

**Implementation of Al-Quran Learning on the Development of Religious and Moral
Values in Early Childhood**

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Abstract

Al-Quran education must be given to children from an early age. The application of Al-Quran learning to early childhood in As-Salam Kindergarten aims to educate young children who are Qur'anic and become human resources based on the Al-Quran. Children can know short hadiths and short suras and their meanings about everyday life. This study aims to examine how the implementation of Al-Quran learning affects the development of religious and moral values (NAM) in early childhood. This study used a qualitative descriptive research type with data collection carried out directly at the research location. The informants in this study were group A1 (age 4-5 years) totaling 22 people. How to collect data using interview techniques, observation, and documentation. The results of this study show that in the implementation of Al-Quran learning in the development of NAM in early childhood it shows that children can show good morals, behave politely, care, and be able to maintain personal hygiene. Children can also practice short hadiths in daily life following the sunnah of the Prophet, children also understand the meaning or stories of the surahs of the Al-Quran that are read, along with what important days are commemorated and made special days in Islam.

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PRELIMINARY

Education can be a benchmark for the progress and quality of a nation, so that it can be said that the progress of a country can be achieved one of them by renewing and organizing good education, so education has an important role in creating a society that is smart, clever, knowledgeable, has a good spirit. democratic and moral(Sutarna Nana et al, 2022).

Early childhood education in Indonesia aims to develop all the potential of children so that one day they can function as fully human beings in accordance with the philosophy of a nation. PAUD is also seen as an investment for developed countries. For this reason, it is PAUD's obligation to develop learning that leads to becoming a generation that can advance its country and be developed according to the needs of the country(Nurul's Wisdom, 2022). Education is also part of educating the life of the nation and improving education is a must in every aspect of human life. Every change and development of human life must be in accordance with the progress of education itself(Tajudin Nilawati et al, 2022).

Education has an important position in human life(Fauzi Ahmad, 2015). Islamic education is defined as a process of transformation and internalization of knowledge and values in children through the growth and development of their natural potential in order to achieve harmony and perfection of life in all aspects. Education gives the ability to a community to see the possibilities that are open in the future. The future society is a science-based society. That is, if the power of knowledge is not used properly then a community will be squeezed between the existing forces resulting in the destruction of communication. That is why education is the main capital in facing the future(Robiatul Awwaliyah, Hasan Baharun, 2017).

In the life of a Muslim, of course he can never be separated from the advice and what is taught by the Al-Quran, because the Al-Quran is a guide in life that is rahmatan lilalamin. Especially for all human beings who live on this earth. Therefore every Muslim is obliged to learn and practice what is stated in the Al-Quran in daily life as a way of life. Starting from learning to read the Koran, understanding the meaning of the contents of the Koran and learning to practice the contents of the Koran.

In general, parents send their children to early childhood education institutions with the goal of self-optimization and children's talents(indrawati, 2014). However, on the other hand

there are parents who decide not to send their children to PAUD institutions. This is unique in itself, moreover the stimulation and education provided by these parents starts from the Al-Quran. Al-Quran education instilled by parents from an early age is something unique in the issue of early childhood education.

Al-Quran is a guide for Muslims in living life. as in the hadith narrated by Bukhari number 4639, the best human being is one who learns and teaches the Koran. The hadith explains that humans are encouraged to study the Koran and then teach it so that they can become the best human beings in the sight of Allah. Al-Quran learning activities are not only carried out by adults, but by all ages, even early childhood. Children need to be introduced to the Koran from an early age, because the Koran is the basic guideline for living life later (Islamiah Fajriatul et al, 2019).

The use of the Al-Quran base in the learning process is considered very urgent to be given to children from an early age as an effort to shape children to have an Islamic personality (noble character). The function of the Al-Quran in the psychology of religion and neuroscience can shape the character and development of children at an early age. Therefore, in the world of Islamic education, especially at the PAUD level, it is necessary to teach children about the Al-Quran as a way of life with an introduction to the basics, so that in the future children will not fall into bad things. (Suyadi, Siti Nurul Aprida, 2022).

Religious education has a characteristic that emphasizes efforts to transmit Religious and Moral Values (NAM) to the actions and behavior of students in everyday life. Religious education is not only responsible in terms of increasing religious knowledge alone, but also the behavior of students based, especially at the early childhood education level. According to John Dewey, the stages of a person's moral development are in the pro-conventional phase which has the characteristics of the child's attitude and behavior based on biological and social impulses. (Inawati Asti, 2017).

Children at an early age are children who are at a vulnerable age of 0-6 years, they have unique characteristics, and are different from adults. Age 0-6 years is the early period of a child's life, because at that age very important processes occur, such as growth, development, refinement and maturation. This event is often called the golden age or golden age (Suyadi, Siti Nurul Aprida, 2022).

