

The Relationship of Religious Development, Moral Values and Early Childhood Independence: Voices from Yogyakarta, Indonesia

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Abstract: Religious moral values are closely related to children's independence, but their development still requires intervention from teachers. Teachers in early childhood education play an important role because early childhood is the future of development and learning. This study aims to explain the relationship between the development of religious and moral values with children's independence. The research was conducted at PAUD Terpadu Mutiara Yogyakarta. Simple random sampling technique was used in taking a sample of 48 participants. This research is a quantitative descriptive research using using techniques. The instrument in this study was a questionnaire on the development of religious and moral values and a questionnaire for children's independence. Data were analyzed using the product moment. Results show that the level of religious and moral development values of children in PAUD Terpadu Mutiara Yogyakarta was in the moderate or good category; the average score of the development variable of religious and moral values of 77.08%. Meanwhile, the level of children's independence was moderate or good, which was shown by the child's average score of 93.75%.

Keywords: Development of religious and moral values, children's independence, early childhood

1. Introduction

When it comes to educating children, moral values and religious teachings are inextricably linked. Problems with access to serve children's education emerge as a means of strengthening children's personalities (Knauer, et. al, 2020). According to studies, children have inadequate access to learning on a regular basis (Pandya & Kathuria, 2021). In addition, teaching moral and religious values to children necessitates policies that the government should consider (Piper, 2010; Rahman, 2021).

Knauer et al (2018) report up to 250 million young children worldwide (approximately 43 percent) are not living up to their potential because they are not getting enough nutrition and cognitive stimulation in infancy. Researchers have found a number of parent-child programs that are especially beneficial to children's cognitive and emotional growth, but they tend to be expensive and labor intensive to set up. The effect of poverty on children's cognitive and language development is long-lasting (Bradley & Corwyn, 2002). In developing countries, over five years of age, 43% of children have failed to accomplish their developmental milestones (Black, et. al, 2017). Even in Kenya, the most literate in Sub-Africa, only 30% of third-graders are considered proficient in language in second grade, and 34% are deficient in numerical competence. The shortage of reading readiness is a critical factor in pre-school education worldwide (Behrman et al. 2006). The root cause of children's limited literacy and linguistic potential is their lack of linguistic stimulation in the home (Can & Ginsburg-Block, 2016; Pandya & Kathuria, 2021).

Education plays an important role in children's growth in line with their development (Rahman, 2021). For this reason, from an early age children are introduced to positive values in order to provide a basic foundation for behavior, mental, emotional and moral to the next stage or development process. Permendikbud No. 146 of 2014 concerning the PAUD curriculum states that children aged 5 to 6 years must be equipped with religious and moral values (Budianti et al., 2020). Ananda (2017) said that planting religious values is one of the bases in filtering the various influences that enter. Besides, the task of teachers at the early age level becomes heavier because they are faced with understanding the concept of child development (Piper, 2010; Pandya & Kathuria, 2021).

Furthermore, it is said that the development of religious and moral values for children aims to prepare children to behave and behave according to religious and moral guidelines, so that children are expected to have provisions to live in society (Rahman, 2021; Lizardy-Hajbi, 2021). Meanwhile, the development of religious and moral values in children functions in the process of achieving: first, inculcating attitudes and behavior; second, to be an independent person who is physically and psychologically mature; third, cultivating good character; fourth, able to distinguish good and bad behavior; fifth, the creation of a learning process for the attainment of shared goals; and sixth, instilling a habit of discipline (Berger, 2021; Rahman, 2021; Nabilah, 2019).

