

# SYNERGY OF THE ROLE OF TEACHERS, PARENTS, AND COMMUNITY IN DEVELOPING RELIGIOUS AND MORAL VALUES IN EARLY CHILDREN

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## Abstract

In general, failure to achieve learning objectives is caused by student motivation factors, health and welfare problems, inappropriate teaching methods, unsupportive media, and inappropriate learning strategies. However, very few people pay attention to the relationship between the role of teachers at school, parents at home, and the community in the environment where students grow and develop, which actually contributes greatly to the success or failure of the learning process. This applies equally to every level of education, including early childhood education. Recently, it was widely reported that one of the teachers was punished by the students' parents for punishing their child who refused to be ordered to pray. This research aims to show the importance of synergy between the roles of teachers, parents, and society in education, especially in developing religious and moral values for young children. Apart from that, we also need to find effective ways to build synergy between the three. This type of research is qualitative, and the method used is a literature study. The data source for this research is literature that discusses the role of teachers, parents, and society in religious and moral education. The results of this research show that teachers, parents, and the community cannot work alone; instead, they need to work together and support each other in an effort to optimise the development of religious and moral values in early childhood. Among the ways that can be done to build synergy between the three are carrying out effective communication, conducting peer assessments, and carrying out educational programmes that involve the three.

*Keywords: role, synergy, early childhood, religion, and morals*

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## 1. Introduction

Children are part of the nation and family generation. As the next generation, children need to get a good education so that their potential can develop rapidly, growing into people with strong, skilled, and valuable personalities. Therefore, parents, teachers, and educational institutions have an important role in providing good and appropriate stimulation

and guidance so as to achieve the next generation who are strong and have good personalities (Ananda, 2017). In the National Education System Law (SISDIKNAS) Number 20 of 2003, it is stated that education aims to "develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God." The Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen." (Republic of Indonesia, 2003).

Meanwhile, in the Minister of National Education Regulation Number 16 of 2007, the competency that teachers must have is "mastering the characteristics of students in physical, moral, social, cultural, emotional and intellectual aspects." (Ministry of National Education, 2007). These competency demands require teachers to study, understand, and be able to implement conceptions of early childhood development and direct them to better religious, moral, social, emotional, cultural, and intellectual aspects.

Therefore, studying the implementation of religious and moral values in early childhood, especially for those aged 0-6 years, is a critical and strategic point for PAUD teachers and for PAUD administrators at large. Considering the many negative phenomena that have occurred recently, it has even become a spectacle for the public, from adults to young children. Through increasingly sophisticated print media and the internet nowadays, young children imitate bad words or hate speech, speak impolitely, and imitate violent behavior even to the most negative point. Conditions like this can occur due to several factors, including the characteristics of children who imitate. It is straightforward for children to imitate whatever is happening before their eyes. Children also do not know what is good and what is not, so the level of negative behavior that occurs in children increases. So, the critical role of parents, teachers, and society in maintaining behavior and words in front of children, not only biological children but also to all children. Because even though there is a lot of knowledge, seminars, books, and training on religious and moral education, it will not work well and produce reasonable goals if there are no good examples from parents, teachers, and the community. So, that example is an essential point in religious and moral education.

This condition should not occur in early childhood education because the world in early childhood is a world of play that is full of joy, self-development, characteristics, and learning much positive knowledge. Early childhood is a golden period that will not happen again, so in this golden period, children should get an impressive life and experiences that will make their characteristics good until adulthood. It is essential to instill strong religious and moral values in this nation so that it is not easily influenced and has a filter against negative points. So that this religious and moral instillation is strong, it is essential to do this starting from early childhood (Fauziddin, 2016).

The study of implementing moral and religious values in early childhood will be the basis for efforts to instill the behavior and characteristics listed in the development of national education goals. To be able to manage learning in PAUD well, it is necessary to pay attention to the teacher's ability and understanding to internalize good and correct religious and moral values. Understanding excellent and correct religious and moral values is also crucial for parents and the community.

