Implementation of Islamic Values in the Education of Children Aged 4-6 Years

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Article Info	ABSTRACT
	The implementation of Islamic values in children's education is an important effort to form good character and morals from an early age. Education based on Islamic values provides a strong foundation for children to understand the concepts of kindness, honesty, discipline, and responsibility. The purpose of this study is to find out how to apply Islamic values in children's education in Al Fikh Orchard Taman Setia kindergarten, Klang, Malaysia. This research uses a qualitative method with observation, interview, and documentation data collection techniques. The results of the research on the implementation of Islamic values in children's education are learning that integrates Islamic teachings, such as the concept of monotheism, worship, noble morals, and good social relationships, will guide children in living a life in accordance with religious principles. The implementation of habituation, example, and storytelling methods at Al Fikh Orchard Kindergarten is effective in instilling Islamic values in early childhood, with support from schools and families

A. INTRODUCTION

The implementation of Islamic values in early childhood education is crucial for shaping character and morality through honesty, discipline, responsibility, and social awareness, applied in daily activities (Rahim & Setiawan, 2019). The discrepancy between theory and practice highlights the need for research focusing on how Islamic values can be effectively implemented in early childhood education settings (Frenzel et al., 2021). Currently, education tends to prioritize academic achievement over character education based on Islamic values, resulting in insufficient attention to children's moral and spiritual development (Kilichova, 2021).

Furthermore, Islam emphasizes the importance of education that encompasses not only cognitive aspects but also character and moral formation (Kilichova, 2021). Surah At-Taghabun verse 15 refers to children as a trust that must be protected, and Islamic education plays an effect

verse 15 refers to children as a trust that must be protected, and Islamic education plays an effective role in helping children understand the importance of good character in daily life (Maulana et al., 2024). However, reality shows that there is still a gap in the application of Islamic values, both at school and at home (Ikhwan, 2014).

Islamic education includes cognitive, spiritual, social, and character dimensions. The formation of Islamic character should begin at an early age using enjoyable methods to facilitate children's understanding and internalization of Islamic values (Huda et al., 2020). Islamic education aims to nurture intelligence and noble character, instilling values such as honesty, patience, discipline, and strengthening faith through habituation and exemplary methods (Rahim & Setiawan, 2019). Schools must create a conducive environment where children are accustomed to practicing Islamic values in their daily lives. Teachers and parents must act as role models, demonstrating Islamic morals through their attitudes and behavior (Angdreani et al., 2020).

The implementation of Islamic values in early childhood education can be conducted through various methods such as habituation, storytelling, and role modeling. Habituation methods, such as congregational prayer, sharing with peers, maintaining cleanliness, and practicing discipline, have proven effective in building children's Islamic character (Rahim & Setiawan, 2019). Both the school and family environments play critical roles in instilling Islamic values, with teachers and parents serving as key examples. Storytelling about prophets and companions has also proven effective in embedding Islamic values in young children (Ananda, 2017). Moreover, Islamic education goes beyond classroom learning, encompassing the development of a social environment that supports Islamic values (Ikhwan, 2014).

Role-playing methods are effective in teaching Islamic values to children, such as helping others, respecting teachers, and maintaining cleanliness skills that can be applied in everyday life (Huda, Syafrida, & Nirmala, 2020). A key aspect of implementing Islamic values is instilling correct faith (aqidah), which includes belief in Allah, His messengers, and the Last Day (Syahid et al., 2020). Additionally, Islamic teachings that prioritize the pursuit of both religious and worldly knowledge are highly relevant in building high-quality human resources (Karim, 2019).

In this regard, Islam encourages the pursuit of knowledge to produce individuals who are not only intellectually capable but also morally upright (Frenzel et al., 2021). The implementation of Islamic values in early childhood education must therefore cover moral, spiritual, and intellectual aspects, supported by a learning motivation inspired by Qur'anic verses and the teachings of Prophet Muhammad (Harfiani, Setiawan, Mavianti, & Zailani, 2021). Consequently, Islamic education can serve as an inclusive and adaptive medium for shaping a generation that upholds Islamic values and is capable of facing global challenges (Syafril & Zelhendri Zen, 2017).

