



21ST CENTURY CHARACTER EDUCATION IN EARLY CHILDREN IN IMPLEMENTING ISLAMIC RELIGIOUS VALUES INTEGRATION OF LOCAL WISDOM IN PAUD PLUS PURI KENCANA SAMARINDA

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Abstract:

This research explores local wisdom and the cultivation of Islamic religious values (PAI) in 21st century Character Education at PAUD Plus Puri Kencana, Samarinda. This research reveals the integration of the method of singing the Indun g-indung song, which is a regional song from East Kalimantan and contains Aqidah and moral values with 21st century character learning and the Unggah-ungguh method from Javanese tradition, to form noble morals in young children. The basis of this research is the finding that singing activities can increase children's interest and understanding in recognizing religious and moral values, and that the Javanese traditional Unggah-ungguh method can be integrated with Islamic moral values. The method used in this research is descriptive qualitative with class teachers as purposive respondents. Data was collected through interview surveys and documentation. The research results showed that the Indung-indung singing activity and the Unggah-ungguh method succeeded in integrating cultural and religious values in early childhood Islamic learning, as well as supporting the formation of 21st century character in early childhood. This research recommends the development of integrated learning models, teaching materials and innovative learning media to support 21st century character education and instill Islamic religious values through singing and Unggah-ungguh learning methods. Additionally, further research is needed to explore the long-term impact of these activities on child development.

Keywords: *21st Century Character Education, Early Childhood, Islamic Religious Values, Local Wisdom*

INTRODUCTION

The rapidly developing globalization process forces education to adapt, creating the need for change in forming a young generation that is not only intellectually competent, but also has strong character and integrity (Hilton, 2012). So character education is needed, which is education that is not just about instilling moral and ethical values, but also includes efforts to build sustainable social and emotional skills in people's lives. Character education plays an important role in responding to the big challenges faced by the Indonesian education system in the era of globalization.

The era of globalization is characterized by an increasingly transparent world without recognizing national borders. Science and technology are developing very rapidly, especially information and communication technology, making it possible for people of all ages to access information and communicate easily anytime, anywhere and

with anyone in all parts of the world. This condition has an impact on all aspects of social, national and state life. Apart from that, it can also influence the mindset, attitude patterns and action patterns of all Indonesian society. The era of globalization and the Covid-19 pandemic has left new traces that have greatly influenced character education in the 21st century. In this era, technology and information media have become tools that have positive and negative impacts on the character formation of the younger generation (Khumairoh et.al.2020).

Character education not only encompasses the instillation of good attitudes and ethical behavior but also aims to create a caring, fair, and responsible society. The core principles of character education, such as honesty, fairness, compassion, and respect, serve as essential pillars in shaping individuals capable of adapting to a world full of challenges. Character education includes various concepts such as a positive school culture, moral education, fair communities, caring school communities, social-emotional learning, positive youth development, civic education, and service-based learning (Rusnak, 1997). All these approaches promote the intellectual, social, emotional, and ethical development of young people and share a commitment to helping them become responsible, caring, and contributing citizens. Character education understood in this way helps students develop critical human qualities such as fairness, perseverance, compassion, respect, and courage, as well as understand why it is essential to practice them. Character education is about doing what is right and performing tasks to the best of one's ability (Singh, 2019). Furthermore, character formation is significantly influenced by environmental factors, making the environment a substantial factor in shaping the identity and behavior of students. By instilling noble morals, it is hoped to produce individuals with a Muslim identity, embedding Islamic values reflected in thinking, acting, and speaking, all of which are consistently guided by Islamic principles (Zamroni, et al., 2023).

In addition, schools act as a platform for implementing character education by employing strategies, providing facilities for character development, and designing well-structured character development programs. Schools implement character education through role models, interventions, consistent habits, and reinforcement (Zurqoni, 2018). Character education in the 21st century requires the integration of intellectual skills, life skills, moral values, and environments that impart positive values in shaping discipline, motivation, and a religious identity to develop noble, high-quality individuals.

Education for early childhood provides efforts to stimulate, guide, nurture and provide learning activities that will produce children's abilities and skills. Early childhood education is guidance for growth and physical development according to Islamic teachings with the wisdom of directing, teaching, training, nurturing and handling the child's soul. The implementation of all Islamic teachings goes through a gradual process towards the stated goal, namely instilling piety and morals and upholding the truth so that a virtuous person is formed according to Islamic teachings (Aryani, 2019). Law Number 20 of 2003 concerning the National Education System Article 1 paragraph 14 states that PAUD is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. This is a challenge for educational institutions and educators, how to translate the National Education goals into strategies, models and learning approaches so that they can effectively foster values that are relevant for implementing 21st century character education from an early age.