The development of religious and moral values is influenced by three factors, namely: the child's internal self; family and environment; and school. The three of them are interrelated in supporting, supervising, reminding and

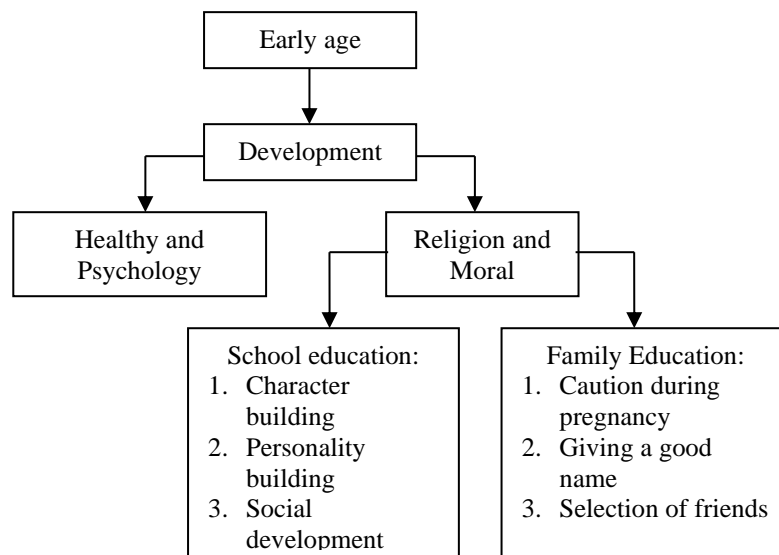
guiding children (Nabilah et al., 2019). Several ways in the development of religious and moral values in children appears in Table 1.

Table 1.
Method of Development of Religious and Moral Values

Ananda (2017)	Supriyanto (2015)	Nurjanah (2018)	Abdurrahman (2018)
Lecture, play, tell stories, sing, exemplify, role play, and travel.	Give examples, routine habituation, learning media.	Example, habituation, attention and supervision, reward and punishment, advice, games, travel work, stories.	Family, environmental, extracurricular, intracurricular development

The word "moral" comes from the Latin "mos" which means habit and/or custom. Moral is interpreted as a value or norm as a guide for individuals or groups in regulating activities (Lizardy-Hajbi, 2021). In its implementation, morals are directed at recognizing and respecting environmental differences and developing rights and responsibilities (Supriyanto, 2015). Furthermore, it is said that the concept of the development of religious and moral values includes as in Fig. 1

Fig. 1. Concept of Development of Religious and Moral Values by Supriyanto (2015)



This concept emphasizes the importance of personal knowledge of children in developing attitudes and behaviors in accordance with religious and moral demands (Rahman, 2021; Lizardy-Hajbi, 2021). Meanwhile, according to Abdurrahman (2018) the main key to the development of children's religious and moral values lies in guidance that ends in morals. See Fig. 2.

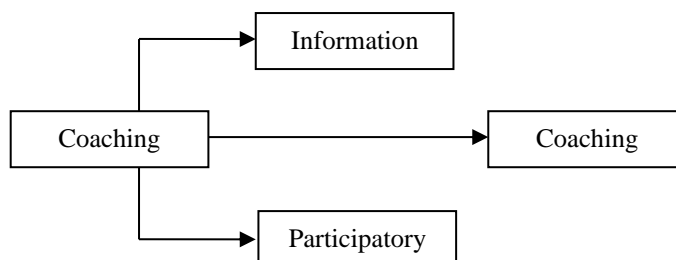


Fig 2. Concept of Development of Religious and Moral Values by Abdurrahman (2018)

In the informative approach, it is hoped that a method or method of delivering material that has been used as a

learning objective will be found. Meanwhile, through a participative approach, it is hoped that children can be directly involved in the learning process (Pandya & Kathuria (2021). Morals are the ultimate goal of development where morals are the foundation of attitudes and behavior (Rahman, 2021). In addition, Budianti et al., (2020) said that the right method for the development of children's religious and moral values is the drill method, which is a way of presenting learning material through certain media by incorporating elements of skills. The steps in this method include: association (material description); delivery of objectives; motivation; exercises with repetitions; application; evaluation; and follow-up. Nurjanah (2018) the development of religious and moral values, there are several indicators that must be met in achieving spiritual intelligence as in Table 2.

