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**Building a Generation of Islamic Character
through Religious and Moral Education**

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Abstract

Various reviews and examinations of previous researchers on children's character building have been conducted. This is based on the realisation that character building is one of the main goals of education, especially in early childhood education (PAUD) which is known as the golden period of child development. Therefore, this study aims to analyse the implementation of religious and moral education at Permata Bunda Kindergarten in shaping children's character. Using a descriptive qualitative approach, this research involved teachers, students and parents as the main subjects. The results show that religious education is integrated through habituation, storytelling method, and practical learning, such as ablution and prayer. In addition, the use of learning media in character building is also proven to be an important role in the process of building a generation with character. So that the utilisation of media is highly recommended as one of the strengthening of Islamic character in children. Through this research, it is concluded that in addition to exemplary aspects and habituation methods, providing learning experiences with the use of media is an important factor in building a generation of Islamic character from an early age. This is because children who grow up with the values of honesty, compassion, and responsibility will be better prepared to face the challenges of life in the future.

Keywords: Islamic Character, Moral, Media Utilisation, Religious Education.

PRELIMINARY

The number of news stories about violence in the world of education makes the spotlight in the country of Indonesia (Humaila, 2023; Ngidi, 2023; Bhana, 2009). Furthermore, as of September 2024, there were 293 cases of violence committed in schools. The dominating type of violence is sexual violence with a percentage of 42%, followed by bullying 31%, physical violence 10%, psychological violence 11% and policies containing violence totalling 6% (Mashabi, 2024; Mukhibat, *et.al.*, 2024). This case of violence is not only felt among students, even among teachers or educators has also occurred. Where a student does not hesitate to give bad behaviour to his own teacher (Ahmad, 2024; Bennett, *et.al.*, 2011). The cause of the various problems that exist above is caused by the moral crisis that exists in students (Anggraini, 2022; Sungusia, *et.al.*, 2020).

The moral crisis itself is caused by the existence of technology that is increasingly sophisticated, intelligent, effective and the rise of digitalisation in all fields which makes a change in the lifestyle of the younger generation based on modernity (Oktavian & Febrianti, 2018). These facts show that there has been moral degradation of the nation's generation in the midst of various problems and challenges of life in the current era of disruption (Anggraini, 2022; Salmi, 2009). Religious and moral education is very important to build the morality of a nation and society (Makruf, 2017; Waghid, 2014). The aim is to realise education that encourages ethics and Erika values in shaping the next generation of the nation.

The young generation is a valuable asset for the future of the nation (Rochbani, *et.al.*, 2024). They are the future successors who will determine the direction and future of the country, so early character building is an urgent need. In this context, religious and moral education has a strategic role in instilling noble values such as honesty, responsibility, empathy and discipline (Sari & Irawan, 2023). Religious and moral education aims not only to form a religious person, but also an individual who has noble morals in social life (Kulsum & Muhid, 2022; Usman, 2018). Especially in the era of globalisation marked by rapid modernisation and technological development, moral and religious values are often overlooked (Anam, 2014). This challenge is even more evident when young children, who are in the most important phase of development, are exposed to various negative influences from digital media, both the environment and consumptive culture that lacks noble values (Fitri, *et.al.*, 2020).

Kindergarten (TK) is one of the early educational institutions that plays an important role in shaping children's character. Permata Bunda Kindergarten, as an Islamic educational institution, realises this urgency by making religious and moral education the main foundation in the learning process. The approach to religious values-based education in this kindergarten is designed to help children understand and apply moral and religious principles in their daily lives. Thus, Permata Bunda Kindergarten not only provides academic knowledge, but also builds a strong spiritual and emotional foundation for its students. Religious education at Permata Bunda Kindergarten includes teaching about faith, worship, and morals, which are tailored to the level of understanding of early childhood. In addition, moral education is taught through stories, play activities, and the habituation of good values such as respecting parents, being polite to friends, and obeying rules (Wahyuni & Putra, 2020; Arsyad, 2017). This approach aims for children to not only understand the values, but also internalise them in their daily actions. However, the implementation of religious and moral education in early childhood education institutions often faces challenges. Limited resources, lack of teacher training and minimal parental participation are some of the obstacles that must be overcome to achieve optimal educational goals.

