STRATEGY FOR INSTILLING BASIC RELIGIOUS HUMANIST VALUES IN EARLY CHILDHOOD AT RA AL-HIDAYAH SUNGGAL

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ABSTRACT

The current acceleration of digitalization at least erodes the religious humanist values in children. This study aims to analyze the strategy of instilling basic religious humanist values in early childhood at RA Al-Hidayah Sunggal. This study uses a qualitative approach with the method of case studies (case study), data collection instruments using the method of observation, interviews, study documentation. Furthermore, the data were analyzed using data reduction, data presentation, and drawing conclusions. The results of this study concluded that first, the basic religious humanist values that were instilled in RA Al-Hidayah Sunggal students were the value of freedom, the value of creativity, the value of cooperation, the value of honesty, and the value of self-actualization. Second, the method of instilling basic religious humanist values in early childhood is carried out using four methods, namely the BCM (Playing, Story and Singing) Method, the habituation method, the exemplary method, and the advice method. Third, the media in instilling basic religious humanist values in early childhood, namely using the media of people, games, pictures, story books, animated films, laptops, projectors, music and motion.

INTRODUCTION

Early childhood belonging to the age of 0-8 years is a golden phase in achieving optimal development in the next age phase, so it is considered unique and special (Eva, 2016). Developmental polarization at this stage, children have a specific identity in their adjustment to growth and development. This is based on the potential for accelerating development in children, so that the transition period for transition to the next level of development is very fast. For this reason, education that is right on target for children is needed, both from the formal, non-formal and of course informal education environment. More specifically, it includes

education in the family environment, kindergarten (TK), Raudhatul athfal (RA), play groups (KB), and children's recitation parks (TPA) (Suhendro & Syaefudin, 2020).

It should be realized that children are a mandate as well as a gift from Allah SWT. to a complex family. The complexity of children includes giving them a sense of happiness for their presence, as well as a great responsibility in educating and facilitating the optimal growth and development of children. For this reason, parents and adults around the child must not overdo (indulge) any child's requests, and must not curb the child's development process. Because, in the early childhood phase, children get accelerated information from their surroundings, so that this stage must be paid close attention to as the main root and capital of child development (Westhisi, 2020).

Character building is an important matter that parents must prepare early on for their children. In fact, in Islamic teachings, children must be taught and educated before marriage. How could it be? Obviously, in Islam it is taught to choose a partner from four aspects, starting with appearance (beauty), lineage or descent, wealth and religion, so that of these four religions become a priority choice for prospective spouses. After that, Islam recommends that families live in harmony. Furthermore, when the prospective child is already in the mother's womb, good sentences, polite speech, recitation of the Qur'an are heard. These treatments are increasingly being improved for children from birth, starting with the call to prayer to providing a living from *halal thoyyiban* assets (Pamungkas, *et.al.*, 2019).

In addition to the treatment above, parents are also required to be able to educate their children according to their nature of life which loves the truth. In this context, the ability of parents to monitor the level of child development is needed, especially in terms of providing guidance to children to reach the optimal development category. Of course, not all parents can do this optimally at home, so efforts are needed to provide school children with opportunities in formal educational institutions such as kindergarten or RA. Thus, children get a wider environment, so that interaction skills with others will become complex and comprehensive (Setiyatna & Melati, 2021).

In fact, PAUD institutions are very important institutions to be followed in order to give birth to a generation that is careful and strong. In addition, the PAUD institution is an educational institution that focuses on teaching the basics of physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), social emotional (attitude, behavior and religion).)

language and communication in accordance with the expertise and stages of development of each child (Suyadi, 2016).

When viewed from the development of the current era, human position is said to be in a period of "disconnectedness", namely a period when humans must adapt to the very rapid developments at this time. Where everything is fast and instant without a hitch that can filter everything. So the effect of these developments has positive and negative sides seen from several indicators. This indicator must be seriously considered by education observers, including the level of violence that occurs between students, expressions uttered by generations, verbal and non-verbal violence at the student level, exploitation of children through narcotics abuse, rampant hoax news, decline in work ethic, moral degradation children towards parents, loss of honesty, even a low level of trust among human beings (Zaini & Soenarto, 2019).

