

Installing the Values of Islamic Religious Education from An Early Age for Students' Character Formation in Al Fatihah School Kindergarten Pedurungan District, Semarang City

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Abstract. The instillation of Islamic religious education values for early childhood is currently a pillar for preschool teachers and parents. The rampant promiscuity, juvenile delinquency, consumption of illicit goods, free sex, and the destruction of the nation's children's morals have become a center of deep concern. This study aims to determine the instillation of Islamic religious education values in early childhood, to determine and examine the steps for character formation in early childhood and the obstacles faced, and to analyze the results of instilling Islamic religious education values for the formation of student character. The research method used is descriptive qualitative research to process the required information data. The results of the study indicate that (1) Instilling Islamic religious education values from an early age for the formation of student character at Al Fatihah School Kindergarten, Pedurungan District, Semarang City is carried out by instilling the values of faith education, instilling the values of akhlakul karimah education, instilling the values of worship education, instilling the values of community education. (2) The obstacles faced by educators in the formation of student character can be seen from the lack of cooperation from parents of students in following up on character formation stimulation, there are still students who are less focused at school due to several factors including the influence of gadgets, short videos and the influence of friends at home. The steps taken by educators to overcome obstacles in the formation of student character are by carrying out parenting activities for parents of students twice a year, class teachers teach character to students using the role-playing method, and teachers teach students how to worship properly, memorize short letters using the movement method, and character formation is carried out by practicing directly in the school environment by learning to say hello and greet others when meeting on the street. (3) The results of instilling Islamic religious education values from an early age for character formation at the Al Fatihah School Kindergarten, Pedurungan District, Semarang City are that students begin to understand religious values, including understanding who my God is, what my religion is, how to pray, how to have a good attitude towards teachers, parents and friends, and being able to differentiate between good and bad behavior.

Keywords: Character Formation, Instilling Values, Islamic Religious Education, Students

INTRODUCTION

Every educational institution needs to instill Islamic religious education values from an early age for character building in its students. Character is values related to God Almighty, oneself, fellow human beings, the environment and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture and customs and traditions (Suwartini, 2024). According to the National Education Law No. 20 of 2003, the education system in Indonesia consists of education before elementary education, elementary education, junior and senior secondary education, and higher education.

Instilling Islamic religious education values from an early age is effectively implemented in schools. As a teacher, you must have a primary role in the formation and instillation of Islamic religious education. The role of teachers is very important in instilling character education in students. Teachers as role models for their students in providing examples of good character so that they can produce and shape a generation that also has a good personality (Hadi, 2022). The development of children's abilities at an

early age, especially for their motor development, is very rapid. At the age of 3-5 years, children are marked by efforts to achieve independence and socialization. This stage is very important for their future life, in the early stages of life starting from approximately 3 years of age, children are able to receive skills and learning as the basis for the formation of knowledge and thought processes. So that in early childhood learning, attention needs to be paid in terms of physical and spiritual development (Umar et al., 2021).

Teaching and learning activities in schools still show symptoms of low instillation of Islamic religious education values, so teachers must be optimal and teach their students to be provisions for the future. There are several problems that occur in education related to values and character, namely the sense of responsibility and sense of ownership of school facilities in students is relatively low, there is even behavior that tends to damage school facilities. Another problem is politeness in acting. There are still students from high classes who like to force and pressure their juniors, for example by asking for money and toys, prohibiting juniors from crossing in front of their seniors' classes, not mixing well with other students who have lower economic status, and are not disciplined (Solihin et al., 2023).

The increase in crime and the decline in morality have begun to affect elementary school children, and it is also possible that early childhood children (kindergarten) are involved in drugs, acts of violence between friends, sexuality, and even murder. This problem requires special attention from education experts, especially moral education experts, because the implementation of moral education in schools has not met the expectations as stated in Law Number 20 of 2003 concerning the National Education System, namely developing abilities and forming the character and civilization of a dignified nation. The low morality of this nation is a reflection of the behavior of individuals who have no character, so that it has a negative impact on the management of the state, corporations, and the legal system, which will ultimately reduce the nation's competitiveness in the eyes of the international community, and so on, making Indonesia slump socially, economically, and culturally (Susanto, 2017).

