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## Dominant Factors Affecting the Development of Religious Values and Morals of Early Childhood in Childhood Early Education

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### ABSTRACT

The the development of religious and moral values for early childhood is an important foundation process to form the resilient characters for the nation's children in 25-45 years ahead. The objective of this research is to describe the achievement level of early childhood development, analysis of the dominant factors that shape the development aspects of religious and moral values of children aged 4-6 years in PAUD District Kuok, Kampar. The research methodology used in this study was a survey in the form of quantitative descriptive. The research findings show that the achievement of early childhood development rates for ages 4-6 years, from 6 indicators, it turns out that most of the children in the category developed based on expectations (BSH = 65.50%) and developed very well (BSB = 11, 36%). Meanwhile, internal and external factors are both dominant and conducive to the development of the religious and moral values toward early childhood in the Kuok Sub-District Kindergarten, Kampar. The implication needs more focused research on the values of religious and moral value development of children in the context of local wisdom in line with the motto of Kampar "Serambi Mekkah/The Foyer of Mecca", Nagari Bersendikan Sarak, Sarak Bersendikan Kitabullah dan Sunnatulloh (a city based on Sharia and Sharia-based on Qur'an and Sunnah of the prophet).

## 1. Introduction

The development of early childhood in terms of religious and moral values is very tormenting for many groups, especially for early childhood education observers because they believe, they are the asset of a nation, or also called the golden age.

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Numerous negative behavioral phenomena are repeatedly seen in everyday life in children. Through newspapers and television as well as social media aired or exposed cases of early childhood who speak irreverently, often imitate violent scenes, mimic and act adult behaviour that is not worth to imitate, such as pornography and pornographic action, even the suicide scene has been affected on children. Indeed, among the unique characteristics of early childhood, is their innocent and tend to imitate something without any filtering to what it finds in its surrounding environment. Since the massive development of communication information technology (ITC), the children's environment is quite broad and abundant that can be seen and heard through mass access to digital information. Meanwhile, digital information devices or media have a general message content, many of which are not well watched or observed by early childhood, so their contribution tends to be destructive for their development, especially in the aspects of religious and moral values. Ilham (2017) states that in the current era of globalization where the development of information is widely spread which can be accessed easily by anyone, it causes various values or negative external elements to no longer be filtered so that easily influence the thought and character of the generation (current generation), so that there arises a concern about the loss of identity-related to the decline of appreciation of religious values, nationalism, national cultural values and the development of individual morality. Allah says in the Qur'an "And fear Allah those who would have left behind those weak children, whom they feared for (their) morals. Therefore, let them fear Allah and let them say the true word (QS Annisa: 4: 9)". Early childhood must be prepared to face challenges and increasingly fierce and severe future competition by shaping their strong and superior character, not only in terms of science and technology but also moral and religious. Diani Junita, et al. (2018) suggests that student must have the ability to communicate, adapt and build relationship obtained from the ability of ICT and foreign language". Meanwhile Thomas Lickona, *Character Matters* (2004) say Children are 25 percent of the population but 100 percent of the future. If we wish to renew society, we must raise up a generation of children who have strong moral character (in Anderson and Glover, 2017).

The role of Early Childhood Education (PAUD) is very important and vital in constructing children's character. Character education is plus character education, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action). According to Thomas Lickona (in Zulkifli N, *Educhild*: 2013) that without these three aspects, education character would not be effective. PAUD rules to facilitate the growth and development of children as a whole and emphasize the development of all aspects toward children's personality (Masitoh, et al., 2005). According to Permendikbud Number 137 of 2014 concerning Early Childhood Education Standards in Article 7; paragraphs (1) and (3) are: (1) the achievement level of child is the development itself and development of children that can be attained at a certain age range; (3) Child development as mentioned in paragraph (1) is an integration of the development of religious and moral, physical-motoric, cognitive, language and social-emotional values, as well as art. The exertions or efforts in developing religious and moral values in early childhood is not as easy as turning the palm of the hand, many factors influence it,