Early childhood must be equipped in responding to the various problems above, starting from increasing children's understanding of religion, forming children's personality and morals, and increasing children's scientific insights. The ideal formulation that should be given to children becomes a humanization process from an early age in children. This is because children are given the freedom to play and be active according to their age, while still paying attention to religious education for children (Badiah, *et.al.*, 2020). Thus, children receive humanist-religious education from an early age from parents, teachers and the surrounding community.

Based on research results, the impact of technological advances and very easy internet access is individualistic, consumptive, and lack of sensitivity to the environment, and always want to get something instantly (Akmal, 2016). Phenomena like this have also begun to appear in Indonesian society, including the younger generation. So if this is allowed to continue, it will certainly produce a generation of Indonesians who do not have a humanist attitude, are not sensitive to other people, the environment, and so on. Therefore, education must be aware of this and try to find effective strategies to produce young people who are faithful, pious and have noble and humane character.

The target of education is human. Education aims to grow and develop the potentials that exist in humans. That human potential is the seed for the possibility of being human. Therefore education should be able to humanize humans (Suryana, 2013: 1). The importance of humanist-religious education is applied and taught from an early age, because early childhood is very easily inspired by the environment (Fadlillah, 2019: 29).

RA Al-Hidayah is one of the early childhood education institutions at the kindergarten level which was founded by the Al-Hidayah Tiga Cahaya Langit Foundation in Sunggal

District. The vision of the Early Childhood Education Agency is to create intelligent human resources with good habits based on faith and piety to Allah SWT. and follow the Sunnah of Muhammad the Prophet SAW. Regarding the mission of RA Al-Hidayah to establish Islamic religious education from an early age, familiarize students with reading and understanding the Qur'an, educate them about Islamic attitudes and behavior, practices and customs of worship, and create activities that provide opportunities for students to express themselves.

In fact, relevant research on religious humanist education for children has been examined from various perspectives. Among them discusses the aspect of teaching humanism in the era of society 5.0 (Hamidah, 2022), student needs-based learning approach (Hermawan, 2022), humanist approach as an effort to increase children's self-confidence (Holisah, 2022), learning for children with a humanist approach (Islam, *et.al.*, 2022), humanist literacy for the millennial generation (Ismoyoputro, *et.al.*, 2022), Islamic religious learning with humanist values for children (Kulsum, 2019), implications of humanistic theory for early childhood (Mahrus & Itqon, 2020), local wisdom-based humanist learning (Puspita, *et.al.*, 2021), application of humanistic theory based on Islamic religious education (Sari, 2022), and a humanistic-religious approach in the learning process for early childhood (Tiyas, 2022).

Observing the literature review above, it is understood that the above phenomena certainly RA Al-Hidayah has a strategy in overcoming these things. RA Al-Hidayah has a goal to realize intelligent human resources with noble character based on faith and piety to Allah SWT. and follow the Sunnah of the Prophet SAW. Therefore the author wants to conduct a study entitled, "*Strategy of Instilling Religious Humanist Values in Early Childhood at RA Al-Hidayah Sunggal*".

METHOD

This research was conducted at RA Al-Hidayah Sunggal, Deli Serdang, North Sumatra, from November 2021 to January 2022. This research used a qualitative approach with a descriptive-analytical study method. RA Al-Hidayah was chosen as the background of this research, which covers a broad context involving many actors, different times, different places and different processes. It is precisely in this social environment that various information is then found originating from the subjects and informants studied (Moleong, 2002).

The research informants included the head of RA Al-Hidayah Sunggal, teachers, and several parents of students. Furthermore, secondary data in the form of information can be collected from documents, photos and artifacts that can be used to support and complement

primary data related to the strategy of instilling religious humanistic values in RA Al-Hidayah Sunggal students. The process of collecting data through involved observation methods, in-depth interviews, and documentation studies. Furthermore, the data were analyzed using data reduction, data presentation and drawing conclusions. Further details can be seen from the image (1) below:
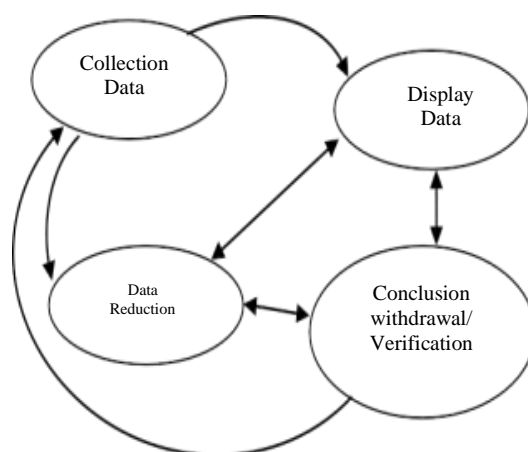
Figure 1. Components of Data Analysis.