In response to the above problems, instilling Islamic religious education values from an early age is very important to study. It is hoped that this study can be a reference for educators and parents so that in instilling Islamic religious education values from an early age for the formation of student character. To form student character cannot be done only by providing an understanding of values and norms, but must be accompanied by concrete examples from the teacher. This means that if teachers want to form good student character, then teachers must start by first showing good character. By carrying out their roles as educators, teachers and trainers, teachers can form student character in accordance with the mandate of the law (Wally, 2021).

Research on the instillation of Islamic religious education values from an early age has been carried out by previous studies such as the Concept of Character Education in the Perspective of Islamic Education in Indonesia (Mursyidi, 2021), Islamic Religious Literature as a Strategy for Developing Religious Character of Students at RA KM Al Hikmah Kediri (Habibah & Wahyuni, 2020), Efforts to Strengthen Moderate Islamic Character Values in Early Childhood Education Units (Hidayati et al., 2022), Implementation of Character Education in Early Childhood at PAUD Sekar Nagari Unnes (Unjunan & Budiartati, 2020), Sorry, Thank You, Please and Excuse Me: Four Magic Words in the Formation of Children's Social Character (Aprily et al., 2023), Instilling Islamic Religious Education Values Through Nature Love Activities (Saputro, 2015).

The instillation of Islamic religious education values from an early age is interesting to discuss. Many studies have shown the instillation of Islamic religious education values from an early age for the formation of students' character. This study aims to determine the instillation of Islamic religious education values from an early age for the formation of students' character at Al Fatihah School Kindergarten, Pedurungan District, Semarang City, to find out the obstacles faced and steps to overcome obstacles in the instillation of Islamic religious education values from an early age for the formation of students' character at Al Fatihah School Kindergarten, Pedurungan District, Semarang City, and to analyze the results of the instillation of Islamic religious education values from an early age for the formation of students' character at Al Fatihah School Kindergarten, Pedurungan District, Semarang City. The results of this study are expected to be able to answer the problems of teachers and parents, namely to become a solution for teachers and parents in the procedures for instilling Islamic religious education values from an early age for the formation of students' character. In addition, this article can be a reference for further research.

RESEARCH METHOD

The research method used to process the required data information is a qualitative descriptive research method. Qualitative research data is defined as data that is present and expressed in the form of words, sentences, narrative expressions and images (Dr. Abdul Fattah Nasution, 2023). In this study, the researcher acts as a data collector and as an active instrument in an effort to collect data in the field, while data collection instruments other than humans are various forms of aids and in the form of other documents that can be used to support the validity of research results, but function as supporting instruments. Therefore, the presence of researchers directly in the field as a benchmark for success in understanding the case being studied, so that the involvement of researchers directly actively with informants or other data sources here is absolutely necessary. The data collection method used is interviews. Interviews were conducted as evidence of primary data sources by conducting them with 5 respondents. The sources of interview data include the Principal of Al Fatihah School Kindergarten, Class Teacher of Kindergarten A Sarajevo, Class Teacher of Kindergarten A Cordoba, Class Teacher of Kindergarten B Morocco, Class Teacher of Kindergarten B Istanbul. Secondary data sources in this study use secondary data sources in the form of scientific works that are relevant to the problem as supporting data, transcripts of interviews with the principal of Al Fatihah School Kindergarten to complete data on the general description of the school, transcripts of interviews with educators to complete data on the learning process, and learning documentation in the form of photos. In this study, the researcher took the location at Al Fatihah School Kindergarten which is located in the Pedurungan District, Semarang City. Then, to describe it completely, it requires official school documents in the form of the geographical location of the school, organizational structure, data on educators, education personnel and students, curriculum (RKH-RKB-semester program), facilities and infrastructure, Islamic Religious Education learning program at TK Al Fatihah School, Pedurungan District, Semarang City.

