

TEACHER STRATEGIES IN INSTITUTING RELIGIOUS AND MORAL VALUES IN CHILDREN IN GROUP B AT TUNAS BANGSA KINDERGARTEN, MENTOKAN, CENTRAL LOMBOK

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ABSTRACTS	ARTICLE INFO
<p>This study aims to determine the teachers' strategies for instilling religious and moral values in group B children at Tunas Bangsa Mentokan Kindergarten, as well as the supporting and inhibiting factors in instilling religious and moral values in group B children at Tunas Bangsa Mentokan Kindergarten. This qualitative study, using a descriptive approach at Tunas Bangsa Mentokan Kindergarten, aims to objectively describe the conditions at the research location using a series of words or sentences. The subjects were the class teachers and the principal, and the objects were the group B students at Tunas Bangsa Mentokan Kindergarten. Data collection techniques used were structured and unstructured interviews, observation, and documentation. Data analysis techniques used were data reduction, data presentation, and conclusion drawing (verification). Data validity in this study was checked using source triangulation and technical triangulation. The research results show that teachers' strategies for instilling religious and moral values in children at Tunas Bangsa Mentokan Kindergarten include teaching them to recite the Iqro, short surahs (chapters), practicing prayer and ablution (wudu), being polite, being honest, respecting others, and greeting others before entering the classroom. These religious and moral values are more easily understood and remembered by children because they are practiced consistently every day and can stimulate their interest in learning. In addition to the strategies practiced by teachers at school, several supporting and inhibiting factors hinder the process of instilling religious and moral values in children. Supporting factors include support and encouragement from the institution in providing examples and practices to instill religious and moral values through appropriate methods and practices. Inhibiting factors include a lack of support or reciprocity from parents and the children's environment.</p>	<p>Article History: <i>Received: December 4th 2025</i> <i>Revised: December 23rd 2025</i> <i>Published: December 2025</i></p> <hr/> <p>Keywords: <i>Teacher Strategies,</i> <i>Instilling Religious and Moral Values</i> <i>in Early Childhood</i></p>

INTRODUCTION

Early childhood education is a platform for providing stimulation, guidance, care, and learning through play to develop children's potential. This is stipulated in Article 1, paragraph 14 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that early childhood education is a developmental effort for children from birth to age 6. This involves providing stimulation to foster physical and

spiritual growth and development, preparing them for subsequent levels of education. Through early childhood education, children receive appropriate stimulation to achieve optimal development appropriate for their age. During preschool, children learn various skills and experiences, developing skills related to their readiness for the next, increasingly developing school level.

Early childhood education is implemented to help students develop their potential, both physical and non-physical, encompassing religious and moral values, social-emotional skills, cognitive language skills, physical motor skills, and the arts. The goals and functions of early childhood education must be understood by teachers, parents, and the community. These three parties must work together to remind and support each other. The importance of early childhood education is evident in the Quran, Hadith, and the opinions of Islamic scholars, which all indicate that religious education should be provided from an early age. Religious education is the primary and most important education for early childhood, as it influences their behavior. Religious education can be considered basic education because it relates to faith, worship, and morals. Instilling religious values is crucial from an early age, as it provides the foundation for a life that will face various challenges and temptations. Therefore, a child's development must be balanced with religious education. Guidance and direction for children to understand the meaning of faith can be achieved by instilling an understanding of religious values.

Religion and morals are closely related. Someone who is obedient and devout in various ways will naturally have good morals. Conversely, if someone has low morals, their moral and religious values will decline. Someone with good religious qualities is likely to have had religious experiences since childhood. One aspect that must be improved in early childhood education is religious and moral values. Religious and moral education relates to good character, politeness, and a willingness to practice religious teachings. The inclusion of religious and moral education in early childhood education is a crucial foundation; if instilled optimally from an early age, it provides a solid foundation for further education. Early in a child's life, religious and moral values are shaped and influenced by adults.

