023).

However, in the aspect of the development of religious and moral values, there are definitely factors that influence it, such as internal factors and external factors. Internal factors are factors that come from within the child that are related to the personality, situations and circumstances that occur in the child, so that they can influence the development of religious and moral values of the child, while

external factors are factors that come from outside that involve the influence of the surrounding environment, such as family, friends, and the community around the residence, so that they can also influence the development of religious and moral values of the child. (Hadi and Hadi, 2023).

At an early age, when children learn about religious and moral values, there are certainly many challenges and obstacles faced by teachers at school, here are some factors that make it difficult for teachers to instill values and morals in children, namely: 1) Child growth problems are often not detected early, so teachers have difficulty in identifying religious and moral values. 2) The material on religious and moral values is still abstract. 3) The availability of learning media is still lacking and limited, so teachers provide monotonous learning and make children feel bored. 4) The innovation and creativity carried out by teachers are very simple in teaching religious, moral and national values to their students. 5) Teachers rarely introduce play activities during learning activities, so children are less enthusiastic, interested and involved in learning activities. 6) Limited knowledge of teachers in introducing religious, moral and national values (Rahmawati & Rantina, 2023; Akbar, et al., 2019).

To address these factors, it is necessary to strengthen and develop religious and moral principles in children from an early age, because during early childhood, attitudes can change from initially negative to positive, and help children distinguish between good and bad deeds, so that children know what is permissible and what is not. Developing religious and moral values can be done through various activities such as storytelling, playing, singing, and watching videos and audiovisuals.

Instilling religious and moral values can be done through direct storytelling activities. The stories chosen must be stories that are interesting for children. Therefore, you must prepare and convey the story in an interesting way, for example using picture story books, posters or using finger puppets (Alfina et al., 2023). Storytelling is a way to give children the opportunity to learn to tell an interesting story, besides that, through stories, someone will remember every event or incident quickly, that's why the storytelling method is so popular and effective among children. (Tamyis, 2022; Aisah, 2019).

One of the games to instill religious and moral values in children is plasticine games. Through plasticine media, various forms can be made, such as making prayer equipment and cleaning equipment (Nurhayati et al., 2022). In addition to plasticine games, there are also educational games in instilling religious and moral values, because educational games are a medium of play that contains developmental values such as religious and moral values, in addition, educational games have the ability to increase all potential in children (Amalia et al., 2023). Role playing and sociodrama are activities that show behavior in improving religious skills and social relationships, by using the role playing method it can be done more interestingly (Wahyuningsih and Linawati, 2023).

Singing can teach children religious and moral values. Examples of religious songs include songs about gratitude and thanksgiving to God, while songs about moral values include always practicing good and positive behavior. Furthermore, singing makes it easier for children to memorize song lyrics (Fadilah et al., 2023). Through movement and singing, children can learn more about the basics of religion that are easy to memorize and can also help children spread religious and moral values to their friends. (Muchsinun et al., 2023).

Further learning activities to instill religious and moral values can be carried out through audiovisual media. Audiovisual media is one of the learning media that can be used, and its use is very helpful in learning activities (Sintia et al., 2021). So that audio visual learning media can be used by teachers in delivering material by producing sound and showing moving animated images, so that it will attract the attention of children, in the selection of audio visuals can be in the form of animated images, films or videos, and sounds or noises, while for practical activities can be done with color games, guessing pictures, singing and other activities (Rahmawati & Rantina, 2023). The use of learning media such as audio visuals will encourage children to learn about new things and make it easier for them to absorb new information (Wahono et al., 2023).

In order for children to understand and apply religious and moral values in their daily lives, methods that are easy for them to do are needed, such as the habituation method and the role model method. Habituation is an activity carried out repeatedly by instilling positive values in children.

Through habituation, children will be stimulated and can guide them to get used to good behavior in their daily lives. In addition, through habituation, children will always remember the actions they have done. (Fajriati and Prastiani, 2022). Meanwhile, the exemplary method is something related to the words, actions, attitudes and behavior of a person that can be imitated by children or actions to carry out good values that must be emulated by children, the exemplary method in question consists of what is heard and what is seen, so that it can be imitated by children (Khofifah and Mufarochah, 2022).

