



Implementation of the Development of Moral Religious Values in Early Childhood Through Modeling Methods

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ABSTRACT

The development of children's religious and moral values is the child's ability to behave and behave. The development of moral religious values for children is related to polite behavior, maintaining good speech, adhering to religious teachings in life. The purpose of this study was to analyze the development of moral religious values in early childhood through exemplary methods. This research uses qualitative research with a literature review method. Methods: References in the form of primary articles of approximately 20 articles, 15 national journals with a period of 5 years, and international journals with a term of 7 years that are accredited and reputable. The sample of this research is related to the value of moral religion in children / exemplary methods with journal criteria selected were: 1) an experimental research; 2) respondents are early childhood; 3) the independent variable is an exemplary method and the dependent variable is the development of religious and moral values; 4) the treatment given is exemplary influence / another factor that can increase the development of religious and moral values in early childhood. Results and discussion: the literature review states that the moral religious values of children in this study are exemplary parents and teachers, exemplary is a dominant problem, the development of children's religious and moral values can be influenced by several factors, including deliberate and unintentional role models, use of audio-visual media, storytelling method, VCD media, role-playing, singing method, habituation method, traditional games, IMTAQ center. Conclusion: exemplary methods can influence children's development and the development of moral religious values can be developed in a variety of ways.

KEYWORDS

moral religious; modeling methods; early childhood

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INTRODUCTION

Early childhood education is provided for children from birth to six years and is not a prerequisite for attending basic education. This is in accordance with Law number 20 of 2003 concerning the national education system article 28 paragraph 1. Early childhood education is a coaching effort that is shown in children from birth to six years by providing stimulation to assist physical and spiritual growth and development. enter further education readiness.

Early childhood is an individual who is distinctive, unique, and has different characters according to their stage of development. The golden age is the golden period of early childhood, which is the period in which children are sensitive to the stimulation given (Montessori in Sujiono and Sujiono, 2010). PAUD is an educational service that prioritizes children's development according to their development stage (Santi, 2009. xi).

Education of moral and religious values in early childhood education is a very important existence, as a solid foundation and has been embedded in early childhood. In an early childhood education institution, the development of moral and religious values is implemented with good examples which are clearly exemplified by teachers and parents. According to Syaodih, he stated that the development of religious and moral values in early childhood, among others, is that children have imitation (imitation), which is starting to imitate the attitudes, point of view, and behavior of others, children are internalizing, namely, children have started to associate with their social environment and are starting to be influenced by In the environment, children are introverted and extroverted, namely the reactions shown by

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children based on experience (Erma Purba, 2013).

The exemplary method as a method whose aim is to realize education as a role model for children so that the children can develop physically and mentally properly. In the exemplary method, parents and teachers provide good examples so that children can imitate them, both in behavior, politeness, consciously, or unconsciously, even directly embedded in children. the role models of teachers and parents are based on children by imitating and imitating the good behavior and actions of adults and those around them.

RESEARCH METHOD

This research is qualitative research with the literature review method, which means that analysis is in the form of criticism (building or dropping) of research that has been carried out with a certain core and questions for fields from scientific sources. In this study, researchers conducted a search for educational journals published on the internet using researchgate, scholar, national library resources with the keywords: exemplary methods, early childhood education, development of moral religious values. The independent variable is the exemplary method, the dependent variable is the development of children's moral religious values. The population was all journals with research results in the form of exemplary methods and children's moral religious values in learning.

The samples used were research journals with the topic of religious moral values or exemplary methods in accordance with the criteria of the twisted journals, namely: 1) it was experimental research; 2) respondents are early childhood; 3) the independent variable is an exemplary method and the dependent variable is the value of



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Table 1. Results of journal analysis

moral religion; 4) the treatment given is exemplary from parents and teachers or other factors capable of developing moral religious values. References in the form of primary articles of approximately 20 articles, 15 national journals with a period of 5 years and international journals with a period of 7 years which are of high quality, accredited, and reputable. Literature studies can be obtained from various sources including journals, books, documentation, internet, and libraries.

