



STRATEGY MANAGEMENT OF TEACHER EXAMPLE IN FORMING CHILDREN'S MORAL RELIGIOUS VALUES

Suzana¹, Siti Julaekha², Sulaiman³

^{1,2,3}Universitas Islam Bunga Bangsa

Email: suzana311000@gmail.com¹, julaekha@bbc.ac.id², sulaiman@bbc.ac.id³

Abstract:

Moral values are the good and bad of a persons behavior, especially early childhood. Behavior can be influenced by the surrounding environment, such as the family and school environment. Educators act as models for children to provide exemplary examples to young children to create good words and behavior. The aim of this research is to find out the picture of exemplary religious morals such as children saying hello, shaking hands with teachers when they meet, being honest and keeping the environment clean. Qualitative research method with a research focus on implementing teacher example in forming moral and religious values in early childhood. Data collection techniques use observation, interviews and documentation, with primary data sources namely schools, class teachers and parents. Secondary data sources are references from various books related to religious morals and role models. The results of the research show that instilling religious and moral values through teaching and learning activities is very effective. The findings in this research show that the process of instilling religious and moral values through teacher example can shape children to know and be grateful for God creation, carry out daily worship, maintain personal and environmental cleanliness, recognize religious holidays, behave politely and honestly, and helping parents, educators and friends.

Keywords: *Exemplary Teacher, Values Morals Religion, Early Childhood Education*

INTRODUCTION

Exemplary strategic management is an implementation model learning that is based on examples of behavior demonstrated by teachers and parents. In other words, exemplary nature here is provide a good role model (example) to students (S. Nurhayati et al., 2022; Syamsuddin et al., 2021; Syarifudin & Syarifudin, 2021). Context early childhood education, exemplary implementation must be demonstrated and carried out by every educator. One of the characteristics and uniqueness of children from an early age is to imitate something he sees or hears (Fitria & Rayhani, 2023; Syarif et al., 2023). Therefore, when an educator shows bad attitudes in everyday life, especially in The learning process, both actions and words, must be automatic will be observed and followed by students, therefore, from the start An educator, especially for early childhood education, must be serious have good character so that he can become *uswatun hasanah* (suri role models) for their students (Cuacicha & Samta, 2022; Purwanto & Purwanto, 2022; Salmawati et al., 2023). Very exemplary implementation needed in early childhood education. Besides children like to imitate, too to give positive images to children so that Later he will have a good personality in his life (Abdurrahman & Abdurrahman, 2019; Syamsudin & Syamsudin, 2018).

Exemplary implementation in learning means more students It's easy to apply the knowledge learned at school, it's easier for teachers evaluating children's learning outcomes, educational goals are more focused and achieved well, creating good

relationships between teachers and students, as well as encourage teachers to always do good, because they are aware of being role models students (Kusumawati et al., 2016; Susanti & Susanti, 2018).

Morals are a term humans refer to humans or other people in actions that have positive value. Humans who have no morals being called amoral means he is immoral and has no positive value in his eyes other humans. Morals are an important thing that must be possessed by people humans, explicitly are things related to processes Individual socialization without human morals cannot carry out the process socialization. Morals in today's era have implicit values because there are many people who have moral or immoral attitudes from that point of view narrow. Morals are basic traits that are taught in schools and humans You must have morals if you want to be respected by your peers. Morals are the highest value absoluteness in social life as a whole. Assessment of morals are measured from the culture of the local community. Morals are actions or behavior, as well as someone's words in interactions with humans. A person's behavior can be assessed through the values that prevail in society and is acceptable and pleasing to the community, then that person is considered to have good morals. Morals are a product of culture and religion. Every culture has different moral standards in accordance with the prevailing value system and has been established for a long time (Eliyana et al., 2022; Ningtyas & Ningtyas, 2012; Wibisono et al., 2022) .

