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TEACHER'S EFFORTS IN INCREASING RELIGIOUS AND MORAL VALUES IN CHILDREN BY USE OF STORYTELLING METHOD

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ABSTRACT

In early childhood, education and an understanding of religious and moral values are needed. This is because sometimes we find children who feel they do not comply with religious and moral values. This research aims to find out how teachers improve religious and moral values in children. This research method uses a literature study with a qualitative approach. This literature will be explained using three steps, namely data collection, data review, and drawing up conclusions. The findings found that teachers can use the storytelling method as an effort to increase religious and moral values in early childhood because teachers can use various interesting religious storybooks and tell them orally by conveying the moral messages contained. With education and an understanding of religious and moral values through storytelling methods from an early age, children will have noble character.

ABSTRAK

Pada anak usia dini diperlukan pendidikan dan pemahaman akan nilai agama dan moral. Hal ini dikarenakan terkadang menemukan anak yang bersikap kurang sesuai dengan nilai agama dan moral. Tujuan penelitian ini yaitu untuk mengetahui upaya guru dalam meningkatkan nilai agama dan moral pada anak. Metode penelitian ini menggunakan studi literatur dengan pendekatan kualitatif. Literatur tersebut akan dianalisis dengan menggunakan tiga langkah, yaitu pengumpulan data, pengkajian data, dan menyusun kesimpulan. Temuan ditemukan bahwa guru dapat menggunakan metode bercerita sebagai salah satu upaya peningkatan nilai agama dan moral pada anak usia dini karena guru dapat menggunakan berbagai buku cerita tentang keagamaan yang menarik dan menceritakannya secara lisan dengan menyampaikan pesan moral yang terkandung. Dengan adanya pendidikan dan pemahaman nilai agama dan moral melalui metode bercerita sejak dini maka akan menjadikan anak yang berakhlak mulia.

INTRODUCTION

One form of educational implementation is early childhood education, which focuses on building a foundation for growth and development, especially religious and moral values (Manurung & Simatupang, 2019). This is in line with Rahayu (in Cecep et al., 2022) which states that an early childhood child is an individual who is at a very rapid and fundamental stage of development. This is also in line with Hidayati et al. (2023) which states that early childhood are those aged 0-6 years and are in the golden age where their growth and development is very fast.

Religious and moral values will guide children's behavior when they grow up, so the instilling of religious and moral values needs to be implemented well from an early age. (Retnaningtyas & Zulkarnaen, 2023). According to Nurwita (2019), education in religious and moral values is a solid foundation or foothold so its existence is very important and if this is ingrained in the child from the start then it will be a good start for the child in the future. Learning strategies and models are things that need to be considered and considered in developing this aspect both at home and at school. This is in line with Safitri & 'Aziz (2019) who stated that education on religious and moral values in the Early Childhood Education program is a permanent basis because this learning is not just about providing theory or understanding but learning about religious and moral values needs to be put into practice.

The current problem is a lack of education and knowledge coupled with the practice in early childhood of religious and moral values, causing children to often be influenced by negative things, this is by Sumarni et al., (2024) argue that minors who repeatedly see and hear dirty or rude words from people around them and start to follow these practices. This is shown when their emotions are less stable, they will express them by saying dirty words that they shouldn't. This is in line with Zamzami et al. (2021) who argue that observed cases of child behavior are inappropriate or controversial. Children's linguistic behavior where the child often uses harsh words in the context of daily communication. This is usually done intentionally and without regret on the part of the child. The formation of this behavior is influenced by various factors such as environmental factors and children's low understanding of religious and moral values.

All parties, especially parents and teachers, should act as people who can be emulated by children. So it is not only teaching material that is taught by teachers, but teachers also have to train and educate young children about religious and moral values. This is in line with Ilham et al. (2022) which also defines education as a human effort to develop their personality to meet the standards and values of their society and culture. Also in line with Kristanto et al. (2023) which states that the role of an Early Childhood Education teacher is to choose and apply an appropriate educational model to achieve the child's developmental abilities and is responsible for choosing the learning model that will be used and of course it must be appropriate along with supporting tools in learning, the tools used must be by characteristics of students so that learning objectives can be achieved. The method that is fun and interesting for children is the storytelling method which is an alternative to conveying stories orally with unique and interesting expressions and pronunciation. This is in line with Khairiyah, (2020) and Safitri & 'Aziz (2019) because one of the most beautiful types of literature is stories. If the author, storyteller, and listener are good, it will be enjoyable for both adults and children.

