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# The Mapping of Development Strategy of Religious and Moral Values for Early Childhood in PAUD Kuok District, Kampar Regency

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**Abstract:** The aim of this research was to describe the strategy and achievement in the level of early childhood development in aspects of religious and moral values by teachers in early childhood education (PAUD) Kuok Sub district, Kampar. Meanwhile, the research methodology used was a survey in the form of quantitative descriptive. The finding of this study shows that the achievement of the level of early childhood development for ages 4-6 years, from 6 indicators, it can be seen the majority of children are in the category of developing according to expectations (BSH = 65.50%) and developing very well (BSB = 11, 36%). Most of PAUD teachers in Kuok Subdistrict Kampar often and very often used 11 strategies in developing religious and moral values for children age of 4-6 years, in fact the results are effective to develop religious and moral values for children age 4-6 years in PAUD Kuok District, Kampar District. Further research is needed towards the application of strategies for developing religious and moral values for children aged 4-6 years in PAUD in the context of local wisdom.

Keywords: Strategy, Development, Religious and moral values, early childhood

## 1. Introduction

Early childhood is a golden generation as an asset for certain nation, also called as "golden age period". The condition of early childhood in Indonesia in terms of quantity and quality is the depiction of this nation in the next 25 to 45 years. If we fail to develop or prepare early childhood in forming a positive national character based on religious and moral values, then it can be imagined or predicted how threatened the life of the 25-45 years of the nation without a strong identity. The Indonesian children's challenge that is very concerning at this time is the behaviour of children who tend to depart from religious and moral values, which should be sustained as a religious and Pancasila society. Some cases of violence against children, sexual harassment, drug trafficking, and the powerful impact of pornography. Cases of children in Riau Province show an increasing trend. In 2015 there were 14 cases and rose up to 24 cases in 2016. In the same period, cases of children against the laws from only 1 case increased to 10 cases. Furthermore, cases of human trafficking from 2 cases increased by 4 cases; Psychological violence of children rose from 4 cases to 5 cases. Physical violence also increased, from 1 case to 4 cases.

Then there are 4 pure criminal cases of children in 2016. Juvenile delinquency from 3 cases increased to 10 cases (Tribun, Thursday (07/20/2017)). The PAUD (TK) program is essentially

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education organized to facilitate the growth and development of children as a whole and to emphasise the development of all aspects of the child's personality (Masitoh, 2005, et al.). Early childhood education is very effective in building character. Suyanto (Director General of Basic Education Management, Papers, 2009), emphasizes that with character education that is applied systematically and sustainably, a child would become emotionally intelligent. This emotional intelligence is an important establishment in preparing children to meet the future, since someone will be easier and more successful in facing all kinds of life challenges, including the challenge to succeed academically. Development of Religious and Moral Values are activities carried out continuously in daily life of children so that children become good habits, social development, emotional, and independence skills so that children who devout to Allah, can interact with others and adults well and can help themselves in the framework of life skills.

Students are strong in acceptance Islam and having a righteous Islamic teachings. (NuraniMusta'in, 2013, p. 17). According to Permendikbud No. 137 of 2014 concerning the Level of Achievement of the Development of Religious and Moral Values of children aged 4-5 Years are: 1. Knowing the religion they obey to, 2. Imitating the worship movement in the right command, 3. Saying prayers before and / or after doing something, 4. Knowing good / polite and bad behaviour, 5. Familiarizing yourself with good behaviour, 6. Saying greetings and replying to greetings. The Level of Achievement of the Development of Religious and Moral Values for ages 5-6 years are: 1. knowing the religion, 2. doing worship, 3. Be honest, helpful, polite, respectful, sportive, etc. 4. maintaining personal and environmental cleanliness , 5. knowing religious celebrations, 6. respect (tolerance) the religion of others. Religious and moral value development strategies, according to Asti Inawati in *Al-Athfal Journal of Child Education*, Vol. 3 2017; P-ISSN: 2477-4189 & E-ISSN: 2477-4715, that presents 11 strategies for developing religious and moral values as follows: 1. Imparting a sense of love for Allah SWT; 2. Creating a sense of safety; 3. Kissing and Caressing the Child; 4. Instilling the Love of the Homeland, 5. Researching and Observing, 6. Touching and Activating Children's Thinking Potential, 7. Giving Awards, 8. Physical Education, 9. Good Example, 10. Repeating of Learning Process, and 11.