The golden age occurs only once in human life. At an early age (the golden age) is a very critical period for the formation of children's character. Therefore formation begins as early as possible in children. Santrock stated that early childhood development includes aspects of physical, cognitive, social-emotional, moral, language, self-identity, and gender development. Suryana also explained that children must be stimulated not only in terms of cognitive, but also physical, motor, language, social emotional and religious morals.(Amir Syamsudin, Christiani Purwaningsih, 2022).

The inculcation of strong religious and moral values aims to make children have strong beliefs so that they are not affected and can filter out bad things around them. The development of aspects of religious and moral values is closely related to character, courtesy, willingness to carry out religious teachings in everyday life. In recent times, various negative behavioral phenomena have often been seen in children's daily life through newspapers, television or social media, for example lack of manners, imitating scenes of violence, and imitating behavior that is inappropriate for children. Seeing this condition is of course very concerning, considering that the world that children live in should learn with various kinds of fun games(Amir Syamsudin, Dhiah Diamond Permataputri, 2022).And the ultimate goal of education is the formation of Islamic behavior (noble character) and submission (faith) to Allah based on Islamic teachings (Al-Quran and Hadith).(Jannah Fathul, 2013).

METHODOLOGY

research in this study uses a qualitative descriptive method that aims to describe and reveal what facts are happening at the research location regarding the application of Al-Quran learning to early childhood who are in Al-Quran As-Salam kindergarten in an effort to develop aspects of values religion and morals (NAM). How to collect data is processed through the use of interview techniques, observation, and documentation. Researchers observed learning activities directly at the research location. The interview was conducted with the class teacher. While the documentation study was carried out by taking photos of ongoing learning activities, and relevant documents in the Al-Quran As-Salam Kindergarten. The subjects of this study were children in group A1 (4-5 years old), with a total of 22 children consisting of 8 boys and 14 girls. The place and time of this research was conducted at As-Salam Kindergarten which

is located on Jalan Rakha Rt 04 Pakapuran Amuntai Utara, Hulu Sungai Utara Regency, South Kalimantan.

RESULTS AND DISCUSSION

Based on the results of the analysis and discussion conducted through interviews, observations, and documentation that has been carried out at the As-Salam Kindergarten, the Al-Quran learning process is carried out every day except Friday, and the learning process begins when the child comes to school at 07:30 until closing.

The As-Salam Kindergarten develops a teaching and learning process that involves two abilities, namely; reading ability, the ability to memorize (sura and its meaning) from an early age. Developing the ability to read the Koran in As-Salam Kindergarten using the UMMI method which starts with introducing hijaiyah letters in a simple way, distinguishing hijaiyah letters from other hijaiyah letters and distinguishing short lengths of reading. The UMMI method is quite effective in making children able to read the Al-Quran well. The ability to memorize the Al-Quran in As-Salam Kindergarten is developed by repeating the verses you want to memorize in a unique tone to the UMMI method together.

The implementation of the teaching and learning process carried out in As-Salam Kindergarten begins with several stages which include: lesson planning, learning implementation, and learning assessment. Learning plans are made and arranged based on program identity, themes, materials, learning resources, media, tools or learning materials. The learning activities carried out consist of initial activities, core activities, and closing. The last step is the assessment or evaluation of learning (Fitri, 2019).

*First*planning process, planning is a series of preparations that will be made to achieve a goal. Learning planning is the first step made by the As-Salam Kindergarten teacher before carrying out learning every day to achieve the expected goals, this series of preparations is often known as the lesson plan (RPP). The components contained in the lesson plan are written on a paper or school book consisting of: program identity, themes, materials, learning resources, media, tools & materials, learning activities (initial activities, core activities, and closing), and assessment or learning evaluation (Kusumaningtyas, N and Limbong I, Munawar, M, 2019).

Second, implementation of learning. Implementation of learning consists of opening activities, core activities, and closing. The initial or opening activities carried out at As-Salam Kindergarten together with all students in both group A1 and group A2, in the opening activity the teacher opens by greeting, asking how the children are while singing, asking whether the child has had breakfast or not, then followed by praying before starting the lesson. After that the children sing, clap and repeat several short prayers, short hadiths and short surahs that they have previously memorized together.



Figure 1.1 teaching and learning activities

After the opening activities are finished, the children prepare to perform the dhuha prayer in congregation, they do this dhuha prayer every morning before starting the main lesson. Duha prayer is guided by a teacher and lead by one of the children, in the first rak'ah after reading surah Al-Fatihah the child reads surah Al-Kafirun, and in the second cycle after Al-Fatihah the child reads sura Al-Ikhlâs, after completing the Duha prayer in congregation followed by reading remembrance, followed by reading prayers together. Followed by depositing surah readings or readings that the child has memorized and learned the previous day individually to the teacher.

