

Development Of Religious Behavior In Early Childhood

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Abstract

Teachers have role important in education , even its role No only just transfer knowledge , but also role in the process of developing religious behavior in children grow into a religious individual. This research aims to determine the role of teachers in developing the religious behavior of children aged 5-6 years using a qualitative approach with the case study method. The research results found that the role of the teacher consists of from : 1) Pedagogy, related to the teacher's methods/strategies during the learning process , by applying various interesting learning methods and also special methods provided in outside the learning process like habituation and collaboration with parents . 2) Understanding, that is, having understanding/view of the importance of religious behavior and the impact on children in the future when religious behavior is not strong in the child. 3) Facilities, provide supporting facilities includes , facilities and infrastructure in schools , such as places of worship, and various tool game educational .

Keywords : religious behavior ; character building; early childhood

1. Introduction

Religious behavior is related with understanding self child about confidence self regarding the religion he adheres to . Behavior religious This important developed since early For help guard connection fellow man nor connection with its creator . As by a pilot PAUD in Indonesia which has characteristic typical on the quality of the learning process and partnership/cooperation with parents in developing behavior religious . Based on the results of the initial interview, it was found that the PAUD prioritizing character development above children's academic abilities especially in matter build behavior religious (EV, 6 November 2022) .

Based on results interview the depicted that behavior religious integrated in every learning process carried out carried out by the teacher. Even outside learning too Religious is also necessary become attention especially in PAUD units . Teachers need understand that Actually There is diverse reflecting activities values religious in life daily as people religion , among others namely : prayer , ablution, prayer together , study read iqra / memorization letter short as well as guard connection Good with fellow humans like each other help , empathize , work Same , responsible answer and so on. Apart from that , behavioral development religious also upholds diversity in religion, because in this PAUD Unit there are indeed a variety of beliefs so that children are accustomed to upholding their respective beliefs but still respect other people's beliefs. This matter seen when praying according to their respective beliefs.

2. Literature Review

This PAUD unit views that religious character does not always teach children how to worship such as prayer, reciting alms, giving alms and so on, but most importantly how to maintain the integrity of the diversity of religious and cultural values that exist in Indonesia by accustoming children to live in tolerance from as early as possible .

In line with what was stated by Sutarto Et al (2017:239) that:

The value of religious character reflects faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs that are embraced, respecting religious differences, upholding tolerant attitudes toward religious

practices and other beliefs, living in harmony and peace with followers of other religions.

Quote above explained that religious character values reflect faith in Allah SWT which is manifested in the behavior of implementing religious teachings and beliefs held, respecting religious differences, upholding a tolerant attitude towards religious practices and other beliefs, living in harmony and peace with followers of other religions. This means that being religious is the mental attitude of a person who is obedient to the teachings of the religion he adheres to. Religiousness can be seen from the attitude of carrying out worship in daily life.

Furthermore , Hemming (2015:5) stated that religion is something that emphasizes belief. Religious is also related to ritual behavior related to belief. These beliefs include affiliation and belonging, behavior and practices, beliefs and values, and religious and spiritual experiences. So this opinion explains that religion is related to spiritual activities carried out by someone in their daily life. This spirituality arises based on the beliefs he holds.

Religious become element key in the socialization process kids get used to it they with applicable social norms , good from behavior , values social and held beliefs . Religious in Education also concentrates on ' worldview ' learning for prepare student honor diversity confidence in diverse society (Sharpe, 2021) .

Behavior religious influenced by several factors, the most important of which is is exemplary from adults little child . like findings A revealing research that children's religious moral values in study This is example of parents and teachers, role model is dominant problem . Development children's religious and moral values can influenced by several factors , including : intentional and unintentional exemplary behavior deliberate , use of audio visual media, method storytelling , VCD media, role playing, methods singing , method habituation , games traditional , IMTAQ center (Safitri, 2022) . Therefore That researcher interested investigate more in For search meaning about “ how the role of the teacher in develop behavior religious child 5-6 years old ”.

Grand Theory

Ernest Harms behavior religious child 5-6 years old is at the Fairy Tale Stage (Fairy Tale Level). In stages This child trust child about deity based on moderate imagination and emotion experienced (Philip a. Taylor, 1989) .