This study reveals that the implementation of three methods of habituation, example, and storytelling at Tadika Al Fikh Orchard is effective in instilling Islamic values in early childhood. Habituation methods, such as reading prayers and saying greetings, have been shown to have an effect on children's behavior (Rezeki et al., 2024). Examples from teachers and parents are also very important in shaping children's morals (Prasong, 2023), while the method of storytelling through the stories of the Prophet Muhammad (peace be upon him) and his companions develops children's critical thinking skills (Ayuni et al., 2024).

This study shows that the integration of the three methods of habituation, example, and storytelling is an effective and practical model in shaping Islamic character in early childhood, with synergistic support from schools and families in Malaysia. This research also aims to

understand how teachers can be role models in shaping children's characters through an interactive learning approach that is appropriate to their age development. The storytelling and exemplary approach have a big role in instilling Islamic values in children (Ananda, 2017). Teachers who are able to show Islamic morals in their daily lives will find it easier to build understanding and positive habits in children. Thus, this study not only explores effective teaching methods but also examines the supporting factors that contribute to the successful implementation of Islamic values in early childhood education.

B. RESEARCH METHODS

This study employs a qualitative method, aiming to understand the implementation of Islamic values in early childhood education at Tadika Al Fikh Orchard, Klang, Malaysia. The research site, Tadika Al Fikh Orchard, focuses on education based on Islamic values. Data collection techniques include observation, interviews, and documentation.

Observations were conducted to examine how Islamic values are implemented within the early childhood education environment, involving teachers, students, and the school setting. The observation was participatory in nature, with the researcher directly engaging in learning activities to obtain more accurate data. Observation data was analyzed descriptively using an assessment scale. The validity of the data is guaranteed through triangulation of sources and time, comparing the results of observations from various parties and carried out on several occasions to ensure the consistency of the findings. This ensures that the data obtained is accurate and trustworthy.

The interviews were conducted to dig deeper into the understanding and experience of teachers and parents in educating children with Islamic values. The interview results were reduced, categorized, and analyzed thematically to find information patterns. The validity of the data was obtained through triangulation of the sources, which is comparing the answers of various respondents to see the consistency and correctness of the information. This validation is important to ensure that the interview reflects the true reality.

Documentation is carried out by collecting various physical and non-physical evidence related to the implementation of Islamic values in schools. Documentation data is classified, interpreted, and associated with the results of observations and interviews. The validity of the data is obtained by crosschecking various related sources, ensuring that the documents used as evidence are really relevant and reliable. In this way, documentation becomes a strong supporter in research. The research design used in this study is illustrated in the following image:
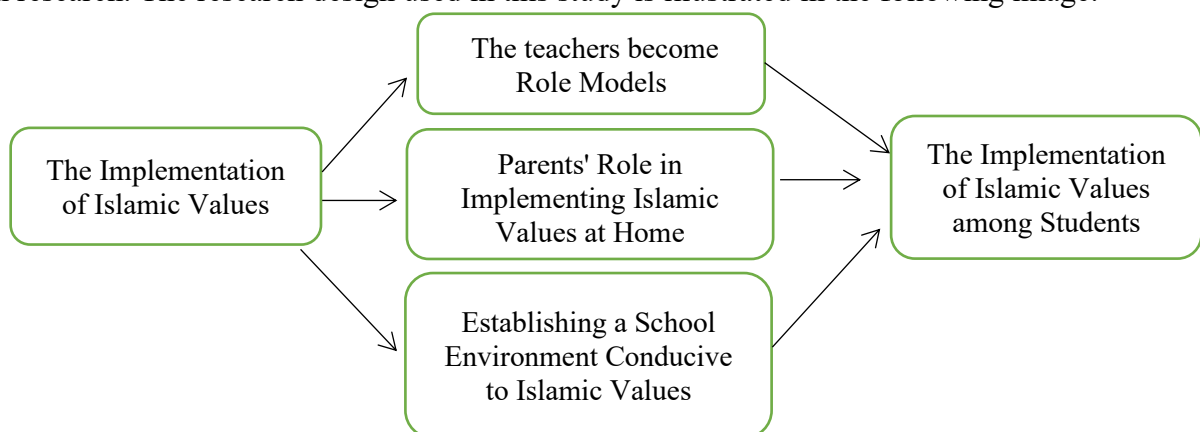