Implementing the role model method can start from parents, because parents play an important role in forming the personality and character of children in the family environment, besides that parents can spend a lot of time for their children, besides that parents can also do many things for their children (Wuryaningsih and Prasetyo, 2022). Besides parents, role models are also closely associated with teachers as educators in the school environment, because teacher role models can directly influence moral values, behavior and social attitudes towards their students, therefore teachers have a significant impact on changes and the formation of children's behavior (Wardhani, 2019).

This research aims to provide awareness to children of the values that can form good and virtuous traits or behavior. One of the basic attitudes that children must have is religious and moral attitudes. Therefore, it is very important to instill good character and religious and moral values and be introduced and taught to children from an early age, so that children can know good and bad actions or know what they can do and what they cannot do. Researchers are interested in analyzing more deeply the cultivation of character by applying religious and moral values in early childhood.

2. METHODS

This study aims to assess the depth of character by instilling religious and moral values in early childhood at the Mangunan Experimental Kindergarten, located on Jalan Kenanga, Cupuwatu II, Purwomartani, Kalasan District, Sleman Regency, Yogyakarta Special Region. The behaviors observed were prayer, caring, patience, cooperation, responsibility, and tolerance. This study used a qualitative descriptive method. Data collection methods donethrough observations of children's behavior during the learning process. This research was conducted from February to May 2025. The number of subjects studied was 141 children. The data analysis technique in this study was the Miles and Huberman model, which includes data collection, data condensation, data display, and data conclusion drawing/verifying. The data obtained will be analyzed and described in sentence form to obtain an overview of the research object (Nabila et al., 2023); (Huberman et al., 2014).

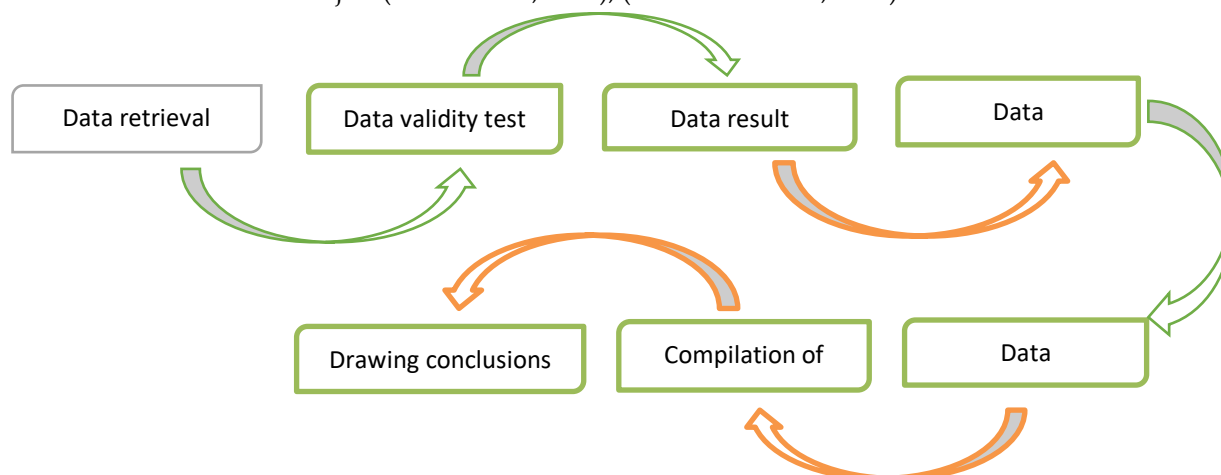


Figure 1. data analysis technique

The purpose of this research data collection is to measure the depth of character by applying religious and moral values to early childhood at the Mangunan Experimental Kindergarten. The number of subjects studied was 141 children consisting of small groups and large groups. In the small

group with an age range between 3 to 4 years, with a total of 70 children, while in the large group with an age range between 5 to 6 years, with a total of 75 children. In each group each consists of three classes, so the total number of classes is 6 rooms. Data analysis techniques are the process of processing data found in the field, the aim is to find information that can be used as a basis for decision making from a problem. Data analysis used in this study is to search for and compile information that focuses on measuring the depth of character by applying religious and moral values to early childhood. In data analysis techniques there are data collection, data condensation, data display and data conclusions drawing/verifying.