3. Methodology Study

The research method used in this research is method qualitative with type of case study. A case study is a type of qualitative research study that focuses on a single object, an individual, a group, an institution or body, an organization. The aim of a case study is to get an overview or description and in-depth understanding of the entire case. Creswell (2016: 169) states that case study research is research that aims to analyze in depth a case, be it an event, activity or process, both individually and in groups. In this research, researchers want to describe or photograph a real symptom or social situation, namely behavior religious beliefs of children aged 5-6 years widely and deeply without intervention. Research data obtained through interview with two class teachers group 5-6 years old . Interviews and observations were conducted on different days . While doing observation researcher write related events with behavior religious in books notes small scale prepared by the researcher as well as taking photos incident the using a cellphone. Then , researchers also used additional data based on experience personal researcher itself (Narrative) .

4. Data analysis

Data analysis is by matching patterns or *pattern matching* Yin (2014) . In this study, Campbell's matching technique was used. According to Yin, this analysis is by comparing patterns based on empirical patterns with patterns that have been predicted at the beginning before collecting data. If these two patterns are similar, the results can strengthen the internal validity of the case study in question.

If the case study in question is exploratory, the pattern is related to the dependent or independent variables of the research in question (or both). If the case study is descriptive, pattern matching will be relevant to the pattern of specific variables predicted and determined prior to data collection. Campbell's method of matching analysis is aimed at achieving conceptual mapping of field results. First, the data and informants produce a series

of statements, the information obtained from the informants illustrates the concept. Second, the information obtained is connected to similar statements so that the grouping of statements is related to the research focus depicted through the concept map. This concept map helps researchers to combine and build conceptual material.

5. Results and Discussion

1) Teacher Understanding

Behavior religious is base teak self religious necessary child implanted as early as Possible . Religious This become Foundation for child in put himself in various situation life will passed in the future come . This matter expressed by the informants in study This as following This :

“ Religious is Foundation child in wade his life in the future (Q1), introduce and get closer he to its creator . (Q2), a solid foundation for children can guard self with good so don't affected by influence negative environment (Q3). Religion is base from all development character . If child own behavior good religious so development other characters will follow . Because it does not there are religions that don't teach kindness (Q4), helpful prepare they For behave well until mature later Q5)) - Interview , 17 November 2022. If religious formed with sturdy in self child so He will grow become moral person noble / moral reflective charisma values his religion . However otherwise , if religious This weak , then he is very vulnerable For fell into into the deviant behavior , such as acquaintance teenagers , drugs , apathy , and so on (Q6)- Naratif , 15 December 2022.

Various data above reveal that religious this is very important developed as early as maybe so that the child can grow become become moral person glorious in the future come . As do the researchers previously also revealed that religious is an Internal aspect of religion such as faith , trust , religious values , and a sense of connection with God (Korbman et al., 2021) . Religious behavior refers to how the person is use religion to answer the question “ who ” am I ?” or “ who We ?” (Maclean & Riebschleger, 2021) . Religious become element key in the socialization process kids get used to it they with applicable social norms , good from behavior , values social and held beliefs . Religious in Education also concentrates on ' worldview ' learning for prepare student honor diversity confidence in diverse society (Sharpe, 2021) . The presence of religion has potency protection for children in the future

come For involved in saving behavior , such as use substance prohibited and behavior criminal other . (Ai & Lee, 2018) .

Religious as studies social and important processes for child age early with give focus education on development effective , efficient , ethical children who will introduce child about environment in a way direct or No direct and full considerations introduced in a way simple in life daily (Gayle Mindes, 2011) .

2) Pedagogy .

a. Methods during the learning process based on provisions P5

Development behavior religious child age early need effort conscious and planned in the learning process , meaning teachers need to prepare with good and carry out learning with the right method . As results interview following this explains it that possible methods used For develop behavior religious child are :

“ Started with use call / greeting child pious and pious moment request child For proceed to front class (P11)”- Observation , 17 November 2022

Next , the teacher can invite child to “ pray'a before and after activities , practices perform ablution and pray congregation every day Friday , get used to it child each other share and be with each other helpful (P2)- Interview , 17 November 2022. In addition , based on results observations are also revealing that There is a number of thing that can be carried out by the teacher, namely :

“ Integrate with other aspects , for example know God through his creation , singing about the greatness of Allah (P11). Strive foster a sense of empathy child in a way situational . . During the observation the teacher conveyed news that there is one parent the child who died , then the teacher said “ poor yes his father Already died , then invite child pray,(P12), integrate mark religious moment activity intracurricular at the center the so -called beam with center Imtaq . Imtaq Center This describe religiosity with various shaped beam houses of worship and also accompanied with a number of tool game educative other related things with religious , (Observation , 17 November 2022).