Regarding another vital part of religious and moral education for early childhood, it should not be forgotten that the early childhood phase is the golden age phase, because the golden age is a period where children's abilities develop rapidly. Providing the proper stimulation and facilities during this golden age will significantly influence the child's subsequent

development process until adulthood. So if the child is surrounded by an environment and education that is not good from parents, school, and society during this development period, then the child's development will only go well in adulthood. So parents, teachers, and the community, as well as educational institutions, need to work together in good early childhood development, especially in religious and moral knowledge, and it is also essential to provide good, exemplary education for early childhood.

## **2. Methods**

The discussion in this paper uses qualitative methods with this type of study (Library Research). The data was developed through analytical studies regarding children's religious and moral education. An analytical study of journals accessed via Google Scholar will be carried out to obtain data in the form of these perspective views. This research discusses solutions used in the development of children's religious and moral education. The solution provided in this research includes synergy between parents, teachers, and society in education and children's religious and moral development. This discussion stage starts with analyzing the child's religious and moral problems, proposing solutions, and discussing the synergy between parents, teachers, and society.

## **3. Result and Discussion**

### **Obstacles to the Religious and Moral Development of Early Childhood**

The phenomenon of children misbehaving towards their parents has often occurred recently. This unfavorable phenomenon is related to the development of practical value for efforts to develop moral behavior in children. Sometimes, the behavior of children who are lazy, indifferent, do not want to help their parents and are afraid to socialize can occur from several factors, such as lack of attention from parents and teachers, lack of character education, example, and moral religion.

Based on the author's experience and observations in the field, phenomena such as: 1) some children do not obey the teacher's rules, this occurs when children do not want to shake hands when they meet older people, and children do not want to share food with friends. -friends, 2) When eating children cannot sit quietly, 3) Children tend not to respect their friends, this can be seen when children insist on asking their friends for toys, even though their friends say no, the children still insist (Fauziddin, 2018). Some of these phenomena can be examples of the lack of character education, role models, and moral religion in early childhood.

Deviations from religious and moral values in smaller environments begin to appear in the learning process. Learning is a process of transferring knowledge that will develop children's thinking patterns and produce changes in behavior. The issue of religious and moral values education is becoming increasingly important to continue to study and explore in depth to find out the root of the problem. Before further analysis, one must learn about religious morals and other things that support them.

Home is the first madrasa or school for children. This implies that parents are the first teachers of children. Therefore, the perception of the home and the PAUD institution must be commensurate so that the view of the home being the first school for children before entering the PAUD level can be realized well. Thus, a house that is not harmoniously damaged (a broken home) cannot be the first "school" for children because if the house is damaged, it is likely that the child's development will also be damaged or not develop well. Apart from damaged houses, PAUD institutions can also become damaged if the people in

them do not behave and educate well. If the home and school have become a damaged environment, children will also have difficulties in their development, such as difficulty playing, studying, socializing, singing, etc. This is why the key to the effectiveness of PAUD depends on home activities as the first "school" for children (Suyadi & Ulfah, 2013, pp. 149-150).

As it is said, one of the reasons why children do not carry out positive behavior in interactions with other people is a lack of parental education or inappropriate imitation, which gives rise to behavior that is not by local norms and rules (Setiawati, 2006: 42). Children who grow and develop in life and environment that is characterized by violations of other people's rights, coercion, violence, indifference, confusion between right and wrong and other harmful behavior make the child's growth and development not go well and are likely to produce characteristics the damaged one. Suppose this continues and needs attention from parents, teachers, and the community. In that case, it will allow destructive impacts to occur because there is no supervision or prevention as a means of socializing in the surrounding environment (Tanfidiyah et al., 2018).

