

THE IMPORTANCE OF TEACHING MORAL VALUES IN EARLY CHILDHOOD

PENTINGNYA PEMBELAJARKAN NILAI-NILAI MORAL PADA ANAK USIA DINI

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Abstract

As commanded by Allah SWT, of course parents or educators are obliged to educate children from childhood so that they become people of faith and fear of Allah SWT. The early childhood stage is a great initial opportunity to develop a child's personality, which will determine his future. This research is a field study that focuses on the results of data collection from certain informants. Field research can also be seen as a qualitative data collection method, meaning that it is intended to provide an in-depth study of how a social unit works. Results Instilling moral values is very well applied from an early age. To find out the state of the moral values of students in PAUD, researchers conducted interviews with teachers. According to the survey results, the answers were: "Instilling the moral values of devotion to parents to children at this age, the teacher gives instructions, sets an example and gets children used to it every time they enter and leave the classroom. In class, they always shake hands (handshake) while kissing the hands of their elders. "old and hello." The conclusion of instilling moral values in early childhood with the methods used by PAUD teachers is the tour method, the conversation method, the demonstration method, the storytelling method, the singing method and appointments. In general, the use of learning methods in PAUD has the advantages of each learning method that can develop aspects of child development, such as moral and religious values, social-emotional and specific learning experiences and provide hands-on experience for skilled children at home.

Keywords: *Learner, Value, Moral*



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Abstrak

Sebagaimana perintah Allah SWT, tentunya orang tua atau pendidik wajib mendidik anak sejak kecil agar menjadi orang yang beriman dan bertakwa kepada Allah SWT. Jenjang anak usia dini merupakan peluang awal yang besar untuk membina kepribadian anak, yang akan menentukan masa depannya. Penelitian ini merupakan penelitian lapangan (field study) yang menitikberatkan pada hasil pengumpulan data dari informan tertentu". Penelitian lapangan juga dapat dilihat sebagai metode pengumpulan data kualitatif, artinya dimaksudkan untuk memberikan kajian mendalam tentang bagaimana sebuah unit sosial bekerja. Hasil. Penanaman nilai-nilai moral sangat baik diterapkan sejak dini. Untuk mengetahui keadaan nilai moral siswa di PAUD, peneliti melakukan wawancara dengan guru. Menurut hasil survei diperoleh jawaban: "Menanamkan nilai-nilai moral kepada anak sejak usia dini agar memiliki bakti yang tinggi kepada orang tua kepada sesama dan para guru. guru memberikan petunjuk, memberi contoh dan membiasakan anak setiap masuk dan meninggalkan ruang kelas. Di kelas, mereka selalu berjabat tangan (handshake) sambil mencium tangan yang lebih tua. "tua dan halo." Kesimpulan menanamkan nilai moral pada anak usia dini dengan metode yang digunakan oleh guru PAUD ialah metode tour, metode percakapan, metode demonstrasi, metode bercerita, metode menyanyi dan janji temu. Secara umum penggunaan metode pembelajaran di PAUD memiliki kelebihan dari masing-masing metode pembelajaran yang dapat mengembangkan aspek-aspek perkembangan anak, seperti nilai moral dan agama, sosial emosional dan pengalaman belajar yang spesifik dan memberikan pengalaman langsung bagi anak-anak terampil di rumah.

Kata Kunci: *Pelajar, Nilai, Moral*

A. Introduction

As ordered by Allah SWT, of course parents or educators are obliged to educate children from childhood so that they become people who believe and fear Allah SWT. This degree shows that "the formation of a child's personality according to Islam begins long before the child is created". From this expression it can be understood that a kind and pious mother will be able to provide peace and be able to raise her children well. "Therefore, the development of children in Islam must start from the beginning, namely by exemplary marriage which is based on a foundation that always influences the formation and development of generations."