In early childhood education institutions, religious and moral values are instilled through role models, both from teachers and parents. Children tend to imitate the behavior of teachers, which demonstrates that teachers are respected and imitated. This means that teachers are role models for their students. All teachers' actions are scrutinized by society, reflecting on their social skills and professionalism within their communities. In the 2014 National Standards for Early Childhood Education (PPE) Regulation No. 137 concerning National Standards for Early Childhood Education, the standards for achieving religious and moral values for children aged 5-6 include: Knowing their religion, imitating prayer movements in the correct order, reciting prayers before and after doing something, recognizing good/polite and bad behavior, practicing good behavior, greeting and returning greetings. The importance of instilling religious and moral values in preparing children to become the nation's next generation with a strong sense of identity and good character can be achieved through instilling habits from an early age, utilizing the golden age of early childhood as a time for guidance, direction, guidance, and moral formation, starting as early as possible.

The Tunas Bangsa Kindergarten is an Islamic-based institution under the auspices of the Islamic Boarding School Foundation and offers various Islamic-based activities. Therefore, instilling religious and moral values is crucial to achieving the institution's stated goals. Based on initial field observations on October 27, 2022, at Tunas Bangsa Kindergarten, where 27 students in Grade B were enrolled, most of the students demonstrated good religious and moral values.

Based on initial random observations, the students' religious and moral values were, "Alhamdulillah," good. However, several students experienced challenges in developing their religious and moral values, causing them to lag behind their peers. Some students still needed teacher assistance in learning religious and moral values. Therefore, teachers continuously strive to implement strategies that can help children more easily and actively participate in learning about religious and moral values in a fun and enjoyable way. Facts related to the development of religious and moral values in early childhood indicate that instilling religious and moral values is important. Providing religious and moral education to early childhood is expected to change children's behavior, so that as adults, children will be more responsible and respectful of others, and able to face increasingly challenging developments.

Based on the above description, the researcher is interested in expressing this in a scientific paper entitled "Teacher Strategies in Instilling Religious and Moral Values in Group B Children at Tunas Bangsa Kindergarten, Mentokan, Central Lombok."

RESEARCH METHOD

The research method used in this study is a qualitative research method with a descriptive approach. This is because the data collected is descriptive in nature based on the case study, namely the teacher's strategies in instilling religious and moral values in Group B children. Satoris states that qualitative research is a research approach that uncovers specific social situations by accurately describing reality, shaped by words based on relevant data collection and analysis techniques obtained from natural situations. This qualitative approach is also often referred to as a naturalistic research method because the research is conducted in natural settings. A descriptive approach is a research method that describes a characteristic or phenomenon being studied. Therefore, this research method primarily focuses on explaining the object of the research. The researcher's reason for using this research was to understand the phenomenon under natural conditions. Furthermore, because the researcher needed to be directly involved in the field with the research subjects, this descriptive qualitative research method was highly appropriate. In line with the problems encountered in education, this study aimed to determine teachers' strategies for fostering religious and moral values in Group B children.

RESEARCH FINDINGS AND DISCUSSION

Every process of instilling religious and moral values in children at Tunas Bangsa Kindergarten, Mentokan, Central Lombok, is influenced by factors that can ultimately influence the results. These factors include:

1. Supporting factors, namely the support of the principal, teachers, and parents.

Instilling religious and moral values in early childhood is due to children obeying one parent, parents' expectations that children not be influenced by their surroundings, attention from teachers, parents, and those around the child, parents providing religious instruction, and encouraging them to take naps.

This was expressed by Zurriyah, S. Pd. As a Grade B teacher, I said: Perhaps peer tutoring ultimately made them think, "Oh, even my friend isn't embarrassed. I can't do it yet, but she's teaching me." Eventually, they started to socialize, even though they initially felt "I can't do it." They were reluctant or lacked confidence in making friends with others, and even those who were used to it felt arrogant. But now they're mingling. Perhaps that's the benefit of peer tutoring. Finally, they can be less aggressive with their friends who can't do it. So, while I was explaining, I also explained that knowledge "must be shared. For example, if a friend can't yet, please help them. Helping each other is also a good deed." This was also expressed by Ms. Zurriyah, S.Pd. I, a class B teacher, as follows: There's an initiative from classmates who can already memorize short surahs to help their friends who can't. It's great, the children's social spirit is already visible. For example, if a friend can't yet, when the friends who can finish, they'll compete to help the friend who can't. It's kind of like peer tutoring. From this statement, it can be concluded that peer assistance in class can help instill religious and moral values in children at Tunas Bangsa Kindergarten, Mentokan, Central Lombok. Of course, this cannot be separated from the role of teachers in providing knowledge to students to help each other and share knowledge.