When interview the informant also explained that possible methods used For develop behavior religious child including :

“... ... in learning intracurricular religious This it's in the center beam , so beam through children center approach , children free get creative build whatever with beams that they choose . As it happens the beam of course There is something similar available domes of mosques, churches and others . Apart from that, the teacher also sings songs islam , sholawa (P7)- Interview , **17 November 2022.**

Based on The various data above describe method used For develop behavior religious child in line with various results previous research stated that teachers should become base for PAUD unit for strengthen development religious children in the learning process have ability For create supportive learning development children's religious values and self - efficacy during learning based on knowledge about curriculum and how apply knowledge mentioned inside class (Nosedra, 2020) . Use greeting in a way maximum in accordance with situation show characteristic socio-religious . Implications pedagogical studies This show that educator child age early must taught method new For overcome condition socio-religious moment This . Early childhood education classrooms must be equipped with modern technology for facilitate more kind and encouraging Study students , (Ali & Saleh, 2022) . Study also explains the same that embed attitude Religious can too done through story , a study prove that A story from interfaith , often told dramatically , as well prayer reflective , where children invited For participate , a changes made in a way aware . Some kind of worship That Keep going contribute For mediate religion for children in addition to other media, incl Now social and digital. these media No only represent What it's a religion for children , in collective worship broadcast they also give style to children what religion is like practiced (Parker, 2015) .

When learning, teachers are also necessary use varied methods through activity play as results study show that educator develop religious and moral values through method play using simple media , such as cards , balls, paper , and alphabet blocks (Novienda, 2022) . Next , formation faith , worship, and morals For support religious at age early in learning

can achieved through use method story , where the teacher reads in a way direct to student book story unique and exciting that contains mark Islamic religious education . Then the teacher illustrates what was conveyed to student . It is also enriched with habit Good through daily routine activities , teacher example , discipline , and application values faith , worship, and morals in student life can understand material explained by the teacher (Retno Anggraini, 2021) . Teachers also need it realize that development children's religious and moral values can influenced by the use of audio visual media, methods storytelling , VCD media, role playing, methods singing , method habituation , games traditional , IMTAQ center (Safitri, 2022) .

b. Methods outside the learning process

Build behavior religious This No only done during the learning process ongoing , however every moment must be reflected from method behave in life daily . This matter conveyed by the teacher during the interview process that religious That formed through :

“ Exemplify these religious behaviors to children (P5), teachers must also become a model for kids here . Displaying proper attitudes imitated by children (P3), collaborate with parents , so that it is also implemented at home the same rules Regarding religion (P4), the collaboration is two - way : from PAUD to parents , but also from parents for PAUD (P8), flexible collaboration : do it personally with each parent moment drop off and pick up children , sometimes also hold meeting in a way calcical (P9), collaborate started since my parents register his son (P10)”- Interview , **17 November 2022**).

In line with the interview data above , documentation data show that the teacher invites child pray congregation moment time pray arrived (Documentation 2).



Documentation 2. Congregational prayer with children

Besides , at school This behavior religious was also built through strategic synergy , meaning that PAUD does not stand Alone during the process , passing Work The same with party whatever you can give contribution to this religious behavior (P6)-Narrative, 15 November 2022).

Based on the data above which explains method development behavior religious children outside the learning process in accordance with results research conducted by Hsin and Chen (2014:527) states that parents are the main factor in forming a child's character. The rules applied at school must be in line with the rules applied by parents while the child is at home. This rule can be done naturally by applying it in everyday life through habituation . Besides that other research also found that action credible religion during small explain in a way substantial more Lots variation in religiosity compared to empathy . Findings This show that at least there are two factors related independent with appearance religious beliefs . One of them is disposition individual For feel other- oriented emotions , while others are factor social from the impact of a credible religious model during parenting somebody (Łowicki & Zajenkowski, 2019) . Study The next one also proves it that religious upbringing during small also becomes potency protection so you can life side by side positive

and avoidable from behavior deviate , for example use substance forbidden (Ai & Lee, 2018) . More further , a results research too disclose similar thing that when parents more religious , children they are also religious with own more gender attitudes stereotype in accordance with adhered to religious values . Apart from that , researchers also found proof For role specific father (religious) in matter communicate . That is , level parental religiosity relate positive with dad, but No with Mother (Vries et al., 2022) . Therefore That need need exists cooperation between PAUD unit with parents because of parents responsible answer give example to child as supported by the results research by parents give example good religious practices for children more easy For imitated and implemented every day (Wahyuni & Madjid, 2022) .

