

Religious Character Education in Early Childhood Through Habituation Method

Saepul Milah¹, Syihabuddin², Momod Abdul Somad³, Mupid Hidayat⁴

{saefulmillah2010@gmail.com¹, syihabuddin@upi.edu², somad100@upi.edu³,
hidayatmupid@upi.edu⁴}

Universitas Pendidikan Indonesia, Institut Agama Islam Darussalam (IAID) Ciamis Jawa Barat¹,
Universitas Pendidikan Indonesia, Bandung², Universitas Pendidikan Indonesia, Bandung³,
Universitas Pendidikan Indonesia, Bandung⁴

Abstract. Character education is very important for everyone. Among the characters that become educational material is religious character. Because of the very importance of religious character, its education in early childhood is very important so that this character becomes the foundation for other characters. This is as done in Panatul Mubtadiin Playgroup, Ciamis, West Java. Using a qualitative approach and case study method, it can be concluded that religious character education for early childhood in Panatul Mubtadiin Playgroup is carried out through the habituation of praying, reading Alquran, praying Dhuha, disposing of trash in its place, eating together, sharing supplies food, drink lots of water, and breakfast.

Keywords: character education, religious character, habituation.

1 Introduction

Religious character is the most important character to instill in early childhood, because it is the foundation for other characters [1]. Given the importance of religious character in early childhood, education in early childhood is very important because early childhood is a golden period for character education [2].

Religious character education in early childhood is also very important in the midst of the moral degradation of the young generation at this time. This moral degradation is characterized by various deviant behaviors such as bullying and drug abuse [3]. Religious character education in early childhood can be used as a means of preventing moral degradation in the future [4].

Religious character education in early childhood is often intended so that children have good character towards God, such as teachers habituating behaviors that are directly related to God such as praying [5]. Even though religious character includes many things, not only the direct relationship between humans and God [6], but also human relations with each other and with

their environment [7], so that religious character education can be carried out also by habituating various horizontal behaviors as was done in the Panatul Mubtadiin Playgroup, Ciamis District, West Java Province. In this play group there is a uniqueness, namely the habituation of religious character in early childhood is not only done by habituating behavior that is directly related to God, but also habituating behavior related to the environment.

Based on the above background, the following problems are formulated: 1) How habituation of religious character in early childhood in the Panatul Mubtadiin Playgroup, Ciamis District, West Java Province?, and 2) How the role of the teacher in habituation of religious character in early childhood? in the Panatul Mubtadiin Playgroup, Ciamis District, West Java Province?. In line with the formulation of the problem above, the aims of this study were: 1) to analyze the habituation of religious character in early childhood in the Panatul Mubtadiin Playgroup, Ciamis Regency, West Java Province; and 2) to analyze the teacher's role in the habituation of religious character in early childhood in the Panatul Mubtadiin Playgroup, Ciamis Regency, West Java Province.

2 Method

This type of research is qualitative research, using the case study method [8]. The location of this research was the Panatul Mubtadiin Playgroup, Ciamis Regency, West Java Province, Indonesia. Primary data sources in this study are teachers and early childhood, while secondary data sources are institutional leaders and parents. Data collection techniques used in this research are observation, interviews and documentation studies. The data validity test was carried out by: first, observation persistence, because in this study observations were used. Second, triangulation, namely checking the validity of the data by using something other than the data. After that, data analysis was carried out which began with review, namely reviewing all the data that had been collected. The data that has been reviewed is then reduced to form a summary. After that, do the units. The units are then made into categories with certain codes. Data that is already in the form of categories is then checked for validity and then interpreted.

3 Result and Discussion

3.1 Religious Character Habituation in Early Childhood

Religious character is a character that comes from religious values which are values derived from adhered to religious teachings in which there are sub-values of faith and piety to God, love of peace, tolerance, respect for religious differences, steadfastness, self-confidence, cooperation between adherents of religions, antibullying and violence, friendship, sincerity, not forcing one's will, loving the environment, and protecting the marginalized [9].

The habituation of religious character in early childhood is carried out through several habits, namely the habituation of praying, reading the Koran, and praying Dhuha. The habit of praying is done before the child plays, and every time the child eats and drinks. The habit of Dhuha prayer is carried out in the morning as the first activity carried out by children, after which it is continued by reciting the verses of the Koran which are the shortest letters. These three types of habituation are carried out so that children become human beings who have

faith and fear God, because these three habituations are closely related to religious values as faith-based values originating from religious traditions [10]. The three habituations above can also be used as an effort to form a religious school climate [9].

Habitation of throwing garbage in its place. This habituation is carried out every time the child gets trash from food wrappers from his food pack from home. This habituation is carried out to form the character of loving the environment as a religious sub-value. In addition, the habituation of throwing garbage in its place is also carried out to form a peace-loving character. Garbage that is thrown carelessly will disturb other people. By disposing of trash in its place, other people will not be disturbed by the waste being disposed of. The habituation of throwing garbage in its place requires the availability of facilities in the form of trash cans, so that in this habituation, the teacher must play the role of a facilitator [11].

Habitation of eating together. This habituation is carried out every day, namely each child eats his lunch at recess together with his other friends. During this habituation, the habituation of sharing food supplies among fellow children is also carried out. These two habituations can foster the character of friendship between children. The value of this friendship is very important as part of the child's social emotional development and influences the child's comfort in playing and learning [12].

Habitation of drinking lots of mineral water. To support this habituation, free drinking water is provided in every classroom. This habituation is done to instill the character of loving the environment. With lots of drinking, the urine excreted by children when defecating will not smell so that the bathroom remains comfortable [13]. This habituation is intended to form the character of loving the environment.

Breakfast habituation. This habituation is not carried out at school, but at home. Each child must have breakfast before leaving for the playground. This habituation is carried out in children who are confident in carrying out playing activities with their group. Thus, in food there is material for cultivating religious character [14].

3.2 The Role of The Teacher in The Habitation of Religious Characters in Early Childhood

The role of the teacher in the habituation of religious character in early childhood is: first, establishing cooperation with parents so that the habituation of praying, reading the Koran, and Dhuha prayers are also carried out at home. This is important because habituation requires consistency so it must be done regularly [15], and for this consistency, the role of parents is very important as someone who has a big influence on their child [7].

The role of the teacher in the habituation of disposing of trash in its place is to set an example, supervise, advise and partner for parents. The teacher was the first person in the school to show the habit of disposing of trash in its place [15], and giving advice if children do not dispose of trash in its place. In addition, the teacher also acts as a supervisor who oversees the consistency of students in carrying out this habituation. In their roles as role models, supervisors, and advisers, teachers work closely with parents.

In the habituation of eating together and sharing food, the teacher's role is to set an example by eating together with other teachers and sharing food with other teachers. This is deliberately shown before the child so that the child sees and imitates it because early childhood is a period of imitating, that is, the child imitates the social behavior shown by the adults around him [16].

In the habituation of drinking lots of mineral water, the teacher also acts as a facilitator, role model, adviser, and supervisor [11]. In addition, the teacher also acts as a parent's partner so that children consistently carry out this habit at home. Likewise with breakfast habituation. These teacher roles must be carried out because in fact the role of the teacher is not only a teacher who transfers knowledge [17].

4 Conclusion

Based on results and discussion above, it is concluded that: first, religious character education for early childhood in the T'anutul Mu'tadiin Playgroup is carried out through the habituation of praying, reading Alquran, praying Dhuha, disposing of trash in its place, eating together, sharing supplies food, drink lots of water, and breakfast. Second, the role of the teacher in the habituation of religious character in early childhood is as a model, supervisor, adviser, partner of parents, and facilitator.

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