RESEARCH RESULTS AND DISCUSSION

- A. The Process of Instilling Islamic Religious Education Values from an Early Age for the Formation of Student Character at Al Fatihah School Kindergarten, Pedurungan District, Semarang City
1. Character Education

Character education is an effort to instill intelligence in thinking, appreciation in the form of attitudes, and experiences in the form of behavior that are in accordance with noble values that make for their identity, manifested through interactions with God, themselves, with fellow human beings, and the surrounding environment (M. I. Kahar, 2019). The noble values include honesty, independence, politeness, social nobility, intelligence of thinking including intellectual curiosity and logical thinking. Therefore, instilling character education is not only given in theory and not just transferring knowledge, but must be done in practice by providing good examples and habituation of culture in the school, family, and community environments.

Early childhood is the golden age of every human being or commonly referred to as the Golden Age. At this time, humans are still in a period of development, both motoric and cognitive. During this period, humans experience brain development which, if directed, will be very useful for a person's future. Early childhood experiences very rapid growth and development, even referred to as a developmental spurt. This period is very important because children's intelligence is amazing. This is a unique period of life where changes, growth, development, and maturity occur, both physically and mentally, which last throughout life gradually and continuously (Mi'rotul, 2023).

Children are the future, so it is not uncommon for some parents to say that children are life assets. Children are also a mandate from Allah SWT. All parents are obliged to educate their children to become pious, knowledgeable and pious people. The progress and success of the child will be pursued by parents with all their might and efforts. One of the efforts taken is through education, both formal and informal education. Children and education can be likened to two sides of the same coin. Both cannot be separated from each other. Leaving children without education is the same as raising potential monsters

that are very deadly for society in the future. On the other hand, raising children with the right and proper education will certainly form a rabbani generation and be beneficial to society and civilization (Hostini, 2022).

2. Forms of instilling Islamic religious education values from an early age

The forms of instilling Islamic religious education values from an early age include:

1. Faith Education

Faith education is a fundamental aspect of the Islamic religion. This faith includes belief in Allah, the Messenger, angels, His books and the existence of the last day. Every teacher and parent has a big responsibility in educating children so that they have a strong foundation of faith and a strong foundation of faith. This is done by, among other things: a.) Encouraging children to believe in Allah by paying attention to the greatness of Allah SWT. This guidance is given when children are able to recognize and differentiate between things. The method used is a tiered socialization method starting from the concrete to the abstract, from the specific to the general, from the simple to the complex. Finally, educators will lead children to faith logically and argumentatively. b.) Instilling *khushu'* devotion to Allah into the child's soul. One way that can be done is by getting children used to learning to pray solemnly. c.) Instilling a feeling of always remembering Allah SWT in every action and behavior whenever and wherever. Instill children to remember that Allah always sees, pays attention and knows secrets even if they are kept in the heart (Wati & Amelia, 2021).

2. Moral Education

Akhlakul karimah means noble behavior. Education cannot guarantee children to become good and successful human beings. This is because schools have limited time, energy, materials and supervision. From this reality, many generations of young people are brave with teachers, parents, free association, and are rude to teachers and parents. Therefore, the importance of the role of teachers in educating students to teach about knowledge and correct education. A teacher has a big role in his students so that student education is carried out as early as possible. A teacher must be able to see from different sides, for example the influence of parents, friends or the surrounding environment, in the formation of the character or nature of the student, thus teachers can pay attention to the development of the morals of their students (Dini, 2024).

3. Worship Education

Worship education is an effort to provide awareness of worship to humans so that they understand their existence as servants of Allah with the highest submission (A. Kahar, 2019). Worship education is a complement to faith education in Islam. Worship is the main ration for faith. Given that worship is a reflection of the image of faith itself. When a human child responds to the call of his Lord and obeys His commands, it means that he is welcoming the natural instinct from within himself. Thus, as educators without exception, parents and teachers know that early childhood is a time to get used to worship. Early childhood is not a time when children bear the burden of the soul like adults. However, early childhood (childhood) is a time of preparation, training, and introduction to achieve the level of bearing the burden of obligations at the age of puberty, so that it is easy for children to carry out all their obligations. Of course, all these hopes can be realized if children have had adequate worship experience from an early age (Amrullah Siagian, 2022).