Table 2. Table of Development of Religious and Moral Values

Nurjanah (2018)		Latifah (2019)	
Age	Indicator of achievement development	age	Indicator of achievement development
2-3 years	Imitating worship activities, imitate prayer, say greetings, thanks, and forgiveness	0-3 years	Basic belief, courage, hope, love
3-4 years	know good-bad, right-wrong, proper-inappropriate, understand God's love	3-7 years	Imagination
4-5 years	Know God, pray, habituation of good behavior	7-12 years	Emotion
5-6 years	know religion, practice worship, understand good and bad behavior in a concrete way, get to know other religions	12-20 years	Change in giving meaning to life
		20-35 years	Critical reflection
		35-45 years	Awareness and control
		45 up	Existential

Jempa (2018) said that in religion (Islam), morals are part of development that must be honed and developed. This is because each individual is equipped with two values, namely: divine value, where its nature is absolutely correct; and human or worldly values, which are flexible and change in line with the growth and development of human civilization. At a later stage these values develop into several life values, namely: science; economy; beauty; political; religious; kinship; and physical (Berger, 2021; Knauer, et.al, 2020).

With regard to children's independence, there is a well-known Montessori method in preparing a focused and comprehensive environment as a means of developing children's independence. This method is also used in developing children's social skills (Damayanti, 2020). In general, the concept of children's independence offered in the Montessori method is a process of encouraging independence (encouraging independence). This drive includes two curricula, namely: practical life practice (exercises practical life) and practical skills (practical life).

Setiawati & Sari (2019) said that independence is basically a requirement for individuals to carry out an activity without assistance. This is closely related to problem solving abilities. In practice, children learn more from their experiences. For this reason, in independence, children are introduced to knowledge directly. Furthermore, it is said several things that can be the cause of the child's independence, namely: the order of the child's birth and the parenting style of the parents (Knauer, et.al, 2020). Meanwhile, according to Utami (2019), children's independence is caused by factors: environment, parenting, education, social interaction, and intelligence. Chairilsyah (2019) debunked the myth that children will be independent in time. The reality is not so. Children need objects as learning materials and experiences. This is where the need for education in honing children's skills (Lizardy-Hajbi, 2021). Pareira & Atal (2019) which is extended by Astuti (2020) explains in general the concept

of children's independence is integrated with several points attached to it, as illustrated in Fig. 3.

Self-Independence		
Component	Features	Aspect
-Being able to do something without help -Dare to appear in front of people -Responsible to accept the consequences that accompany the choice	-Confidence -High intrinsic motivation -Define the choice by yourself -Creative, innovative, responsible -Able to adjust -Don't depend on others	-Emotional independence -Independence act -Independence thinking

Fig. 3. Concept of Children Independence

The aspect of independence is the final key of children's independence considering: First, emotional independence is directly related to emotional control in socializing. Second, the independence of acting is related to the physical development of children, how to decide on an activity, self-confidence, and responsibility in accepting the consequences of their actions. Third, independent thinking is related to the way children behave in accordance with prevailing values and norms (Lizardy-Hajbi, 2021; Rahman, 2021).