RESULTS AND DISCUSSION

RA Al-Hidayah is one of the schools at the early childhood level under the auspices of the Ministry of Religion in Sunggal District, Deli Serdang Regency, North Sumatra Province. From the results of research conducted by researchers, there are some basic religious humanist values developed in the school. These values are the value of freedom, the value of creativity, the value of cooperation, the value of honesty, and the value of self-actualization.

The value of this freedom can be seen from the children's play activities during recess. At this time the children are free to choose whatever games or toys they want. This freedom makes children feel happy when they are at school. Religious humanist education in early childhood has the main principle of providing broad freedom for children to be creative and also developing the potential that exists in children in accordance with good values (Fadlillah, 2019: 33-34).

According to the concept of religious humanism, the whole human soul radiates freedom. This cannot be separated from the individualistic ethical dimensions of humans in space (nature) and time (history) as an existential unit. Religious humanists guarantee human freedom to organize their lives independently in the world, religious humanists do not see the

orders of traditional religious leaders as assistance in various things that can be achieved, but as obstacles and obstacles for humans.

One's religious worldview arises from human freedom which is not dogmatically dictated and is a critique of inhuman life practices. Dehumanization of humans is marked as a machine that only has unlimited materials, which ultimately leads humans to continue exploiting natural resources and oppressing others and endangering themselves (Warsita, 2008: 141-142). Therefore it is important to instill the value of freedom at an early age.

Furthermore, the basic value of religious humanism instilled in RA Al-Hidayah is the value of creativity. As is well known that the world of children is a world of creativity. This is in accordance with what was said by Masganti, et al. in his book that the child's world is a world of creativity, which requires space for movement, thinking, and emotionally guided and also quite adequate. The emergence of one's creativity is influenced by the ability to think, namely the ability to think of a solution to a problem or called the ability to think divergently. Meanwhile, emotional intelligence is an aspect related to tenacity, fortitude and patience when facing uncertainty and also various problems related to this creativity.

These three potentials will lead the child to independence which will later lead the child to self-maturity. So the child's creativity will be killed, if the children lose their world. It should be noted that in a child's creativity, it involves interaction between the brain, feelings, and also movement in a fun activity. The fun activities for children are play activities. Children are very unique human beings who have different characteristics from adults (Sit., *et.al.*, 2016: 8-9).

Then the next value is the value of cooperation, the value of cooperation is also a value that is instilled in children at RA Al-Hidayah. This value is implemented through several activities, namely play activities, learning activities in class, extracurricular activities, sports activities, namely in the form of games such as playing circuits, and others. One of the characteristics of humans as social beings is cooperation. The more modern a person is, the more he cooperates with others. And even there are no space and time restrictions, of course, also using modern devices (Aqobah, *et.al.*, 2020).

Herti (2019) states that religious humanism is a religious understanding that humanizes humans, as well as efforts to humanize science by paying attention to the commitments of Hablum Minallah and Hablum Minanna. Like the Prophet Muhammad's sermon in a letter stating that what he conveyed was a call from Allah. Only Allah knows what is in everyone's heart. So how does one repent, Allah knows. Because only Allah knows best. The value of this humanistic-religious education is a concept that can be translated into the world of pedagogical

practice. This concept emphasizes common sense, individual independence, responsibility, high knowledge and mutual respect.