Moral comes from the Latin word *more*, which is the plural of *more* which means customs. Morals are formulated as conformity to standards good or bad behavior or character that has been accepted by someone society, including specific behavior such as behavior sexual. Morality is often linked to ethics. Because of both interconnected with each other. In the process of children's moral development, Ethics also has a role in forming children's morality. Ethics is think systematically about the morality it produces directly not goodness, but something basic and critical understanding about teachings and moral views. The word moral always refers to good bad as humans. Moral awareness in adults different from children's moral awareness. His moral quality is also good attention, consideration and actions are definitely different (Andriani et al., 2022; Normilah et al., 2023; Wahyuni et al., 2019).

In children, moral values do not lie in the impact of actions towards the environment and other people, but what the action lies in brings satisfaction to the child or not. Neither attention nor moral considerations and actions centered on the child himself (Irayanti & Sundawa, 2023). A person can be said to be moral if the person's behavior This is in accordance with the moral values upheld by the group social. Religion is God's rules and revelations that were deliberately revealed so that humans can live in an orderly, peaceful, prosperous, dignified and happy life world and in the afterlife. Religious teachings also contain a set of norms will lead humans to a guideline for civil society. Thus, the existence of religion is a primary need for all humanity in this world. Instill religious values in Children are the parents' job as the first and main teachers at home and family, is also the task of teachers at school (Fitriah, 2015; Hartiwi & Hartiwi, 2016; N. Nurhayati et al., 2019).

Kindergarten is an educational institution First, empowerment is very strategic for cultivating a religious spirit to children, so that they become obedient, competent, and cares about all the religious rules taught to him. After us knowing how important religion is for humans, a teacher must skilled at conveying this to his students so that it becomes deeply ingrained their souls need religious values (Fitriya & Fitriya, 2021; Hafidz et al., 2022).

RESEARCH METHODS

The method used by this researcher is a qualitative, oriented method on development and new knowledge gained through observations, interviews, and documentation studies that are directly related with the main problem. Data collection techniques are carried out through interviews, observations, documentation, from results in the field obtained and analysis of the research results was carried out using descriptive analysis. Data sources were obtained from the principal, homeroom teacher,

and parents of the participants students Data collection techniques used semi-structured interviews (Mullany & Stockwell, 2021).

RESULTS AND DISCUSSION

The strategy for forming children's morals is carried out through implementation exemplary teacher with habituation methods and discipline with a goal developing religious and moral values, namely the occurrence of change towards children to become good and true human beings behave, act and act as servants of God and children too can obey the rules that exist in the school environment, family environment:

(1) Routine habituation, namely teachers get children used to being grateful creation of Allah S.W.T, pray before and after carrying it out activities, practicing worship, speaking and being honest. (2) Spontaneous habituation, namely teachers accustom children to being spontaneous helping others, empathizing with friends, and maintaining cleanliness class and environment, (3) Exemplary habituation, a form of exemplary habituation carried out by the teacher in the form of neatly dressed, polite in speaking, as well as nature and kissing the hand of an older person. get used to children contribute to maintaining the cleanliness of the classroom and environment, (4) Programmed habituation carried out by teachers in the form of memorization activities short letters and short hadith in everyday life. (5) *Learning Discipline*. Learning requires discipline and order, because through will be trained and form good moral values. Teachers have The obligation is to encourage students to be disciplined at the moment learning process, always trying diligently, always developing himself, and is always orderly in carrying out activities without being burdened. Teachers always play the role of mediator, motivator and facilitator during the learning process while playing at school, giving examples good teaching practice by not leaving children behind while learning in class, accompanying children when playing outdoor games, as well as prepare playing media before the activity begins. (6) *Time Discipline*. Time discipline is the main focus on personality somebody. Time is also the most important part of life man. In learning activities, there are many things carried out to implement morals, including making The learning schedule is arranged in such a way that activities learning can go well. As is the case at RA NU Astanajapura goes to school at 07.00 WIB, before going to class ready to line up, read the prayer, read the holy verses of the Koran, read Asmaul Husna, continued learning, congregational prayers and went home school at 10.30 WIB. Time discipline is a very important thing determines the implementation of learning activities, because when start time is not well controlled then the activity will progress will experience obstacles. (7) *Worship Discipline*. Worship discipline is also emphasized to all RA NU students Astanajapura, among other things, carries out congregational prayers. Planting This discipline of worship is carried out through the Dhuha sunnah prayer congregation. This activity is mandatory for all students, both both men and women. This activity is carried out to train students have awareness as creatures created by God, So it is hoped that students will have good relationships it is a relationship with the Creator and a relationship with others humans and the natural surroundings. For human relations, Students are trained to be honest both in their behavior and in their actions in action. (8) *Disciplined Attitude*. Discipline in controlling one's own actions is an initial value for regulate other people's behavior, such as discipline not to get angry, rush haste to act. Attitudes that teachers pay attention to in instilling Student discipline is as follows: a) Love towards students b) Pay attention to students' abilities c) Be firm and polite d) Act fairly.