The ingraining of damaged behavior in children can be caused by factors such as parents, teachers, and society. Because the child will record and imitate everything that happens before his eyes. Children must learn whether the event is good or bad; they will only see and imitate it. If religious and moral education is not taught from an early age, it will be difficult for children to quickly know which behavior is good and which is terrible. Nowadays, the rise of negative behavior can illustrate that religious and moral education is uneven, declining, and not optimally reaching children.

Children's religious and moral education should be the first science taught in PAUD institutions. When children's religious and moral learning takes place, character education and example are also important to teach children. Religious and moral education must be combined with children's character education, namely how to become someone who behaves well and has positive character. It is also important to give exemplary examples to children, so they have an idea and motivation to learn religion and morals.

### **Problems of Religious and Moral Values in Early Childhood**

Young children are in the Alpha generation, where children who grow and develop in this generation have a free character. According to Kohlberg (1958), the moral development of early childhood or preschool children is at the most basic level, called pre-conventional moral reasoning; at this level, children have not fully demonstrated their moral values. However, some children have sufficient sensitivity to respond positively and negatively to their environment.

When analyzing several institutions, there were several problems with religious and moral values that were seen in children, namely as follows:

#### **1. Moral decline**

In the current era of globalization, the development of Information and Communication Technology (ICT) has become very rapid in people's lives. Almost all people are familiar with things such as smartphones, laptops, computers, WiFi, etc., because, in their daily lives, these items make it easy for them to access many things, including children and teenagers in Indonesia. Almost all children in every family in Indonesia never let go of their gadgets. This, of course, has a positive and negative impact on the child's development and thinking patterns, which in turn refers to the child's own behavior. As a country with Eastern culture, Indonesian people uphold ethical and moral values in their daily lives. However,

technological advances have caused many young Indonesians to abandon these values, resulting in a decline in moral and ethical values among young Indonesians. Children are human resource assets that will bring benefits to family life and the life of the nation and state. Children are also the ones who will continue the life of a family in the future. Every child has unique characteristics, such as having a high curiosity about everything and having questions and characteristics that are difficult for adults to explain. Therefore, children need supervision and direction from their parents and environment to regulate their thought patterns and develop positive behaviors by the values of life in the environment where they live, including the value of politeness in communicating in the family environment. The importance of moral education taught to a child will positively influence the child's character and morals throughout his life when interacting with other humans.

## 2. Lack of role models

Early childhood children are great imitators, they will do anything that makes them curious and attracts their attention—according to Lisa Nalven, M.D., a pediatrician who specializes in child development and behavior, revealed that activities that are very important in the development stage of children's social and language skills are imitation activities. Therefore, this phase is critical for children, so we as educators or parents must take advantage of this phase for the child's future. However, today's young children are already familiar with K-POP, so many of them use K-POP idols as role models or standards for their characters. In the Islamic religion itself, it is explained in the Koran that the best role model is the Messenger of Allah (33:21).

## 3. Lack of discussion of morals and religion in schools

Moral conflict situations are situations that children often experience because sometimes what is taught at school is not by the moral situation in society. Therefore, children will look for behavior from which benefits will be obtained even though this behavior is not expected in moral education; for example, if a child lives in an environment of good friends, he will tend to decide on good behavior. On the other hand, if you are in an environment where friends are not good, you will tend to carry out bad moral behavior. Apart from the above, there are also several mistakes in developing religious and moral education in early childhood which can have an influence on the religious and moral development of children, namely: a) In a particular environment, the spirit of religion is not embedded in everyone. b) Lack of stability in society's social, economic, political, and security conditions.

Some schools also focus on children's growth and development of cognitive and motor skills only, even though apart from these two aspects, several other aspects must be developed too. Apart from that, the understanding of religious and moral values must also be understood by parents or educators at home so that it is not just teachers who educate children's character in morals and religion. However, parents must also ensure that there are no cases where a teacher invites students to pray. However, this student's parents did not accept it, so they criminalized this teacher to the authorities.