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both the internal and external factors of the kids. Berk. (2013) says several factors jointly affect the child's willingness to adopt societal stands: (1) parental of discipline, which varies with type of misdeed, (2) the child's characteristics, including age and temperament, (3) the parent's characteristics; and (4) the child's view of both the misdeed and the reasonableness of parental demands. Cyrus T. Lalompoh and Kartini Esther Lalompoh (2017) mention that the relevant moral development of children is assessed according to the Pancadaya theory, namely (a) hereditary power, (b) environmental power, (c) power comes from the collaboration of offspring and environment; (d) own initiative power, and (e) the power of God's Almighty. Factors that need to be trained in the development of religious values and morals of early childhood according to Asti Inawati (2017) are "hidden curricula" in addition to the process of identifying children with religious and moral values. A hidden curriculum is a form of giving examples or activities that can improve understanding and add to the child's experience of positive attitudes that are beneficial for the development of morality. The hidden curriculum includes teacher exemplary, a variety of students, school environmental management, and disciplinary policies.

Analysis of factors that can be constructive and otherwise damaging to the development of moral religious values of early childhood need to be scientifically examined. Some cases of violence against children, sexual abuse, drugs trade; and pornographic and pornographic content through electronic and printed social media channels are so massive and intensive which stimulates behaviour deviating from religious and moral values among children, adolescents, and adults. Statistics from Riau Children Protection Commission (KPAI) on the acts of sexual violence against minors in the past four years is truly alert in the percentage between 54% -58% or from 2,462-3,339 cases of sexual violence. Riau Province shows an increasing trend of child cases, not only cases of sexual violence, but also other cases (Chairperson of Riau P2TP2A in Tribune, Thursday (07/20/2017). Based on the thinking and reasons stated above, the scoped problem discussed is what and how are the dominant factors that influence the development of the religious and moral values of early childhood in PAUD in Kampar, Riau? The purpose of the discussion in this article is to map: (1) aspects of the development of the religious and moral values of children aged 4-6 years; and (2) dominant factors that influence the development of religious and moral values of early childhood (4-6 years). This paper is based on the results of the research that the writer did in early childhood in the District of Kuok PAUD Kampar Riau District in 2018.

## **2. Methodology**

In accordance with the formulation and research objectives, the methodology used was a quantitative descriptive survey, conducted in the Kuok Sub-District Kindergarten, Kampar District, Riau Province in 2018. The population of the study was all PAUD teachers in Kuok Sub district as many as 72 PAUD teachers. Due to the small population, all members were taken as research subjects (saturated samples). The data collection technique, first, determine the development aspects of

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religious and moral values that will be observed based on the standard level of achievement of child development (Permendikbud 137 of 2014) and control internal and external factors based on theoretical studies; second, the writer went down to the selected PAUD unit to observe the child's real behaviour in aspects of religious and moral values, as well as the factors that influenced it by involving local PAUD teachers to observe and fill in the instruments (observation sheets) that the writer spread, and reinforced by interviews and analysis of the teacher's diary. Meanwhile, data analysis techniques, first, check and reduce data obtained from the field, secondly give data code and scoring (quantitative analysis); and second, calculate the percentage of the comparison of ideal scores and factual score times 100% (factual score / ideal score x 100%) for each aspect of development and the factors that influence the development of children aged 4-6 years. From data analysis, it can be seen the description of the developmental aspects and the dominant factors in the development of the religious and moral values of children aged 4-6 years as seen in the presentation in the following table and graph.

