

INSTILLING RELIGIOUS AND MORAL VALUES IN CHILDREN THROUGH HABITUATION METHODS IN THE FAMILY

Nia Malindo Nurdini

Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Negeri Padang

E-mail: niamalindo30@gmail.com

ABSTRAK: Penelitian ini bertujuan untuk mendeskripsikan penanaman nilai agama dan moral pada anak usia 5-6 tahun melalui metode pembiasaan dalam keluarga di Lakitan. Jenis penelitian ini menggunakan penelitian deskriptif dan kualitatif. Pengumpulan data menggunakan observasi, wawancara, dan dokumentasi Teknik analisis data dilakukan dengan menggunakan teknik triangulasi data. Hasil penelitian ini menunjukkan bahwa penanaman nilai-nilai agama dan moral pada anak usia 5-6 tahun dilakukan melalui metode pembiasaan dalam keluarga dengan mengajarkan nilai-nilai religius, kemandirian, sopan santun, dan kemudian hal-hal yang baik melalui proses pembiasaan. Faktor pendukung pengembangan nilai agama dan moral pada anak usia dini adalah perhatian orang tua dalam mengajarkan nilai agama dan moral pada anak dan kepatuhan anak pada orang tua. Sedangkan faktor penghambat perkembangan nilai agama dan moral pada anak usia dini adalah kondisi lingkungan yang dapat memberikan pengaruh negatif kepada anak, baik dari perkataan, sikap, dan cara berpakaian yang kurang baik dan sopan, serta kurangnya orang tua dalam memberikan teladan kepada anak karena waktu yang dimiliki orang tua dengan anak sangat sedikit.

Kata kunci: Penanaman NAM, metode pembiasaan dalam keluarga, anak usia 5-6 tahun

ABSTRACT: This study aims to describe the inculcation of religious and moral values in children aged 5–6 years through the habituation method in families in Lakitan. This type of research uses descriptive and qualitative research. Collecting data using observation, interviews, and documentation The data analysis technique was carried out using data triangulation techniques. The results of this study indicate that the inculcation of religious and moral values in children aged 5–6 years is done through the habituation method in the family by teaching religious values, independence, courtesy, and then good things through the habituation process. Factors supporting the development of religious and moral values in early childhood are the attention of parents to teaching children religious and moral values and children's obedience to parents. Meanwhile, the inhibiting factors for the development of religious and moral values in early childhood are environmental conditions that can have a negative influence on children, both from words, attitudes, and ways of dressing that are not good, and polite and the lack of parents giving an example to children because of the time parents have with very few children.

Keywords: NAM planting, habituation methods in the family, children aged 5-6 years

INTRODUCTION

Early childhood education is an education that develops various aspects of child development, starting with aspects of physical-motor development, cognitive development, language development, the development of religious and moral values, and artistic development (Safitri, 2017). Early childhood education is an educational discipline that specifically pays attention to, examines, and develops various educational interactions between early

childhood and educators to achieve optimal growth and development of children's potential (Tanfidiyah, 2018).

The importance of early childhood education aims to help prepare the growth and development of children who will enter further education. Education in early childhood is not only obtained from the school environment but also from the family environment and the community environment. Where the child's first educational environment is obtained from the

family, especially the parents. Parents play an important role in the growth and development of children. Parental care or guidance in educating their children greatly determines the child's further development. One aspect of development in early childhood that must be developed is the aspect of the development of religious and moral values (Pranoto, 2020).

The inculcation of religious values concerning the concept of divinity, worship, and moral values that takes place from an early age can form a child's religious values that are firmly rooted and have an influence throughout life (Latif Muktiar, 2013). With the religious and moral values that a child has, it is hoped that he will be able to distinguish between good and bad behavior by being obedient in carrying out his religious orders in life. The wrong understanding that children get, and children who do not get proper guidance and direction in understanding a situation, will also have a wrong perception. Therefore, it needs guidance and direction from educators, parents, and the community (Ridho, 2020).

Based on the results of observations in early childhood from September 13 to September 29, 2021, in Lakitan, Lengayang District, the researchers found that children were still low and lacked the ability to speak well and behave politely in the family environment in Lakitan, Lengayang District. One example is that there are some children that researchers meet in the field who often use harsh language like "Asu". When the child is taught or asked for help, he always argues and instead says harsh things to the parents and people who are older than the child.