The results of this research are relevant to several research results previously, that the development of internalization of values occurred through identification with people he considers models. For them The images identified are of adults who sympathetic, famous people and self-created ideals. A child's moral development is greatly influenced by his environment, especially from their parents." From the above statement it can be understood that Children's moral development is greatly influenced by environmental factors surroundings, especially the family who interact with the child every day. It may be that good and bad children's moral development depends on good

and the bad morals of his family. For the development of children's religious morals can develop well, preferably the family, especially father and mother Pay attention to the following things:

(1) Consistent in Educating Father and mother must have the same attitude and treatment in prohibiting and allowing certain behavior in children. In reality, we still find many parents who don't compact in educating their children, this is due to a lack of parental knowledge and is also influenced by ego. Parents' inability to educate their children results in deficiencies good for children's morals, usually they are confused about which one to distinguish what is good and what is bad, what is permissible and what is not yes, obey father's rules or obey mother's rules, and so on so on. So it would be better for fathers and mothers to equalize their internal perceptions provide education to their children (Fitriyah & Fitriyah, 2019; Rukiyati et al., 2023). (2) Attitudes of parents in the family The attitude of parents in the family indirectly influence children's moral development. Through the imitation process (imitation) they record the father's attitude towards the mother and vice versa, the attitude the parents of the surrounding neighbors will be easily imitated by children. The authoritarian attitude of parents will produce an abusive attitude same with children. On the other hand, affection, openness, deliberation and consistency will also produce the same attitude to children, therefore parents should set an example (example) good morals for their children, so that in the future The children come and become useful people (Mintarsih, 2017; Sari & Fatmawati, 2023). (3) Understanding and practicing the religion adhered to by parents obliged to instill the teachings of the religion he adheres to children, both in the form of guidance and examples its implementation in everyday life. Parental example implementing religious morals is the best way in instilling religious morals in children. With development Of course there will be good religious morals in children influenced by the child's character or behavior at that time which will come. Family influence factors, environmental factors Society and children's relationships also influence development children's religious morals.

CONCLUSION

Based on the previous analysis and discussion, there is a connection There is a close relationship between the development of religious values and moral use habituation methods, such as routine habituation, spontaneous habituation, habituation exemplary and programmed habituation. Strategy for forming religious values morals are carried out through the implementation of teacher examples in forming values morals in the form of habits carried out by teachers in the form of daily behavior days such as regularly guiding prayer activities before and after carrying out them activities, spontaneous politeness in speaking, exemplary maintenance of cleanliness self and environment, programmed activities of memorizing letters and hadiths short. Implementation of learning in developing religious values and children's morals through the role of teachers, we try to make children do Habitual activities that children can understand include: children are able By knowing the holy books of the religion they adhere to, children are able to carry out worship, children can understand noble behavior (honest, helpful, respectful) and children able to maintain personal and environmental cleanliness. Implementation of examples from early childhood in forming religious values develop the ability to properly adhere to religious and moral values with the stage of development, so that the education provided by teachers can be more optimal. In moral development there is a point of heterotomy and more autonomy describes the developmental process of the individual's mental totality. Through social interactions, children develop their understanding of goals and source of rules. Until the age of seven or eight years the child is controlled by all the rules. Children don't have any rules that come from outside understanding and motivation to be consistent. At the autonomy stage the child is aware of the rules and relate them to their implementation. Development Children's morals are greatly influenced by environmental factors, especially his family who interacts with the child every day. Religious teachings also