Apart from that, there is also the value of honesty, this value of honesty is instilled in RA Al-Hidayah through charity activities every Friday. Through this activity, children are given the mandate to put money given by their parents from home into the infaq box at school. Based on observations by researchers, this honesty has also been taught every day at this school, this can be seen from their activities in the morning. Which in the morning before praying with the children first greeted by asking about their various activities in the morning. Like "*who has had breakfast?*", "*who has prayed at dawn this morning*", "*who has taken a shower?*", and "*who has brushed their teeth?*" and many more other questions. Various children's answers such as some "*not yet*", some "*already*" pointing their hands, after that the teacher reinforces the children's answers by saying "*to be honest dear... if we lie later Allah will not love...*". From this it can be concluded that the process of instilling this value has been carried out even though it is simple, the most important thing is that the value of honesty has been instilled from an early age because to form an honest attitude towards someone is not instantaneous, but requires a long habituation process.

As explained by Hendarwati & Setiawan (2019) that honesty is important in a person's life, but in practice honesty is difficult to apply, a person is always easily tempted to lie and deceive, because he wants to achieve something through shortcuts. Honesty is a trait, attitude or habit, so honesty cannot be formed in an instant but must be used to it for a long time. Teaching the value of honesty can be done through formal education in schools, especially early childhood education.

As for the latter is the value of self-actualization. Based on the results of interviews and observations by researchers, it can be concluded that instilling the value of self-actualization in children at this school is by meeting the needs of children, including giving affection, feeling safe, and giving appreciation. At this school, the teachers and the principal greet the children every morning at the school gate. This will bring a sense of security to the children and the children will feel more cared for (Lestari, *et.al.*, 2021: 21).

Furthermore, in order to establish affection between children, this school implements togetherness activities such as eating together, praying together, and praying together, and also children are not allowed to call their friends directly but instead call them brother/sister/adee, according to their class level (Hibana, *et.al.*, 2015). If the class level is lower, then call a

brother/sister to a child whose grade level is higher and vice versa. Apart from that playing is also a necessity for children, therefore playing is also a mandatory activity for this school.

From this explanation the author agrees in instilling the values instilled in RA Al-Hidayah, because this is in line with the concept of religious humanist education, which is an educational concept that is based on five basic values, namely (1) the value of freedom, (2) the value of creativity , (3) cooperation values, (4) honesty values, and (5) self-actualization values. Therefore, through religious humanist education from an early age it is hoped that it can help overcome moral degradation in society. Furthermore, based on the findings obtained by the authors in the research conducted at RA Al-Hidayah, there are several methods used in instilling these basic religious humanist values, which are explained as follows:

BCM Method (Play, Story, Sing)

The BCM method is a combination of playing, storytelling, and singing methods. Playing is an activity carried out by children which occurs naturally so that it does not require coercion to do this activity (Djamar & Zain, 2006). Storytelling is an activity carried out by someone orally, with or without props, in the form of news, information or just a fun story to listen to, so that the story presenter conveys it in an interesting way (Hamzah, 2015). While singing is part of expressing emotions. Singing can occur simply by listening to and enjoying songs or music without being directly involved in singing activities, or being directly involved in singing activities either alone or together.

This BCM method is very important to be applied to early childhood, especially in RA Al-Hidayah because playing, telling stories and singing are activities that are always carried out by teachers in conveying material that will be conveyed to children, including in delivering material related to values. The use of play, storytelling, and singing methods is carried out simultaneously in the classroom according to the material to be conveyed. But outside the class this method is done separately. In accordance with the findings obtained by researchers that play is an activity that children do every day. For storytelling activities, it is usually done at least once a week through watching animated films together. Meanwhile, singing activities are carried out every day. Through the BCM method, it is hoped that it can provide fun and happiness for children in participating in the learning process at school from the start of school until the children come home from school.

These findings are in line with findings from research conducted by Sutarmin, *et.al.* (2014) with the conclusion showing that learning religious values through BCM has a big

impact on students. One of them is that students enjoy participating in learning. Then in research conducted by Bermi (2016) explained that of the three applications of playing, storytelling and song learning methods, this method can improve children's social-emotional skills.

Based on the findings from the two studies above, it can be understood that not only religious and moral values can be instilled through the BCM method, but social emotional values can also be instilled through this method. Therefore this BCM method is very appropriate to be applied at RA Al-Hidayah in instilling basic religious humanist values in children.

Habituation Method

Habituation is a way that is done to familiarize children in thinking, acting and also behaving through the values being taught. The habituation carried out at RA Al-Hidayah was carried out repeatedly and continuously. This is in accordance with what was said by Hamzah (2015) that habituation is something that is done intentionally and repeatedly so that something becomes habitual.