The growth and development of children begins at birth. Many visible changes, both physical and spiritual as well as mental. This development takes place step by step over time, which support each other and have different characteristics. Education is an important effort for the development of children's intelligence, both cognitive, affective and psychomotor. Education lasts a lifetime and takes place within the family, school and community. "Preschool education is a form of growth and development, both in motor coordination (fine and gross) as well as in emotional intelligence, multiple intelligences, and spatial intelligence."



Early childhood is a great early opportunity to develop a child's personality, which will determine his future. Instilling religious values should be done in early childhood, before they can think logically and understand abstract things and don't know how to distinguish between good and bad, so that from an early age they teach good values and can know the values value. Lord. namely Allah SWT. Students at an early age are still very limited ability. At this age, personality begins to form and early childhood is very sensitive to the actions of others. Islamic religious education is needed to instill good habits, such as praying before starting work, such as praying before eating and drinking, praying while driving, praying before leaving the house, etc. In addition, educators can introduce other Islamic religious values, such as the idea of God, according to children's abilities. Early childhood is a golden period that only occurs once in a child's development. can grow and develop optimally. The importance of early childhood is also supported by research which shows that from birth, human children have approximately 100 (one hundred) billion brain cells. Early childhood is a golden period that only occurs once in a child's development. can grow and develop optimally. The importance of early childhood is also supported by research which shows that from birth, human children have approximately 100 (one hundred) billion brain cells. Early childhood is a golden period that only occurs once in a child's development. can grow and develop optimally. The importance of early childhood is also supported by research which shows that from birth, human children have approximately 100 (one hundred) billion brain cells.¹

The importance of early childhood education is also determined by law. No. 20 of 2003 concerning National Education, which states that "preschool education is one of the proposed activities for the development of children from birth to the age of 6 (six) years, which is carried out through the provision of educational incentives". The teacher's mastery in understanding development is very useful in planning educational activities for children so that children can more easily understand and remember lessons. children they are people of limited minds and little experience, they live with thoughts and real nature, they can know any of the five senses, they cannot think of substantive questions, abstract questions, and general laws. Children are very sensitive with subtle feelings and are easily influenced.²

¹ Rizaq, M. (2022). FAMILY AS CHILDREN'S FIRST EDUCATION; THE ROLE OF PARENTS IN THE DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION FOR ELEMENTARY SCHOOL AGE CHILDREN. *Al-Risalah: Jurnal Studi Agama dan Pemikiran Islam*, 13(1), 184-208.

² Ansorir. 2011. *Pendidikan Anak Usia Dini dalam Islam*. Yogyakarta: Pustaka Pelajar Offset.



As for Islamic religious education that will be given and instilled in the child's soul, apart from teachers at school, parents must be able to pay attention to the child's condition in his care, in accordance with his growth and development. Parents as educators must be able to pay attention and pay attention to the stages of religious education for their children.

The development of children's morals separately from parents and teachers is also very necessary, because morals cannot be perfect if they are not directed, nurtured and directed from all sides. Aspects of parents or teachers include: aspects of faith, aspects of worship, aspects of morals, and social aspects of society. 10 Another view says that morality is "a state or characteristic that permeates the soul and becomes a person. Hence, various kinds of action arise spontaneously, without discovery and without requiring reflection.

Based on the above, it can be understood that the formation of ahlakul karimah in children cannot be separated from the habits of parents and distinguishing children regularly, kite and always in balance. Parents' habits become role models in children's habits and behavior, therefore the habit of educating which is carried out repeatedly forms good morals in children. For example, make it a habit to say "Basmala", "Hamdala", "Astaghfirullah" and other sayings besides that. I like it when we eat, hang out with parents, as visitors, and so on. Thus it is hoped that morality can grow in everyday morals. Talking about children's problems certainly cannot be separated from all the activities and gaps that must be faced continuously. Children are the pillar of hope for parents, motherland, nation and religion. Teachers and parents will play a very important role in the lives of their children. Since a long time ago

Parents and teachers provide Islamic religious education so that children grow and develop on the basis of faith in Allah and are educated to always love, remember, surrender, ask for help and surrender to Him, they will have the ability and knowledge to accept every evil and nobility and acquire a noble moral attitude. Teachers and parents have duties and responsibilities towards the good and bad of children's Islamic religious education, this will have a positive or negative impact on the development of the younger generation in the future. Here, the teacher must carry out his duties by providing education as optimally as possible and helping solve problems in children so they don't experience difficulties in life. Based on the background described above, the authors consider it important to conduct this research in order to be more familiar with the provision of moral values in early childhood. values in early childhood.