3. FINDINGS AND DISCUSSION

Each educational institution has different ways and approaches to instill religious and moral values in each of its students. Although the approaches and methods used are different, the main goal remains the same, namely to build a young generation who can understand religious and moral values, and can apply them in everyday life. Based on the results of observations conducted at the Mangunan Experimental Kindergarten School, in measuring the personality of character against children's behavior contained in religious and moral values, it can be described through the behavior contained in religious and moral values, in addition to the methods used in instilling religious and moral values in children can use learning methods such as habituation, role models, singing, storytelling or through videos. The behaviors that have been observed in this study are: 1. The behavior of expressing gratitude to God by praying, such as praying before studying, praying before eating and praying before going home, the prayers said are prayers in general. 2. Behavior of caring for others, caring for nature, caring for tools and caring for the surrounding environment. 3. Patient behavior such as patiently waiting in line, patiently waiting for one's turn to speak, and patiently waiting for playtime. 4. Cooperative behavior in completing group assignments, cooperating in playing games, and cooperating in tidying up toys. 5. Responsible behavior in carrying out assigned tasks, being responsible for mistakes made, being responsible for mutual agreements, being responsible for owned items, and being responsible for returning items to their original place. 6. Tolerance attitudes such as respecting each other, being willing to learn and play with friends from different backgrounds, being willing to accept and listen to the opinions of teachers and friends.

The results of the analysis related to the activities during the learning process carried out at the Mangunan Experimental Kindergarten School in measuring the depth of character by instilling and implementing behaviors contained in religious and moral values in early childhood. It is known that the school has implemented character education by carrying out activities to instill religious values and moral values in children. Activities that have become routine and habitual carried out by both teachers and children. Activities to instill religious and moral values behavior begin at the beginning of learning activities until the end of learning activities. These activities are seen in children who are able to carry out good, correct and positive behavior in daily activities at school. Based on the results of research conducted by researchers through observations and observations of the instillation of religious and moral values in improving the personality of character in early childhood at the Mangunan Experimental Kindergarten School.

In the aspect of development, Religious and Moral Values are one aspect that needs to be developed in children from an early age, in addition to being part of the child development competency standards and national standards for early childhood education. Religious and Moral Values are a learning system for character to understand good and bad behavior related to faith that is used to regulate nature and behavior related to things that are important and beneficial for oneself and others.

The development of character in early childhood is very important to shape children's faith and morals, in addition it will help children gain an understanding of positive behavior and apply it in everyday life, consistently and continuously. (Munawaroh et al., 2023).

One of the religious values taught to children is prayer. Prayer is a means of requesting and expressing gratitude to God for the blessings He has bestowed upon His people. Furthermore, prayer also instills religious education from an early age. A method that can be used to teach prayer to children is habituation, so teachers must get children used to praying every day. Just as before starting classroom activities, teachers and children begin activities with prayer. Similarly, they pray before meals and before going home. Because the children at Mangunan Experimental Kindergarten have diverse religious backgrounds, the prayers are general, with lyrics expressing gratitude to God for providing health, protection, and a plentiful supply of food. Another method is singing. This method allows children to memorize prayer lyrics quickly and correctly. Therefore, to teach prayer to children, singing or using song-like lyrics is recommended. In prayer, children are given the freedom to adopt prayer postures according to their respective religions. For example, Muslims pray by raising their hands. Next, Catholics and Christians perform a prayer posture by folding their hands, Hindus perform a Hindu prayer posture, Buddhists perform a Buddhist prayer posture, and Confucianists perform a Confucian prayer posture. Although the prayer postures used by children vary, when praying, the posture must be polite and sit in chairs neatly. In addition to habituation and singing, there are also several things that teachers must know when teaching prayer to children, namely teaching daily prayers in stages, making the prayer lyrics not too long so that they can be understood and remembered by children, providing examples by inviting children to read the prayer together, creating a comfortable and calm atmosphere when reading the prayer, and giving praise to children who have read the prayer well and correctly. (Hawa et al., 2023).