The habits carried out at RA Al-Hidayah are intended to instill basic religious humanist values in a patterned and systematic way so that they can shape and influence children's personalities in the long term. To instill the value of freedom, it is carried out through daily activities and also weekly activities. In daily activities, for example, activities such as free play during recess, at this time the children are given the freedom to choose whatever game they want, so during recess the teachers take out all the games so the children are free to choose. Meanwhile, the weekly activities are extracurricular activities. Extracurricular activities at this school are dancing activities, where the dance group is divided into 3 groups and each child can choose which dance group they want to join.

This method is very important to be used in the formation and development of basic human values in RA. Al-Hidayah. The formation of a student's personality always influences a person's personal development, because Al-Ghazali shows that a person's personality is basically able to accept all ideals formed by habit. Habituation aims to grow certain activities so that they become patterned activities and are everywhere (Hibana, *et.al.*, 2015).

The habituation method is a method used by the teacher in which students practice what they have learned intentionally and repeatedly until they get used to it (Lestari, *et.al.*, 2021). The habituation method is an effective way to instill religious values in students because they are trained and accustomed to doing it every day. Habits that are repeated every day will always stick in the minds of students so that they are easily implemented without warning.

Exemplary Method

One of the conditions for the success of an educator is the personality of the educator himself. The educator's personality can be a model that guarantees his success in children's education. Exemplary education is one of the most effective and efficient ways of preparing and shaping children morally, emotionally and socially. Because educators in the eyes of children are ideal role models, whose behavior and manners are imitated, whether they realize it or not, all these role models actually exist in themselves and their feelings, as well as in the form of speech, actions of material, sensual and spiritual things. Therefore, educators or teachers must first have good morals, so that good morals are reflected in attitudes and behavior in everyday life. In this study the teacher is a role model for their students in the school environment. The teacher must take good care of his actions or speech so that the nature of children who like to imitate and imitate themselves will follow what is done or suggested by teachers and principals and other education personnel.

Advice Method

The method of advice is a way of educating, giving advice on good teachings that must be understood and practiced (Madjid & Andayani, 2012). This method of advice is very important to apply in instilling values in children, especially children in RA Al-Hidayah because childhood is a period that still requires direction from parents, educators or more mature people. Advice is given when children make mistakes, for example arguing with friends, lying, being noisy in class and advice is also given during the learning process in class through materials related to religion, discipline and responsibility. Apart from that, this advice is also given when children have finished watching animated films that contain religious and moral messages in them.

The findings from this study are in line with the findings of a study conducted by Hibana, *et.al.* (2021) which explains that the advice method consists of advice from good teaching for practice, of course in language that is easy to understand. This method works when dealing with real samples. So the counselor also has to do what he suggests to the child. The task of deliberation is to point out strengths and weaknesses. Childhood is a time that still requires a lot of guidance.

Yasin (2021) explained that this advice method is very effective in forming children's faith, morals, mentality and also socially, this is because advice has a big role in making children understand the nature of things and giving children awareness about the principles principle in

Islam. The parenting counseling method consists of giving good advice so that children imitate and apply what educators and parents do.

The use of the BCM method, habituation, exemplary and advice in instilling religious humanist values carried out in RA. Al-Hidayah is very precise, as the results of research conducted by Sutarmin, et al. In the title "Inculcation of Basic Religious Humanist Values in Urban Families Early Childhood in Integrated Islamic Kindergarten" describes that the method used in instilling basic religious humanist values in early childhood in urban families is the BCM method (playing, storytelling, singing), tausyiah, giving weekly advice, habituation, and exemplary.

CONCLUSION

Based on the results of the research and discussion that has been reviewed, the researcher concludes that first, the basic religious humanist values instilled in RA Al-Hidayah Sunggal students are the value of freedom, the value of creativity, the value of cooperation, the value of honesty, and the value of self-actualization. Second, the method of instilling basic religious humanist values in early childhood is carried out using four methods, namely the BCM (Playing, Story and Singing) Method, the habituation method, the exemplary method, and the advice method. Third, the media in instilling basic religious humanist values in early childhood, namely using the media of people, games, pictures, story books, animated films, laptops, projectors, music and motion.

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