contain a set of norms that will lead humans to civilization civil society. So that children can develop religious morals The family should develop well, especially father and mother paying attention to exemplary behavior such as being consistent in educating and practicing and appreciate it and be kind and praiseworthy.

REFERENCES

- Abdurrahman, A., & Abdurrahman, A. (2019). UPAYA MENINGKATKAN PERKEMBANGAN NILAI AGAMA DAN MORAL MELALUI METODE KETELADANAN PADA ANAK USIA DINI. *Realita : Jurnal Bimbingan Dan Konseling*. <https://doi.org/10.20414/jpk.v14i2.698>
- Andriani, M., Risman, K., & Jetti, L. (2022). PENERAPAN METODE BERCEKITA TENTANG KISAH NABI DALAM MENGEMBANGKAN NILAI MORAL PADA ANAK KELOMPOK B DI PAUD LAKASOMBU. *Jurnal Wawasan Sarjana*. <https://doi.org/10.35326/juwara.v1i3.3288>
- Cuacicha, F. C., & Samta, S. R. (2022). Strategi Pengembangan Moral Agama Anak Pada Era Pandemi Di Pos Paud Pelita Mandiri Pagerejo. *Sentra Cendekia*. <https://doi.org/10.31331/sencenivet.v3i2.2151>
- Eliyana, E., Eliyana, E., Ramzi, M., Ramzi, M., Sunardi, S., & Sunardi, S. (2022). MANAJEMEN PENDIDIK DAN TENAGA KEPENDIDIKAN DALAM MENINGKATKAN NILAI MORAL DAN AGAMA PADA ANAK USIA DINI DI PAUD INSAN KAAMIL TENIGA LOMBOK UTARA. *Jurnal Manajemen Dan Budaya*. <https://doi.org/10.51700/manajemen.v2i2.349>
- Fitria, E., & Rayhani, W. (2023). Penggunaan Metode keteladanan Dalam Nilai Moral Dan Agama Anak Usia 5 – 6 Tahun TK Ar Rayhan. *Ceria Jurnal Program Studi Pendidikan Anak Usia Dini*. <https://doi.org/10.31000/ceria.v11i2.7837>
- Fitriah, F. (2015). Upaya Guru Dalam Memperkenalkan Nilai-nilai Moral Terhadap Anak dengan Menggunakan Metode Cerita di PAUD Tarbiyatul Athfal IAIN Antasari Banjarmasin. <https://www.semanticscholar.org/paper/063c37224a1f67aa77480ca9fdco9eea07c4a357>
- Fitriya, A., & Fitriya, A. (2021). Peran Guru Dalam Membangun Nilai-Nilai Karakter Pada Anak Usia Dini Di Paud Kamboja 69 Sukowono Jember. *Childhood Education : Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.1234/cej.v2i2.4315>
- Fitriyah, F., & Fitriyah, F. (2019). IMPLEMENTASI PENGEMBANGAN NILAI MORAL DAN AGAMA PADA ANAK USIA DINI MELALUI METODE KETELADANAN DI TK AL-MUHSIN. *Islamic EduKids*. <https://doi.org/10.20414/iek.v1i1.1809>
- Hafidz, N., Hafidz, N., Kasmianti, K., Kasmianti, K., Diana, R. R., & Diana, R. R. (2022). Pembiasaan Nilai-Nilai Keagamaan dalam Mengasah Kecerdasan Spiritual Anak. *Aulad*. <https://doi.org/10.31004/aulad.v5i1.310>
- Hartiwi, H., & Hartiwi, H. (2016). PELAKSANAAN PEMBIASAAN NILAI AGAMA DAN MORAL PADA ANAK USIA 5-6 TAHUN DI PAUD TERPADU MUTIARA YOGYAKARTA. <https://www.semanticscholar.org/paper/bd55c430434674aed32a44fac84af3db691c8d84>
- Irayanti, I., & Sundawa, D. (2023). Children See, Children Do: Pendidikan Karakter Berbasis Nilai Moral Pancasila. *Jurnal Obsesi*. <https://doi.org/10.31004/obsesi.v7i3.4362>
- Kusumawati, T. I. J., Kusumawati, T., Kusumawati, T. I. J., & Kusumawati, T. (2016). METODE PENANAMAN NILAI – NILAI AGAMA DAN MORAL PADA PENDIDIKAN ANAK USIA DINI (PAUD) AL AMANAH DESA GEMBONG KECAMATAN BOJONGSARI KABUPATEN PURBALINGGA TAHUN