## 4. Compulsion to do good

Force is a word that comes from the word forced, where force is a verb that one does not want oneself to do, either physically or mentally. About forcing kindness, children must be accustomed to doing good things from a young age, but is that done by forcing them? Of course, every parent has their method of educating children, but when it is based on or begins with coercion, it will certainly have a big impact on young children, whether that day, tomorrow, or the future. The problem found in an institution where in the home environment the child is constantly forced to do good things such as reciting the Koran and praying,

because this is also an obligation for Muslims. However, when this development was monitored while the child was still in RA, no problems seemed to arise. However, when this child was in elementary school, many parents reported this child to educators because he had hit his friend and fought back. The teacher does not even listen to the advice given by the teacher. There is also a case where a teacher invites his students to pray, but the student's parents do not accept this, so the authorities criminalize the teacher.

### **Solutions to overcome children's religious and moral problems**

Problems that often occur in Indonesian society, especially in the development of children's growth and the religious and moral aspects of children. Society has a severe moral and religious crisis, which is supported by the era of globalization so that it can increasingly increase parents' concerns about weakening religious and moral values. Child. These problems can only be solved if we are aware of the weakening of religion and morals, coupled with the digital era, which increasingly makes children less connected to religion and morals.

The following are several solutions for dealing with problems that occur in the data analysis above:

#### **1. Moral decline**

Today's emergence of the digital era is one of the most significant factors in applying values and morals to children. The solution for dealing with children playing with gadgets or technology is as follows:

##### **- Set an example**

Providing an example to children is the leading solution to forming religious and moral character in children. For example, if we ask children to stop playing with gadgets, we are in a position where they do not play with electronic devices. This is a simple example for children to follow their parents' example. Therefore, parents must be good role models for their children. So that children can imitate the people around them well.

##### **- Educate children regarding technology**

Providing simple education about the positives and negatives of technology for children is one way of forming religious and moral values in children, such as providing several examples of good shows for the growth and development of children's religion and morals and implementing them slowly in children's daily lives. Parents can use this to provide an understanding of the good and bad of technology for children's religious and moral development.

##### **- Do not give gadgets when you let go of your child**

When your child wants to play with gadgets, please do not give them full gadget rights. Parents can activate the parental control feature to supervise their children when playing with gadgets.

##### **- Invite children to chat about religion and morals**

This helps children to apply their religion and morals well.

#### **2. Lack of role models**

The lack of role models applied by parents and the surrounding community is one of the problems in weakening religion and morals in early childhood. The golden age is a prime

time for parents to be able to apply religion and morals to their children. However, This can only go well if the parents provide good role models. The example of the Prophet Muhammad SAW is a great example that can be given to children to apply in their daily lives; the stories of the Prophet are great examples that can be told to children in developing children's role models. Therefore, parents, communities, and schools can have the right to provide good role models to children.

### 3. Lack of discussion of morals and religion with children at school

Moral and religious education for children at school is a matter of learning that can help children's religion and morals; this is not just a discussion but also in terms of application. In this context, schools need to emphasize religious and moral learning in early childhood because parents and schools are a good line of cooperation to make children's moral and religious development successful; teachers and parents are educators who must provide good examples for children. , whether in any aspect, because it is necessary to know that a child is a skilled imitator in imitating many things they see, the school and parents are obliged to work together to implement good moral and religious values in children.

### 4. Compulsion in doing good

Forcing is unsuitable for alpha generation children, even though an old term says that you are forced first to get used to it, but we cannot use this for the current generation. Imam Ghazali believes that there are five manners of parents towards children, as follows:

- Helping children be kind to their parents, children's attitude towards parents is an example of parents' attitude towards their children. If parents set a good example without putting pressure on the child, the child will follow that example without coercion. Parents educate and help their children have good religion and morals, too.

- Do not force children

Apart from wanting good behavior for their children, parents cannot force them beyond their limits. Parents need to pay attention to the child's psychology in carrying out each phase of developmental age that the child must go through. Just like we tell our children to pray, we do not ourselves. Therefore, the primary way to apply moral religion to children is by modeling and inviting children when the call to prayer occurs.