3) Facility support :

The facilities available and used by teachers for the process of developing religious behavior include "ablution places, prayer equipment, block centers, then there are also several learning media such as hijaiyah letter cards (R1).



Documentation 1. Children play hijaiyah letter cards

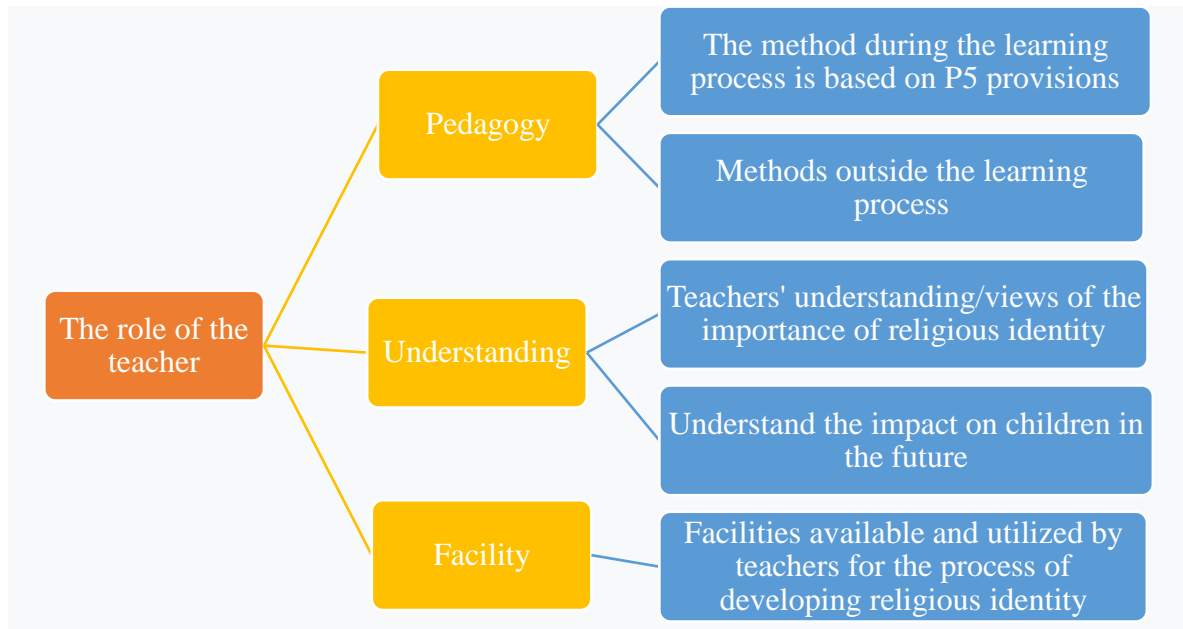


Documentation 3. Beam center

Documentation 1 and 3 above shows the facilities provided by the school for children to use when playing to support the development of their religious behavior.

Implementation of education is necessary notice a number of thing , that is (1) Focus accountability, guidance, and investment in developmental support; (2) Designing schools to facilitate the learning process ; and (3) Enable educators to work effectively , (Cook-Harvey, 2018) . factors that contribute to the overall quality of education for children class quality (Mims et al., nd) .

Based on discussion above , then study This can depicted on the chart following This :



6. CONCLUSION

Teachers have an important role in developing children's religious behavior. These roles include: case study method. The research results found that the role of the teacher consists of from : 1) Pedagogy, related to the teacher's methods/strategies during the learning process , by applying various interesting learning methods and also special methods provided in outside the learning process like habituation and collaboration with parents . 2) Understanding, that is, having understanding/view of the importance of religious behavior and the impact on children in the future when religious behavior is not strong in the child. 3) Facilities, provide Supporting facilities , including facilities and infrastructure in schools , such as places of worship, and various tool game educational .

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