The main purpose of this research is to analyse the implementation of religious and moral education in Permata Bunda Kindergarten to build children's character. In addition, this study also aims to determine the usefulness of learning media in building a generation with Islamic character. Thus, this research is expected to provide relevant recommendations for the development of religion-based character education models, especially for early childhood. This research is based on various relevant previous studies. Yasyakur (2016) argues that the existence of prayer activities is one of the routine activities carried out as a habituation step in discipline to form students with obedient personalities. This is reinforced by the results of research from Dewi, *et.al.* (2024) that a deep understanding of Islamic science can improve the quality of education. This certainly has an influence on the character of students. Based on these findings, the research at Permata Bunda Kindergarten was directed to further explore how these approaches are applied and contextualised according to local conditions in Seluma district.

This background shows the importance of religious and moral education in early childhood education institutions such as Permata Bunda Kindergarten. This education not only equips children with knowledge about Islam, but also forms Islamic characters that will be the basis for their future lives (Wiyani, 2017). By utilising innovative learning media and involving families in the education process, Permata Bunda Kindergarten is committed to creating a generation that is not only academically outstanding, but also noble. By focusing on character building through religious and moral education, Permata Bunda Kindergarten seeks to make a real contribution in creating a generation that is not only intellectually intelligent but also has a strong personality and noble character. This effort is not only relevant to local needs in Bengkulu City but can also serve as a model for other early childhood education institutions. This study aims to explore how religious and moral education strategies are implemented in Permata Bunda Kindergarten, and their impact on children's character building.

Through this research, it was found (novelty) that in addition to exemplary aspects and habituation methods, providing learning experiences with the use of media is an important factor in building a generation with Islamic character from an early age. The gap analysis obtained is an insight into how the utilisation of learning media can increase the effectiveness of religious and moral education. This research also aims to provide recommendations for other educational institutions in applying a similar approach, so that efforts to build a generation with Islamic character can be carried out more broadly and structurally. Thus, religious, and moral education at the early childhood level is not only one aspect of the

curriculum, but also the main foundation in producing the next generation with integrity and adherence to Islamic values.

METHOD

This research was conducted with a qualitative approach and descriptive research type (Assingkily, 2021). The purpose of this study is to explain in detail how religious and moral education is implemented in Permata Bunda Kindergarten, as well as how learning media is used to build character in early childhood. The place of this research is Permata Bunda Kindergarten, Bengkulu City, considering that the institution is located on Jl. Telaga Dewa, Pagar Dewa, Kec. Selebar, Bengkulu City, Bengkulu 38211, with its characteristics that emphasise religious education as an important part of its curriculum. Data collection was conducted through three main methods, namely observation, interviews and documentation.

FINDINGS AND DISCUSSION

Implementation of Religious and Moral Education

This study aims to understand the role of religious and moral education in building early childhood character at Ar Raudah Kindergarten, Seluma. Early childhood education is considered a very important period in shaping personality and basic values that will be the foundation for their lives in the future (Kamila, 2023; Wonderly, 2009). In this context, Permata Bunda Kindergarten utilises a religious and moral value-based approach to instil positive character in children from an early age. This research uses a qualitative method with a descriptive approach, where data is obtained through direct observation, in-depth interviews with teachers, principals, and parents, as well as analysis of documentation of activities at school. The results show that the religious and moral education implemented at Permata Bunda Kindergarten has a significant impact on children's character building, both in the school environment and in everyday life.

Learning activities at Permata Bunda Kindergarten are designed to integrate religious values into various aspects of children's lives. Every day begins with a prayer routine, which aims to build children's gratitude and spiritual closeness. In addition, children are taught about important values such as honesty, responsibility, mutual respect, and compassion. The learning process is done in a fun and age-appropriate way, such as through Islamic stories, interactive games, and moral-themed songs. This not only builds children's spiritual intelligence, but also shapes positive social behaviour (Iwasa, 2017; Clayton & Stevens, 2019). For example, children are taught to share with friends, keep the environment clean, and speak politely to others.

In interviews with teachers, it was found that they have a very important role as mentors and role models. Teachers at Permata Bunda Kindergarten not only provide subject matter, but also become real examples in showing behaviour that is in accordance with moral values. When small conflicts occur between children, teachers try to teach how to solve problems wisely, such as apologising or discussing. Teachers also give appreciation in the form of praise to children who show good behaviour, so that children feel valued and motivated to continue doing good. However, teachers also reveal the challenges they face, especially in overcoming differences in family backgrounds (Best, 2016; An, 2020). Some children face difficulties internalising the values taught at school due to a lack of consistency in the application of these values at home.

