Implementation of Moral Literacy in Improving the Religious Character of Early Children at Alkhairaat Kindergarten Labuha South Halamahera

Bujuna Alhadad* and Rita Samad

1Faculty of Education, Doctoral Program in Early Childhood Education, State University of Jakarta, Indonesia

*bujunaalhadad@gmail.com

Abstract
Teaching religious values to children from an early age is important because education requires a series of interrelated steps that make children religious individuals. This study aims to describe the implementation of moral literacy in institutions with Islamic nuances of the local curriculum in Alkhairaat Labuha Kindergarten by looking at the daily habits of orderly and fluent dhuha prayers reading and memorizing short letters and short hadiths and remembrances that are made at the beginning of each learning activity. This research includes qualitative descriptive qualitative research. To collect data, researchers used interviews, observation and documentation. The results of the study show that the implementation of moral literacy in improving religious character in Alkhairaat Labuha Kindergarten by looking at literacy memorizing short letters is very good because it is directly practiced through Duha prayer, while memorizing short hadiths is not good because the role of parents at home is still not optimal repeating the memorization of the hadith, while in the remembrance activities the children are very good at memorizing the remembrance because this is the initial learning activity every day

Key words: Implementation, Moral Literacy, Religious Character, Early Childhood

Introduction
Character education basically comes from the family, the family is the first educational vehicle, parents are educators, God's gift is in the form of instinct. It is because of this paternal and maternal instinct that parents develop affection for their children. It is precisely because of this paternal and maternal instinct that these two masters have a sense of responsibility to protect, nurture, guide and watch over their offspring. In view of the Islamic religion, the foundation of early childhood education is very clear and can be found in many verses of the Qur'an (Andi Agustan, Bujuna, 2023).

"O you who believe, protect yourself and your family from the fires of hell whose fuel is human and stone, guarded by angels who are rough, hard and don’t disobey Allah for what He commands them and always do what they are told."
The form of effort that parents make to shape children's character is to provide the best education for their children, one of which is choosing the best educational institution to help shape children's character well. The assumption is that character education in schools will be able to support character education in parents' homes. Vice versa, character education in schools needs to be built from character education at home. Especially if it carries characters related to religious attitudes or the religious character of children, then the role of the three education centers namely family, school and community must synergize with each other at the same time (Sucardi 2016). Moral education can take place in schools. Having values taught in schools, having useful values and embracing the diversity of the surrounding community. Schools are not only means and facilities to equip children with values, but children can also understand and practice the values conveyed by teachers or educators. Moral education develops with the realization of behavioral habits that are seen in good and bad deeds, high religious attitudes according to the Al-Qur’an and As–Sunnah, as well as responsibility and discipline. (Agustan end of Bujuna2023)

The child’s ability to identify behavior in terms of moral principles is necessary for the development of child socialization, increasing the development of personality which is honed in the development of society, friends and the surrounding environment, educational institutions determine the achievement of quality student education and learning, in moral The learning process in the form of literacy is also not necessary done instantly, because moral literacy is a habit that continues into early childhood. Therefore, literacy in the form of character is a basic criterion for children's moral fortress, with the institutionalization of moral education, literacy itself will become an insight and basis for the development of moral literacy. (S.Sudrajwati, 2020)

Literacy itself is a skill in choosing material. According to Nurdiyanti, at the educational level, literacy is the basis of knowledge for children to learn writing and reading skills (Activities. Literacy activities are not only reading, but also equipped with activities that must be based on skills or tips to change summarizing, modifying, retelling the material that has been taught (Wachidah, Suwignyo, and Widiati 2017) Literacy activities include nonverbal skills, listening–speaking skills, visual skills, critical thinking, to technological skills (Pancarrani, Amroh, and Noorfitriana, 2017) The literacy campaign in schools is currently the government’s effort to develop the character of students as a reference for having good morals or a culture of morality in accordance with religious standards, especially Islam, in order to create moral learning before adulthood.

Deva Mega Istifariaanna's research explains that the inculcation of religious values in the animated film played by Nussa and Rara has religious values such as the attitude of helping, having faith and piety, being grateful and sincere so that if it is shown and watched by early childhood children they will have a strong religious character. good (D. Mega Itifarriana 2021). Then S. Sudjarwati in her research looked at the habituation of children in doing sadaqah every Friday, dhuha prayer is a form of habituation in increasing the religious character of early childhood (S. Sudjarwati 2020) Erni Yuliana's research shows that religious character is developed through various religious activities such as dhuha prayer, bathing, greetings, reciting the Koran, maintaining cleanliness, giving alms, etc. (Erni Yuliana 2021). Then the research conducted by Mutiawati explained that cultivating religious character can be done through the PAUD children's meal program (Mutiawati 2019). Siti Aminah explained that the development of religious character is rooted in children when they understand divine and human values (Aminah 2019)