The basic value and attitude known as caring is paying attention to and acting on situations around us, as well as one's concern for others who need help and assistance. In teaching caring to children, teachers must provide direct examples of what behaviors should be taught to children, so the method commonly used by teachers is the exemplary method. Behaviors taught to children include caring for themselves, friends, the environment, and the tools they use every day. In practicing the values of caring for others and the environment, it begins with learning "greetings," because the main principle in learning greetings is taking care of oneself, taking care of friends, and taking care of the surrounding environment. The goal of implementing this learning is to create a friendly and conducive learning atmosphere both socially and environmentally. (Nabila et al., 2023).

Caring for others can also be done by helping friends who are experiencing difficulties and need help, visiting friends who are sick and praying for their speedy recovery, sharing food, drinks and clothes with others, as well as with people who are experiencing disasters, and must always be empathetic to everyone. It is very important to instill an attitude of empathy in children, because it can help children to get along and socialize with others, it can also help children grow and develop to become good, wise children, liked by many people and protected from envy, jealousy and hostility. (Kumari et al., 2023).

Next, caring for nature and activities that can be done are by planting trees or other plants, followed by caring for plants by watering them every day and fertilizing them several times. Next, caring for the surrounding environment by throwing trash in the trash, processing organic waste into compost, saving water, and participating in school cleaning activities. In addition to caring for nature and the environment, it also teaches care for tools used every day such as tables, chairs, toys, learning

media and other tools, these items must be maintained and cared for properly. Everyone has a role and responsibility to protect the environment, therefore children must be taught about caring for nature and the environment from an early age, because children are also directly involved in the task of protecting and caring for nature and the environment with responsibility, so that a clean environment can have a positive influence. (Amalia et al., 2022).

Patient behavior is the ability to restrain oneself in doing something desired, control anger and endure in any difficult situation without complaining. In teaching patience to children can use the habituation method or the storytelling method. Activities that can train children's patience are: 1) Patiently waiting in line, for example queuing when wanting to enter the class, children are directed to line up first after that greet the teacher in turn, the activity of instilling a culture of queuing by lining up is not only done when entering the class, but also done when wanting to do other activities washing hands, going to the toilet and lining up to go home. Queuing is an activity that can be done by anyone and anywhere, the culture of queuing is applied so that someone has the same interests and needs as others, by both having limited time and sufficient resources to provide better service to people who come first and not overtaking each other (Mudjaidah, 2022). 2) Be patient when you want to talk, in learning activities in class when using the question and answer method, each child is asked to take turns in speaking and expressing their opinions. 3) Take turns using play equipment, in playing children are asked to play together, but if there is a child who uses outdoor play, then the child must take turns using the play with another child, likewise the other child must be patient waiting for his turn to play the desired game. 4) Be patient in carrying out activities such as when study time is used for studying and play time is used for playing. If children's patience has been trained, then children can know that hasty behavior is not good and will even cause consequences and problems. The value of patience is basically the process of entering the value of patience into a person that can change attitudes and thoughts, and build self-awareness to apply the value of patience. (Rosyidah and Kadi, 2023).

Cooperative behavior is the behavior of carrying out activities together, in cooperation can be done by two or more people. Activities that children usually do at school such as 1) working together on group assignments, and activities that can be done such as drawing, painting or coloring. 2) working together to play games in groups, and games that require cooperation such as relay games, clogs, gobak sodor, stacking blocks and long dragon snake games. Before playing, teachers and children must make a mutual agreement first, so that when playing no one cheats, gets angry, or fights. 3) working together to tidy up toys, after playing children must also work together to tidy up toys and store toys in their original place. When tidying up toys, they should not just store toys, but must be stored according to the type of toy and the place that has been provided, for example, Lego toys are stored in the Lego toy place, building blocks are stored in the building toy place, and so on with other toy tools. 4) working together in caring for plants and maintaining environmental cleanliness. Children must learn to work together from an early age, the goal is to become someone who is able to socialize, interact, tolerate, and respect each other to achieve common goals, besides that, through working together in games, children can be taught to discuss with their friends, share with each other and be able to accept the attitude of winning or losing in games. (Putri and Setyowati, 2023).