Religious and moral education at Permata Bunda Kindergarten is implemented by integrating religious values in daily activities. The programme includes three main approaches: habituation, integrating religious values into learning activities, and reinforcement through practical activities. Habituation is carried out from the moment students enter the school environment, starting with the recitation of morning prayers together. This habituation aims to instil the value of spirituality and gratitude in children from an early age (Nishino, 2017; Bleazby, 2020). In addition, students are trained to recite short letters from the Qur'an, such as Al-Fatihah and other short letters, with the repetition method to facilitate memorisation.

This habit is consistently applied every day to create positive habits. The integration of religious values in learning activities is done through storytelling methods, role-playing, and learning worship practices (Maya, 2017; Abbas, *et.al.*, 2023). For example, teachers use Islamic stories, such as the story of the Prophet Muhammad, to instil the values of compassion, honesty and hard work. These stories are told

in an interesting way, using picture books and audiovisual media. In addition, role plays are conducted to help students understand moral concepts in a concrete way (Mais, *et.al.*, 2021; Taklimudin & Saputra, 2018). For example, in role-playing activities as traders and buyers, students are taught the importance of honesty in transactions.



Figure 1. Habituation Methods Practised at Permata Bunda Kindergarten

Figure (1) above, shows that the integration of religious values in learning activities is done through the method of storytelling, role-playing, and learning worship practices. For example, teachers use Islamic stories, such as the story of the Prophet Muhammad, to instil the values of compassion, honesty and hard work. These stories are told in an interesting way, using picture books and audiovisual media. In addition, role plays are conducted to help students understand moral concepts concretely. For example, in role-playing activities as traders and buyers, students are taught the importance of honesty in transactions. Learning the practice of worship, such as how to perform ablutions and pray, is also an important part of the curriculum. Teachers teach students how to perform ablutions through teaching aids, such as pictures of the steps of ablution, and practice them in the school environment (Guntoro, 2020; Zaman, 2017). In addition to providing an understanding of worship, this activity also trains students to be disciplined and clean (Suradarma, 2018).

Overall, the religious and moral education in Permata Bunda Kindergarten has made a significant contribution in shaping a generation with character. This success shows the importance of synergy between schools, teachers, parents, and the community in producing the next generation who are not only intellectually intelligent but also have noble morals (Rifki, *et.al.*, 2023; Luthfiyah & Zafi, 2021). With strengthening in various aspects, this education model has the potential to inspire other educational institutions to integrate religious values in an effort to build children's character from an early age (Iqbal, *et.al.*, 2024; Badruddin & Shidiq, 2022). Religious and moral education at Permata Bunda Kindergarten is implemented through habituation, integrating religious values into learning activities, and reinforcement through students' daily activities. Every morning, all students follow the habit of praying together led by the teacher in the classroom. This habituation is carried out consistently before learning activities begin. Furthermore, the teacher teaches the recitation of short Qur'anic letters using the repetition method so that students can memorise gradually.

The principal of Permata Bunda Kindergarten explained that the curriculum is specifically designed to integrate religious and character education. Each learning theme is combined with activities that aim to build children's morality and ethics. For example, in the theme 'Clean and Healthy Environment', children are invited to recognise cleanliness as part of faith. In addition, the school actively involves parents in the parenting programme, which aims to improve parents' understanding of the importance of character education. The principal emphasises that collaboration between school and family is essential so that the values instilled at school are also applied consistently at home.

Interviews with parents provide further insight into the impact of religious and moral education implemented at Ar Raudah Kindergarten. Most parents stated that they see positive changes in their children. The children became more disciplined, more caring towards others, and more polite in their speech. Some parents also mentioned that the approach implemented at school motivates them to be more active in supporting their children's character education at home. However, there are also parents who face obstacles, such as limited time to accompany their children due to work demands. This shows that although schools have played an optimal role, family involvement remains an important factor in the success of this programme.