Character education in the 21st century for early childhood requires many approaches to learning such as: an exemplary approach, a class-based approach, a co-curricular and extra-curricular activity approach, an institutional culture and academic culture approach, a community-based approach, and the support of relevant educational policies and models. Learning to instill values, based on the development of moral reasoning, value analysis, and citizenship projects that can be developed to form good character for each student (Surya, 2017). In addition, learning techniques such as outdoor activities, game-based learning, music, repetition, and strengthening values are

integrated with technology such as the Internet of Things (IoT) to improve character development. By revealing effective strategies for building character and overcoming challenges faced by educators, it is revealed that building children's character in the PAUD environment emphasizes the importance of a holistic approach that combines traditional values with innovative practices (Tahlia et.al. 2024). 21st century character education in early childhood requires learning strategies that are appropriate to children's characteristics and the needs of the times as well as adapting to socio-cultural differences and integrating local wisdom and cultural values in communities in their respective regions. Culture is an important element in the formation of national character and identity and has great potential in forming a feeling of love for the country from an early age. Local wisdom culture makes an important contribution in building a generation that loves its homeland and has a strong identity (Uliasari, 2024).

Instilling Islamic religious values in early childhood emphasizes the application of learning using methods that are interesting and fun for young children. The singing method is very often used in early childhood learning. Research conducted in Pakistani preschools shows that singing and storytelling activities as well as good examples from teachers are activities that are often used and are more effective for children in preschool Islamic pedagogy (Nawaz, 2023). The aim of developing singing skills is so that children are able to create something based on their imagination. Apart from that, developing singing skills can also hone sensitivity and appreciate creative works. Islamic songs are always close to the world of children and usually start from the family environment because they are rich in moral messages (Yeni, 2017).

The Unggah-ungguh method in Javanese ethics is a part of ethics known as applied ethics. Because it focuses more on behavior and is an application of general ethical theories, uploading is considered an ethics that includes two main rules. These two rules are first, the way of speaking or language, and second, behavior in society (Handayani, 2009). In a study entitled "Strengthening Student Character through the Use of Javanese Language Uploading" stated that Javanese language uploading not only includes rules in speaking, but also in behavior (Wijayanti, 2019). This research recommends that teachers be role models in the use of Javanese language and familiarize students with using it in various situations. This research also provides concrete evidence that the use of Javanese language uploads can be a way to strengthen students' character education. Apart from that, this research also emphasizes the important role of teachers and parents in teaching Javanese traditions to children from an early age.

Based on this background, the researcher wants to explore the local wisdom culture of the Indung-indung song typical of East Kalimantan using the singing method and the Javanese traditional Unggah-ungguh method which can be integrated in the cultivation of Islamic religious values and the formation of 21st century character in early childhood..

RESEARCH METHODS

This research is a qualitative descriptive phenomenological research. The location of this research is Jln. P. Suryanata Perum Puspita Bukit Pinang Blok. 00, No. 1, RT 07, Kec. Samarinda Ulu, Kab. Samarinda City, East Kalimantan Province. This research is considered to be very suitable with the focus of the findings taken, namely the Indung-Indung Singing Method and the Unggah-ungguh Method which have provided a reflection of introduction and habituation activities in instilling Islamic religious and moral values as part of character formation for 21st century children by integrating these values. manners, local wisdom and multimedia learning media that are appropriate to the 21st century era. In the Indung-indung song singing activity, the teacher prepares multimedia tools in the form of television and the internet so that children are presented with examples of songs through the YouTube platform, regional song videos. Indung-Idung from East Kalimantan. Meanwhile, the Javanese Tradition- Unggah-ungguh is presented through simulations of manners or role-playing activities in Islamic religious learning with the theme of instilling moral values in early childhood.

In this research, after the data is collected, the next step is to analyze the data to draw conclusions. The analysis technique used is descriptive analysis, which is a method for collecting and compiling data before analyzing it. The data collected is usually in the form of words, images and not numbers because the approach applied is qualitative. All data collected will be key in this research. Therefore, research reports will include quotations and data processing to provide a comprehensive picture of the research conducted (Fadli, 2021). To get a comprehensive picture of this research, the data collection strategy was carried out by communicating with the class teacher. This communication aims to clarify the core goals and objectives of this research. In this way, it is hoped that the research can be carried out well in accordance with the scope and targets that have been set.

Data collection is a very important stage in this research. The initial stage carried out by researchers was to obtain permission to conduct field observations and direct interviews with Islamic religious teachers at PAUD on Friday, November 15 2024.