B. Research Method

This research is a field study that focuses on the results of data collection from certain informants. Field research can also be seen as a qualitative method of data collection, meaning that it is intended to provide an in-depth study of how a social unit works. This field study was carried out directly at PAUD. This research is descriptive qualitative in nature, according to the expert "The research method of descriptive research aims to describe and interpret objects as they really are. usually carried out systematically about the facts and characteristics of the right object or subject. The author will reveal the importance of learning Islamic religious education at an early age through presentation, explanation/description in clear and detailed words through language that is not in the form of numbers/numbers. With this type of research being descriptive and using a phenomenological approach it is assumed that this research is descriptive qualitative in nature. Qualitative field research (Field Research), namely "studies that ask researchers to go into the "field" to observe a phenomenon in natural conditions. Qualitative field aims to explore and clarify Perception (Perception), Readiness (Installation), Controlled Response compensation), Mechanism skills, Open complex answers), Adaptation (Adaptation) and Organization (Organization) early childhood in preschool.

C. Result and Discussion

The Importance of Instilling Moral Values in Early Childhood at PAUD Early childhood education is education that is trusted by the community, especially parents who need help in educating their children. One of the goals is none other than for their children to become children who are pious and have noble character. The teacher as the main responsibility bearer in the formation of morals has a very heavy task.

1. Instill moral values

Instilling moral values is very well applied from an early age. To find out the state of moral values in PAUD, researchers conducted student interviews with teachers. According to the survey results, the answers were: "Instilling the moral values of devotion to parents to children at this age, the teacher gives instructions, sets an example and finds children every time they enter and leave the classroom. In class, they always shake hands (handshake) while kissing the hands of their elders. "old and hello."

The results of observations show that in educating moral values, teachers can provide examples of how good morals apply to both parents, for example when going to school or coming home from school, always shaking hands and kissing parents' hands and saying hello,



as well as when entering or leaving class. class, students are used to always greeting the teacher. Then the researcher continued his conversation with other teachers, according to the results of the conversation obtained information "the teacher always reminds students to admit all friends, not to be picky in games". The results of the observations show that in moral material, fellow teachers provide examples of affection for one another, for example, they are not allowed to fight with friends.

Disclosure of honesty to students, teachers in practice always use models in the educational process. From the results of conversations between researchers and teachers, the following information was obtained: "Getting used to good behavior, the teacher provides examples of good behavior, such as always telling the truth, not lying, how to speak in a friendly manner. and polite attitude. friends and parents, and teachers also set examples of how to distinguish good deeds from bad ones."

The observation results show that teachers like:

Students may not lie, how to speak politely for example, cannot yell at friends or make fun of their friends. And teachers always give examples of good and bad things. From the results of the interviews above, researchers can understand the teacher. Always provide examples of polite speech for students, both fellow students and parents, and teachers provide examples that are classified as good deeds and bad things.

The researcher then continued the interview with the PAUD instructor. according to survey results, received information that the method was made by the teacher. The results of observations show that teachers always support students who dare to speak in class, for example the teacher asks students before going to school what students have done, so that students dare to tell what you did before going to school. In the teaching process, the teacher has a method that is considered relevant to the main language and in accordance with the student's situation. To learn the application of student morals, how not to lie and always be patient. From the results of the interviews, it was explained that: the way a teacher teaches students not to lie and always behave well is patient, and the teacher also gives examples of treatment and if a child lies, he will get a sin and the teacher gives an example of patience.