It is from the results of this previous study that the researcher will focus on the implementation of the religious character of early childhood in the Alkhairaat Labuha Kindergarten, Halmahera Selatan by looking at the children's activities every day before the start of learning in class by memorizing short letters, short Yaumia hadiths and remembrance. tibbul qulub to improve children's religious character from an early age, this activity is carried out every anniversary not only on certain days such as Friday but every day at the start of learning to increase moral and religious values, this is what distinguishes researchers from previous studies. In this reality, early childhood behavior really needs to be emphasized on the basis of moral literacy, and becomes a habit in an orderly or disciplined manner, so that this character is truly reflected in religious morality, with the quality of human resources educators. Apply creative learning that is fun, creative and innovative by memorizing short letters, hadiths of Yaumia and remembrance of thibbul qulub every morning. Learn to invite children to practice moral literacy to properly develop their religious character.

**Method**

This research is a qualitative research (Sugiyono, 2012). Data and information collected This will be discussed with related theories (Rachmawati, 2007). Besides that, it was examined through the sources of literature and theories mentioned in the latest scientific journals on learning the formation of religious character in early childhood. This research is a qualitative research using interview methods and non–systematic observations with teachers and principals at TK Alkhairaat Labuha Halsel to obtain data by assessing the data obtained from the early learning behavior of children such as children reciting rote short letters, fluency in memorizing Amaliya's hadiths. and cohesiveness in reciting tibbul qulub before learning activities. Observations were carried out by researchers without any constraints or instrumental grids in the focus of research that has been carried out, thus enabling researchers to
increase the subjectivity of research based on facts and quickly make reports or notes based on these observations (Wachidah, Suwignyo, and Vidiati, 2017).

Results and Discussion

In the educational environment, especially in the form of character education programs, this has been carried out both formally and informally (S, Susilawati, 2020). This is intended as one of the follow-up support ideas in the form of learning activity designs that can develop religious character. Character education in essence must refer to the vision and mission of the institution concerned. This shows the direction of two things in student character namely human character and individual aspects of students, institutions and characteristics. preparing agents of change for the nation who will bring prosperity to the country. Educational institutions are no longer just a place to share knowledge, but also shape the attitudes, behavior, character and leadership of the younger generation (Rokhman et al., 2014). Therefore it is justified to reflect some of the basic values and character of Indonesia and develop them for all young people in the form of national character through education.

Learning Strategies to Improve the religious character of Early Childhood in Alkhairaat Labuha Kindergarten include the following: practice of ablution, the practice of praying dhuha in the congregation, developing memorization, learning to read hijaiyyah letters, reading short hijaiyyah letters, reciting remembrance, memorizing short letters, memorizing Yaumiah Hadith reading daily prayers, praying for sick friends, visiting orphans, visiting sick people on holidays, fasting at school, meeting with neighbors, and munaqosah (general examination of the Koran with multiple readings).

Early childhood education is graduates with good academic achievement and character. This can be achieved by integrating character development into the teaching process in Kindergarten. Character development can be integrated into all curricula and teaching processes. Therefore, teachers must prepare for character development, starting with planning, implementing, and evaluating. Overall character development in the teaching and learning process can be carried out in the preliminary, core and closing activities. Integrating character building into core teaching activities and learning processes, which can be carried out in exploration, elaboration, confirmation and science activities.

Implementation of moral or moral literacy in learning at Kindergarten Alkhairaat Labuha Halsel in the form of praying dhuha in the congregation but there is still no fluency in memorizing and orderly prayer, in memorizing short letters most of the children can memorize but they don’t look perfect in their pronunciation, as well as in memorizing hadith Yaumiah hadiths are still seen, only some children can recite and memorize them perfectly, unlike the remembrance of Thibbul Qulub, most of the children are able to memorize and sing properly and correctly. It can be seen that the role of moral literacy in improving the quality of children's religion is still lacking. Several factors that influence the realization of the role of children's moral literacy in improving the quality of religion can be proven by the results of the achievement of the indicators described as follows:

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<th>Table 1. Student data before conducting research on the implementation of moral literacy in improving religious character in early childhood</th>
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Observations and interviews based on pre-action implementation Moral literacy improves children's religious character and achieves BSH standard achievement index results (as expected) from the results of the first week’s observations of moral literacy of Duha prayer and memorization of short letters from 15 new people, four children who can pray Duha prayer and BB (not yet developing) memorizing short letters well, while Yaumia’s literacy memorization of hadiths is only three children who can memorize them well BB (not yet developed) and moral recitation of Thibbul Qulub’s remembrance has begun to develop BSH (developing as expected).