Literature review starting with looking for the results of the writing material in which sequences can be considered the most relevant, relevant, and quite relevant. Then reading the abstract, loyal to the journal first, can provide an assessment of what will be discussed in accordance with what will be completed in a journal. Noting important points and their relevance in accordance with an issue that is important to maintain and not be trapped in the plagiarism element, the author should record various sources of information and be able to include a bibliography. Information comes from the results or ideas of authors made by other people by making notes, information, and quotations are arranged systematically, with this the author can easily search again if needed at a later time. (Darmadi, 2011 in Nursalam, 2016).

RESULTS AND DISCUSSION

The results of research analysis in the implementation of children's religious and moral values through exemplary methods can be influenced by the examples of parents and teachers. It can be seen from some of the research results that have been conducted. The results of the journal analysis are as follows:

No	Indicator	Percentage	%
1.	Parents and teachers influence the development of NAM	11 Journal	55%
2.	Other factors that can influence the development of NAM	9 Journal	45%

Based on the results or findings of the journal analysis results in the table above, including:

- 1). The role models of parents and teachers influence the development of moral religious values

The results of research conducted by Abbdurahman (2019) show that parents act as role models who are influential in encouraging, creating an Islamic atmosphere, and shaping attitudes, and cultivating children's moral religious values. As an educator, parents, and teachers can influence the personality and behavior of children and can be encouraged to use exemplary or planned habituation in shaping attitudes and improving all aspects of child development, especially in aspects of the development of religious and moral values in accordance with Islamic teachings.

Researcher Muhsinin (2015) shows that parental religious education affects the development of children's moral religious values, especially informal, non-formal, and informal education. The higher the formal



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education and non-formal religious education of parents, the tendency for the development of children's moral religious values will increase, and vice versa. Parents' religion is a driving factor in the formation of children's religious and social values. It can be seen how parents teach worship activities, get used to helping, get used to reading daily prayers, say thanks, say sentences for help, say greetings, and so on.

Researcher Wenny Hulukati (2015) shows that the role of the family environment is the main pillar source in the formation of good and bad attitudes in ethical, moral, and good character. The success of children's achievements is influenced by the family environment, including in preparing an education as the next generation and having a social spirit, courtesy, and good behavior. Researcher Yohanes Berkhmas Mulyadi (2018) shows that what is needed in fostering children's religious moral behavior and attitudes is the role of parents and teachers. The role referred to by providing responsibility such as stimulation and guidance in accordance with the appropriate moral religion and can be applied at home.

Researcher, I Made Sutika (2017) shows that the existence of parents still plays an important role in shaping children's moral values, such as instilling honesty, discipline,

Researchers Siti Muliana, Fakhriah, Rosmiati (2017) show that education through exemplary, habituation and religious activities can affect the development of children's religious and moral values. Researcher Deni Sutisna, Dyah Indraswati, Muhammad Sobri (2019), the results show that the teacher is a model or role model for children in terms of moral religious values or other children's development. As a teacher, the teacher assists

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responsibility, religiousness, caring for the environment, providing time for children, helping solve problems, reprimanding when wrong. In addition, parents in realizing discipline and courtesy, being honest, being polite, disciplined, and always applying moral values in children.

Researcher Mar'atush Sholihah (2017) shows that different parenting styles, as well as separate ways of caring for their children at home, can affect moral development in early childhood. Parenting patterns can affect the moral religious values of early childhood, which is 26.25%. Researchers found that there were 24 parents (24%), 14 parenting parents (14%) used authoritarian parenting, and 4 parents (4%) the rest use permissive parenting style and 73.75% can be influenced by other variables.

Researchers Hamid Aran and Maryam Nayebkabr (2018) show that parents, especially fathers, as heads of families, have an important role in relation to religious issues of children and other family members. All fathers and mothers are obliged to carry out their responsibilities using new educational methods, the role of the family in education and its ideal methods have continued to be recognized by humans and are very important in human life at all ages.

children in overcoming problems that often arise during school activities.

Researchers WN Tan and Maizura Yasin (2019) show that parents must play their role in educating and shaping children's morality and parents involving themselves in the family, playing a role model of instilling religious beliefs. Lastly, parents should educate their children to pray five times a day as they believe religiosity plays an important role in shaping higher morality.



