



Children's Moral Education From An Early Age

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ABSTRACT

Moral education in early childhood is an important foundation for future character development. Early childhood is a golden period of development, where children can easily absorb and imitate the behavior and values taught by their parents and environment. Parents play a central role in instilling moral values such as honesty, empathy, responsibility and respect. An effective way to communicate these values is through everyday examples. This is because children tend to learn by imitating what they see. The aim of this research is to find out the picture regarding moral education in early childhood. This research uses the library research method using 9 research articles as the main research data source. The research articles referred to are related to moral development in early childhood. The research results show that instilling moral values in children can be done by teaching children about moral values through habituation methods, examples, stories, singing. Apart from that, parental involvement and teacher competence are also the main factors in improving morals in early childhood through involvement of teachers and parents in getting used to greetings, praying, learning methods, advice, supervision, speaking well, motivation

Keywords: Children, Early age, Moral education

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INTRODUCTION

Early childhood is a child in the age range from birth to 8 years. The age limit of 0-8 years is an age limit that refers to the DAP (Developmentally Appropriate Practices) concept, which is a reference for Early Childhood Education (PAUD) published by the PAUD Association in America (Departemen Pendidikan Umum Wisconsin, 2017). Husni Rahim and Maila Dinia Husni Rahiem (2012) said early childhood is a crucial stage in terms of a child's physical, intellectual, emotional and social development.

Mental and physical abilities progress at an astounding rate and a very high proportion of learning takes place from birth to age six years old.

Early childhood has a unique growth and development process. Apart from growth, early childhood development also occurs rapidly. Various aspects of development are often grouped as physical development, intelligence, language, social-emotional. At an early age, the development of each aspect has special characteristics that are different at certain ages. Providing stimulation that is appropriate to the child's developmental characteristics will make various aspects of the child's development develop optimally. Thus, educators' understanding of the various characteristics of early childhood development is very necessary in order to provide good treatment to their students (Setiawati, 2006).

One of the education that can be provided is moral education to support the psychological development of early childhood. Ahmad Nawawi (2010) moral values education is a conscious effort carried out by humans (adults) which is planned to provide opportunities for students (children, generations). successor) instill divinity, aesthetic and ethical values, good and bad, right and wrong, regarding actions, attitudes and obligations; noble morals, noble character in order to reach maturity and be responsible.

Moral instillation in early childhood is an important foundation in the formation of their character and personality in the future. At this stage, children are in a golden period of development, where they very easily absorb and imitate the behavior and values taught by their parents and the surrounding environment. Parents have a central role in teaching moral values such as honesty, empathy, responsibility and respect. An effective way to instill these values is through real examples in everyday life, because children tend to learn by imitating what they see. For example, parents can show honesty by always telling the truth and show empathy by showing concern for other people. Apart from that, role-playing activities, storytelling, and discussions about simple moral situations can also help children understand moral concepts in a concrete way. Consistency in applying fair discipline and positive reinforcement when children show good behavior are also very important to reinforce the values taught.

According to research by Berkowitz and Bier (2005), effective moral cultivation in early childhood can form a strong foundation for further moral development and create individuals who have high integrity. Thus, instilling morals in early childhood not only shapes them into individuals with good character, but also helps create a more civilized and harmonious society in the future. Furthermore, Farida Agus Setiawati (2006) stated from the results of her research that Educating moral and religious values to children will be better if taught by means of familiarizing the values in their daily activities. The learning process does not necessarily take place inside the classrooms, but it is better to be applied in various natural activities of the children. Cooperation with the parents or custodians to apply the moral and religious values in the children's daily activities at home needs to be taken as well.

The phenomenon in the study of early childhood moral education refers to the discrepancy between the importance of moral education recognized in theory and its implementation in practice. Many studies show that moral education from an early age is very important for the formation of children's character (Berkowitz & Grych, 1998). However, in practice, many schools and parents still prioritize cognitive and academic aspects over moral and character development (Kostelnik et al., 2014). This shows that there is a gap between theory and practice that needs to be addressed through a more holistic approach to early childhood education.