Meeting the Needs Play. Based on the considerations and reasons and paying attention to the behavioural indications of children and teenagers and even adults who tend to deviate from religious and moral values, the authors raise the issue of early childhood religious and moral education with the title of the paper "The Mapping of Development Strategy of Religious and Moral Values for Early Childhood in PAUD Kuok District, Kampar Regency. The problems to be discussed in this paper are: What is the description of the strategy and achievement of the level of early childhood development in aspects of religious and moral values in PAUD Kuok Sub district, Kampar? The research objective was to describe the strategy and achievement in the level of early childhood development in aspects of religious and moral values in early childhood education (PAUD) Kuok Sub district, Kampar.

## **2. Methodology**

The research methodology used was a survey method in the form of quantitative descriptive. The study was conducted in Kuok Subdistrict, Kampar District for 6 months starting from April to September 2018. The population of this study was all PAUD teachers (20 TK) in Kuok Subdistrict, Kampar District, as many as 72 PAUD teachers. Data were collected by distributing closed and open questionnaires and analyzed by percentage formulas presented in tables and graphs.

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### 3. Results And Discussion

#### 3.1 Achievement of the Level of Development of Religious and Moral Value of Children

Based on the 6 indicators measured in this study, then attained an overview of the achievement of the development of religious and moral values of early childhood (4-6 years) in PAUD (TK) in Kuok Sub district, Kampar Regency in the categories: Undeveloped (BB), Start Developing (MB), Developing As Expected (BSH, and Very Good Development (BSB), as shown in table 1 and table 2 below.

Table 1. The Achievement Levels of Development of Religious and Moral Values of 4-5 years old.

No.	Indicators	Development Categories				Total %
		BB	MB	BSH	BSB	
1.	Knowing the religion he obeys to	0,00	21,82	71,45	6,73	100
2.	Imitate the worship movement in the right order	7,23	16,54	68,81	7,31	100
3.	Praying before and / or after doing something	2,34	17,86	70,42	9,37	100
4.	Know good / polite and bad behaviour	2,49	33,82	58,71	4,98	100
5.	Familiarize yourself with good behaviour	0,00	31,33	61,20	7,47	100
6.	Say and Respond to greetings (Salam)	0,00	26,79	62,37	10,83	100
	Average (%)	2,03	24,70	65,50	7,79	100

Criteria: 1. Undeveloped (BB  $\leq$ 24%); 2. Start Developing (MB= 25-50%); 3. Developing As Expected (BSH= 51-75%); 4. Very Good Development (BSB  $\geq$ 75%).

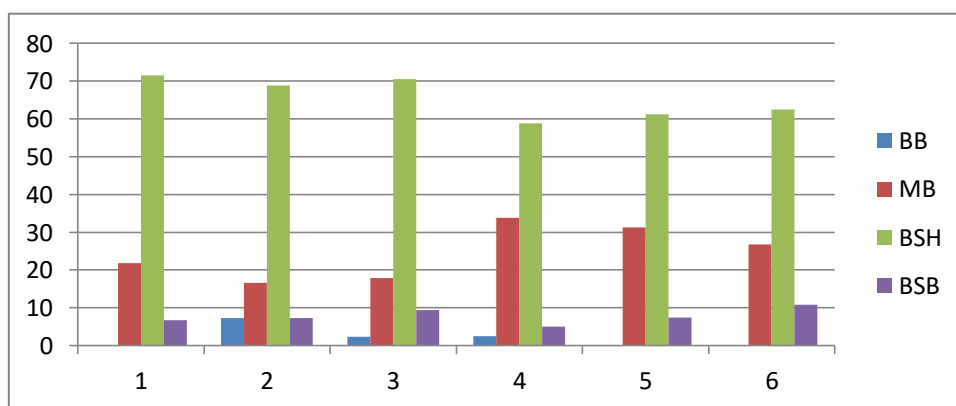


Figure 1. Graph of The Achievement Levels of Development of Religious and Moral Values of 4-5 years old in PAUD Kuok, Kampar

Based on the data in Table 1 and Figure 1 above, it is obviously that most of the achievements of the development of religious and moral values of children aged 4-5 years are in the category

of Developing As Expected (BSH) for all indicators (6 indicators) of the development under study. A small percentage is Very Good Development (BSB), but there are still a small number of children who are in the undeveloped (BB) category and are start developing (MB). The overall picture of the 6 indicators of the achievement of the development of religious and moral values of children aged 4-5 years can be seen in Figure 2 as follow.