From the results of this study, it can be discussed that religious and moral education plays a crucial role in shaping a generation with character. Religious values taught from an early age not only build spiritual intelligence but also instil strong social morality (Syarnubi, 2019; Amiruddin, 2021). Children who grow up with the values of honesty, compassion, and responsibility will be better prepared to face the challenges of life in the future. At Ar Raudah Kindergarten, the approach used has proven effective as it combines theoretical learning with practical habituation, so that children can internalise these values in their daily lives. However, the success of this education is inseparable from some challenges. Teachers need further training to improve their ability to teach religious and moral values with more creative methods. In addition, periodic evaluations need to be conducted to ensure that the values taught really make an impression on the children (Muzakki, 2016; Mustofa, 2019; Haniyyah, 2021). Parent engagement also needs to be enhanced through more flexible programmes, such as online consultations or short trainings tailored to their schedules.

Learning Media Utilisation

Early childhood is an important phase in personality formation, so creative and relevant teaching methods are needed to effectively instil religious and moral values (Mustafiyanti, *et.al.*, 2024). One of the ways that is done in Permata Bunda Kindergarten is through the use of various learning media that are interesting and in accordance with child development. This research uses a qualitative method with a descriptive approach. Data were obtained through direct observation of learning activities, interviews with teachers and principals, and documentation of learning activities. The results show that learning media has a positive impact in helping children understand religious and moral values in a more enjoyable and effective way.

In observations at Permata Bunda Kindergarten, it was found that learning media were used as the main tool in the process of delivering religious and moral materials. Conventional media such as picture story books, moral value posters, and physical props such as dolls or miniature places of worship were often used to introduce religious concepts. For example, teachers used picture story books to tell the story of the Prophet Muhammad SAW, which was then followed by a short discussion about examples from the story. Posters displaying messages such as the importance of honesty or sharing with friends were displayed in the classroom as visual reminders. In addition, songs with moral and religious themes were also an important part of learning. Teachers often started and ended learning activities by singing Islamic songs that had moral messages, such as the importance of being grateful or respecting parents. Children seemed enthusiastic about this method, because they could learn while singing and moving. These songs also made it easier for children to memorize short prayers or certain religious values.



Figure 2. The process of singing Islamic songs

Di sisi lain, penggunaan media modern mulai diterapkan di TK Permata Bunda untuk memperkaya pengalaman belajar anak-anak (Ayunina & Zakiyah, 2022; Subekhan & Annisa, 2018). Guru memanfaatkan teknologi seperti proyektor untuk memutar video edukasi yang mengajarkan nilai-nilai agama dan moral melalui animasi yang menarik (Ranam, *et.al.*, 2021; Wahyuni & Putra, 2020). Misalnya, video tentang kisah Nabi Ibrahim yang mengajarkan tentang keikhlasan dan pengorbanan diputar di kelas, diikuti dengan sesi tanya jawab untuk memastikan anak-anak memahami pesan dari cerita tersebut. Guru di TK Permata Bunda mengakui bahwa media pembelajaran, baik konvensional maupun modern,

membantu mereka dalam menyampaikan nilai-nilai agama dan moral dengan lebih efektif. Media tersebut tidak hanya mempermudah anak-anak untuk memahami materi, tetapi juga membuat suasana belajar menjadi lebih menarik dan interaktif (Zazin, *et.al.*, 2019).

Guru merasa bahwa melalui media pembelajaran, anak-anak lebih mudah mengingat nilai-nilai yang diajarkan dan bahkan mulai menerapkannya dalam keseharian mereka. Sebagai contoh, setelah mendengarkan cerita tentang pentingnya berbagi, beberapa anak mulai menunjukkan sikap peduli terhadap teman-temannya di kelas. Namun, guru juga mengungkapkan adanya kendala dalam penggunaan media pembelajaran, terutama terkait keterbatasan fasilitas (Zenaida, *et.al.*, 2023; Hafidz, *et.al.*, 2022). Tidak semua ruang kelas dilengkapi dengan perangkat teknologi, sehingga penggunaan media modern seperti proyektor atau aplikasi interaktif belum bisa dilakukan secara rutin. Selain itu, beberapa guru merasa bahwa mereka memerlukan pelatihan tambahan untuk memanfaatkan teknologi pendidikan dengan lebih baik. Hal ini menunjukkan bahwa perlu ada dukungan yang lebih besar, baik dari segi penyediaan alat maupun peningkatan kompetensi guru (Zaky & Setiawan, 2023; Akhyar, *et.al.*, 2023).