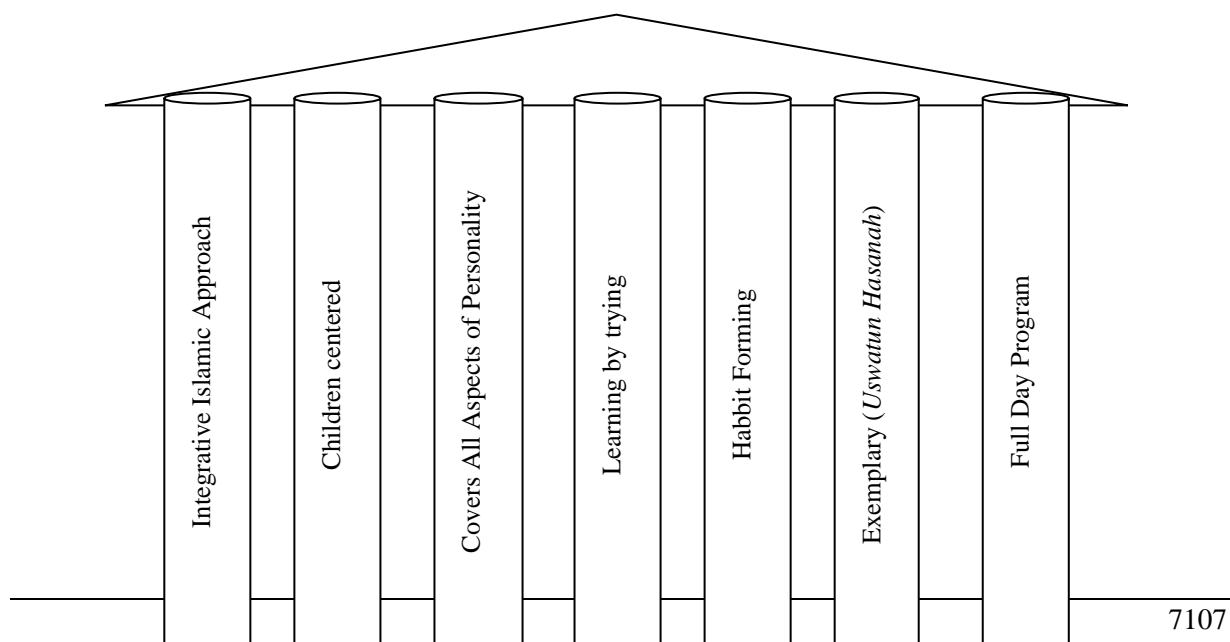
2. Methods

This research is a descriptive quantitative research. This aims to determine relationships and trends. The sampling technique chosen was simple random sampling, where the sample was randomly selected. In this study, the sample consisted of two samples, namely the trial sample of 40 (forty) people, taken randomly from the study population who met the criteria for the similarity of characteristics to the study sample. The research sample was 48 people, taken from each class on average. This study uses the Slovin formula in determining the sample size. The setting in this research is PAUD Terpadu Mutiara, Jalan Daruneba, Manggisari, Baturetno, Banguntapan, Bantul, Yogyakarta. The research was conducted in February 2021.

3. Results and Discussion

PAUD Terpadu Mutiara is one of the educational institutions in Yogyakarta. This school was founded on the high desire of its founders to actively participate in educating the nation's life. The founders are fully aware that early childhood is a golden age that must be given the best educational services. With the vision of education, "to lead students to be righteous, capable, and independent children", Mutiara Integrated PAUD moves through a mission: organizing professional and Islamic early childhood education programs; providing services and enlightenment for the early childhood environmental community; and as an early childhood education laboratory. PAUD Terpadu Mutiara in its operations adheres to the concept of the seven pillars of education, as in Fig. 4.

Fig. 4. Seven Pillars of Childhood Education in Integrated PAUD of Mutiara



Mutiara Integrated PAUD develops in line with its aim of providing a foundation of faith; personality and mental; the maximum potential of the child; providing benefits; and is expected to be a common pride. Karl Person correlation was chosen in this study considering its use is used when the data has met the criteria in the form of normal and linear distribution data. The normality test and linearity test were carried out as a test of analysis requirements. The normality test aims to prove if the analyzed data is normally distributed. The normality test was performed using Kolmogorof Smirnov in SPSS for Windows. From the data analysis, it was obtained that the significance value of the children's independence variable was 0.72 with $p > 0.05$. Meanwhile, the variable of the development of religious and moral values showed a significance value of 0.34 with $p > 0.05$. Figure 3 shows the variable is normal.

Table 3. Normality test

	Children Independence	Development of religious and moral values
Kolmogorof Smirnov	0,72	0,34
P	0,67	1.000

Meanwhile, the linearity test through the SPSS program obtained the results of the linear F value of 20.136 with $p = 0.000$ (0.5). This shows that the relationship between the variables of children's independence and the development of religious and moral values is linear. See table 4.

Table 4. Linearity test

	F score	Sig (p)
Linearity	20,136	0,000
Deviation of linearity	2,060	0,048

Based on the results of the normality test and linearity test, a hypothesis can be tested using the Karl Person correlation, where the distribution of data on the distribution of data and the relationship between the two variables (children's independence with the development of religious and moral values) is linear. The use of Karl Person correlation can be done in testing the correlation of variables in research. See table 5.

Table 5. Results of correlational testing

Variables	Rxy	Sig (p)	Remarks
Child Independence	0.466	0.001	$p < 0.05$
Development of Religious and Moral Values			

The results of the two-variable correlation calculation show the correlation coefficient (Rxy) of 0.466 with a significance level of 0.001 ($p < 0.05$). thus H_0 is rejected, and H_a is accepted.