### 3. Results and Discussion

#### *Achievement of development level of the religious and moral values of children*

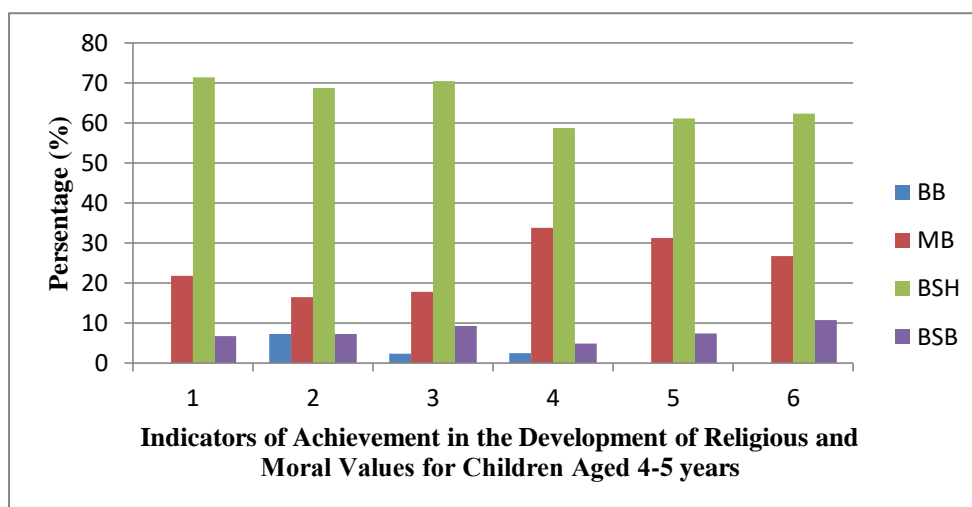
Based on the 6 indicators measured in this study, an illustration of the achievement of the development of religious and moral values of early childhood (4-6 years) in PAUD (TK, Kindergarten) in Kuok Sub district, Kampar District is as in Table 1:

Table 1. Achievement of NAM Development for children aged 4-5 years

No.	Indicators	Development Category				Total %
		BB	MB	BSH	BSB	
1.	Knowing his religion	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.	Say a prayer before and/or after doing something	2,34	17,86	70,42	9,37	100
4.	knowing good/polite and bad behaviour	2,49	33,82	58,71	4,98	100
5.	Get used to behave well	0,00	31,33	61,20	7,47	100
6.	Say and responds greetings (Salam)	0,00	26,79	62,37	10,83	100
Average (%)		2,03	24,70	65,50	7,79	100

Criteria: 1. Not yet developed (BB  $\leq$ 24%); 2. Start Growing (MB = 25-50%); 3. Develop according to expectations (BSH = 51-75%); 4. Very Good Development (BSB  $\geq$ 75%).

The development of aspects of religious and moral values of children aged 4-5 years, even though most of them are in categories of BSH (developed according to expectations), but still quite a lot of children aged 4-5 years (24.70%) in the category began to develop, not even developing aspects of religious and moral values (Figure 1).



Note: 1. Not yet developed (BB); 2. Start Growing (MB); 3. Develop according to expectations (BSH); 4. Very Good Development (BSB).

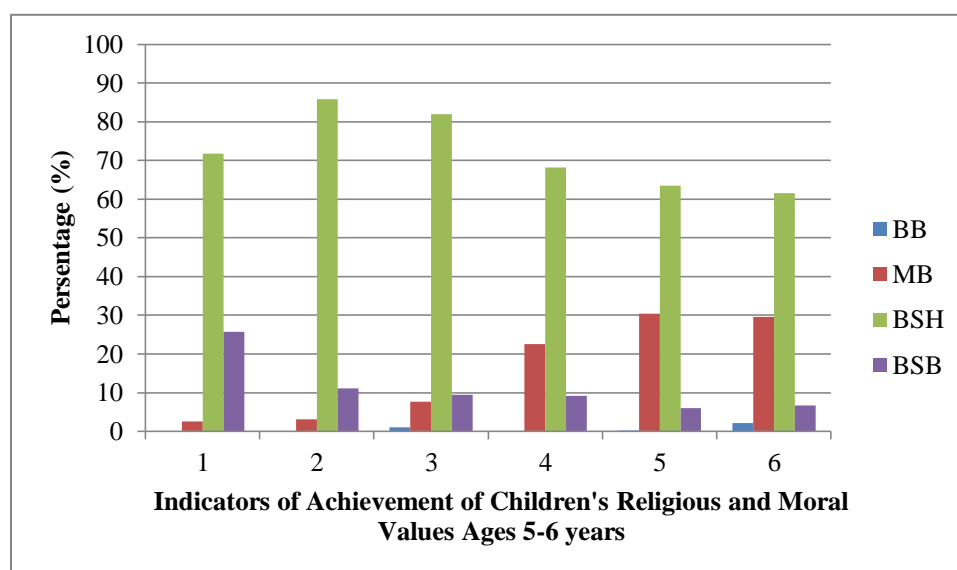
Figure 1. Graph of Achievement Levels of Development of Religious and Moral Values of Children 4-5 years of age in Kuok PAUD, Kampar