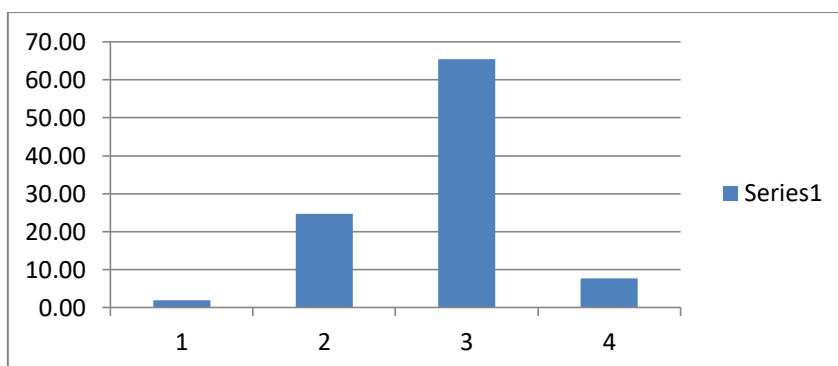


Figure 2. Graph of Achievement of the Development of Religious and Moral Values 4-5 Years Old Children in Kuok PAUD, Kampar

Figure 2 above shows that the majority of children aged 4-5 years in Kuok Sub-district, Kampar, the level of achievement of religious and moral values was in the BSH category (65.50%) and a small percentage were in the BSB category (7.79%). However, more attention needs to be paid to the fact that a number of children, although few in number, the level of development of religious and moral values is in the BB and MB categories (2.03 + 24.7%). In the aspect of development of religious and moral values the child should be BB and MB category is zero, because the religious and moral values become the fundamental and influence on children's behaviour and character. We are very concerned if PAUD teachers do not succeed in developing religious and moral values from BB and MB to BSH and BSB. Therefore, it is necessary to think of a more appropriate strategy to stimulate the development of religious and moral values of children aged 4-5 years in PAUD (TK) by paying attention to the condition of children and their environment.

Table 2. The Achievement level of Development of Religious and Moral Values of Children aged 5-6 years

No.	Indicators	Development Categories				Total
		BB	MB	BSH	BSB	
1.	Knowing the religion he obeys to	0	2,59	71,74	25,67	100
2.	Imitate the worship movement in the right order	0	3,08	85,77	11,15	100
3.	Praying before and / or after doing something	1	7,66	81,89	9,45	100
4.	Know good / polite and bad behaviour	0	22,59	68,16	9,25	100
5.	Familiarize yourself with good behaviour	0,2	30,35	63,48	5,97	100

6.	Say and Respond to greetings (Salam)	2,19	29,55	61,59	6,67	100
	Average (%)	0,57	15,97	72,11	11,36	100

Criteria : 1. Undeveloped (BB ≤24%); 2. Start Developing (MB= 25-50%); 3. Developing as expected(BSH= 51-75%); 4. Very good development (BSB ≥75%).

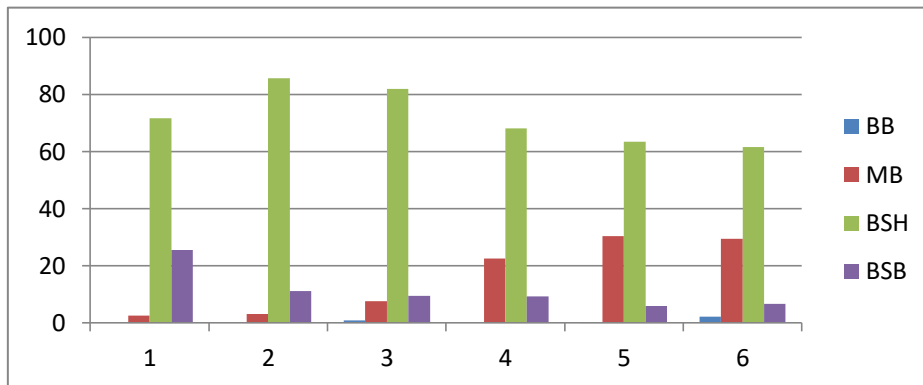


Figure 3. Graph of Level of Achievement of Child Religion and Moral Values Development Ages 5-6 years in Kuok PAUD, Kampar

Based on the data in Table 2 and Figure 3 above, it can be seen that most of the development of religious and moral values of children aged 5-6 years are in the category of development according to expectations (BSH) for all indicators (6 indicators) of the development under study. A small percentage develops very well (BSB), but still exists even though a small number of children are in the undeveloped (BB) category and start developing (MB). The overall picture of the 6 indicators of the achievement of the development of religious and moral values of children aged 4-5 years can be seen in Figure 4 below.