So, through a literature review of previous research, the following similarities and differences were obtained:

Comparison Table for Methods, Titles, Similarities, and Differences

No	Method	Title	Similarities	Differences
1	Singing Islamic-Themed Songs	"Development of Moral and Religious Values for Children through Singing Themed Islamic Songs." (2017) "Children's Character Education Through Various Learning Media in RA Normal Islamic Rakha." (2022)	- Both focus on enjoyable and engaging learning methods for early childhood education.- Both journals highlight the importance of character and moral education in the era of globalization and the Fourth Industrial Revolution.- Both emphasize the need for educators and parents to adapt teaching methods to children's characteristics by setting examples and using engaging approaches.	- The first journal describes a specific singing-based learning process where teachers first explain the song's content and moral values, demonstrate it with music, and sing with students repeatedly.- The second journal emphasizes that good teacher modeling and storytelling are effective approaches alongside singing. It explores various National Curriculum-aligned methods, showing the adaptability of Islamic

				pedagogy for different themes.
2	Role-Playing Traditions and Demonstrations	<p>“Islamic Pedagogy in Pre-school Education” (2023)</p> <p>"Implementation of Demonstration Methods in Early Children’s Akhlak Education" (2022)</p>	<p>- Both highlight the teacher’s role in moral and character education for young children.- Both underline the effectiveness of interactive and visually appealing teaching strategies in keeping children engaged.</p>	<p>- The first journal discusses Islamic pedagogy as a framework integrating role-play and storytelling with National Curriculum themes.- The second journal focuses on the demonstration method, emphasizing how teachers provide positive stimuli, model behavior, and instill moral values effectively. Role-playing traditions build curiosity and sustain engagement through tools and learning media that encourage learning through play.</p>

RESULTS AND DISCUSSION

From the findings obtained, researchers found that the singing method contains several points, namely:

1. Children's Cognitive Development

The teacher provides a video of the regional song Indung-indung along with the lyric text in it. Children observe the video of the song which is played repeatedly several times, then the teacher explains the meaning and religious values contained in it. Until children can understand with their cognitive abilities

2. Integration of the introduction of Agidah and Morals in the lyrics of the song Indung-indung by Titi Said, which are as follows:

Protected head ovaries It's raining in the village, it's cloudy here
Whose child wears a headscarf? Eyes wander, feet stumble

Whose child wears a headscarf? Eyes wander, feet stumble
لا حول ولا قوات Eyes see like blind
There is no power, no effort but God Almighty
There is no power, no effort but God Almighty
Ouch, ouch, Siti Aisyah took a shower in the river, her hair was wet
If you don't pray, don't fast, you will be tormented in the grave
If you don't pray, don't fast, you will be tormented in the grave

3. Use of technology-based learning media

In 21st century education for early childhood, teachers can integrate the use of multimedia technology as a learning medium. When learning about the introduction of religious and moral character, Islamic religious teachers use television and the YouTube platform which presents the song Indung-indung, one of which is: <https://youtu.be/uV2RIE4QjMc?si=fXwllRF895I7R-gA>

4. Involvement and increasing children's interest in learning

The children showed enthusiasm and enthusiasm in singing activities with the teacher in recognizing the religious and moral values in the song. This is because the singing method suits the characteristics of children who prefer learning with movements and songs.

Researchers also found that the traditional upload-upload method for PAI learning contained several data findings, namely:

1. The Importance of Manners

Unggah-ungguh Javanese Community Tradition, is a Javanese tradition of manners passed down from generation to generation in language and behavior. This activity is a source of local wisdom that can instill ethical values, manners and behavior that is in accordance with religious and cultural demands.

2. Learning Methods

PAUD educators apply learning methods that are fun and involve children, such as providing examples and uploading simulations, as well as building positive habits in the school environment.

3. Collaboration with Parents

PAUD educators realize the important role of parents in forming uploading habits in children. They work together with parents to create consistency in the application of their values at home and at school.

This research revealed that the introduction of Aqidah values through the method of singing Indung-indung songs from East Kalimantan and the habituation of good morals through Unggah-ungguh at PAUD Plus Puri Kencana succeeded in integrating the cultivation of Islamic religious values in the context of forming early childhood character according to the 21st century. . This learning activity emphasizes the importance of utilizing local wisdom in instilling religious values and character formation from an early age. The method of singing the regional songs Indung-Indung and Unggah-ungguh as traditional Javanese manners, is an example of local wisdom that can be integrated into Islamic religious learning and the formation of children's character from an early age.

The singing method can develop cognitive abilities because it creates children's imagination and thinking power. The regional song Indung-indung is one of the typical regional songs of East Kalimantan, the regional province where education at the PAUD Plus Puri Kencana institution is implemented. This song contains religious and moral values so that it can help children love regional culture while learning Aqidah and morals from an early age. Meanwhile, the Javanese Unggah-ungguh Method can be integrated with Islamic moral values to form students' character who has noble character and polite behavior.