4. Community Education

The community environment includes forms of community life and friends to hang out with. The community environment is the third place after the school environment, for a student who will receive education, both education on how to find solutions to problems, behavior or morals so that students will become intelligent, skilled and virtuous. The community environment includes forms of community life and friends to hang out with (Pakaya & Posumah, 2021).

3. The Process of Instilling Islamic Religious Education Values from an Early Age at Al Fatihah School Kindergarten, Pedurungan District, Semarang City

1. The instillation of religious education values applied at Al Fatihah School Kindergarten, Pedurungan District, Semarang City includes:

- a. Through daily storytelling activities of the prophets, introducing objects created by Allah, comparing creations of Allah and humans, getting to know places of worship, getting to know the names of religions in Indonesia, carrying out religious activities such as Isra' Mi'raj, the Prophet's birthday.
- b. The concept of introducing divinity, fostering a sense of love and fear for Allah SWT, introducing the correct way to worship.
- c. Teaching to rely on Allah for all matters with an example when children want something, they must ask Allah SWT.
- d. Introducing religious education values through songs and simple stories related to religious education.

2. Instilling the values of akhlakul karimah education applied in TK Al Fatihah School, Pedurungan District, Semarang City:

- a. In accordance with the vision and mission of TK Al Fatihah School, namely to produce a generation of Quranic characters, then moral education is prioritized by getting used to behaving honestly, speaking politely and politely, being trained to say and answer greetings, respecting others especially teachers and parents, and applying 4 polite words to children such as thank you, please, sorry and excuse me.
- b. Teaching honesty, trustworthiness, politeness, for example when a child finds an item that is not his, the child will spontaneously give the item to his teacher so that together they can find out who owns the item.
- c. Instilling daily activities by learning politeness towards teachers and friends, teaching ethics when playing with agreed rules, teaching to help each other, saying good things to teachers and friends.
- d. Teaching to love all creatures, from humans, animals, and plants.

3. Instilling the values of religious education applied in Al Fatihah School Kindergarten, Pedurungan District, Semarang City:

- a. Instilling the values of religious education applied in Al Fatihah School Kindergarten includes opening prayers, practicing dhuha prayers every day, memorizing with movement methods, memorizing hadiths according to targets, learning ablution, praying together, reading Asmaul Husna together, and practicing congregational prayers in nearby mosques, and during the month of Ramadan learning to fast at school.
- b. Instilling the values of religious education applied in Al Fatihah School Kindergarten with the practice of hajj manasik at the Great Mosque of Central Java once a year.

4. Instilling community education values applied in Al Fatihah School Kindergarten, Pedurungan District, Semarang City:

- a. Al Fatihah School Kindergarten is located in a village environment, so students are taught to maintain good relations with the surrounding community by doing community service around the school environment on Fridays, students are also taught to donate which is channeled to share takjil during the month of Ramadan and to visit orphanages, and teachers teach the instilling of community education values by praying for friends who are sick.
- b. Teachers teach instilling community education values by providing knowledge about cooperation between friends, learning tolerance, respecting older people, and learning empathy.
- c. Instilling community values is taught in schools with the aim of making it easier for students to learn to live in society, teachers teach and apply directly to students about the importance of mutual cooperation, communication with others, caring for the environment, and caring for society.

4. Teaching and learning activities at Al Fatihah School Kindergarten, Pedurungan District, Semarang City

From the results of observations conducted by the author, teaching and learning activities at Al Fatihah School Kindergarten, Pedurungan District, Semarang City include:

1. Praying before studying (07.30 WIB)

Praying begins with praying before studying, praying for both parents, praying for the goodness of the world and the hereafter, then continued with memorizing daily prayers and memorizing hadiths. Daily prayers and hadiths are taught in stages according to the memorization target for each level. Praying is a human need because it is not merely physical-material. But behind that prayer, it has another dimension that is seen as the essence of humans, namely the spiritual dimension. Therefore, humans cannot possibly live their lives without equipping themselves with the two elements that exist in them. The spiritual that supports their physical life should not be ignored in life (Muhajarah, 2016).