The storytelling method is a technique for presenting stories to children because it has beauty and enjoyment, especially when conveying story messages that contain ethics, morals, and religious values (Jazilurrahman et al., 2022). This can be done by telling stories about the Prophets and Messengers or other books related to religion. Strengthened by Khairiyah, (2020) and Safitri & 'Aziz (2019) which suggests that learning about storytelling methods by telling exemplary stories that contain good values from fairy tales or exemplary stories from the Qur'an. This storytelling method is beneficial for children because children can take examples of attitudes from the books that have been told. Apart from that, learning occurs during play through the story method, children can develop moral values about themselves, other people, and the environment and learn how they can work together communicate with each other, and help each other (Zakiyyah et al., 2023). This is in line with Makhmudah (2020) who believes that instilling religious values in children through storytelling may be a good thing. The results are very effective and the process of applying the storytelling method can increase religious values in early childhood and can also determine how much the results will strengthen the development of children's religious or Islamic values, making it easier to instill character and moral education in children in the future. Thus, this research was conducted to determine teachers' efforts to use storytelling methods to improve religious and moral values in early childhood.

RESEARCH METHODS

Literature studies are used to search for research by reviewing various literary sources with a qualitative approach that discusses teachers' efforts to increase religious and moral values in early childhood. The information obtained is collected, analyzed, and concluded to determine how teachers' efforts to improve religious and moral values in early childhood are carried out by school teachers and their effectiveness from the child's perspective. Nationally accredited journal articles related to the research topic were the initial criteria selected as study material for the search analysis.

In the initial stage of the Google Scholar article search, the author used the keywords "religious and moral values", "teacher efforts to increase religious and moral values", and "storytelling method". There are various articles related to these keywords, but only 20 articles are considered relevant and answer the research question "How do teachers try to increase religious and moral values in early childhood?". Next, the process of reviewing the literature that has been obtained begins by identifying relevant journal searches using Google Scholar and searching for relevant articles by reading the title and abstract. The result is 20 articles that must be analyzed and read in total. This literature review will be used to identify problems in early childhood education and the lack of early childhood education and knowledge regarding religious and moral values as well as teachers' efforts to instill these religious and moral values so that it is hoped that it can provide input to readers, especially teachers.

RESULT AND DISCUSSION

Of the 20 articles that have been researched by the author, there are 5 articles published in 2019, 1 article published in 2020, 6 articles published in 2022, and 8 articles published in 2023. Where the following were obtained:

Table 1. Article Coding Results

Coding	Description	Resource
<p>The role of an educator is to internalize religious and moral values in early childhood.</p> <p>Instilling religious and moral values in children using the storytelling method with books called pillars</p>	<p>Educators' behavior influences their students because they imitate what their teachers do.</p> <p>In the article, he describes character values that are by content standards regarding the level of achievement of children's development in terms of developing religious and moral values.</p>	<p>(Rizqina & Suratman, 2020)</p> <p><i>Didaktika: Jurnal Kependidikan</i></p>
<p>Instilling religious and moral values.</p> <p>Teacher strategies in improving religious and moral values.</p>	<p>Instilling religious and moral values from an early age will be more effective and become a good habit for behavior in the future. One strategy for instilling religious and moral values is through routine activities</p>	<p>(Nurma & Purnama, 2022)</p> <p><i>Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini</i></p>
<p>Efforts to instill religious and moral values.</p> <p>Barriers to using storytelling methods.</p>	<p>In this modern era, children often do things that deviate from religion because of a lack of religious and moral values.</p> <p>One of the things that hinders it is the lack of facilities and infrastructure and the influence of gadgets.</p>	<p>(Khodijah Ghinaa amini et al., 2023)</p> <p><i>Jurnal Religion: Jurnal Agama, Sosial, dan Budaya</i></p>
<p>Children's basic education is important.</p> <p>Storytelling method</p>	<p>Instilling and habituating children aims to make children who have morals based on religious teachings and obey them. Many children like stories.</p>	<p>(Suhartini Nurul Azminah et al., 2023)</p> <p><i>Jambura Early Childhood Education Journal</i></p>
<p>Storytelling method in improving morale.</p> <p>In children's moral development, there are things that an educator must pay attention to.</p>	<p>This method is very effective when used in Early Childhood Education.</p> <p>Educators are asked to be able to prepare methods that are interesting interactive and easy for children to understand so that they develop more.</p>	<p>(Jannah et al., 2023)</p> <p><i>Indonesian Journal of Early Childhood Educational Research (IJECER)</i></p>

a. Early Childhood

Children are a trust entrusted by God to parents to care for, teach, and guide. As parents and school teachers, we are required to know how to care for children well and educate them well so that they grow up healthy, intelligent, active, creative, and so on. There are many children's needs that must be considered, including physical and emotional needs (Hidayati, Badriah, et al., 2023). This deserves attention because as parents and school teachers, these needs must always be addressed in a balanced manner so that children's growth and development can run optimally (Safitri & 'Aziz, 2019). One of the needs that must be considered is mental needs because mental needs are needed to improve a child's

ability to concentrate and remember. After all, developing memory and concentration is very necessary to improve a child's intellectual abilities (Manurung & Simatupang, 2019). In this case, parents and teachers are obliged to provide guidance and leadership in the form of good and useful education, so that children have good character and personality (Nurma & Purnama, 2022). In this regard, parents and school teachers must ensure that children have good intelligence and strong memory to develop children's thinking processes (Manurung & Simatupang, 2019). Early childhood is a child aged 0-6 years, where at this time the child is in the golden age or the golden age where the child experiences optimal growth (Hidayati, Djoehaeni, et al., 2023).