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Researcher Hafsa Sitompul (2016) shows that exemplary or habituation can affect attitudes and the formation of children's moral religious values. The cultivation of moral religious values is carried out through habituation or repeated training with learning in accordance with religious and social aspects, then by giving examples of exemplary attitudes and good deeds to children in accordance with religious teachings. And applied with habituation activities.

2). The development of children's moral religious values is influenced by other factors

Researcher Denok Dwi Anggraini (2015) shows that the storytelling method can improve the development of moral religious values in children so that children are able to practice worship, know which behavior is good or bad, respect the religions of others. From the results of the analysis cycle I and cycle II experienced a significant difference, the first cycle was 20.2% to 33.47% then from cycle I to cycle II increased 35.59% from 53.53 to 89.26%.

Researcher Tri Wahyuni, Rini Herminastiti, Nor Khakim (2019) shows that the development of moral religious values is influenced by the role-playing method very effective and good for students and teachers. Through the role-playing method, the moral values of children can increase from cycle I to cycle II, from cycle I by 52%; cycle II of 77%. In this cycle there was a huge increase of 77%; This criterion has reached more than the expected completeness criteria, namely 75.

Researchers Riwayati Zein and Sukmayati (2017) show that the singing method in learning can increase children's moral religious values. Singing activities are accustomed to teaching prayer, prayer, introducing Asma'ul Khusna at the beginning before learning begins. Cycle 1 shows that the

Based on the results or findings from journal analysis, there are other factors that can influence the development of moral religious values in early childhood through exemplary methods. In accordance with what was done by researchers Annisa Fiahliha (2017) shows that modeling is influenced by exemplary intentionally and unintentionally. Researchers Lydia Margareta and Dwi Nomo Pura (2019) show that audio-visual media can influence the development of children's moral religious values, both in learning before and after the use of audio-visual media have significant differences.

Researcher Anik Lestarinigrum (2014) shows that VCD media can help children increase moral religious values. There is a significant difference obtained from the use of vcd media in learning between displaying vcd before and after displaying vcd media. From viewing the VCD media through videos, children can learn about how to worship, respect their parents, and behave well.

increase in the results achieved by children in cycle I am still low 38%, but the second cycle has increased reaching 90%.

Researcher Mubasyaroh (2016), the results show that the habituation method is carried out daily. Cultivation of religious and moral values that revolve around Kindergarten children around activities by teaching faith and worship materials which include knowledge of God, recognition of names of angels, introduction to books or books of Allah, introduction to the apostles of Allah, prayer materials, hijaiyah letters using qiroati books, habituation, as well as religious and moral values are taught by good example / uswah hasanah.

Researcher Anis Maryuni (2014) shows that traditional game media congklak



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significantly influences the development of moral religious values. It can be seen through the traditional games in the first cycle that is 55% with the addition of 23% pre-cycle in the second cycle of 83% from the addition of the first cycle, namely 28%, from the first cycle the percentage is 55%.

Researcher Hernik Farisia (2020), the results show that scientific-based learning can foster children's moral religious values. Through scientific-based learning, children are also able to ask about concepts, knowledge, and religious and moral values as the basis and guidelines for their daily life. The teacher's observations show that the highest achievement (excellent growth) is the ability to believe in God's existence through His creation. At this level, 80% of students are able to call God Almighty and are able to identify God's creatures consistently.

Based on the results of journal analysis related to the role models of parents and teachers in shaping children's moral religious values. This is in accordance with Mulyasa (2014: 169) that parental exemplary has a great influence on aspects of child development which have a function in shaping personalities in preparing and implementing honest behavior, showing discipline, noble character, and being responsible. Meanwhile, according to Noviatr (2014: 11), good things that can be imitated and in the example are parental examples.

Republic of Indonesia Government Regulation Number 55 of 2007 concerning religious and religious education in Chapter I General provisions article 1 Religious education is knowledge of the teachings of the Islamic religion by practicing teachings that are in accordance with the teachings of the Islamic religion, knowing about each

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other's religions, and carrying out its role in teaching religious science. Religious education is inseparable from parental education in educating children by getting used to teaching according to religion, religious processes are carried out and implemented in schools and in the family environment or the environment around the house.