2. Moral question

Moral material as explained in the previous chapter that these materials are presented in the form of stories, including: prophet stories, Islamic stories, animal stories, professions and other imaginary stories. From the story material section, educators should: You can choose a story that fits the topic. History to be conveyed must also have an educational element that is



in accordance with the moral development of students and can be a motivation and example that students have good morals. Based on the results of the interviews, it was clarified that the teacher forbade students to pray properly and correctly, and asking for any help only asked Allah SWT and was not allowed to pray for other than Allah.

The results of observations are known to the teacher in giving examples of prayers. it's good and right to just pray to Allah, raise both healthy hands instead resting on his knees, instead of lifting hands resting on his knees. The researcher then continued the conversation with the teacher again. According to the survey results, early childhood education received an explanation that in Islamic religious teachings it is also recommended, in addition to carrying out mandatory activities. do what is sunnah and the teacher gives examples of sunnah actions such as fasting, doing sunnah prayer practices Observations before the teacher 9 to students about fasting according to the sunnah and days that can be used for fasting according to the sunnah such as Mondays and Thursdays.

In addition, researchers conducted interviews with other teachers. related to the problem of gratitude for God's blessings, from the interview results obtained an explanation given by the teacher to students must be grateful for all the blessings that God has given, how many blessings are shown to humans, all of them must be grateful, and the teacher also gives examples of the favors that God has shown favors people according to age, good health.

Relationship with the problem of social care attitudes and concern for the environment of student teachers always explains the importance of the environment. This was reinforced by the results of interviews between researchers and teachers, from the results of these interviews the answers were: All teachers in PAUD always explain to students both inside and outside the classroom questions about the importance of environmental cleanliness and participation in maintaining it is a must if you want to lead a healthy lifestyle , apart from that cleanliness is also recommended by religion. Explanations outside the classroom are often used by teachers when there are students who throw garbage in the wrong place, even though in front of each class all receive trays. For example, what we implement in the school environment. The importance of maintaining cleanliness, the teacher always gives advice and is an example for students to love a clean environment, as exemplified by the teacher in disposing of garbage is actually not careless.



3. The method of shortening morality

Morale education is very well applied since the child is still old. earlier. Find out the moral condition of madrasah students Researcher Ibtiday Miftahul Huda conducted interviews with Akida Akhlaq teachers. Based on the interview results, the following answers were obtained:

According to the results of interviews with PAUD teachers, they received information that using the excursion method the teacher invited students to study outside the classroom, for example in the school yard. Children can learn about the importance of plants and the importance of cleanliness.

Based on the observation results, information was obtained regarding the advantages of the excursion method, namely (1) children could see the object of the excursion, namely pure nature, (2) children knew the story that told the narrator, (3) the story material was in accordance with the child's life, (4) children's social growth and development , (5) stimulate children's interest, namely children are happy with the activities of the narrator/lecturer, (6) can help change children's attitudes towards calm and pay attention to learning, (7) children can explore learning trip activities. The results of surveys and observations show that perfection. The way to get out into nature is as follows. (1) children can see pure nature tourism objects, (2) the material presented is in accordance with what is in the field, (3) children's social growth and development, (4) empower children, (6) can help change children's attitudes, (7) children can explore the activities carried out. In addition, the researcher continued the interview with the teacher again.³

PAUD, according to the survey results, received an explanation from the teacher applying the conversational method to students related to the problem of educating moral values, the contents of the conversations of the most beautiful teachers with topics of conversation around the problem of praying five times a day. The purpose of this Conversational method is designed to make it easier for students to understand about the five daily prayers, for example by using an example students know the times of the dzuhur, asar, maghrib, isya' and dawn prayers. Based on the observations, information was obtained regarding the advantages of the conversational method, namely (1) the atmosphere in the class was lively during conversation activities, (2) conversation activities prohibited children from

³ Hozaini, Al Jabi. 2004. *Metode Mengajar di Taman Kanak-Kanak*. Jakarta: PT. Rineka Chipta.



thinking and daring to express opinions, (3) speaking activities helped children understand the material discussed and forbid children to learn discussion.⁴

Based on the results of observations and surveys, information was obtained that the weakness of the conversational method is that there are children who do not pay active attention in conversation, but the teacher can easily predict the achievements that will be achieved by the children, because the teacher is the child's learning process. The demonstration method is more widely used in the learning process which is easy for students to understand because students can immediately see and practice what the teacher practices. From the results of the interviews it was explained that in the da'wah method the teacher always displays every learning material that can be accessed. Demonstrate, for example how to pray so that the teacher does it in a certain way. raising hands, such as keeping the pattern of life and pray.