There are several stages of development and growth in early childhood so they need to be taught from an early age. The storytelling method is one of the learning methods that can be used to learn and instill religious values in young children (Jannah et al., 2023). The storytelling method is to provide experience to children by telling stories orally in an interesting way so that it can attract the child's attention but does not avoid the values that the teacher wants to convey (Safitri & 'Aziz, 2019; Susanti et al., 2023). In preparing learning material that will be carried out the next day, the teacher needs to design a Daily Learning Implementation Plan. In this Daily Learning Implementation Plan, the teacher makes a learning plan by considering various aspects and of course spending time in improving religious and moral values in early childhood through the storytelling method in the classroom. Apart from the importance of encouraging religious education, moral education is also very important for developing children from an early age (Retnaningtyas & Zulkarnaen, 2023). Children are the future of the nation, therefore instilling positive values in children will grow a child with noble character (Suhartini Nurul Azminah et al., 2023).

b. Religious and Moral Values

Education of high-value religious values is the core of religious education because education aims to educate human behavior, which in Islamic teachings is known as noble moral education based on the Al-Quran and Hadith. Meanwhile, moral values are something that a person must do, because if they don't, they will experience permanent loss (Khairiyah, 2020; Nurma & Purnama, 2022; Zakiyyah et al., 2023). These moral values include the right to life and liberty, as well as freedom from threats from other people, freedom from slavery, freedom from persecution or freedom to work, equality before the law, and the principle of presumption of innocence before punishment. courts, freedom of religion and belief, freedom of expression (personal, family, and correspondence), minimum requirements for organization, education, and living standards in terms of health and material subsistence needs (Amini et al., 2023). From the explanation above, it can be concluded that religious and moral values are interrelated, where a child is taught religious values that shape good behavior and moral values.

c. Factors Causing Low Religious and Moral Values

Kristanto et al. (2023) explained that we often encounter various negative behavioral phenomena in children's daily lives because they are influenced by social, cultural, and technological changes. Technological developments and sociocultural changes bring new problems, especially problems regarding content that is not by the moral and religious values of early childhood (Hidayati, Djoehaeni, et al., 2023). One of the impacts of these changes and developments is marked by children starting to imitate negative behaviors such as harsh words, acts of violence, adult behavior that children should not do, and also childish behavior that is self-destructive. This situation is very worrying considering that the world of education is a world of play that is full of the joy of self-development. The reason many children do bad things is a lack of education from adults, parents, or teachers (Zamzami et

al., 2021). So, it is concluded that young children need an understanding of the basic values that build appropriate and non-deviant behavior. By applying religious and moral values, children can have firm beliefs and not be easily influenced by negative things from the surrounding environment.

Currently, the world is facing various problems of moral decline, especially among children of various levels of education. Fights between peers, quarreling with parents or teachers, swearing, and saying dirty and rude things are just some of the behaviors of the next generation that are often encountered in everyday life (Sumarni et al., 2024). Of course, you can't just blame them because if there is no fire there will be no smoke, so in this case the role of teachers and parents is also important in instilling religious and moral values, if children are taught from childhood it will create a good generation. (Qadafi, 2019; Rizqina & Suratman, 2020).

d. Characteristics of the Development of Religious and Moral Values

According to Aqib (dalam Khairiyah, 2020), there are several stages of moral and religious development in early childhood. Age with the following characteristics:

1. Age of 2-3 years; Children can hum religious songs, follow prayer readings before and after activities and imitate worship movements, listen to simple stories about the power and greatness of God, know the names of the Prophets/Rasuls, take care of their belongings, and can say greetings, thanks, apologies, and other kind words.
2. Age 3-4 years; Children this age already know how to sing religious songs, and follow prayer readings before and after activities smoothly. Apart from that, children can imitate prayer movements in an orderly manner. Children are also able to mention God's creation. Then, children also have affection for parents, teachers, and friends.
3. Age of 4-5 years; Children can sing religious songs, and pray before and after doing activities with the right movements. Children can also imitate prayer movements well and children can differentiate God's creations from those made by humans. Children have understood the characteristics of God so children can say hello and thank you after getting something.
4. Age 5-6 years; Children of this age can sing religious songs, always pray before and after carrying out actions with the right attitude, perform religious services, and differentiate God's creation from human creation. Apart from that, children love all of God's creation and show caring behavior towards God's creation by showing behavior based on faith in God's existence. Apart from that, children not only love other people but also show a helping attitude when someone is in need.