The existence of a positive and significant relationship in the development of religious and moral values with children's independence indicates that the higher the development of religious and moral values, the higher the child's independence. Likewise, on the other hand, the lower the development of religious and moral values, the lower the independence of the child.

In this study, the strengthening of data analysis was also carried out through the inclusion of data descriptions and categorization of scale scores in order to find out which subjects are in high and low scores. The children's independence questionnaire shows a minimum score of 31 and a maximum score of 124. The average is 15.5 while the standard deviation is 77.5. The scores were further categorized by subject into three categories of children's

independence: high; moderate; and low. The children's own independence questionnaire totals 31 items with 4 answer choices, moving from 1 to 4. The minimum range is $31 \times 1 = 31$, the maximum is $31 \times 4 = 124$. The area of the distribution distance is $124 - 31 = 93$. The standard deviation unit is $93 : 6 = 15.5$ and the ideal mean is 77.5. (Table 6).

Table 6: Categorization of Child Independence Data

Category	Range of Score	F	%
Low	31 – 62	3	6.25
Fair	63 – 93	45	93.75
High	94 – 124	0	0

The existence of subjects in the category of low child independence were 3 children (6.25%), the category of moderate child independence was 45 children (93.75%), and subjects with the category of high child independence were 0 children (0%).

The categorization of the score data on the development of religious and moral values is shown through a minimum score of 22, and a maximum score of 11 with a standard deviation of 55. Through categorization, subjects are divided into three categories of development of religious and moral values, namely: high, medium, and low. Deviation and mean were used as the basis for categorization. The questionnaire consists of 22 items with 4 answer choices, moving from 1 to 4. The minimum span is $22 \times 1 = 22$, while the maximum range is $22 \times 4 = 88$. The standard deviation units are $66 : 6 = 11$, while the ideal mean is 55. (Table 7).

Table 7. Categorization of Data on the Development of Religious and Moral Values

Category	Range	F	%
Low	22 – 44	8	16.67
Fair	35 – 66	37	77,08
High	67 – 88	3	6,25

Subjects in the category of development of religious and moral values were 8 children (16.67%), in the category of development of moderate religious and moral values, 37 children (77.08%), and subjects with the category of development of high religious and moral values were 3 children (6.25%).

Regarding the results above, the author addresses independence, moral development and religious values to discuss. This study finds evidence that children's independence with the development of religious and moral values is linear. This finding confirms the finding of Setiawati & Sari (2019), Lizardy-Hajbi (2021), and Rahman (2021). Religious development puts emphasis the self-activity that is to believe to guide by God and moral values guide any acts and daily activities that every child should perform.

This study also finds that there is a positive significant relationship between development of religious and moral values with children's independence. The finding indicates that the higher the development of religious and moral values, the higher the child's independence. Otherwise, the lower the development of religious and moral values, the lower the independence of the child. Independence is basically a requirement for individuals to carry out an activity without assistance that is closed to problem solving abilities. This way, children learn more from their experiences and their direct knowledge (Knauer, et, al, 2020; Utami, 2019; Chairilsyah, 2019; Lizardy-Hajbi, 2021; Pareira & Atal; 2019; Astuti, 2020).

The evidence shows that aspect of independence is the final key of children's independence in three areas. First, it involves emotional to control emotion. Second, independence performs a series of activity that includes physical development of children, how to decide on an activity, self-confidence, and responsibility in accepting the consequences of their actions. Third, independent thinking is related to the way children behave in accordance

with prevailing values and norms (Lizardy-Hajbi, 2021; Rahman, 2021).

4. Conclusion

In summary, development of religious and moral values in early stage goes hand in hand with the education system. In general, religious and moral values affect children's independence. If the development of religiosity and moral values improve, the children will have more independence, meaning children have more confidence to solve their problems, and children can work without the assistance of their parents or their teachers. Children feed their direct knowledge to guide their direct experience. Specifically, independence of children addresses three areas of development process: first, children emotion, second, physical performance, decision making process, self-confidence, and responsibility to accept or reject something from others; third, independent thinking to behave that is related to prevailing values and norms the children learn.

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