According to survey and observation results, the information obtained that the advantages of the demo method are as follows. (1) the child's attention focuses on demonstrations, (2) provides direct experience to children, because children can simulate activity steps in real time directly, (3) reduces the number of errors, because children follow the educational process, (4) can help solve children's problems related to the activities displayed. The weakness of the demo method that requires more time. Teachers who plan learning activities well, then using the demo method are easy to implement even though there are some students who are not present. Effective despite the fact that it is of limited use or use only of existing facilities in schools and can help to disallow skills in children if used frequently.⁵

In addition, the researcher continued the interview related to the problem of the storytelling method, according to the results of the interview it was explained that the teacher often used storytelling techniques, namely stories that were often applied to teacher students who told stories about the Prophet Muhammad SAW, such as the prophet's morals, the prophet's patience, and the way the prophet spoke to polite and kind. This Theory story is for students to follow as the Apostle spoke. polite, students can be patient.

Based on the observations, information was obtained that the benefits of using the storytelling method, namely stories make children happy, help make children happy. Children

⁴ Hosaini, H., Zikra, A., & Muslimin, M. (2022). EFFORTS TO IMPROVE TEACHER'S PROFESSIONALISM IN THE TEACHING LEARNING PROCESS. *Al-Risalah: Jurnal Studi Agama dan Pemikiran Islam*, 13(2), 265-294.

⁵ Nasution, S. M., & Choli, I. (2022). HOMESCHOOLING AND ISLAMIC EDUCATION IN INDONESIA. *Al-Risalah: Jurnal Studi Agama dan Pemikiran Islam*, 13(2), 248-264.



become creative listeners, help stimulate children's creativity and imagination, storytelling activities can stimulate children's social emotions.

According to survey and observation results, information was obtained that the advantages of the storytelling method were as follows. (1) interesting stories make children happy, (2) provide learning experiences for creative listeners, (3) help stimulate children's creativity and imagination, (4) as a means of developing religious-moral and socio-emotional values. While the weakness of the storytelling method is that the results of observations and interviews get an explanation that the storytelling method.⁶

The weakness is that there are children who do not listen to fairy tales. Teachers are already more creative and innovative in packaging, so interactions are not teacher-oriented. Children can understand the meaning of history because the teacher uses language according to the characteristics of the child. The flow method also allows children to develop thinking skills and learn to express opinions/experiences. Singing is one way of the learning process in PAUD and songs as the medium.

Then the songs sung by children can actually also be used as a teaching method. Based on the results of the interviews, researchers can understand the teacher in the learning process with this singing method used to arouse students' learning interest. For example, when learning short prayers, children are less interested when they teach each other word for word. Children will be more happy and interested in memorizing prayers when using the singing method, except for a short prayer the teacher also invites students to sing about the characteristics of the apostles.

Based on the results of observations, information was obtained that the benefits of using the singing method were that the material conveyed by this method was easy for children to remember, could help stimulate children's emotions, could generate self-confidence and reduce anxiety, and promote the development of children's creativity.

The survey and observation results show that perfection. The singing method is as follows. (1) the material is easy for children to remember, (2) as a tool for developing and expressing emotions, (3) generates self-confidence and reduces anxiety, (4) can help develop children's creativity. While the results of observing the shortcomings of the singing method can be used as an advantage in the application of the singing method, this is done in the following way. (1) regarding the application of the teacher singing method paying attention to

⁶ Hafidz, S. (2021). FAMILY DAKWAH. *Al-Risalah: Jurnal Studi Agama dan Pemikiran Islam*, 12(2), 248-272.



