



The Role of Family Education in Improving Religion and Moral Values in Early Childhood

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Abstract

This study explores the family education program's role in enhancing children's religious and moral values at Hamizan Lubuklinggau Kindergarten. Employing a qualitative approach, data collection involved observation, documentation, and interviews. The analysis highlighted six family education programs, including socialization activities, parenting classes, parental involvement, joint events, consultation days, and home visits. The study identifies family education's five-fold role: promoter, inspirer, motivator, guide, and role model. However, challenges surfaced, such as limited interaction time due to parental and economic commitments, communication difficulties, and external influences like technology and peer interactions. In conclusion, the family education program significantly contributes to children's moral and religious development, yet addressing challenges, like time constraints and technology's impact, is vital for sustained efficacy. This research sheds light on the pivotal role of family education in nurturing children's values, urging continued efforts to overcome hindrances and optimize its impact.

Keywords: *Family Education, Religious and Moral Values Cultivation in Children, Parenting Education*



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INTRODUCTION

Education is one of the human efforts to build his personality in accordance with the values in society and culture. The term education or *paedagogie* means guidance or help given intentionally by adults so that they become adults. Adults here are meant to be responsible for themselves biologically, psychologically, *paedagogically* and sociologically (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023). In Sudirman's perspective, education is defined as the efforts of other people to become adults or to reach a higher level of life or livelihood in a mental sense. In Law Number 20 of 2003 Chapter 1 Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, community, nation and state. Education is a shaper of the nation's personality that starts from early childhood to adulthood (Kamaruddin et al., 2023).

Forming the personality of an educated nation starts from early childhood to adulthood. In Law Number 20 of 2003 concerning the National Education system in article 1 Paragraph 14 states that early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Hastuti & Utomo, 2022). From the statement of the Law, it is explained that early education is education provided from birth to be able to form children's readiness for further education physically and spiritually. Physically means that children are seen in terms of their bodies such as tall bodies with balanced body weight and children's intellectual intelligence (IQ), while spiritually it can be seen from the development of attitudes and behavior in accordance with expectations and increasing spiritual intelligence (SQ) and emotional intelligence (EQ) (Utama, 2018).

These three intelligences are very important to develop in educating children to a bright future. Children are not only given food, drink and a smart brain to live but also equipped with spiritual knowledge, namely religion and good morals so that later children can live their lives well in this modern era and can live in society (Satianingsih., Maftuh, & Syaodih, 2018). Thus, we can form children who can grow and develop with a good personality, namely the development of intellectual intelligence that is harmonized with the increase in spiritual intelligence (religion) and emotional intelligence (morals) so that it becomes the personality that this nation expects. There are many examples of how people are derailed because of low morals or morals, even though the person is intellectually smart and graduated from a famous university, his career and life are destroyed because he does not have good morals or morals. For this reason, parents are required to introduce religion and morals to children from an early age or childhood (Rachmad et al., 2023).

Childhood is the most important period in human life. At this time is the most appropriate time in instilling all forms of education. Especially is education in the family because children are God's mandate to parents who will eventually inherit responsibility. Megawangi in the book development and basic concepts of early childhood argues that the family is the first and main educator (Megawangi, 2009). Family involvement in the education of their children with cooperation between educational units and families and communities based on an agreement on the principles and roles of each based on the principles of mutual cooperation, equality,

mutual trust, mutual respect, and willingness to sacrifice to build an educational ecosystem that fosters character and a culture of achievement (Permatasari, Keguruan, & Pendidikan, 2021). In the process of early childhood growth and development is an interaction between various factors, both internal (within) and external (outside the individual) (Ramli, 2022). Parenting patterns in the family affect child development, because it is related to the ways used by the family in interacting with children, including the values, norms and rules used by the family (Savage, Tarabulsy, Pearson, Collin-Vézina, & Gagné, 2019).

One of the basic attitudes that a child must have to become a good and right human being is to have good moral attitudes and values in behaving as God's people, children, family members and community members (Dwi Tsoraya, Primalaini, & Asbari, 2022). Early childhood is the best time to lay the foundations of value, moral and religious education (Sari, 2023). Teachers and parents play a very big role in building and laying the foundation of morals and religion to these early childhood (Hambal, 2019). Parents and teachers must work together in various efforts in order to guide early childhood to have a good personality, which is based on moral and religious values. By providing a foundation of moral and religious education, an early child can distinguish right and wrong behavior. For example, an early childhood should not lie, take things that do not belong to them, or disturb others (Jaenullah, Ferdian Utama, 2022). Islam recognizes the term lifelong education concept summarized in the phrase "Minal-Mahdi I lâ al lahdi" from cradle to grave. The concept of long life education involves many elements that shape human personality from birth to death. Among these elements are: parents, family, environment, school, and friends. We can clearly see that parents are the closest element that will greatly affect the child's personality.