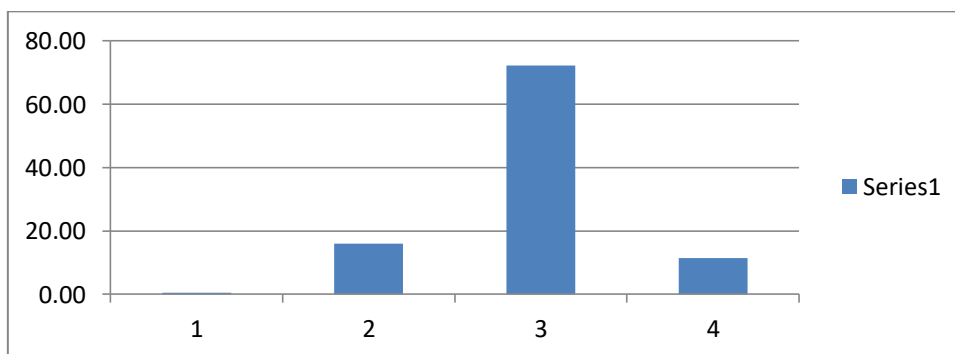


Figure 4. Graph of Achievement of the Development of Religious and Moral Values Children aged 5-6 years in PAUD Kuok, Kampar

Figure 4 above shows that the majority of children aged 5-6 years in Kuok Sub-district, Kampar, the level of achievement of religious and moral values was in the BSH category (72.11%) and a small percentage was in the BSB category (11.36%). However, it needs attention, that a number of children, even though there are few in number, the level of development of their religious and

moral values are in the BB and MB categories (0.57 + 15.97%). In the aspect of development of religious and moral values the child should be BB and MB category is zero, because the religious and moral values become the basis and influence on children's behavior and character. We are very concerned if PAUD teachers do not succeed in developing religious and moral values from BB and MB to BSH and BSB. Therefore, it is necessary to think of a more appropriate strategy to stimulate the development of religious and moral values of children aged 5-6 years in PAUD (TK) by paying attention to the condition of children and their environment.

### 3.2 Development Strategy for Religious Value and Moral of Early Childhood

The strategy for developing religious and moral values as measured in this study were 11 types used by teachers in PAUD learning for children aged 4-6 years in PAUD (20 TK) Kuok District, Kampar District. The measurement scale is SS (5), S (4); Kd (3); Jr (2); TP (1) as shown in table 3 below.

Table 3. Strategies for Developing Religious and Moral Values for children aged 4-6 years

No.	Development Strategy for the Value of Religion and Morals	Development Categories					total
		SS	S	Kd	Jr	TP	
1.	Instil a Love for Allah SWT.	79,17	20,83	0,00	0,00	0,00	100
2.	Creating a sense of security	51,39	48,61	0,00	0,00	0,00	100
3.	Kiss and touches children	8,33	66,67	19,44	5,56	0,00	100
4.	Embed the love of the homeland	9,72	84,74	5,56	0,00	0,00	100
5.	Research and Observe	6,94	76,39	12,59	4,17	0,00	100
6.	Touch and activate the child's thinking potential	8,33	84,72	6,94	0,00	0,00	100
7.	Giving Awards	37,50	55,56	6,94	0,00	0,00	100
8.	Physical education	25,00	66,67	8,33	0,00	0,00	100
9.	Repetition in Learning	11,11	76,39	12,50	0,00	0,00	100
10	Good Roles Model	31,94	59,72	8,33	0,00	0,00	100
11	Encounter playing needs	31,94	63,89	4,17	0,00	0,00	100
	<b>Total</b>	27,40	64,02	7,70	0,88	0,00	100

Criteria: 1. Very often (SS ≥81); Often (S = 61-80%); Sometimes (KD = 41-6-%); Rarely (Jr = 21-4-%); and Never (TP = 0.0-20%)