Religion is a system of belief in God that is adhered to by a group of people who constantly interact with Him. The main issue discussed in religion is the existence of God. God and humanity's relationship with Him are aspects of metaphysics, while humans, as creatures and parts of nature, fall under the category of physics. However, the discussion of religious philosophy focuses more on its metaphysical aspects than its physical aspects.

As expressed by Ms. Zurriyah, S.Pd. I, a Grade B teacher, as follows: As a supporting factor, we usually review what the children have learned, for example, we ask them about good and bad, self-discipline, honesty, responsibility, politeness, and using the same language. We also review the material at home with the students' parents, and we always provide support to the children to ensure that each child has achieved the ability to memorize short verses and is polite to adults. This echoes the statement of Ms. Mauri, S.Pd., the principal, as follows: Supporting factors in instilling religious and moral values include the use of habituation methods used by teachers in the children's learning process, as well as facilities and infrastructure that can support teachers in instilling religious and moral values by using habituation methods to review the lessons taught. Excerpts from interviews and observations conducted by the researcher conclude: that the supporting factors in instilling religious and moral values in children depend on the strategies used by teachers, but not only teachers as adequate facilities and infrastructure as well as the provision of effective teaching materials or materials also support in instilling religious and moral values in children.

2. Inhibiting factors include the lack of opportunities to learn what social groups expect of children, which usually occurs when children are not given the freedom to play or

socialize in their surroundings. Parents are too restrictive and limit their children's social interactions, resulting in poor learning outcomes.

Instilling religious and moral values through prayer is an activity aimed at getting children used to reciting prayers both before and after school. This includes factors such as parents' limited time with their children, grandmothers who overindulge their grandchildren, the absence of good examples of behavior from parents, and the absence of social restrictions.

As expressed by Mrs. Mauri, S.Pd., the principal, as follows: Inhibiting factors in instilling religious and moral values usually stem from environmental factors and also from the child's own self-esteem. Sometimes students are lazy in learning, so teachers must be able to persuade and encourage them to do so. I also believe that parents need to play actively at home so that children can play while learning, not only through play, but also through guidance and direction from their parents. As for inhibiting factors at school, perhaps the only factor is a lack of student motivation to learn, due to inadequate facilities. I don't think there are any other factors.

Based on interviews and observations, it can be concluded that there are also inhibiting factors in instilling religious and moral values in children, including factors from the child's environment, such as parents, and also factors within the child themselves. Judging from the students' learning in class, some are still reluctant to learn and still need guidance from their teachers to prevent them from becoming lazy. The home environment, particularly parental attention, is a crucial factor in a child's development, particularly in relation to fostering a child's religious and moral values. As stated by Mrs. Mauri, S.Pd., "In my opinion, the inhibiting factor instilling religious and moral values in early childhood is the absence of school. It usually stems from environmental factors. For example, a child at home who isn't studying and lacks parental support; parents are usually busy and don't have time to help their child with schoolwork; a child's lack of interest in memorizing short verses or the Asmaul Husana; and the child's intellectual (intelligence) factor. As a teacher, I address this by assigning assignments or exercises at school, providing classroom tutoring, and fostering a positive, collaborative relationship between the classroom teacher and the students' parents." In line with the statement of Mrs. Zurriyah, S.Pd.I., a Grade B teacher, she stated: My opinion regarding the inhibiting factors in instilling religious and moral values in students is that they usually stem from parental factors or parental motivation. This is because parental guidance is essential for learning, not just at school, as students' learning time is limited. Therefore, parents are crucial for supporting students' future activities, especially in learning and their intellectual development. As a teacher, I address this issue by implementing prayer before beginning the lesson.

From the researcher's observations, there are factors inhibiting students' ability to instill religious and moral values. This is evident in students' lack of knowledge, which is usually due to environmental factors such as a lack of parental support for learning. This was also evident when the researcher asked one student about his parents being busy with work and unable to help him with his studies at home. Therefore, the teacher provides guidance and assignments to help students improve their learning outcomes. Supporting

factors in instilling religious and moral values in children are children who are afraid and obedient to their parents, even if the child is only afraid of their parents. This can be a supporting factor because the child will obey every command and prohibition from their parents in the process of instilling religious and moral values.