The Messenger of Allah (saw) reminded the important role of parents with his words: "Every child is born according to his fitrah, only his parents will make him a Jew, a Christian or a Magi". In this hadith it is clear that parents in a family play an essential role in the growth and psychological development of children as well as social and religious values in children. For this reason, a family is required to be able to place the child in the child's initial learning place, namely an institution that can be invited to work together in developing the child's best potential. A good early childhood education institution is not assessing children from their academic development alone, but rather the process that children carry out in other developmental processes. Aspects of early childhood development, namely, the cultivation of religious and moral values (NAM), Physical Motoric (gross motor and fine motor), Cognitive, Language, Social Emotional (Sosem) and Art. These six aspects of development are the basis of the learning process in early childhood institutions in Permendikbud No. 137 of 2014 concerning PAUD National Standards and Permendikbud No. 146 of 2014 concerning PAUD Curriculum with the concept of learning while playing. Early childhood education institutions work with parents as families, and communities to jointly develop the learning that children receive so that children can grow and develop properly.

Through observations that have been made by researchers at Hamizan Lubuklinggau Kindergarten. Families, in this case the parents of students, still value early childhood education only in fulfilling physical needs and academic development. Parents demand their children to be able to write, read and count

(CALISTUNG) immediately. They are proud if the children they send to early childhood institutions can do CALISTUNG well. Parents still do not understand the spiritual needs of children and other aspects of early childhood development, especially the cultivation of religious and moral values provided by the school (Kartikawati, Roni, & Purwanti, 2022). Therefore, early childhood institutions in collaboration with the village PAUD Mother and the City PAUD Mother to broadcast the importance of family education in which invites parents and families to get to know more about the actual aspects of early childhood development. Families are expected to be good partners in the process of child development (Ferdian Utama, 2017).

From the above, it can be concluded that education is the shaper of the nation's personality. The reliability/quality of education will affect the life of a nation and society, both now and in the future. Thus, the nation's ability to face the future is largely determined by the mechanism and education system that is owned and is running. Education is carried out from an early age, to fulfill it, it requires the role of various parties, namely from the community and the environment. Especially from families who send their children to an educational institution that includes the role of family education. In family education, parents can find out that there are many learning processes received by children who go to early childhood education institutions, including knowing the six aspects of development, especially the cultivation of religious and moral values, which are the basis for laying good character and noble morals. Children are not only seen from a healthy body and a smart brain but also from good attitudes, behaviour, and actions as well (Yusup, Marzani, Lubis, & Anggraeni, 2023). Based on the background described above, the researcher is interested in researching "The Role of Family Education in Improving the Cultivation of Religious and Moral Values in Group B Children at Hamizan Lubuklinggau Kindergarten".

METHODOLOGY

The type of research used by researchers is qualitative research and the research approach is descriptive qualitative research. This method was chosen because the problems discussed in this study are not related to numbers, but involve describing, describing and describing a problem that is happening. This research includes detailed research on a particular object during a certain period with in-depth and comprehensive time including the environment (Mulyadi, 2019).

The research was conducted at Hamizan Kindergarten, Ulaksurung, Lubuklinggau Utara II. The reason for choosing Hamizan Lubuklinggau Kindergarten as the research location is because Hamizan Lubuklinggau Kindergarten is an early childhood education institution that applies family education in improving the cultivation of religious and moral values of children in every learning activity which is located close to the researcher. The research time is about five months from February to June 2022. In this study, researchers used data collection techniques: interviews, observation and documentation. While the data analysis techniques used are data reduction, data presentation, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Building cooperation with various parties that support smooth learning and assessment in PAUD is an essential task of an early childhood education institution. For this reason, existing PAUD institutions are required to include other parties in the process of managing and assessing learning. One of these supports is from the parents as the family of students who take the early childhood education pathway. PAUD institutions are required to involve parents in learning and assessment activities in children so that all expectations of the school and the families of students can be achieved by what is desired together to create quality human resources in the future (Eka & Wati, 2022). Support and cooperation from outside parties related to and close to the school environment is needed in the smooth learning process of children. Parents of students are important supporters, with their support and cooperation, we can carry out learning and assessment together more easily. The knowledge we provide to children can also be shared with parents in the family education program that we do so that it is felt easier in guiding children to a better future.

Based on the results of interviews conducted by researchers, the family education program in improving the cultivation of religious and moral values in group B children at Hamizan Lubuklinggau Kindergarten there are six programs implemented by the PAUD, namely routine activities of socializing the vision, mission, goals of PAUD institutions at the beginning of each school year, regular meetings of student guardians in parenting classes or parent meeting classes (KPO), parent involvement in children's groups/classes (KOK), parent involvement in joint events (KODAB), parent consultation days, and home visits. From the data obtained from interviews and field observations, in every activity of the family education program, it has been carried out programmatically and routinely, these programs are carried out through deliberations with parents so that they can be carried out according to a mutually agreed time. In this activity, the school institution can harmonize and equalize the learning of planting religious and moral values of children at school and in the family environment so that the education carried out for children does not collide and cause problems for the child's development stage.