The development of the religious and moral values of children (NAM) aged 5-6 years can be seen in Table 2.

Table 2. Achievement of AUD NAM Development Aged 5-6 years

No.	Indicators	Development Category				Total
		BB	MB	BSH	BSB	
1.	Knowing his religion	0	2,59	71,74	25,67	100
2.	Practicing his religion/worshipping	0	3,08	85,77	11,15	100
3.	Showing honest, helpful, polite, respectful, sporty, etc.	1	7,66	81,89	9,45	100
4.	Maintaining personal hygiene and environment	0	22,59	68,16	9,25	100
5.	Knowing his religions celebration	0,2	30,35	63,48	5,97	100
6.	Showing respect and tolerance to others congregants	2,19	29,55	61,59	6,67	100
Average (%)		0,57	15,97	72,11	11,36	100

Criteria: 1. Not yet developed (BB  $\leq$ 24%); 2. Start Growing (MB = 25-50%); 3. Develop according to expectations (BSH = 51-75%); 4. Very Good Development (BSB  $\geq$ 75%).



Note: 1. Not yet developed (BB); 2. Start Growing (MB); 3. Develop according to expectations (BSH); 4. Very Good Development (BSB).

Figure 2. Graph of Achievement Rate of Development of Religious and Moral Values of Children Aged 5-6 years in Kuok PAUD, Kampar

Based on the data in table 2 and figure 2 above, it can be seen that most of the level of development of religious and moral values of children aged 5-6 years in TK Kuok Sub district, Kampar are in the BSH category (72.11%) and a small percentage are in the BSB category (11.36%). As it turned out, there were a number of early childhood in the BB and MB categories (0.57 + 15.97%). In the aspect religious and moral values, the category BB and MB should be zero percent (0%), since religious and moral values are the basis and effect on the behaviour and character of children. In this case, PAUD teachers are demanded to review and develop more effective learning strategies so that the religious and moral values of children can be increased from BB and MB to BSH and BSB for children aged 4-6 years in PAUD (TK) by putting attention to the condition of the child and his environment.

### *Factors in the Development of the AUD NAM PAUD in Kuok Sub district*

Internal factors that are considered dominant in influencing the development of religious and moral values of early childhood (NAM AUD) mentioned in the following table.

Tabel 3. Internal factors that influencing the development of religious and moral values of early childhood (NAM AUD)

No.	Internal Factors	ST/ Very High	T/ High	Sdg/ Average	R/ Low	SR/ very Low	Total
1	Children intelligence	12,41	29,99	44,49	12,8	0,31	100
2	Children Emotional	12,64	31,92	43,95	11,03	0,46	100

	intelligence						
3	Children interests and attention	16,53	35,19	37,64	10,33	0,31	100
4	Children physical's health	23,28	35,62	33,85	6,86	0,39	100
5	Children Awareness on rules/policies	18,07	42,39	29,65	9,35	0,54	100
6	Children independence	20,64	38,99	32,19	7,26	0,92	100
7	Children miss behaviour (character)	0	0	0,31	14,23	85,46	100
<b>Average (percentage)</b>		14,80	30,59	31,73	10,27	12,63	100