- PELAJARAN2013/2014.<https://www.semanticscholar.org/paper/47a8e9def6b4dd958fe678e410110ec5ea97b8d>
- Kusumawati, T. I. J., Kusumawati, T., Kusumawati, T. I. J., & Kusumawati, T. (2016). METODE PENANAMAN NILAI – NILAI AGAMA DAN MORAL PADA PENDIDIKAN ANAK USIA DINI (PAUD) AL AMANAH DESA GEMBONG KECAMATAN BOJONGSARI KABUPATEN PURBALINGGA TAHUN PELAJARAN2013/2014.<https://www.semanticscholar.org/paper/47a8e9def6b4dd958fe678e410110ec5ea97b8d>
- Mintarsih, M. (2017). PERAN PAUD SEBAGAI PENGEMBANGAN KARAKTER NILAI AGAMA DAN MORAL PADA ANAK USIA DINI. <https://www.semanticscholar.org/paper/dcde6be391ad984bb3ef2566958e5918903e9cd7>
- Mullany, L., & Stockwell, P. (2021). Qualitative, quantitative and mixed methods research (Dörnyei). In *Introducing English Language*. <https://doi.org/10.4324/9781315707181-60>
- Ningtyas, A. R., & Ningtyas, A. R. (2012). Peran Guru PAUD dalam Membentuk Moral dan Nilai-Nilai Agama Anak Usia Dini di PAUD Amanah Blitar. <https://www.semanticscholar.org/paper/acbed0ef93b07244d75d3c26e1ea3229a7de818>
- Normilah, MY, M., & Musli. (2023). Penerapan Metode Pembiasaan pada Pembelajaran Agama Islam dalam Mengembangkan Nilai-nilai Agama dan Moral Pada Anak Usia Dini. *Ta'rim: Jurnal Pendidikan Dan Anak Usia Dini*. <https://doi.org/10.59059/tarim.v4i1.63>
- Nurhayati, N., Nurhayati, N., Nurhayati, N., Haruna, D. M., & Haruna, D. M. (2019). MENINGKATKAN PENERAPAN NILAI MORAL AGAMA ISLAM ANAK MELALUI METODE DEMONSTRASI DI KELOMPOK B PAUD NOSARARA PALU.<https://www.semanticscholar.org/paper/ad1f56c6ca7a1c4c80b6b0039d13a2ed53bc73ad>
- Nurhayati, S., Hasani, S., & Risnawati, D. (2022). Pengaruh Keteladanan Guru Terhadap Perkembangan Nilai Agama dan Moral Anak Usia Dini. *Jambura Early Childhood Education Journal*. <https://doi.org/10.37411/jecej.v4i2.1003>
- Purwanto, R. A., & Purwanto, N. R. A. (2022). Persepsi Guru PAUD Terhadap Model Pembelajaran dan Hasil Belajar Anak Usia Dini. *Journal of Instructional and Development Researches*. <https://doi.org/10.53621/jider.v2i2.113>
- Rukiyati, R., Siswoyo, D., & Hendrowibowo, L. (2023). Pendidikan Nilai-Nilai Moral Anak Usia Dini di Taman Kanak-Kanak Berbasis Islam. *Jurnal Obsesi*. <https://doi.org/10.31004/obsesi.v7i4.4680>
- Salmawati, N., Tisnawati, N., & Islahuddin, A. (2023). IMPLEMENTASI METODE KETELADANAN DALAM PEMBELAJARAN AKHLAQ DAN IBADAH ANAK USIA 5-6 TAHUN KELAS B PAUD AL MUHSIN METRO UTARA. *Jurnal Ilmiah Mahasiswa*. <https://doi.org/10.24127/thufulah.v2i1.5203>
- Sari, D. N., & Fatmawati, F. A. (2023). PERKEMBANGAN MORAL ANAK KELOMPOK B MELALUI METODE PEMBIASAAN DI TK DHARMA WANITA PERSATUAN RETNO SUWARI LERAN. *JIEEC (Journal of Islamic Education for Early Childhood)*. <https://doi.org/10.30587/jieec.v5i1.4321>
- Susanti, E., & Susanti, E. D. (2018). UPAYA GURU DALAM MENERAPKAN NILAI-NILAI KARAKTER PADA ANAK KELOMPOK A PAUD. <https://doi.org/10.31934/ecej.v1i1.153>
- Syamsuddin, A., Syamsuddin, A., Harun, H., Harun, H., Pamungkas, J., Pamungkas, J., Sudaryanti, S., Sudaryanti, S., Prayitno, P., & Prayitno, P. (2021). Konstruksi Nilai Moral Anak Usia Dini Versi Guru PAUD. *Jurnal Obsesi*. <https://doi.org/10.31004/obsesi.v6i3.1883>
- Syamsudin, A., & Syamsudin, A. (2018). PENGARUH IKLIM KEAGAMAAN LEMBAGA PAUD TERHADAP PERKEMBANGAN NILAI AGAMA DAN MORAL ANAK USIA DINI SE-KOTA YOGYAKARTA. *Journal of Production Agriculture*. <https://doi.org/10.21831/jpa.v6i2.17698>