Another contributing factor is parents' hope that their children will not be influenced by their surroundings. Parents hope their children will be better than they are by teaching them good and bad, practicing good manners, and teaching them how to worship. This aligns with Zuriah's opinion, which states that instilling religious and moral values in early childhood is introduced through a process of familiarization within the fabric of life. This is expected to help children understand the good and bad and avoid being influenced by such environments. Meanwhile, factors hindering the instilling of religious and moral values in early childhood include an environment that is less conducive to fostering religious and moral values in young children. According to Gunarsa, the process of socialization occurs both directly and indirectly in children through their interactions with their social environment. This understanding clearly demonstrates that the environment plays a role in shaping character and serves as a learning environment for children. An environment that hinders the instilling of religious and moral values, and can even negatively influence children, whether through speech, behavior, or dress, indicates that the environment is not conducive to children's development. Based on the theoretical explanation above, researchers can draw conclusions regarding supporting and inhibiting factors in increasing religious and moral values in children in supporting and inhibiting factors, namely the environment and family.

RESEARCH FINDINGS AND DISCUSSION

Religion itself is a teaching and system that regulates the order of faith, belief, and worship of the Almighty God, as well as the rules related to human interaction and the environment. Morality, on the other hand, is derived from the Latin word *mos* (*moris*), meaning customs, habits, rules/values, or ways of life. Morality is the ability to accept and implement moral rules, values, and principles. Morals are habits practiced by every individual, whether good or bad. Moral behavior refers to behavior that conforms to the moral code of a social group, developed through moral concepts. Moral concepts are rules of conduct that have become customary for members of a culture. These moral concepts determine the expected behavior of each group member. According to Piaget, the essence of morality is the tendency to accept and obey a system of rules. Furthermore, another opinion, such as that of Kohlberg, suggests that moral aspects are not innate but rather developed and can be learned. Moral development is the process of internalizing societal values or norms according to a person's maturity. Adapting to the rules that apply in their lives.

Based on findings at the Tunas Bangsa Kindergarten in Mentokan, Central Lombok, regarding the development of religious and moral values in children aged 5-6 years, it was found that, Alhamdulillah, the children's religious and moral values were generally good. Research on improving religious and moral values included reading the *Iqro*, reciting short verses, performing ablution, and praying. These indicators were used as a reference for

assessing the development of religious and moral values in children aged 5-6 years. Researchers used these indicators as a reference for assessing the development of religious and moral values in children, namely reading the Iqro, reciting short verses, performing ablution, and praying, as well as being able to speak honestly and be polite to those above them.

Furthermore, appropriate learning strategies are needed to enhance religious and moral values through habituation methods, as learning strategies will be used throughout the learning process. As stated by Suprihatiningrum, a learning strategy is the overall general pattern of activities carried out by educators and students in realizing effective and efficient learning, formed by a guideline between the sequence of activities, methods, and media used, as well as the allocation of time used by educators and participants. Students in learning activities.

Strategy is a step that must be considered by every teacher, especially class teachers who will provide learning and who are familiar with religious and moral values, including the religious and moral values of students in the classroom learning process. Strategy includes activities or techniques used by teachers, from planning, implementation, activities, to evaluation. Factors influencing religious and moral values include several factors that play a role in the development of a child's religious spirit, including innate factors, heredity, and environmental factors. If children are left to grow up without being introduced to religious and moral values, it will be difficult to correct their already negative or undesirable behaviors. Therefore, it is best to start now.

CONCLUSION

The conclusions can be drawn: 1. Teacher strategies in instilling religious and moral values in Group B children at Tunas Bangsa Kindergarten, Mentokan, Central Lombok include: teachers have implemented several strategies, including teaching the Iqro (Islamic teaching) to recite, short surahs (Quran recitation), ablution (wudu) and prayer, and manners. 2. Supporting factors include the support of the principal, teachers, and parents. Inhibiting factors include a less than ideal environment and limited time for parents to spend with their children.

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