Based on the results of the literature study that researchers conducted, there are several previous studies that are relevant to the research that researchers will conduct, including:

The first study, Sapendi (2015), conducted research on the "Internalization of Moral Values in Early Childhood". Concluding that the internalization of moral and religious values helps to enhance and guide the development of children. Determination of moral and religious values in children is not just routine worship activities; they must be instilled directly, concretely, and in accordance with the

child's language in the behavior of everyday life. Introducing moral and religious values from an early age may be a guide for him in the future.

In the second study, Wuryandani (2013) researched "Instilling Moral Values for Early Childhood". He researched the use of the storytelling method, which would be an effective method to instill moral values in children if applied correctly. Research conducted by Saputra (2014) on "Instilling Religious Values in Early Childhood at RA. DDI Addariyah Palopo". He researched the inculcation of religious values in students' children, combining the curriculum of the national ministry of Education (Kemendiknas) as well as various methods of instilling them.

Based on the previous studies above, it can be used as effort and evidence as well as guidelines and references for researchers in preparing this research, with the existence of previous research as a relevant study. The researcher stated that this research was different from previous research, where the researcher himself conducted research entitled "Inculcation of Religious and Moral Values in Early Childhood Through the Method of Habituation in the Family in Lakitan, Kecamatan Lengayang".

Based on this explanation, if religious moral values are taught from an early age, they will have a positive impact on children when they grow up to become adults. For this reason, the education of moral and religious values for children is closely related to a child's behavior, politeness, and willingness to carry out religious teachings in everyday life. With the religious and moral values that a child has, it is hoped that he will be able to distinguish between good and bad behavior by being obedient in carrying out his religious orders in life. The wrong understanding that children get, and children who do not get proper guidance and direction in understanding a situation, will also have a wrong perception. Therefore, it needs guidance and direction from both educators, parents, and the community.

METHOD

The method that researchers use is descriptive-qualitative. (Pongtiku & Voni Heni Rerery, 2017) states that this type of descriptive qualitative research is a form of the most basic research aimed at describing and illustrating existing phenomena, both natural and engineered.

According to (Sugiyono, 2017), the steps in descriptive qualitative research include determining a monetary instrument that will be used to measure the observed natural and social phenomena. In this study, researchers used observation tools, interviews, and documentation to obtain data. The preparation of the instrument was carried out as a guide for conducting observations and interviews.

In this case, the researcher used source triangulation and technique triangulation. Examination of data using source triangulation shows that researchers examine the correctness of data from several sources, such as class teachers, school principals, employees, parents, and the community. Then the researcher will see the truth of the data through observation, interviews, and documentation techniques so that the truth of the research data is obtained. The instrument grid that will be used as a guide for future observations and interviews is as follows:

Table 1. Grids of Research Instruments Instilling Religious and Moral Values in Early Childhood Through the Method of Habituation in the Family in Lakitan, Kecamatan Lengayang

Variable	Instrument Grilles	
	Achievement Level	Indicator
Religious Moral Values	Get used to praying.	Pray before and after carrying out activities
	Understand noble behavior (honest, helpful, polite, respectful, etc.).	1. Speak politely 2. Respect for elders
	Distinguish between good and bad behavior.	Shows right and wrong actions.

RESULT AND DISCUSSION

The strategy of parents in instilling religious and moral values in children in the family with the habituation method is to teach and be a role model for children who contain elements of NAM aspects to be accustomed in stages by paying attention to developments every day

starting from the easy to the next stages if the child is able to go through things that are easy for him to do and is given reinforcement when the habituation starts to falter in the hope that it can be applied in the family and community environment. The explanation is as follows:

1. Habituation to get used to worship

Based on the findings obtained from observations, interviews, and documentation conducted by researchers, as well as data analysis conducted by researchers regarding the inculcation of religious and moral values in children aged 5–6 years through the habituation method in families in Lakitan, Kecamatan Lengayang, that habituation is to get used to worship in children, which appears when he prays before and after carrying out activities, gets used to saying Alhamdulillah, reads short surahs, and performs prayers. These findings are in line with Poerwanti's opinion in (Amalia, D.P., 2019), stating that the inculcation of moral religious values in early childhood is carried out with simple habits, for example, inviting children to carry out prayer activities, reading short letters, listening to stories of the Prophet, etc.