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the characteristics of songs for children, (2) educators prohibit more songs that are suitable for children who wisely convey educational material as well as qualified teachers to change songs.⁷

The researcher then continued the conversation with the teacher again. PAUD, according to the survey results, received an explanation from the teacher. Every time the training was finished, the teacher gave students assignments, for example sample assignments, were given assignments to write hijayah letters, draw and write numbers.

Based on the observation results, information was obtained regarding the advantages of the assignment method, namely providing learning experiences for children, helping to find ways to educate children, helping children who can do assignments and learning outcomes can be optimal if the curriculum is good. According to survey and observation results, information is obtained that the advantages of the assignment method are as follows. (1) giving children learning experiences, (2) can help find ways to learn and improve the quality of children's learning, (3) can help children learn how to complete assignments, (4) learning outcomes will be optimal if the assignments are well planned.

While the results of observations of the lack of use of this method provide assignments, namely there are children who are slow to complete tasks, tasks completed by other children, and there are children who see the work of their friends. Early Childhood Education (PAUD) aims to develop all the potential of children so that one day they can function as whole human beings and prepare children to enter elementary school more independently. Children can be seen as new personalities getting to know the world. Children do not know morals, manners, rules, norms, ethics and many things about the world. Children also learn to communicate with others and learn to understand others. Children's needs are directed to be able to understand various things about the world and its contents. Children also need to be guided to understand various natural phenomena and be able to develop the skills needed to live in society. Children's interactions with objects and other people are needed so that children are able to develop personality and noble character. This early age is a very valuable time to instill national values, religion, ethics, morality, and develop aspects of child development.

Early age is a very important period in all stages of human development. At that time, experts call the golden age of development. Therefore, building the foundations of faith, piety, moral formation is very appropriate if done early. It is very important to instill moral values in children from an early age, to be applied in education. Islamic-based kindergarten development

⁷ Faqihuddin, A. (2021). Building Character in Islamic Education Perspective. *Al-Risalah: Jurnal Studi Agama Dan Pemikiran Islam*, 12(2), 372-382.



is of particular concern to mature religious provisions for children. According to Hassan Ubaidillah, prohibiting moral and religious values is the main aspect in building the character of early childhood. To realize this, the institution has programmed various activities and goals which contain many elements of religious and moral education. This value is prioritized because the value of strengthening religion and morals will be the main capital of student religiosity.

Early childhood education is a process of interaction between children and adults in a developmental task environment. To achieve learning objectives, interactions and methods in teaching. This relates to the interaction in the learning process. will provide a meaningful experience for children. Sofia Hartati argues that early childhood education generally relies on two learning theories, namely behaviorist learning theory and constructivist learning theory. The two learning theories have different characteristics, namely: the behavioral theory of yield pressure and the construction theory which focuses on the learning process.

Basically children learn while playing, so early childhood education mostly plays. According to the characteristics of early childhood who actively explore their environment, playing activities are part of the learning process. Therefore, learning in PAUD must be arranged in such a way that children do not feel burdened by fulfilling their developmental tasks. Likewise, education for early childhood must be designed as well as possible so that learning objectives can be achieved. The terms "training" and "training" are terms that are very closely related and cannot be separated from one another in the educational process. In essence, learning is an activity carried out to create an atmosphere or provide services for children who learn. Therefore, it is important to understand how children acquire knowledge from learning activities. If the teacher understands the process of acquiring knowledge, the teacher will be able to determine the right training method for his students.⁸

Preschool education has different characteristics. regular education such as school. Early childhood education is more than that the emphasis is on efforts to form and develop children's character in accordance with the abilities and development of children. From the point of view of religious education for early childhood, teaching focuses more on how to instill religious/moral values in children, using the characteristics of preschool education, namely learning, playing and singing. Instilling moral values from an early age is very important because it can shape the behavior and mental and spiritual religion of children in the future.