In addition, research gaps or gaps in research are also significant. Many studies have explored the importance of moral education, but there is a lack of research on the most effective teaching methods for various cultural and social contexts (Narvaez & Lapsley, 2009). In addition, much of the existing research is short-term and does not evaluate the long-term impact of moral education on children's development in adulthood (Thornberg, 2016). More comprehensive and longitudinal studies are needed to understand how moral education can influence children's behavior and character in the long term. Based on the background above, the author wants to research moral education in early childhood.

RESEARCH METHODOLOGY

The method used in this study involves using library research with various references to support the research goal. The research procedure includes: (1) the preparation stage in determining the topic, (2) the implementation stage of searching for reference sources, (3) documenting the findings from various reference sources (Mustafa & Masgumelar, 2022). In the preparatory stage of this research, the selection of the topic on education and morals in young children serves as the foundation for searching relevant sources of references. Next in the implementation phase is to search for relevant sources related to education and morality in early childhood. Reference source. This study used 9 research articles related to moral education in early childhood.

RESULT AND DISCUSSION

In this research, a library study method was carried out using the 9 research results below:

Table 1. Research results

| No | Researcher Name and Year | Title | Method | Result |
|----|---|--|--|---|
| 1 | Mazrur Mazrur, Surawan Surawan, Muhammad Ali Sibram Malisi (2023) | Moral Education in Early Childhood: The Existence of TPA Darul Amin in Urban Communities | <ul style="list-style-type: none"> • Methods of habituation, example, stories and singing used for education. Ustadz's efforts include greeting, praying, advising, supervising, motivating, disciplining | <ul style="list-style-type: none"> • Methods used in moral education: habituation, example, stories, singing • Efforts made by the teacher/ustadz in forming attitudes: greeting, praying, learning methods, advice, supervision, speaking well, motivation, discipline |
| 2 | Nurhana Binti Sabri, S. Mohamed (2022) | Implementation of Teaching and Learning (PdP) of Moral Education in Preschool | <ul style="list-style-type: none"> • Systematic method analysis using the Google Scholar database and search engines. • Narrative and habituation methods are recommended for teaching Moral Education | <ul style="list-style-type: none"> • Moral education is carried out in preschool through scientific disciplines. • Issues include teachers' pedagogical skills and parent involvement. |
| 3 | Munawarah, Muhammad Fachry Ghafur (2023) | Sumang Gayo as Stimulation of Moral Development in Early Childhood | <ul style="list-style-type: none"> • Library Research Studies • Data analysis using data reduction, data display, and conclusions. | <ul style="list-style-type: none"> • Four sumang stimulate children's moral and character development. • Children demonstrate polite behavior, concern for others, and self-awareness |
| 4 | Retno Risti Darmawanti, Maemonah (2022) | Early Childhood Moral Education According to Emile Durkheim at Azkya Braja Sakti Early | <ul style="list-style-type: none"> • Descriptive language used in the research process. • Emile Durkheim's definition of moral education is referenced | <ul style="list-style-type: none"> • Improved discipline in children aged 5-6 years • Teachers create a positive atmosphere and develop good behavior inside and outside the classroom |