2. Murojaah short letters (07.45 WIB)

After students pray before studying, students continue the murojaah activity of short letters or juz 30 according to the memorization target for each level. From the results of interviews with the principal, the leading activity at TK Al Fatihah School is memorizing short letters with the movement method. The movements carried out when memorizing are taken from the meaning of each verse that is read. From this movement method, the results of students' memorization achievements have increased because students not only memorize the verses, but also know the meaning of the memorized verses through the movements contained in the verses.

3. Exercise (08.00 WIB)

Exercise is carried out after the short letter review activity. In the exercise activity, several types are carried out, including gross motor movement exercises such as running, jumping, shaking the body, and lifting the legs. Gross motor exercises are also collaborated with traditional games such as hopscotch, jump rope, and gobak sodor. Exercise activities are also carried out with team activities, such as playing ball, playing tag, playing snakes and ladders, and other activities that have a teamwork nuance. The benefits found from exercise are due to the stimulation that attracts children to practice while playing. Providing routine exercise will increase muscle strength and train children's patterns. Children's preparation for the next phase of development is also largely influenced by exercise activities, because in exercise there are challenges in doing exercises, including children being easily influenced by sounds that cause children to be easily distracted or not focused, an uncomfortable mood, then children who are bored with the toy so they are forced to play with other toys. While the child is not yet able to operate or play the toy. (Anam et al., 2021).

4. Ablution and congregational dhuha prayer (08.15 WIB)

The activity of ablution and congregational dhuha prayer is routinely carried out at Al Fatihah School Kindergarten. This is one form of instilling the values of Islamic religious education from an early age for the formation of students' character. Students take turns taking ablution accompanied by the class teacher. After completing ablution, students continue with congregational dhuha prayer. Students are also encouraged to bring prayer equipment such as peci and prayer mats for male students, and mukena and prayer mats for female students. This is implemented so that students learn to wear something themselves without help from teachers or friends. The students who become prayer leaders are scheduled by the class teacher so that all students (male) can experience learning to become prayer leaders. After the dhuha prayer is performed, it is continued with dhikr, praying together and reading the asmaul husana.

5. Snack Time (08.45 WIB)

Snack time at TK Al Fatihah School, Pedurungan District, Semarang City is held at 08.45. The provisions for snacks brought from home are 4 healthy 5 perfect foods. Among them are rice or cereals, side dishes, vegetables, fruits, and milk. Students are expected to bring food with the aim of supporting the growth and development of students well, increasing energy for students, preventing disease, supporting dental and oral health, and improving quality of life.

6. Project/based learning (09.00 WIB)

From the results of observations conducted by the author, the learning curriculum used at TK Al Fatihah School, Pedurungan District, Semarang City is using the independent curriculum. The

independent curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Educators have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students. The independent curriculum is the latest curriculum that is being socialized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). Before becoming a national curriculum, this curriculum was initially an improvement on the emergency curriculum. The independent curriculum has now been adopted by 300 thousand schools in Indonesia. The Ministry of Education, Culture, Research and Technology projects that the independent curriculum will become the national curriculum in 2024. The independent curriculum is closely related to independent learning. Independent learning is a new policy program established by the Indonesian Ministry of Education, Culture, Research and Technology which was initiated by Nadiem Makarim Anwar Makarim (Minister of Education and Culture of the Republic of Indonesia) whose concept is to create a pleasant learning atmosphere for all those involved in the learning process. The essence is freedom of thought and action in learning activities. Children are given the freedom to express and explore their ideas, concepts and imaginations in discussions and works. The presentation of learning for early childhood must prioritize the process packaged in play and game activities. In the independent curriculum, the reference for learning and assessment is learning achievement, not STPPA (STTPA is a reference for the implementation of PAUD services). The essence of learning activities in PAUD is "independent learning, independent play". The form of activity chosen must provide a fun and meaningful experience for children ((Daulay & Fauziddin, 2023).