- Syarif, N., Iting, A., RUSDU, M., & Safitri, F. (2023). KOMPETENSI KEPERIBADIAN GURU DALAM MENANAMKAN NILAI AGAMA DAN MORAL PADA ANAK USIA DINI SELAMA PANDEMI COVID-19 DI TK PATTOLA PALALLO. *NOKEN: Jurnal Pengelolaan Pendidikan*. <https://doi.org/10.31957/noken.v3i2.2731>
- Syarifudin, A., & Syarifudin, A. (2021). MANAJEMEN PRIBADI GURU. *Jurnal Jendela Bunda Program Studi PG-PAUD Universitas Muhammadiyah Cirebon*. <https://doi.org/10.32534/jjb.v8i2.1717>
- Wahyuni, S., Wahyuni, S., Wahyuni, S., Nuraini, N., & Nuraini. (2019). Peran Guru PAUD dalam Meningkatkan Perkembangan Moral Anak Usia 5-6 Tahun di Kecamatan Tenayan Raya Kota Pekanbaru. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31849/paud-lectura.v3i01.3350>
- Wibisono, N., Habibi, M., Astini, B. N., & Jaelani, A. K. (2022). IDENTIFIKASI PERKEMBANGAN NILAI AGAMA DAN MORAL ANAK USIA 5-6 TAHUN DI PAUD KASIH IBU DUSUN ORONG KECAMATAN BATULAYAR. *Jurnal Mutiara Pendidikan*. <https://doi.org/10.29303/jmp.v2i2.3548>