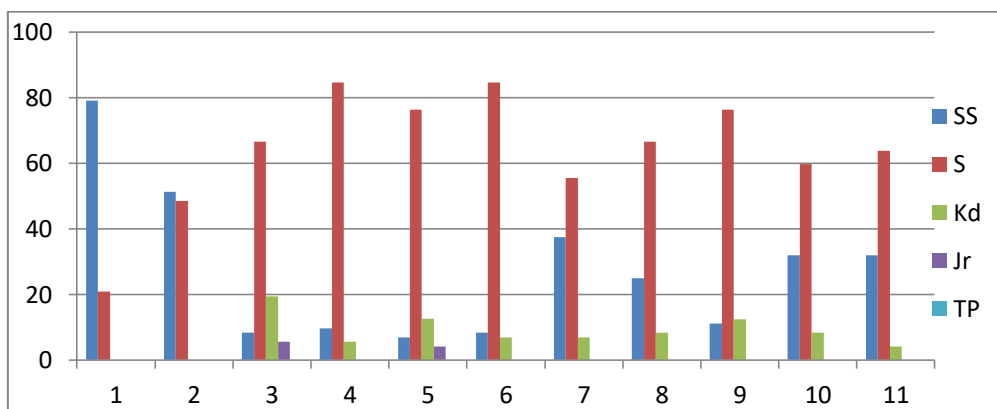
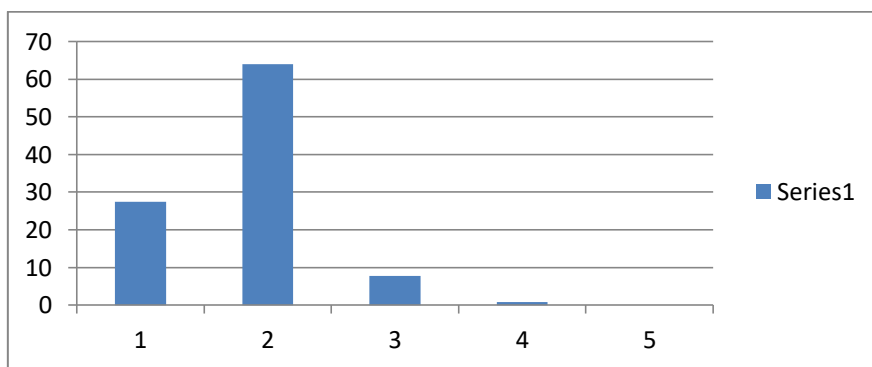


Figure 5. Graph of Strategy often used by PAUD Teachers

Based on the data in table 3 and figure 5 above, it is known that most PAUD teachers often and very often use 11 strategies for developing religious and moral values for children aged 4-6 years. Only a small percentage of PAUD teachers sometimes and rarely use it. Even for strategy 1 (Instilling a Love for Allah SWT) and strategy 2 (Creating a sense of security) often and very often used by teachers in learning in PAUD Kuok District, Kampar. Meanwhile, strategies 3 to 11 vary in categories of use by teachers, ranging from frequent categories, often, sometimes, and rarely used. It should be noted why some teachers sometimes and rarely use the 3 to 11 strategy. Various possibilities and reasons for teachers need to be studied more deeply in order to obtain a more actual picture in the context of local wisdom, both related to teacher competencies and characteristics of children, supporting facilities and infrastructure, and the dynamics of global and local community life development. The overall description of the level of frequency using 11 strategies for developing religious and moral values for children aged 4-6 years in PAUD Kuok District, Kampar can be seen in Figure 6 below.



Notes: 1. Very often; 2. often; 3. sometimes; 4. rarely; 5. never use 11 PNAM strategies

Figure 5. Graphic of the frequency of use of strategies for developing religious and moral values for children aged 4-6 years in PAUD, Kuok

#### 4. Conclusion And Suggestions

Based on the findings of the study, it can be concluded that the achievement of the level of development of early childhood (4-6 years) is mostly in the category of developing according to

expectations (BSH) and very well developing (BSB). Most PAUD teachers in Kuok, Kampar sub-districts often and very often use 11 strategies for developing religious and moral values for children aged 4-6 years, especially strategies 1 and 2. While strategies 3 to 11 vary widely in frequency of use by PAUD teachers ranging from very often, often, sometimes and rarely. Eleven strategies that teachers often and very often use in learning in PAUD seem to be effective enough to develop religious and moral values for children aged 4-6 years in PAUD (TK) in Kuok Sub-district, Kampar. However, because it involves religious and moral values, it is necessary to create and design strategies in addition to the 11 strategies that have been applied by PAUD teachers in Kuok, Kampar, so that the development of children's religious and moral values touches the optimal point of BB and MB categories to BSH and BSB. Further research is needed on the application of strategies for developing religious and moral values for children aged 4-6 years in PAUD in the context of local wisdom.

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