The development of children's moral religious values is influenced by the exemplary family environment. This is in accordance with Gunarsa (2009: 15), the family environment has a deep impact and influence on children, especially in increasing moral and religious values. Families provide guidance and examples of good behavior in the community or home environment. The family environment is expected to be one of the first environments in the child's life and an influential factor in fostering a sense of religion and morality to be imitated and in the example of being a good person, placing his position in protecting the family environment.

The role needed in the development of children's moral religious values is parents. According to Suyadi's (2010) statement, parents and teachers play a strategic role in optimizing children's religious moral attitudes. As the first educator in modeling moral religious values, parents and teachers must also have good attitudes and behaviors to be imitated by students, especially regarding moral religion that must be adjusted to the stage of development. Meanwhile, according to Saidah (2003) the basic potential of religious and moral education has the same function in learning at home and at school, teaching children to have a good heart, always have good thoughts, behave honestly, like to help, and do not differentiate between peers and other people.

The existence of parents plays an important role in the religious and moral



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values of children. According to Eisenberg (2002), parental involvement is described as a mentoring process carried out by parents to their children for the achievement of positive goals. Meanwhile, according to Schunk (2012) argues that parental involvement can control the perceptions that exist in children, and provide the concept of perception in children's competence. The connection and sense of security in children are also obtained from the involvement of parents. Children with special needs need more help from parents and from people around them. (Nixon & Mariyanti, 2012).

Parents in parenting are different. This is in accordance with the theory according to Gunarsa (In A. Utomo Budi (2005: 11). The method or method that someone chooses to educate their children, knowing how parents place their children is none other than parenting styles. According to Nuryoto in Puji Lestari (2008: 53-54) Authoritarian Parenting, Democratic Parenting, Permissive Parenting is an outline of parenting. According to Tarsis Tarmuji (2001: 37) During holding childcare activities, it must be based on mutual interaction between children and parents who are indirectly is the way of parenting.

Parents, especially fathers, have an important role in instilling moral religious values or virtues. This is in accordance with Sutarmin, et al. (2014) The example of a father can form a better personality spiritually. According to research by Fathonah & Abidin (2016) that every parent, including the father, has a special closeness in making their child a good person, the closeness between the child and the father will have a good influence in the future according to the child's development and age.

According to Arief (2002, p. 110), the most effective way in terms of children's

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moral religious values is habituation. Habit is the first step in starting education. In itself, it will be manifested to start moving towards adolescence or adulthood, while according to Gunarsa (2003: 39-45) the environment of home or family, peers, daily activities, and recreation. Exemplary is able to accompany the perfection of the habituation method.

Character education is the task of the teacher in implementing learning and as the main key to success. This is in accordance with Megawangi (Barnawi, 2012: 23) in everyday life as a way of educating and making decisions that can make a positive contribution to the environment. According to Mulyasa (2012: 9), each education unit leads to the formation of the character of children as a whole, students with noble character according to quality competency standards is the goal of character education.

Parents play their part in educating their children. According to Daradjat (1970: 78) initially received the primary and first education for the child was from the parents. An important element in the personality and all the experiences that children go through in childhood that they get from the first educator and coach, namely parents and teachers. Daradjat (1970: 71). The education of their children is a very important influence for parents, including fathers and mothers, in indirectly educating the growing children's personality based on their way of life, attitudes, education which will immediately enter the child through the parent's own personality.

According to Zainal Aqib, independence, social, emotional, religious and habituation are efforts to shape children's behavior. Habit is done by instilling a habit. The moral behavior of children is included in the most effective strategy in habituation or training, it will form a relatively sedentary



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behavior that does not change by accustoming filial piety to parents, respecting parents, what is good and what is not good, and always respecting their parents and including family. (Wantah, 2005: 109).