Based on the description above regarding the stages of development of moral religious values, it shows that the development of children's moral religious values continues to develop as they get older. Thus, as parents or teachers you need to understand children's development so that children can grow up with good behavior.

e. Storytelling Method

Sugandi (in Supriatna et al., 2022) defines telling a story as an activity carried out by someone verbally to another, whether using tools or not. A story is a series of events that you want to convey, either real events (non-fiction) or unreal events (fiction). When implemented in early childhood education institutions, storytelling activities must be made to be interesting activities for children (Nurbaeti et al., 2022). Tell the story according to

Jazilurrahman et al. (2022) is a method used in learning that begins with a fun and interesting story. When the teacher succeeds in making the child interested in listening to the story being told, the learning is said to be successful. This interest can arise because the teacher can relate to the circumstances of the story and express expressions or facial expressions that are appropriate to the storyline. Apart from that, through storytelling, teachers can also convey moral messages that can improve the moral aspect of children's development. This is in line with Makhmudah (2020) who believes that instilling religious values in children through storytelling may be a good thing. The results are very effective and the process of applying the storytelling method can increase religious values in early childhood and can also determine how much the results will strengthen the development of children's religious or Islamic values, making it easier to instill character and moral education in children in the future.

The application of the story method should be interesting by strengthening expressions and intonation so that children do not get bored easily. The story told is not just for children to watch, but children can be interested in the storyline being told. According to Budiarti et al., (2023) By telling stories, children will be smarter in listening, listening, writing, or reading because of the increased motivation of children who want to retell what they have heard. Apart from that, it can also build inner bonds between people, as a means of conveying messages, building imagination, social-emotional training, and as a means of self-introduction (Rahma & Zulkarnaen, 2023). So, to be able to achieve this, it is also necessary to use interesting and versatile media so that children enjoy the stories being told. Using this media can make children imagine the story (Triutami et al., 2022).

f. Teachers' Efforts to Increase Religious and Moral Values in Children through The Storytelling Method

Teachers have a role to educate and teach children at an institution or school with full responsibility, according to Rizqina & Suratman (2020) which states that educational institutions are a place to educate children with the mission of making their lives intelligent. Teachers must of course be aware that the task given itself is a challenge to answer problems or issues, especially regarding moral and religious values in children. The storytelling method helps children understand good moral messages (Jannah et al., 2023). Because learning using the story method has a very positive influence on students' religious development. The stories told by teachers are always full of Islamic values, students have religious knowledge that continues to develop in their lives (Khairiyah, 2020).

Many storybooks can be used, one of which is the storybook of prophets and apostles, stories from the Al-Qur'an, and others (Safitri & 'Aziz, 2019). Telling stories, teachers can do it in several ways, namely: (a) reading directly from the storybook; b) storytelling; c) storytelling is a way of telling stories that transmit cultural heritage from one generation to another; (d) telling stories through book illustrations; (e) teachers can create their illustrative images for long stories but only convey a few images; f) telling stories on a flannel board. The following method is almost the same as telling stories with pictures, the difference lies in the materials and tools used; (g) telling stories using puppets; and (h) telling stories with fingers or toes (Nurbaeti et al., 2022; Susanti et al., 2023).

The storytelling method is very effective for children, this is in line with research results that state Jannah et al. (2023) that the storytelling method is very effective if applied in learning to improve children's moral development. This is also in line with the research results of Safitri & 'Aziz (2019) where the use of the storytelling method can increase the development of children's religious values and morals so that children are happier, more enthusiastic, and more understanding. This has been proven from the results of research

conducted by researchers with the results of cycle 1 developing as expected (45.83) and in cycle II there was an increase with the category developing very well (66.66%).

CONCLUSION

Based on the results of the analysis of several articles, it can be concluded that early childhood is a child who is in a period of growth where the child does not yet have a deep understanding of religious and moral values. This hurts children's attitudes, where sometimes we find children who often act controversially and speak harshly, so teachers as educators should provide education and understanding of religious and moral values to children to increase religious and moral values in children and turn children into a generation of people with noble character. Teachers can apply various methods, one of which is the storytelling method. With the storytelling method, teachers can use various religious storybooks that are interesting to children and tell them orally by conveying the moral messages contained in the hope that children can imitate them as a reflection of religious and moral values. Teachers can use the storytelling method as an effort to increase religious and moral values in children because this method can be useful in conveying moral messages to children and increasing religious and moral values in early childhood.

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