Kepala sekolah TK Permata Bunda menyampaikan bahwa media pembelajaran telah menjadi bagian integral dari strategi sekolah dalam meningkatkan kualitas pendidikan agama dan moral. Kurikulum di sekolah ini dirancang untuk mengintegrasikan pendidikan karakter melalui pendekatan yang kreatif, salah satunya dengan menggunakan media yang relevan dan kontekstual. Kepala sekolah mendorong guru untuk menggunakan media yang familiar bagi anak-anak, seperti gambar atau cerita yang menggambarkan aktivitas sehari-hari mereka. Pendekatan ini membantu anak-anak merasa lebih dekat dengan nilai-nilai yang diajarkan, karena mereka bisa mengaitkannya dengan pengalaman pribadi mereka (Huda & Luailik, 2023). Orang tua juga merasakan dampak positif dari penggunaan media pembelajaran di TK Permata Bunda. Mereka melihat perubahan pada anak-anak mereka, seperti menjadi lebih disiplin, sopan, dan peduli terhadap orang lain. Beberapa orang tua bahkan mulai memanfaatkan media yang sama di rumah, seperti memutar video pembelajaran agama atau menggunakan aplikasi edukasi yang diperkenalkan oleh sekolah (Nuri, *et.al.*, 2023; Munawir, *et.al.*, 2024). Namun, sebagian orang tua menyatakan bahwa mereka memerlukan panduan lebih lanjut tentang cara mendukung penggunaan media ini di rumah, terutama bagi mereka yang kurang terbiasa dengan teknologi.

Media pembelajaran memiliki peran yang sangat penting dalam pendidikan agama dan moral di TK Permata Bunda. Media ini tidak hanya menjadi alat bantu untuk menyampaikan materi, tetapi juga menjadi sarana untuk menarik minat anak dan memperkuat keterlibatan mereka dalam proses belajar (Kulsum & Muhid, 2022; Siswanta, 2017). Anak-anak yang belajar melalui media cenderung lebih memahami dan menginternalisasi nilai-nilai yang diajarkan, karena mereka mendapatkan pengalaman belajar yang menyenangkan dan interaktif. Untuk memastikan keberhasilan pemanfaatan media pembelajaran, beberapa langkah perlu dilakukan. *Pertama*, sekolah harus memastikan ketersediaan fasilitas yang memadai, seperti perangkat teknologi dan bahan ajar berkualitas. *Kedua*, pelatihan bagi guru perlu ditingkatkan untuk memastikan mereka memiliki kemampuan yang cukup dalam memanfaatkan media pembelajaran, terutama media modern. *Ketiga*, penting untuk melibatkan orang tua secara aktif dalam proses pembelajaran, sehingga nilai-nilai yang diajarkan di sekolah dapat terus diperkuat di rumah (Hidayat, 2020; Rambe, *et.al.*, 2023).

Secara keseluruhan, pemanfaatan media pembelajaran di TK Permata Bunda telah memberikan kontribusi yang signifikan dalam membangun generasi berakarakter melalui pendidikan agama dan moral. Dengan peningkatan fasilitas, pelatihan guru, dan kolaborasi dengan orang tua, model ini memiliki potensi untuk menjadi inspirasi bagi lembaga pendidikan lain dalam mencetak generasi yang tidak hanya cerdas, tetapi juga berakhlak mulia. Kombinasi antara kreativitas, teknologi, dan keterlibatan keluarga menjadi kunci utama dalam menciptakan pendidikan karakter yang berhasil.

CONCLUSION

This research reveals that religious and moral education in Permata Bunda Kindergarten has successfully instilled positive character values in early childhood. The implementation of religious education is carried out through the habituation of prayer, memorisation of Qur'anic letters, and storytelling methods that are effective in conveying moral messages. In addition, activities such as role-playing and practical learning of worship, such as ablution and prayer, also support the understanding and application of religious values in children's daily lives. Meanwhile, the utilisation of media in character

building is also an important element that needs to be considered. The media is not only a tool to convey material, but also a means to attract children's interest and strengthen their involvement in the learning process. Children who learn through media tend to better understand and internalise the values taught, because they get a fun and interactive learning experience.

Based on the description above, it is understood that the use of learning media in character building has also proven to be an important role in the process of building a generation with character. Thus, the utilisation of media is highly recommended as one of the strengthening of Islamic character in children. Through this research, it is concluded that in addition to exemplary aspects and habituation methods, providing learning experiences with the use of media is an important factor in building a generation of Islamic character from an early age. This is because children who grow up with the values of honesty, compassion, and responsibility will be better prepared to face the challenges of life in the future.

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