Closing activity, this activity begins after the child has rested and eaten for approximately 30 minutes. In this activity, the children sat down neatly like the opening activity

and the main activity. In this closing activity the teacher asks the children how they feel today, what activities have been carried out in their class, and invites the children to add new memorization. Then the teacher prepares and starts reading which surah will be memorized with additional memorization of 1 verse with a special tone for the UMMI method, after reading 1 new verse that will be memorized by the children, then the teacher repeats reading the verse together with all children in group A1. After finishing adding new memorization then the teacher invites all the children to go home. Before going home the children memorize short prayers again, short hadiths and short surahs and their meanings that they had previously memorized, this activity was carried out with the aim of strengthening children's memorization as well as so that the teacher knows the level of memorization of students. After that the children sing songs and pray as the closing lesson for the day.

Third assessment or evaluation, evaluation is a way to measure the results of children's learning activities carried out during teaching and learning activities, starting from the opening, core, to closing activities. Assessment of learning activities carried out at As-Salam Kindergarten uses a checklist assessment approach and personal notes from all the processes passed and learning outcomes on that day to measure the level of achievement based on the facts as they are. Checklist assessment is also carried out by parents at home, to find out whether the child is doing the five daily prayers and other sunnah worship activities. This activity aims to make children become addicted by carrying out kawajiban and the sunnah of the Prophet and become the successors of a nation that believes and has good morals.

The development of Religious and Moral Values (NAM) in early childhood can be defined as the psychological changes that students experience in relation to their ability to understand and apply behavior that is in accordance with what is taught by the religion they embrace.(Nabila, 2019). It is necessary to instill strong religious and moral values in this nation so that they are not easily influenced and have filters when the influence of other nations enters. In order for the cultivation of religious and moral values to be strong, they must be instilled from an early age(Fauziddin, 2016). Children are small human beings who have potential that needs to be developed and have characteristics that are not the same as adult humans. The age range of early childhood 0-6 years where at that age the child's growth and development process is in a fast period during the human life span(Nabil, 2017). During this period, especially when children are 4-6 years old, there is a sensitive period, in which children have more sensitivity in receiving various stimuli. The sensitive period is a time when there is maturation of various

physical and psychological functions that are always alert in responding to stimuli from the environment around the child(Supriyanto Didik, 2015).

Al-Quran learning in early childhood that has been carried out in As-Salam Kindergarten is an attempt to provide stimulus, guidance, parenting and provision of teaching and learning activities that can produce children's skills and abilities(Julianto, 2020). As for the meaning of the Al-Quran itself is the word of Allah SWT which was revealed to the Prophet Muhammad SAW in a number of ways that Allah SWT willed, it contains various kinds of Islamic law and guidance for humans in order to achieve the happiness of inner and outer life, in this world and in the hereafter(Srijatun, 2017).

Based on the results of research that has been conducted at As-Salam Kindergarten, the results show that, first; the child already knows the religion he adheres to and the child is able to recite several short prayers which are recommended to be read when starting or ending activities (for example: prayers before and after studying, prayers before and after eating, prayers when entering the room take a shower and after leaving the bathroom, pray for leaving the house, pray for both parents, and pray for sweeping the universe). Second; As-Salam Kindergarten has one of the superior programs, namely the Dhuha sunnah prayer program every day, this is a form of effort to accustom children to worship from an early age which is carried out by the school. Third; when observing children show behavior that is in accordance with the teachings of the religion adhered to by children, namely, when the child comes and starts to enter the class, the child shakes hands with the teacher and also the researcher. This behavior shows polite and respectful behavior to older people, then when learning begins the child shows caring behavior towards the theme by sharing and holding prayer rugs for Duha prayer together with the theme. Fourth; the child already knows and is able to maintain personal and environmental hygiene (such as: the child washes hands first before eating activities at recess and the child understands and is able to dispose of trash in its place). Fifth; children know religious holidays (for example: Eid al-Adha, and Eid al-Fitr). Sixth; children understand and tolerate other religions in the form of children knowing that there are books other than the Al-Qur'an. Based on the explanation above, it can be concluded that the development of children's NAM has progressed according to the standards contained in Permendikbud No. 146 of 2004.

CONCLUSION

The implementation of Al-Quran learning for early childhood development in As-Salam Kindergarten is carried out by involving two abilities that are sought for development, namely the ability to read and memorize from an early age. Al-Quran learning carried out in schools has a big influence on the development of children's Religious and Moral Values (NAM) where in the process of teaching and learning the Al-Quran at As-Salam Kindergarten children are not only taught to read and memorize the Al-Quran, but are also given understanding and explanations about the verses they learn and memorize along with being given motivation, stimulation, good habits that are repeated at school.

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