| | | Childhood Education | | |
|---|---|---|--|---|
| 5 | Yu. Bondarenko (2023) | Analysis of the content of spiritual and moral education in the practice of preschool education | <ul style="list-style-type: none"> Theoretical analysis of educational programs Emphasis on Christian values and moral development | <ul style="list-style-type: none"> The program focuses on the spiritual and moral development of preschool children. Emphasis on religious values, social behavior, empathy, and moral habits |
| 6 | I A Burlakova (2023). | E.O. Smirnova on moral education of children | <ul style="list-style-type: none"> Ethical behavior based on subjective relationships, communal life experiences. Moral behavior through subjective attitudes towards peers and adults. | <ul style="list-style-type: none"> Genuine moral behavior is based on a subjective basis in the relationship. Ethical behavior aimed at self-affirmation and self-esteem in children. |
| 7 | Alfiah Nursangadah Saputri, Zulkipri Lessy, Eni Siskowati, Rahmat Illahi (2022) | Urgency of Islamic moral education during early childhood in the perspective of hadith | <ul style="list-style-type: none"> Research library method: Investigating written resources such as journals and books. Hadith narrated by Muslim Bukhari regarding Islamic ethical education. | <ul style="list-style-type: none"> Islamic ethical education is important in early childhood for good habits. Parents play an important role in instilling moral values in children |
| 8 | Dea Septiana dan Ulwan Syafruddin (2022) | Implementation of moral development for children aged 5-6 years | <ul style="list-style-type: none"> Qualitative approach Data collection techniques: interviews, observations, documentation and field notes. | <ul style="list-style-type: none"> Development programs planned to support children's moral development Teachers implement and evaluate moral development learning effectively |
| 9 | Asih Nurcahyani (2022) | Early Childhood Moral Development | <ul style="list-style-type: none"> Habituation, reminder, understanding, direct examples | <ul style="list-style-type: none"> Development strategies used by teachers in developing children's morals. |

| | | |
|---|---|--|
| nt Strategy at the Nibra Islamic Kindergarten in Padang | <ul style="list-style-type: none"> • Observations, interviews, documentation for data collection | <ul style="list-style-type: none"> • Obstacles faced by teachers in developing children's morals. |
|---|---|--|

Sjarkawi (2006) argues that morality is a view of good and bad, right and wrong, what can and cannot be done. Apart from that, morality is also a set of beliefs in a society about character or behavior and what that person should do. Moral education should be recommended to children from an early age, because early age is the right time to develop children's moral intelligence. Based on the opinion above, morals still mean an idea, value, teaching, principle or standard. However, more concretely, morality often also means a form of behavior, action, attitude or character that is based on the values, principles or norms that are taught. To create and lead someone to become more moral, moral education is needed so that humans learn to become moral humans. Moral education refers to: educational programs that organize and simplify the sources of morality and are presented for educational purposes by considering psychological aspects (Zuria, 2007).

Based on the results of research from Mazrur Mazrur, Surawan Surawan, Muhammad Ali Sibram Malisi (2023) shows that instilling moral values in early childhood can be done using habituation methods, example, stories, singing. Apart from that, the efforts made by teachers/ustadz in forming attitudes: greeting, praying, learning methods, advice, supervision, speaking well, motivation.

Instilling moral values apart from considering teaching methods to children, also requires paying attention to the competence of the teacher. Based on research results from Sabri and Mohamed (2022), it shows that the problems include teachers' pedagogical skills and parental involvement. Likewise, research by Darmawanti and Maemoenah (2022) shows that moral education in children aged 5-6 years can be done with teachers creating a positive atmosphere and developing good behavior inside and outside the classroom. Likewise, research from Alfiah Nursangadah Saputri, Zulkipli Lessy, Eni Siskowati, Rahmat Illahi (2022) shows that Islamic ethical education is important in early childhood for good habits. Parents play an important role in instilling moral values in children.

Research by Sptiana and Syafruddin (2022) shows that the development program planned to support children's moral development, teachers implement and evaluate moral development learning effectively. Nurcahyani's research (2022) also shows the development strategies used by teachers in developing children's morals. However, there are also obstacles faced by teachers in developing children's morals.

CONCLUSION

Based on the research results, it is known that instilling moral values in children can be done by teaching children about moral values through habituation methods, examples, stories, songs. Apart from that, parental involvement and teacher competence are also the main factors in improving morals in young children through the involvement of teachers and parents in practicing greetings, prayers, learning methods, advice, supervision, good speaking, motivation

AUTHORS' CONTRIBUTION

Author : Conceptualization; Project administration; Validation; Writing - review and editing

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