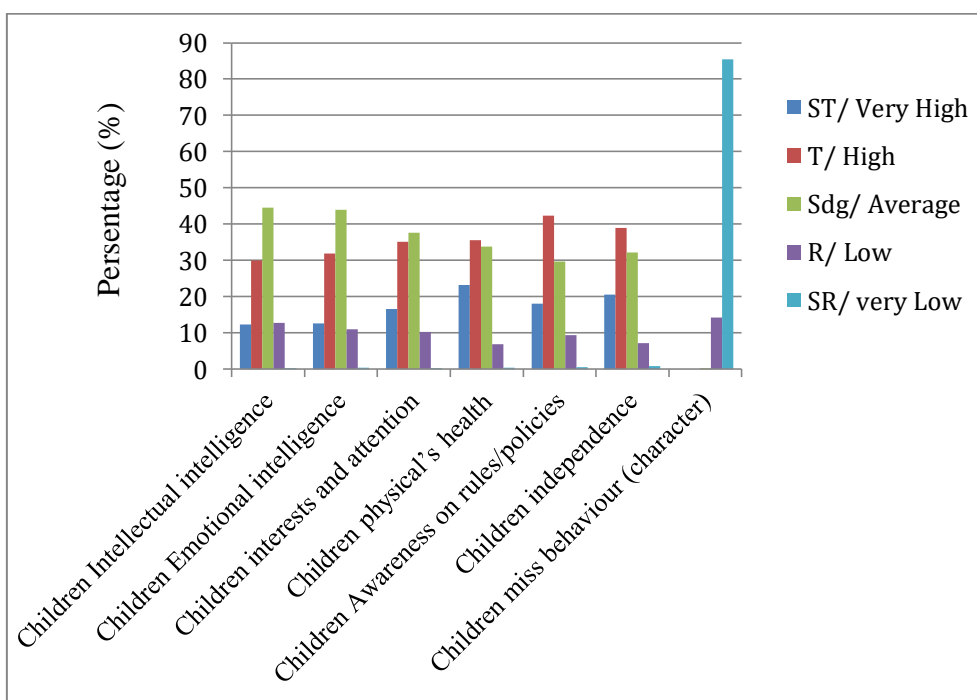


Figure 3. Internal Factors Affecting the Development of NAM AUD

Based on the data in table 3 and the graph in Figure 3 above, it is known that the dominant internal factors affecting the development of AUD NAM in PAUD Sub-District Kindergarten are: (1) awareness of rules/policies (60.46%), (2) children independence factor (59.63%), (3) physical health factors of children (58.9%); and (4) factors of interest and attention of children (51.82%). The external factors that were studied and allegedly dominant influenced the development of religious values and morals of early childhood (NAM AUD), there were 17 factors as given in Table 4.

Table 4. External Factors Affecting Development NAM AUD

No.	External Factors	Very Good	Good	Enough	Poor	Not Good
1	The harmonious relationship between his parents (based on teacher's knowledge)	34,99	47,56	11,48	5,97	0,00
2	Parents exemplary	34,83	45,70	13,96	5,51	0,00