The implementation of moral literacy has not gone well through the religious character of students and duha prayers and memorizing short letters, Yaumia’s hadith missed the target except for remembrance of titbul Qulub because research shows that early childhood needs stimulation and rewards to develop positive emotions and motivate them to be involved in activity and maximize the use of anxious age when it is easy to hone and instill moral values (Rahman 2009). In this case, the role of enhancing moral character in learning is something that cannot be instilled by the teacher so that it requires continuous action and habituation.
Observations and interviews based on implementation actions Moral literacy improves children’s religious character and achieves the results of indicators of achievement of BSH standards (develops according to expectations) after the implementation of moral literacy, we can see in the practice of dhuha prayer and memorizing short letters at the meeting of the second to third week four on average already BSH, (developing as expected) as well as memorizing Yaumia’s hadiths even though the development is not like memorizing short letters but students have started to be good at memorizing short hadiths of Yaumiya, BSH (developing according to expectations) and remembrance of Thibbul Qulub this is very good, seen from the way the students recite the dhikr with very melodious songs and rhythms and the utterance of the letters is very clear BSH (develops according to expectations). From these results it can be seen that the role of morality in improving the religious quality of early childhood there has been an increase from the average performance indicators according to the RPPH, holding dhuha prayers and memorizing the letters of the abbot, memorizing the Yaumiya Hadith and remembrance of the Thibbul qulub of the students at the Alkhairaat Labuha Kindergarten, Halsel, from the observations made, the learning was very enjoyable for the students.

Table 2. Interview Results, Principals, Teachers and Parents, students

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<th>Interview Object</th>
<th>Results</th>
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<td>Principal of Tk Alkhairaat labuha</td>
<td>&quot;in accordance with the Vision and Mission of Tk Alkhaairat labuha Moral/ahlak literacy activities that are held at schools in the form of congregational Duha prayers and memorization of Pendek letters, as well as Yaumiya hadiths and remembrance of Thibbul Qulub are mandates from the founder of the Alkairaaat Guru Tua Habib Idrus Bin Salim Aljufri foundation&quot;</td>
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<tr>
<td>Teacher</td>
<td>&quot;Students who understand the motivation of the role of morality or moral literacy in improving religious character will be more active in carrying out Duha prayers by memorizing short letters as well as the hadith of Yaumiya and Zikir Thibbul Qulub, it is hoped that this will become a habit later on at every opportunity.&quot;</td>
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<tr>
<td>Parent</td>
<td>&quot;Children really need learning like this because it strengthens the Islamic faith and develops positive habits in young children, with the implementation of this moral literacy it has an effect and the results are very good for us as parents at home.&quot;</td>
</tr>
<tr>
<td>Student</td>
<td>&quot;Mom tomorrow I will be the priest for Duha prayer, yes, and I also like to memorize hadiths and remembrance&quot;.</td>
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From the results of the interview with the school principal, Ms. Fatma explained that she was very proud and happy with the moral and religious literacy program implemented by her school to improve the religious character of early childhood, while the results of interviews with three teachers showed that applying this moral literacy students made very good changes, while conducting interviews with 5 people representing the parents of students, most of them thought that the application of moral literacy had a very good or positive effect on the development of the child’s religious character so that this should continue to be carried out in schools, Interviews with students Children enjoy the role of morality in their habits and learning activities. According to research conducted (N.Kusamastuti 2020).

Implementation of moral literacy to improve children’s religious character will work well at school if this is also supported by the role of parents at home. Lack of intense parental attention at home due to a busy schedule. There is a vocation that causes children to fail to continue reciting the Koran and reading prayers frequently and fluently, thus making moral indoctrination not in line with learning at school (Khaironi 2017). The impact of technological developments in the form of gadgets reduces the moral and religious qualities of early childhood because at that level they still do not have a virtual understanding. Lack of empathy for young children because they are not used to giving or sharing, so that the money given by parents does not go into the charity cup for each child (Siswanta 2017).

Conclusion

Implementation of moral and religious literacy to improve the religious character of Early Childhood in Alkhairaat Labuha Kindergarten has changed and developed the practice of dhuha prayer movements memorizing short letters, hadiths of Yaumiya hadith and remembrance of Thibbulqulub which are recited and memorized properly without having to be guided again by their teachers have been able to do it at the beginning of each lesson with fluent reading and melodious voice, then moral literacy is the development of morals or morals to form a religious character from verbal and non-verbal knowledge from an early age through interview data and results of studies conducted with data in the form of observation, age already can be improved. The role of educators in realizing the role of moral literacy in improving the religious quality of early childhood determines the success of the program, because interesting learning requires innovation and, according to teacher research, is the key to increasing the effectiveness and efficiency of basic skills. in reading, writing and memorizing. This study can be recommended at the same educational level as early childhood education elsewhere. For future researchers, this should be done through broader and further research related to the role of parents to improve children’s religious character.
References