The activity after snack time is project/based learning. Project based learning/PJBL is a form of active teaching centered on students characterized by student autonomy, constructive investigation, goal setting, collaboration, communication and reflection in real-world practice. Project based learning has advantages including increasing motivation because it encourages students to think creatively, increasing problem-solving skills, increasing collaboration because learning is a social phenomenon so that students will learn more in a collaborative environment, increasing resource processing skills because they have to complete more complex tasks. Project-based learning that is implemented well will provide students with lessons in organizing projects, making time allocations and other resources to complete assignments. (Fitrianingtyas et al., 2023). First, the teacher explains the theme that will be discussed that day, then the teacher explains the material from the theme raised, then, students make projects according to the theme that has been studied by taking loose part materials that have been prepared by the class teacher. Loose part materials are part of the teaching materials in early childhood learning, as it is known that early childhood learning is identical to playing. The following are various loose part materials that can be used as learning media for children: 1) Natural basic materials, 2) Plastic, 3) Metal, 4) Reuse of wood and bamboo, 5) Glass and ceramics, 6) Yarn and cloth, 7) Used packaging (Imamah, 2020).

7. Reciting the Iqro' (09.45 WIB)

After the project is completed, the students recite the Iqro' according to their level. Students are directed by the class teacher to learn to wait in line for friends during activities, one of which is reciting the Iqro'. Each student is different in their achievement in reciting the Quran. This happens because of the influence of learning to recite the Quran outside of school hours or when students are at home. The more intensive parents are in teaching their children to recite the Quran, or taking their children to the Al-Quran recitation park, the more their achievement in reciting the Quran is usually greater than students who only recite the Quran at school.

8. Recalling and praying before going home (10.15 WIB)

Before students pray to prepare to go home, the teacher conducts a recalling activity for each student from the activities carried out since the beginning of school until the students will pray to go home. The recalling activity is carried out so that students remember the learning activities that have been carried out, remember whether there were any interesting events that day, positive events and negative events. Then the teacher provides an evaluation of the teaching and learning activities. The teacher also gives appreciation to exemplary students and gives advice to students who make mistakes during the learning activities. After the recalling activity is carried out, the last is to pray before going home. Reading this prayer includes a prayer after studying, a prayer when leaving the classroom, and a prayer when getting into a vehicle. Then the teacher closes the teaching and learning activities with a greeting.

B. Obstacles Faced and Steps to Overcome Character Formation of Students at TK Al Fatihah School, Pedurungan District, Semarang City

1. Obstacles faced by educators in character formation of students at TK Al Fatihah School, Pedurungan District, Semarang City.

- a. Lack of cooperation from parents in following up on character stimulation at home, there are still parents who hand over their children entirely to school without involving communication between teachers and parents.
 - b. Parents who always defend their children when their children make mistakes
 - c. Students do not focus on the material being explained by the educator, and students learn according to their mood.
 - d. Equalizing one student with another in learning achievement so that learning cannot be done quickly, but must be done periodically and repeatedly so that students can understand each other.
 - e. The number of series of teaching and learning activities so that the time obtained is limited
 - f. Environmental factors of children at home, the effects of friends and family who often interact and introduce bad words so that students imitate without knowing what is meant, students' families who still live in the same house with other families so that they influence bad behavior towards students, students have been influenced by gadgets during school hours so that students can see anything they want, for example watching a YouTube short about toilet skibidi. This toilet skibidi is an animated video made by an animator that has a story with almost no conversation at all between the characters, the main character of the toilet skibidi is a human head in the toilet or a toilet human. The impact of this short video is known to be that students invite other friends to put any items into the school toilet.
- ### 2. Steps for character building education taught in Kindergarten Al Fatihah School

- a. Seen from the role of parents, the school holds parenting activities twice a year to strengthen the relationship between teachers, parents and students. And seen from the students, they prefer to be read story books, watch movies, practice directly by walking around the village then greeting neighbors, role-playing about fire simulations. Examples of fire simulations have character values in them such as learning to be patient, not selfish, feeling grateful for surviving a fire disaster.
- b. Teaching students to pray before studying in class and repeating memorization of short letters or what is called murojaah.
- c. Practicing activities routinely, for example when doing project activities, students must be orderly when making their projects and no one hurts their friends during the project activities.
- d. The steps taken by teachers in shaping students' characters start from telling fairy tales, teachers holding question and answer discussions with students, giving awards and praise, and carrying out imitation activities by imitating good activities and imitating friends who diligently go to school on time.
- e. Inviting discussions by looking for causes and effects through advice, giving appropriate appreciation in the form of words or items such as light snacks if there are students who are exemplary.

