

## **How to Implement the Development of Early Detection Instruments for the Development of Religious and Moral Values of Children Aged 5-6 Years ?**

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### **Abstract**

In this day and age, the Indonesian nation is experiencing a crisis that is so influential, namely a crisis of character. Where there are many deviations from social norm, legal norm, and even religious norms. The inculcation of religious and moral values from an early age through early childhood education institutions is very important to be carried out consistently and continuously, bearing in mind that there will be a lot of immoral behavior in society due to the weakness of the moral education system in schools. This study aims to describe the planning, pattern of implementation and evaluation of the inculcation of religious and moral values for children aged 5-6 years at Pertiwi DWP Kindergarten, Tasikmalaya City. This research method uses a descriptive qualitative method. Data collection was carried out using observation techniques, interviews, and documentation studies. The results showed that of the 7 children studied, on average it could be said to have developed as expected. This can be seen from several indicators of the development of religious and moral values that have been achieved.

**Keywords:** Early Detection, Development of Religious and Moral Values, Early Childhood Education



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### **INTRODUCTION**

In today's digital era, technological advances are increasingly complex by providing various conveniences, problems of moral degradation also arise, especially for the nation's generation in the midst of society. Early Childhood Education (PAUD) is a basic and very important initial period. This period is often referred to as the golden age, where the child experiences very rapid development and growth which will affect the child's life in the future (Sulastri, 2014). According to UNESCO, early childhood is a child who is in the age range of 0-8 years, while according to Law no. 20 of 2013 concerning the National Education System in Indonesia states that early childhood is a child who is in the age range of 0-6 years.

According to Hurlock, development in early childhood is a critical period compared to subsequent developments. This is because the development during the child's golden age is a continuous process, which means that the development of the previous stage will affect the development of the next stage and the pattern of his personality develops relatively strong. If at this time the child does not receive stimulus, attention in terms of education, parenting, care, nutrition, and health services, it is feared that the child will not grow and develop optimally according to the stages of his development. Therefore, Early Childhood Education (PAUD) is expected to make a positive contribution to improving the quality of human resources (HR), which will make this nation of Indonesia qualified, advanced and competitive in the future.

In PAUD institutions there are six aspects that must be developed, one of which is religious and moral values. Religious and moral values education is closely related to a child's character, politeness, willingness to carry out religious teachings in everyday life (Lestarinigrum, 2014, p. 203). Parents and educators have an important role in developing religious and moral values in children. The roles of parents in developing the development of religious and moral values

can be carried out in the family environment, while the role of educators in developing the development of religious and moral values can be done by stimulating them in the school environment. Therefore both parents, educators or other adults must work together and are obliged to help, care for, guide and direct children to better moral, cultural, social, emotional and intellectual aspects in their environment in growth and development to achieve maturity of each and can form a personality.

Assessment is one of the main and important tasks of an educator, one of which is an PAUD institution. Assessment is needed as an early detection which is the first step of intervention for child growth and development including the development of religious and moral values. From the results of this assessment, it can be seen whether the stages of development that the child is going through are progressive or not, and then identified triggers for problems that hinder growth and development, so that appropriate stimulation can be given so that children develop optimally (Yus, 2012, p. 40).

Based on the explanation above, this study aims to determine the extent to which the development of religious and moral values in Pertiwi DWP Kindergarten is based on predetermined indicators and instruments that have been developed. The data obtained is then used as evaluation material in providing further stimulation carried out by parents and educators.

## **RESEARCH METHODS**

This research is a field research using descriptive qualitative method. This research was conducted at Pertiwi DWP Kindergarten, Tawang sub-district, Tasikmalaya city, which is located next to the Galih Pawestri building. Data collection was obtained by observation techniques using instruments developed from indicators of feeling and behavior aspects of religious and moral values and interviews.

This observation is a systematic observation and recording of the symptoms that appear on the research object (Sujarweni, 2014, p. 75). Interview is a conversation conducted by researchers to obtain information from sources (Siyonto, S., Sodik, A., 2015, p. 76). This research activity was carried out on August 11, 2022. Interviews were conducted with parents and educators. All data that has been obtained is then analyzed using the data analysis technique of the Miles and Hubberman models (Sugiyono, 2017, p. 246) which includes 3 stages, namely, data reduction, data presentation, and drawing conclusions.

## **RESEARCH RESULTS AND DISCUSSION**

In this discussion, we will discuss and explain some of the data collected by researchers from primary data sources and secondary data sources, as follows: In assessing the development of religious and moral values using ten instruments. The indicators for feeling and behavior aspects of religious and moral values include 1) children do not disturb other people in worship, 2) children are able to provide the same treatment to friends of different religions, 3) children do not look down on other people who have different beliefs from themselves, 4) children respect other people's religious traditions, 5) children respect and respect other people's religions, 6) children are able to perform worship sequentially according to their religion, 7) children are able to recite prayers before and after studying according to their religion, 8) children able to recite the prayer before and after eating according to the religion adhered to, 9) the child is able to recite the prayer before and after waking up according to the religion adhered to, and 10) the child is able to recite the prayers of both parents according to their religion. The following table shows the overall results of the development of religious and moral values from the limited scale test at Pertiwi DWP Kindergarten.

**Table 1. The Overall Results of the Development of Religious and Moral Values in the Aspects of Feeling and Behavior of Children Aged 5-6 Years**

No	Progress Achievement	Child Name	Percentage (%)	Information
1	Religious and moral values in the aspects of feeling and behavior of children aged 5-6 years	MR	95%	BSB
		BAP	95%	BSB
		ANZ	75%	BSB
		MR	85%	BSB
		NAS	90%	BSB
		ANN	100%	BSB

From the table above it can be concluded that the results of the assessment of the development of religious and moral values in the aspects of feeling and behavior as a whole have an average score of 90%. Classically, the children of TK Pertiwi DWP group B are in the very well developed category. However, if the results are individual, each child has different abilities from one another. This is in accordance with the acquisition of assessment results in each category which are very diverse.

## CONCLUSION

The development of religious and moral values in the Early Childhood Education (PAUD) program is included in the field of behavior formation which is carried out continuously and exists in everyday life. The goal is to prepare children as early as possible to develop attitudes and behaviors that are based on religious and moral values so that later children can live according to the values and norms that apply in society.

Assessment is a very important thing to do in PAUD institutions. The assessment is carried out as an early detection effort to determine the level of achievement of children's growth and development, so that when there is development that has not developed according to the stages, parents and teachers can intervene earlier so that response can be carried out more quickly. One of the assessments of the six aspects of child development is religious and moral values. The development of these religious and moral values will form a link in their relationship with God, the people around them, and all of God's creatures.

Based on the assessment of the results of the development of religious and moral values in the feeling and behavior specs carried out in group B at Pertiwi DWP Kindergarten, it was obtained that 90% of the children had developed well according to the Child Development Achievement Standards (STPPA). This shows that the development of religious and moral values in the aspects of feeling and behavior through indicators and instruments developed by researchers shows good progress. However, it would be nice for parents and educators not to be satisfied with the results of these developments. Parents and educators need to carry out further stimulation continuously, so that later the development of children's religious and moral values in the aspects of feeling and child behavior develops optimally. Not only the role of educators, but also cooperation or collaboration between educators and parents is needed, so that the process of assessing the development of all aspects of child development can run very well.

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