Educators need to have a deep understanding of the values they want to convey and how to integrate the character education needs of early childhood in the 21st century era with Islamic learning methods and media. This research also emphasizes the importance of collaboration between schools and parents in shaping children's character. Parents must support school programs in instilling Unggah-ungguh values in children,

as well as creating family habits and consistency in practicing the Unggah-ungguh tradition and the formation of other good characters from an early age and starting from the home environment.

This research recommends the development of an integrated learning model that combines digital learning media with local folk song singing and Unggah-ungguh methods to improve the quality of PAI learning and 21st century character education in early childhood. In addition, further research is needed to explore the long-term impact of the Indung-indung and Unggah-ungguh song singing methods on six aspects of development and character formation of 21st century children.

Challenges of 21st Century Character Education and Instilling Islamic Religious Values through the singing method of the Indung-indung song and the Unggah-ungguh Method

1. Implement an effective integrated learning model
This research recommends the development of an integrated learning model that combines the Indung-indung and upload-ungguh singing methods, but does not provide in-depth details on how to implement the model effectively. The challenge is to design a learning model that can integrate these two activities harmoniously to achieve the goals of Islamic learning for early childhood (Nawaz, 2023)
2. Develop innovative teaching materials and learning media
This research also suggests the development of innovative teaching materials and learning media to support Islamic religious learning activities using singing and Unggah-ungguh methods. The challenge is to create teaching materials and media that are interesting, interactive, and appropriate to the needs of early childhood in the 21st century (Dewi, et al. 2020)
3. Evaluate long-term impacts
Emphasizes the importance of exploring the long-term impact of instilling religious and moral values through the singing method of Indung-indung and Unggah-ungguh songs on children's development. The challenge is to conduct further research to measure the long-term influence of this activity on the cognitive, social-emotional and character development of children in the 21st century era and in accordance with the Al-Qur'an and Hadith (Tabroni, et.al, 2022)
4. Building cooperation between schools and parents
Highlights the importance of collaboration between schools and parents in shaping children's character. The challenge is to build effective communication and strong collaboration between schools and parents to ensure consistency in the implementation of high-quality values at home and at school (Aryani, et al, 2023).
5. Concept of early childhood learning with stages of learning activities
21st century character education for early childhood still really requires stages of learning activities. Teachers must be able to plan, implement and evaluate learning (Zamroni, et.al, 2021). Teachers prepare learning plans through syllabi and teaching modules that are in accordance with the national curriculum for early childhood education, core activities in implementing learning containing stages of learning and playing activities with learning methods and media that are appropriate to the characteristics of early childhood, as well as authentic assessments that are holistic in nature including all aspects of child development (B Tamam, et.al, 2023).

Overcoming these challenges will help improve the quality of instilling Islamic religious values in Early Childhood Education and character formation in children from an early age.

CONCLUSION

This research shows that the method of singing Indung-indung songs and the upload-ungguh method at PAUD Plus Puri Kencana has succeeded in integrating cultural and religious values in instilling Islamic religious values and forming 21st century character in early childhood. This activity has great potential to improve the quality of instilling religious values and character formation in early childhood in accordance with the era of the 21st century. The implications of this research were found, namely, the

integration of multimedia-based Indung-indung song singing methods and the Unggah-ungguh tradition in implementation. Islamic religious learning activities can improve the quality of learning in PAUD, making it more interesting, enjoyable and effective. This activity contributes to instilling ethical values, good manners and noble morals in children from an early age, thereby forming strong characters and good morals.

Singing plays a role in enhancing children's artistic development, and is very important for their moral, cognitive, language, social and emotional development. And this research highlights the importance of collaboration between schools and parents in shaping children's character. Parents need to support school programs in instilling superior values in children. And the researcher suggests recommendations for future researchers who take the same title, namely, the development of an integrated learning model that is more structured and systematic to combine the activity of singing Indung-indung songs with early childhood Islamic religious learning. Researchers suggest that the learning stages include preparing a learning plan in the form of a lesson plan, core activities along with specific methods and media for teaching materials that integrate uploaded values and are accompanied by learning assessment and evaluation techniques. Researchers recommend the development of innovative learning media to support the singing of Indung-indung regional songs and Unggah-ungguh learning. And researchers suggest that further research be carried out regarding the long-term influence of instilling religious values using the Indung-indung song singing method and Unggah-ungguh learning on children's development. Apart from that, researchers also need to explore how to integrate singing and Unggah-ungguh methods with other 21st century character education activities in Early Childhood Education.

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