⁸ Ansorir. 2011. *Pendidikan Anak Usia Dini dalam Islam*. Yogyakarta: Pustaka Pelajar Offset.



Cost literally includes the meaning of price, a lot or a little content, as well as characteristics (things) that are important or useful for humanity. Value is a quality that is considered true and used as a guide for someone to act in certain social situations and look for something good, right, valuable. Religious value is a concept of the highest respect given by society to anyone who questions the basis of religious life which is holy and becomes a cornerstone of the religious behavior of citizens.⁹

It can be said that religious values arise and develop from religion. In Islam, religious values cover three aspects, namely faith, worship and morals. Aqidah values forbid Allah how to create the universe, worship values forbid that every human action is always based on an honest heart and moral values forbid that everyone behave according to norms or manners that is right or good. Instilling moral values is a struggle to introduce and educate children about the essence of religious teachings so that they can know and understand them, who will be accustomed to following religious teachings. Moral value education in PAUD volumes is carried out in accordance with typical educational methods for early childhood, paying attention to these principles of early childhood development. In PAUD, the teacher does not act as a teacher, but as an educator. The aspects covered in that education are the heart and feelings, and in childhood the heart dominates and feelings. Meanwhile, the following aspects are covered in the training: mind and brain, and this applies to adults. The efforts made by PAUD Madiun Rengas teachers in instilling moral values in early childhood can be seen from the three aspects that are considered, namely the child's age, physical and psychological aspects.¹⁰

Feelings and religious values will grow and develop along with the physical and psychological growth and development of children. Children's attention to religious values and understanding. From the teacher's moral material, it adapts to the understanding and abilities of children, such as praying and mentioning prayer times. In addition to morality material, what efforts are made by the teacher when delivering material using methods that can be easily adopted by children, such as the travel work method, the conversation method, the disclosure method, the story telling method, the singing method and the task method.

⁹ Muis, A., Eriyanto, E., & Read, A. (2022). Role of the Islamic Education teacher in the Moral Improvement of Learners. *At-Tarbiyat: Jurnal Pendidikan Islam*, 5(3).

¹⁰ Soejono. 1992. *Pengantar Kajian Moralitas*, Jakarta: Rajawali Press.



D. Conclusion

Based on the results of field research on fostering moral values in early childhood in PAUD, the authors can draw the following conclusions:

1. PAUD teachers who have instilled moral values in early childhood already refer to the curriculum, namely the combined curriculum of the Ministry of Education and Culture and the Ministry of Religion curriculum. Religious values in the curriculum include basic Islamic competencies as well as behavioral and socio-emotional moral competencies, the core of which are faith/faith, worship and morals. The cultivation of religious values is carried out in several ways, such as habituation, exemplary, socialization, games, storytelling, singing and guided tours. The value-instilling model in PAUD is carried out using an educational methodology that is specific to early childhood by taking into account the principles of early childhood development.
2. The moral material used in educating PAUD children is about human morals to Allah SWT, human morals with oneself, human morals with other people and human morals with other creatures and their natural environment. Moral education in PAUD cannot be separated from the influence of teachers who are role models for students. In its implementation in the form of opium, children always shake hands and kiss the teacher's hand, enter and leave class, pray well and sincerely, greet and return greetings, love each other, teach children to help each other and work together, show and treat good behavior. and can distinguish between good and bad deeds.
3. In instilling moral values in early childhood, the methods used by PAUD teachers are the traveling method, the conversation method, the disclosure method, the storytelling method, the singing method and promises. In general, the use of learning methods in PAUD has the advantages of each learning method that can develop aspects of child development, such as moral and religious values, social emotions and specific learning experiences and provide direct experience for children who are intertwined at home. Although the shortcomings of each method applied in learning are having children who are less active in learning, and teachers who are less disciplined in assessing children's development. However, PAUD was able to identify some of the shortcomings of the method used so that this became an advantage of the method used, because the caregivers planned the training well.



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