3	Parents' time availability with children at home	41,10	40,02	14,76	4,12	0,00
4	Parents' supervision and caring	49,96	31,64	13,86	4,54	0,00
5	Children home's physical conditions	28,78	48,33	18,00	4,89	0,00
6	Children environmental condition	29,87	50,89	14,20	5,04	0,00
7	Children's social life with their peer	33,72	45,93	14,83	5,23	0,29
8	Electronic devices (TV Program , Video, PS, Adult pictures) around children	24,67	44,20	24,98	6,15	0,00
9	Learning facilities, practicing religion and APE provided in the kindergarten	32,43	39,88	22,03	5,66	0,00
10	The availability of save playground for children	31,24	46,85	16,55	5,36	0,00
11	Exemplary from religious figure, custom figure, and public figure around children.	29,87	40,19	24,75	5,19	0,00
12	The function of community social institution (Custom office/hall and health post/centre)	3,80	71,22	24,36	0,62	0,00
13	The function of community social institution (Mosque, Religious Forum, Qur'an School, etc.)	7,68	69,43	22,89	0,00	0,00
14	Government policies on PAUD	9,42	64,55	26,03	0,00	0,00
15	The role of security forces (police, Health centre/ PUSKESMA, and National Narcotics Agency / BNN around the community.	12,72	67,46	18,89	0,31	0,62
16	The roles of custom figure, religious leader; Religious Office Affairs/KUA; Indonesia Ulama Council/MUI, Islamic Dawah Institution	2,97	69,39	26,78	0,86	0,00
17	The role of school committee (TK) in developing NAM AUD	15,28	67,26	17,38	0,08	0,00
Average percentage (%)		17,01	58,04	22,46	2,42	0,06

Note: SB = Very good; B = Good; C = Enough; KB = Poor; TB = Not Good



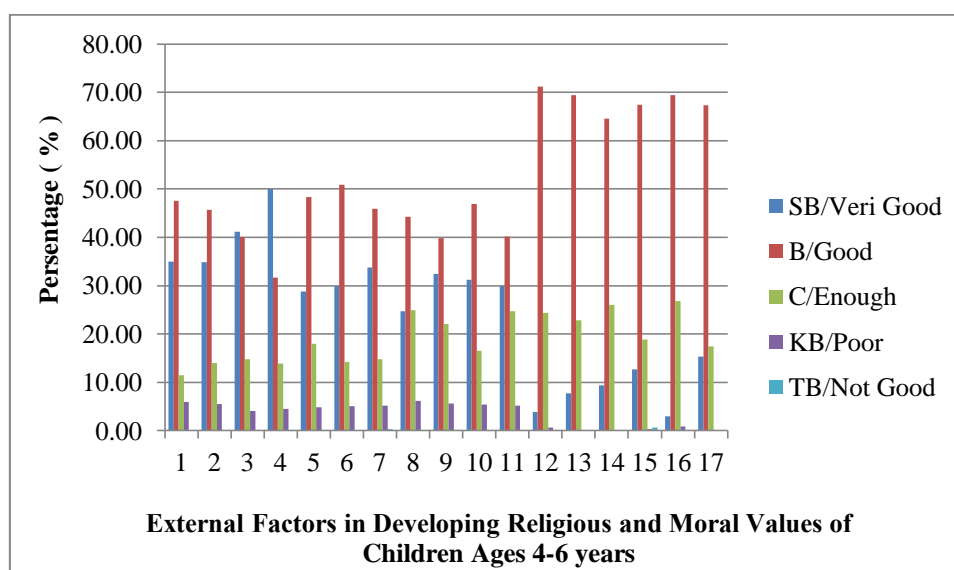


Figure 4. Percentage of External Factors Affecting the Development of Religious Values and Moral of AUD

Based on the data in table 4 and the graph in figure 4 above, it is visibly can be seen that 17 external factors studied turned out to be very dominant (good and very good categories = 75.05%) affecting the development of the NAM AUD in PAUD Sub-District Kindergarten. It means that 17 external factors of the child are very conducive to the development of the religious values and morals of the AUD in the Kuok Sub-District Kindergarten, Kampar Riau

#### 4. Conclusion

Based on the analysis and interpretation of the data obtained from this research, it can be concluded that HOTS problems on the stoichiometry topic are successfully developed. The test consists of 3 essay questions to measure the students' HOTS on stoichiometry topic. Students' HOTS belongs to the medium category. Although most students demonstrate HOTS, only a small percentage of students demonstrate creative thinking skills.

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