Responsibility is the behavior of carrying out tasks and obligations that must be done seriously. Someone who has a responsible attitude will be trusted, respected, appreciated, and liked by many people. In addition, a responsible attitude also makes someone more able to face problems and be able to solve them well. Responsible behavior is also intended to fulfill one's obligations to oneself, others, nature, the environment, the country and God. Responsible behavior can be carried out in the family,

school and community environment.(Amalia and Mustika, 2023). In instilling the value of responsibility, teachers can use role models, stories, and audio-visual methods. Activities that instill responsibility in children include giving them the responsibility to complete tasks and carry them out to the best of their ability. Being responsible for oneself includes maintaining personal hygiene by bathing, brushing teeth, and wearing clean clothes. Being responsible for one's belongings includes storing shoes on the shoe rack, storing bags in lockers, storing toys in their original places, washing lunch boxes and storing them neatly. Being responsible for mistakes made by admitting mistakes and apologizing. Meanwhile, being responsible for nature and the environment is done by caring for plants every day and not forgetting to occasionally fertilize them. Furthermore, maintaining environmental cleanliness by not littering, but throwing trash in the trash, waste that is thrown in the trash must also be separated between organic and inorganic waste. Maintaining and caring for plants, as well as maintaining environmental cleanliness are also responsibilities to God, because He has cared for and looked after all of His creations. The attitude of children without having to be waited on by their parents is also a responsible attitude that children must do, so that children can understand their rights and obligations while at school, besides that, a child's sense of responsibility can also be seen by behaving well and politely at school. Therefore, a responsible attitude is one of the attitudes to instill religious and moral values in children, for example doing assignments well, not being late to school and always remembering to pray before doing activities.(Retnaningtyas and Zulkarnaen, 2023).

Tolerance is an attitude that does not impose one's own will or the opinions of others, mutually respects and appreciates every difference and diversity, and does not criticize or insult other religions in any way. Tolerance is a social attitude that everyone must have in dealing with differences and diversity. In teaching the values of tolerance to children, teachers usually use the method of role modeling, habituation, or inviting children to watch videos on the theme of tolerance towards diversity. One activity that can be done to instill the value of tolerance in everyday life is carrying out mutual cooperation activities or community service in the community. This is very important to implement because it is related to both public and personal interests.(Fauziah, Ilmaknum, et al., 2023). Tolerance attitudes that can be practiced by children include 1) mutual respect for cultural diversity, so children are encouraged to respect and understand the culture and traditions that exist in their environment. 2) respecting the rights of every child, for example, giving others the opportunity to speak and not imposing one's own will. 3) maintaining openness to the opinions of others, for example, being willing to accept and listen to others. 4) being willing to help others without seeing differences, religion, ethnicity, race, gender, or social status. 5) inviting children to participate in learning activities at school such as studying and playing together. 6) avoiding bullying attitudes, for example, checking or bullying friends. Therefore, as a teacher at school, you must be fair to all children, even though it is known that there are differences in religious and ethnic backgrounds that each child adheres to. So that the teacher's perception can analyze how to combine the application of things around the child fairly, so that children can also understand the things that have been taught by the teacher and will also be fair to their friends.(Wardah et al., 2022).

4. CONCLUSION

The teachers at the Mangunan Experimental Kindergarten have instilled a Budpekerti attitude in children by teaching the values contained in religious and moral values, values taught by teachers such as teaching religious values by praying well and correctly. The value of caring for oneself, others, nature, and the environment, such as teaching about personal hygiene, helping and sharing with others,

loving God's creation by maintaining and caring for it, and maintaining environmental cleanliness by not littering. Furthermore, teaching to always be patient in carrying out activities, and willing to cooperate well with friends in learning activities and play activities, this is done with the aim of keeping children united, harmonious and harmonious in carrying out activities at school. In addition, children's sense of responsibility for their rights and obligations must be carried out in a balanced manner, such as doing assignments until they are finished, if the child does the assignment well, then the child has received his rights at school by getting teaching and guidance from the teacher, besides that he must be responsible for what he has done, for example when the child makes a mistake, the child must admit the mistake and apologize. The next value is teaching children tolerance, by respecting diversity, as evidenced by their diverse backgrounds, and by refraining from judging or bullying one another. Teaching religious and moral values must be a constant practice in everyday life, both within the school, family, and community. Therefore, teachers, parents, and the community must work together to instill good character in children, by encouraging them to behave well and engage in positive activities. In addition, methods commonly used by teachers and parents include habituation, role modeling, storytelling, and video or audiovisual media.

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