The role of family education in improving the cultivation of religious and moral values has been well implemented and greatly helps stabilize the development of religion and morals of children in Hamizan Lubuklinggau Kindergarten. The involvement of parents as families of learners is expected to support activities in PAUD institutions that are carried out in deliberation. The harmony between family education and the development programs of the institution is expected to be able to produce the next generation of the nation who knows the religious and moral values that apply in this Indonesian society. In Kohlberg's perspective, moral development (moral development) relates to the rules and values regarding what a person should do in his interactions with others (Carmichael, Schwartz, Coyle, & Goldberg, 2019). Children when born do not have morals (immoral). However, there is potential within them that is ready to be developed. Therefore, through their experiences interacting with others (with parents, siblings, and peers), children learn to understand which behaviors are good, which can be done, and which behaviors are bad, which should not be done.

In accordance with the results of research on the role of family education in improving the cultivation of religious and moral values of children conducted at

Hamizan Lubuklinggau Kindergarten has been carried out well, the role of family education in improving the cultivation of religious and moral values is, the role as promoter, inspirer, motivator, guide and role model. From these data, researchers draw conclusions in accordance with existing conditions, as follows:

- a. The family education program that was implemented went well according to the schedule and almost all parents of learners attended and the discussion was active in the meetings held.
- b. Learning to instill religious and moral values through training and habituation methods in the classroom is also done at home with the family, especially parents.
- c. The Hamizan Lubuklinggau Kindergarten institution accepts criticism and suggestions from guardians as families of students sincerely for the progress of children's education.
- d. Parents as families and PAUD institutions both feel they get help in the process of educating children in the cultivation of religious and moral values.
- e. Children are eager to go to school because they get good treatment at home and at school.
- f. Children's behavior is gradually getting better than before.
- g. Children are able to socialize well with their teachers and friends.
- h. Children are able to achieve developmental indicators of religious and moral values well and as expected.
- i. Activities planned by the government through PAUD institutions run well and smoothly.
- j. Education to children runs according to the expectations of parents as a family and the institution reaches the target of the vision, mission and goals of the institution.

In every program, there are certainly some obstacles that are a challenge for PAUD institutions in the future to be better. However, these obstacles are not a barrier to the implementation of the development of learning carried out by the PAUD institution and can be an evaluation material in improving the cultivation of religious and moral values of children in the future. Bronfenbrenner in his theory of ecology and contextual which explains the influence on the process of child development is very useful to know the inhibiting factors in the social environment that can affect child development. Factors inhibiting child development include poverty, lack of play facilities, poor communication and inappropriate technology in children. after knowing these inhibiting factors, educators in the school and family environment can take steps to prevent child problems or to solve problems in the development of their students.

Based on the results of research conducted at Hamizan Lubuklinggau Kindergarten, the obstacles in carrying out the role of family education in improving the cultivation of religious and moral values in children are limited time to meet with parents and children, communication difficulties with families who are busy with economic activities or other activities, the influence of the child's social environment such as frequent play, the rapid influence of science and technology such as watching television, playing cell phones, and playing without limits outside the home. To overcome these obstacles, the Hamizan Lubuklinggau Kindergarten Institution plans

the family education program as well as possible in order to improve aspects of child development, especially on the cultivation of religious and moral values as the child's initial foundation and ready to live his life in the future.

CONCLUSION

The family education program in improving the cultivation of religious and moral values of group B children at Hamizan Lubuklinggau Kindergarten has been running well, there are six programs, namely, routine activities to socialize the vision, mission, and goals of PAUD institutions at the beginning of each school year, regular meetings of student guardians in parenting classes or parent meeting classes, parent involvement in children's groups/classes, parent involvement in joint events, parent consultation days, and home visits. The role of family education in the cultivation of religious and moral values of group B children at Hamizan Lubuklinggau Kindergarten is very helpful in stabilizing the development of children's religion and morals. The involvement of parents as families of learners is expected to support activities in PAUD institutions that are carried out in deliberation. The harmony carried out by family education and development programs from institutions is expected to be able to produce the next generation of nations who know the religious and moral values that apply in this Indonesian society. The role of family education in improving the cultivation of religious and moral values of group B children at Hamizan Lubuklinggau Kindergarten has also been running well in accordance with what has been planned and deliberated together. The obstacles to the role of family education in improving the cultivation of religious and moral values of group B children in Hamizan Lubuklinggau Kindergarten are, limited time to meet with parents and children, communication difficulties with families who are busy with economic activities or other activities, the influence of the child's social environment such as frequent play, the influence of the rapid development of science and technology such as frequent television watching, playing cell phones, and playing without limits outside the home.

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