- Do not force your child when it is difficult

Not only adults but small children can also experience difficulties such as losing their favorite things; when children express their emotions, parents do not see the psychological side of the child, but parents only continue to anger the child to stop crying, this is one way that is not enough. It is suitable for children to stop showing off their emotions.

- Does not prevent children from obeying Allah SWT.

Parents should not hinder their children's good intentions in being able to obey Allah's commands. If the child wants to fast, give the child the opportunity to fast according to his wishes. If the parents forbid it, it is feared that the child will not get used to applying moral and religious values to himself. Alone.

- Does not make children depressed in the wrong education

Parents must provide a good education for their children; children's moral and religious education needs to be instilled since the child is still in the developmental period so that they

can begin to get used to applying religion and morals in their daily activities at home and home. School and community.

### **Synergy of Communication Between Parents, Teachers, and Community in the Development of Children's Religious and Moral Values**

Religious and moral education is critical to be taught from an early age. Providing religious and moral education for young children at school, at home, and in society is essential. In this increasingly sophisticated modern era, many changes in human behavior related to religion and morals exist. These changes not only include positive changes but there are also negative changes. So, in religious and moral education for children, it is important to have cooperation between parents, teachers, and the community. The goal is for children to gain knowledge in one way and have one understanding at home, school, and the broader environment. Teachers have an important role in children's learning. Because children learn and receive education more often when they are at school. Teachers must plan learning well and implement it with children.

There are several problems in children's religious and moral education, including more communication between parents, teachers, and the community. One example is when, at school, children are taught to eat by praying and sitting quietly. However, when at home, parents do not eat by praying and sitting quietly. Things like this can be a problem for children because children will feel that what their teachers teach is different from what their parents teach or model at home, likewise in society. Children are taught to queue at school when entering class, but outside, many adults do not queue to buy petrol. This can also be a problem with children's religious and moral education.

Through communication, parents, teachers, and the community can take the solution to improve and maintain religious and moral education in children. There is equality of learning at home, school, and community.

As a parent, it is mandatory to know the learning process provided by the teacher, and it is also important for parents to know whether their child has carried out the learning well or not. Teachers can communicate with parents, asking directly about the learning that parents do at home and how children learn. This is intended to assess the strengths and weaknesses of the learning that parents and teachers provide to children. With communication between parents and teachers, learning can synergize and support children's learning interests (Ketut et al., n.d.).

Communication can also be done by holding school meetings between parents and teachers. This meeting can be held on a large scale, such as a seminar from the school for parents, or it can also be a private meeting between teachers and parents specifically. This kind of communication is intended to equalize home and school learning. Because if they are different, it will confuse children about right and wrong.

Religious and moral education in society is also essential. One way is to give children an understanding that the outside world does not always provide a good example. Children are taught how to imitate and evaluate good behavior that children will see in the community because parents and teachers cannot ask all people to behave well. So, teaching children how to learn in the broader community environment is essential.

The synergy that parents and teachers can carry out in children's religious and moral education is through communication. What is taught at school must be taught again when the child is at home. Teachers and parents must also teach children how to learn when in the community. Because children's religious and moral education is meaningful, the



characteristics and behavior of children from today to adulthood are included in religious and moral education. If the school has tried to provide a good education, but the parents provide a poor one, then the child could be better at learning. This communication will positively impact children's religious and moral development. So it is essential to communicate between parents and teachers in children's learning, and it is also important to teach children how to learn in society.

### **Synergy of Assessment between Parents, Teachers, and Community in the Development of Children's Religious and Moral Values**

For schools, carrying out an assessment is familiar because teachers must also have an assessment format for each child. Parents must also flexibly provide assessments for children at home so that their religious and moral values can be seen significantly by society. The community must have assessments that align with those provided by teachers and parents. This needs to be communicated regarding further discussion by the community with teachers and parents. This requires collaboration so that there is one understanding and one goal.