Based on the description above, it can be concluded that the habituation of NAM that is applied by families to children can be applied to activities carried out by children every day that has become a habit for children to do.

2. Habituation to Understand Noble Behavior (Honesty, Helpfulness, Politeness, Respect, etc.)

Based on the findings obtained from the results of observations, interviews and documentation conducted by researchers as well as based on data analysis that researchers carried out regarding the inculcation of religious and moral values in children aged 5-6 years through the habituation method in families in Lakitan, Kecamatan Lengayang that habituation to understand behavior noble (honest, helpful, polite, respectful, etc.) appears when children interact with their environment, such as speaking polite words seen when conversing politely, telling the truth what they know, respecting older people by greeting someone they know and took the initiative to help his mother who was cleaning the house. In line

with the opinion of Safitri et al. (Natari & Suryana, 2022), religious and moral values are a good and solid foundation for children's education, which is a good start for children's development to provide them with further education that forms values. The value of children's instincts in being kind and noble

From the description above, it can be concluded that the habituation of NAM to have noble morals that are applied by families to children can be applied to activities carried out by children every day that has become a habit for children to do without coercion.

3. Habit to distinguish good and bad behavior

Based on the findings obtained from observations, interviews, and documentation conducted by researchers as well as the data analysis that researchers conducted regarding the inculcation of religious and moral values in children aged 5–6 years through the habituation method in families in Lakitan, Kecamatan Lengayang, habituation to differentiate behavior good and bad for a child appears when he knows the impact or consequences of his actions based on the habituation that has been given in the family, so he knows which things are permissible or right to do and vice versa. For example, a child may exhibit the behaviors of rejecting a friend who invites him to climb a swing that can be dangerous to him, asking permission when using other people's belongings, not wanting to fight over playing with friends, and refusing a friend's request to pull out flowers. This is in line with Plato's opinion in (Anik Lestarinigrum, 2014), suggesting the moral development of religion in early childhood can be developed at the beginning of an individual's life to be able to develop morals. Children can distinguish good from bad, and they are accustomed to virtue, justice, moderation, and courage.

Based on the description above, it can be concluded that the habit of NAM in distinguishing good and bad behavior that is applied by families to children can be applied to activities carried out by children every day that have become a habit for children to do. In this case, children can understand the

impact of behaviors that may or may not be performed.

In addition to the findings above, parents' strategies were also obtained for instilling religious and moral values in children at an early age in the family that could affect their later lives. (Abdurrahman, 2019) says the family environment is the first pillar to shape the good and bad of the human person so that they develop well in ethics, morals, and morals. The strategy carried out by parents is to teach simple habits that children can do that contain elements of NAM, then pay attention to every development that has been taught so that it becomes parental monitoring to teach habituation to the next stage. So, it's not just repeated to simple habits, but even more to a high level according to the child's developmental stage to be achieved. This is in line with Dadan (Natari & Suryana, 2022), who says that habituation requires repeated reinforcement so that it will become a permanent habit for children.

The development of religious and moral values in early childhood is influenced by various factors. Supporting factors include parental attention to teaching such values to children and the obedience of children to their parents. On the other hand, there are inhibiting factors that can hinder the development of religious and moral values in early childhood. Such factors include environmental conditions that may negatively affect children, such as the use of inappropriate language, attitudes, and dress. Additionally, the lack of parental examples due to limited time spent with children can also be an inhibiting factor for the development of religious and moral values.

CONCLUSION

The results of the study conducted on the inculcation of religious and moral values in children aged 5–6 years through the habituation method in families in Lakitan, Kecamatan Lengayang, suggest that the method involves teaching religious values, independence, courtesy, and distinguishing between good and bad things through a habituation process. It can be concluded that supporting factors for the

development of religious and moral values in early childhood include parental attention to teaching such values to their children. However, inhibiting factors for the development of religious and moral values in early childhood include environmental conditions that may have a negative impact on children, such as inappropriate words, attitudes, and dress, as well as a lack of parental examples, as parents have very little time to spend with their children

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