C. Results of Instilling Islamic Religious Education Values from an Early Age for the Formation of Students' Characters at Al Fatihah School Kindergarten, Pedurungan District, Semarang City

Based on data obtained from interviews with the principal and class teachers at Al Fatihah School Kindergarten, the results of instilling Islamic Religious Education Values from an Early Age for the Formation of Students' Characters at Al Fatihah School Kindergarten, Pedurungan District, Semarang City are as follows:

- a. Each level has its own indicators, namely Kindergarten A and Kindergarten B, the difference in birth months will also have different achievement results. From instilling the values of Islamic religious education since early age for the formation of students' character through daily habits, namely starting to understand the pillars of faith.
- b. The results of learning achievements from instilling the values of akhlakul karimah in Al Fatihah School Kindergarten can be seen from the character of students that have been formed, such as being

polite, respecting teachers, loving classmates and students starting to be able to control their emotions and distinguish between good and bad behavior.

c. In instilling the values of worship, students are able to recite prayers before studying, daily prayers, recite the names of Allah, recite dhikr, practice ablution, practice prayer, learn the rituals of the Hajj and practice fasting during the month of Ramadan during learning at school.

d. The instillation of community values embedded in students can be seen from the habit of saying and responding to greetings when meeting other people.

e. Students are accustomed to applying the 4 magic words, namely the words sorry, please, excuse me, and thank you.

f. In terms of discipline, previously students went to school late, after the instillation of Islamic religious education values with intensive communication from class teachers to parents through reports on student learning achievements to parents via private chat, it can be seen from students who are increasingly punctual when going to school.

CONCLUSION

The instillation of Islamic religious education values from an early age for the formation of students' character at Al Fatihah School Kindergarten was quite successful, because it was carried out through introduction, explanation, and application every day. The learning activities at Al Fatihah School Kindergarten include praying before studying, reviewing the memorization of Juz 30, exercise, praying Dhuha in congregation, snack time, project based learning, reciting Iqro', recalling and praying before going home. The obstacles experienced by teachers in instilling Islamic religious education values include internal and external factors. The steps for instilling Islamic religious education values include cooperation between guardians through parenting activities, reports on student development achievements, instilling moral values in students through religious activities that are carried out routinely every day such as praying, memorizing hadiths, memorizing daily prayers, ablution, praying Dhuha in congregation, and instilling moral values that are applied during learning activities. The results of instilling Islamic religious education values for character building at Al Fatihah School Kindergarten can be seen from students understanding the pillars of Islam and the pillars of faith. Students also know and distinguish between good and bad deeds. And in accordance with the advantages at Al Fatihah School Kindergarten, students can memorize short letters with the movement method, know the movements and words of prayer. Students have also applied 4 magic words, namely the words sorry, please, excuse me, and thank you. From the research that has been carried out at Al Fatihah School Kindergarten in an effort to instill Islamic religious education values for the formation of student character, there are several suggestions, including facilities, infrastructure, educators, learning media, learning methods and physical buildings are good and in accordance with national education standards. However, it would be better if educators further improve, direct, and motivate students to be more enthusiastic in learning, especially instilling Islamic religious education values, cooperation between educators and parents is strengthened again to be in accordance with the school's vision and mission so that students are formed in the instillation of Islamic religious education values and formed in their character, parents should provide more motivation to their children and build a good atmosphere so that a good mood is formed when children go to school and are ready to receive lessons taught by educators.

ACKNOWLEDGMENTS

The authors would like to thank Dr. Choeroni, M. Ag., M. Pd. I and Drs. Asmaji Muchtar, Ph. D for their invaluable guidance and direction during the research process. Thanks also to Nur Faozan, for his support and cooperation. This research was also supported by TK Al Fatihah School and the active participation of the respondents. Thank you for all your help.

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