Collaboration between parents, educators, and the community is very influential for children. According to Novan A. W (2015), an educator must have four competency indicators: pedagogical, personality, social, and professional. So that the assessment made achieves optimal efforts.

For schools, carrying out an assessment is familiar because teachers must also have an assessment format for each child's religion and morals. Parents must also provide assessments for children flexibly at home so that their religious and moral values can be seen clearly, significant, and so does society. The community must have assessments that align with those provided by teachers and parents. This needs to be communicated regarding further discussion by the community with teachers and parents so that this requires cooperation with each other so that there is one understanding and one goal so that the assessment carried out can minimize disharmony in children's religious and moral education in the school, home, and community environment.

### **Program Synergy between Parents, Educators, and Community in the Development of Children's Religious and Moral Values**

According to Poerwono, cooperation is a group of people who carry out an activity to produce good results. Meanwhile, according to Arikunto, cooperation can benefit a group of people who carry out activities simultaneously compared to people who do it individually.

Considering how important it is to collaborate in children's moral and religious education at an early age, the application of religion and morals is a complex matter. Therefore, cooperation between parents, educators, and the community must be implemented in every lesson. Collaboration can be carried out if teachers, parents, and the community participate, have the same interests, and are willing to cooperate in achieving success in instilling religious and moral values in children. Introducing religious and moral values is interrelated with the scope of homeschooling and the play environment. This does not mean that you can only leave all matters of children's moral and religious development to the task of an educator alone. However, parents and society also have the right to stimulate religious and religious growth and development—morals in early childhood.

However, the collaborative relationship between educators, parents, and the community is still very minimal due to their lack of awareness that the application of religion and morals is so important during the golden age of children; the more appropriate the child

is given stimulus from an early age, the more visible the child's excellent development will be. The best time to instill morals and religion in children is between the ages of two and six. Cooperation or collaboration is a combination that requires dividing tasks with each person to carry out all their responsibilities in making the goal of religious and moral success in early childhood a success (Saleh, 2022).

The lack of awareness that only some societies have is a significant obstacle to implementing religion and morals in children. As time goes by, the more difficult it is to implement it. Social support is needed for every educator and parent trying to make religion successful. and morals in every child. Therefore, society also needs to have great awareness to create a great generation of young people with good religion and morals. Therefore, parents, teachers, and the community are important lines of cooperation for children's successful development of religion and morals.

#### **4. Conclusion**

The digital era of globalization is not an obstacle for all parents, schools, and society not to implement moral and religious education for children. This can continue to be instilled from generation to generation in ways that are taught according to the child's phase and era by paying attention to several considerations, such as the role models of all parties involved so that they can be good role models for children and can also implement a sound communication system. It is good to provide mutual understanding regarding the importance of moral religion in early childhood. Parents have much anxiety regarding the low application of religious and moral values to children; therefore, all connected parties must be able to apply religious morals to children reasonably. After all, religion and morals are an aspect of education that has an essential influence on the life of every human being, both from the golden age or old age, because without morals and religion, we as humans will not be able to live in peace and happiness. The realization of a moral religion applied in early childhood makes it an excellent opportunity for character education for children to lead increasingly advanced lives in the future.

The responsibility to educate children is carried out by parents, educational institutions, and society together. All three must be able to help teach, educate, and develop children so that they become individuals with quality and integrity when they grow up. This also shows that teachers, parents, and the community need help to work. Instead, they need to work together and support each other to optimize the development of religious and moral values in early childhood. Among the ways that can be done to build synergy between the three are carrying out effective communication, conducting peer assessments, and implementing educational programs that involve the three. Achieving optimal educational outcomes requires good guidance from the three types of educational environments, especially in early childhood. Young children live more in families with their parents. Therefore, in early childhood education, parents, educators, and anyone within the scope of daily activities must be more involved in their children's education.

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