Hery Noer Aly (1999: 178) says that communicating messages verbally will make it easier for an educator if children find it difficult to communicate the contents of the message it means that an educator or teacher does not give an example of the message conveyed to children. In the book written by Syahidin (2001: 165-167) the exemplary method has two forms that are patterned and not patterned. If the two forms are not given, one of the exemplary methods will not go according to the planning stage. Good and correct physical and mental development and character can realize educational goals according to good role models in children.

Objects Instruments used for educational activities can be seen, heard, read, or discussed and can be manipulated in the scope of education, namely media (Okta, 2017: 4). Azhar explained that the audio-visual learning media, one way of conveying information or material containing audio-visual, is a way to produce or convey material that contains different meanings. Audio-visual media is one of the applications used in learning by using objects as flow and hearing by applying the same appreciation and forms.

The storytelling method according to Winda et al. (2010: 5.3) is a form of notes, explanations, previous stories, which are conveyed in the form of words and pictures. Dhieni et al (2008: 6.12) various story methods are divided into two things, namely telling stories with the media or without the media. The media tells a story that is one form of notes that can provide good values, help each other, say greetings, protect the

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environment well, are full of discipline, and can add insight into moral religious values.

Learning media has a strong relationship at the level of thinking because the main learning media becomes non-principal which is complex with a simple. Sujiono and Sujiono, 2011 Learning objectives in early childhood can be preserved, cultivated, maintained, in an environment where children play, there needs to be a time limit for exploring. VCD is one of the media that applies children's religious and moral values through the form of children's thinking levels which are more developed in accordance with the aspects of child development by presenting meaningful story media when VCD media broadcasting takes place.

The pretend play method / is a learning medium that is carried out by involving the heart's content, behavior, actions, meaningful qualities by deepening feelings, perspectives, and thinking habits. According to Dr. Soegong Santoso, 1995: 2 says that how to train role play is to see individual aspects as well as individual learning aspects. In playing the role of children, they can solve problems democratically by raising certain points. solve individual problems (personal, polite) with various characterization activities.

Singing is one way to stimulate children's religious values. Muslicatoen (2005: 17) explains that there are many learning methods in the classroom that can be used to stimulate and motivate children, one of which is singing. Referring to the opinion of Kamtini and Tanjung (2005: 116), music encourages children to move and be calm. The benefits of singing for children according to Masitoh (2005: 1.13) are Encouraging children's learning and making the class feel alive, Educational character development, children's



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interactions, singing is fun, Overcoming anxiety, expressing anxiety, Singing can build self-confidence and helps memory.

Zakiyah Darajat said that habituation and training form certain attitudes in children wherein the end the attitude will grow more optimally, the result is not shaken and has been held as a factor in their personality. The exercises that students can do every day will form a strong personality so that what is usually not easily forgotten will even be remembered. Daily activities are one of the activities carried out in kindergarten before learning activities such as worship, singing notes, knowing their religion, brushing teeth, shaking hands, and greeting children and other people warmly.

According to James Danandjaja (1987), traditional games or dolanans are a way of performing children's performances and revolve around speech between certain elements, which are transferred to children and have differences. According to Sukirman (2004), modern performances or traditional games for children contain civilization factors, this can have an impact on mental progress, innate, and fun activities. Meanwhile, according to Misbach (2006), the performance of an earlier game can explore children's moral qualities that can be given from the previous successor to the next.

Learning with the scientific method is a form of learning to prepare and prepare optimally in educating children so that children actively form ideas, customs, and teachings with levels of solving problems, understanding, gathering information, processing data, making assumptions, analyzing data, and raising conclusions. Meanwhile, according to M Hosman (2014), The application of a scientific approach in the learning process can link expertise by

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categorizing, assessing, calculating, summarizing.

CONCLUSION

There are many things that can affect the development of children's moral religious values, including the role models of parents and teachers. The role models of parents and teachers can influence children's moral religious values. as for other factors, namely deliberate and unintentional exemplary, use of audio-visual media, storytelling methods, VCD media, role-playing, singing methods, habituation methods, traditional games, centers of imtaq. Therefore it is necessary to increase the value of moral religion in children so that children can increase optimally in the aspects of development and towards further development by entering a higher level.



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