Figure 1: Research Design

C. RESULTS AND DISCUSSION

This study examines the implementation of Islamic values in early childhood education using three main approaches, namely value habituation, value exemplars, and storytelling methods about values. Each approach has a very important role in forming Islamic character in children from an early age. In this discussion, it will be explained in detail how each approach is applied, the challenges faced, and its impact on children's character development.

1. Value Habituation at Tadika Al Fikh Orchard, Taman Setia

The habituation of values in Islamic education can be applied through various daily routine activities, such as reading prayers before and after learning activities, greeting teachers and friends, and tidying up their own equipment before leaving class. In addition, every child is taught to always share with their friends, both in the form of food, toys, and help in daily activities. This is in line with the habituation of Islamic values in daily activities that are very effective in instilling religious values in children at school (Anggreani et al., 2020). This habituation method is also practiced at Al Fikh Orchard Kindergarten, where Islamic values are taught through routine customs in the school environment. Importantly, this habituation must be supported at home to ensure that Islamic values are deeply rooted in children's character.

However, challenges arise when some children do not receive full support from their parents at home. This becomes a significant obstacle in the application of value habituation methods. Consistency between home and school is crucial in strengthening the Islamic values taught at school (Nurhayati, 2020). When children do not experience the same value practices at home, they tend to struggle in internalizing the values imparted at school. Therefore, strong communication between the school and parents is essential to overcome this challenge. Teachers must educate parents on the importance of maintaining consistency in instilling Islamic values at home.

In addition, the role modeling of teachers and parents plays a critical part in the value habituation process. Studies show that the exemplary behavior demonstrated by teachers has a significant impact on the character development of children (Suryani, 2020). At Tadika Al Fikh Orchard, teachers strive to be positive role models for their students. Teachers who exhibit Islamic behavior in their daily lives, such as sharing, being polite, and respecting friends, can influence the way children behave. This is in accordance with the principle that example has a significant influence on shaping religious values in children (Suryani, 2020).

In education, it is important to emphasize the habituation of values and role models in early childhood education (Sufyan & Fitri, 2023). They found that the habituation of Islamic values carried out by teachers through daily actions at school was very effective in instilling good character in children. This is in line with the findings at Al Fikh Orchard Kindergarten, where Islamic values taught through habituation methods can strengthen children's character, especially when there is a synergy between the education received at school and at home.

The importance of habituating Islamic values at home is also supported by statements that state that the role of parents in supporting children's religious and moral education is very important (Hidayat & Muhammad, 2021). They explained that children who get the same habit at home tend to internalize Islamic values more easily in their daily lives. Therefore, cooperation between schools and families is needed to ensure that Islamic values taught in

schools can be properly internalized in children. It is corroborated by the statement that the habituation of values in early childhood education can be applied through various approaches, both based on Islamic principles and secular education, both of which play an important role in shaping a holistic and balanced children's character (Nudin, 2020).

the application of the method of habituating values and examples carried out by teachers and parents, as well as support from families, will have a positive impact on developing children's character and morals. Consistency in the education of Islamic values at home and school will strengthen the implementation of these values in their daily lives. The indicators used in determining the success of habituating Islamic values in this study are seen from students' daily behavior, such as discipline in praying, the habit of saying greetings, neatness in maintaining equipment, concern for friends, and manners in speaking and acting. And it is also strengthened through a qualitative approach that success is measured based on indicators in students' daily lives. The final results showed that the more often Islamic behavior was shown, the higher the success rate of the habituation of values applied in schools.

2. **Role Modeling of Islamic Values at Tadika Al-Fikh Orchard Taman Setia**

Role modeling is a highly effective method for shaping children's character, as children tend to imitate behaviors they observe daily. In Islamic teachings, role modeling holds a crucial role in developing human morals, as exemplified by Prophet Muhammad (peace be upon him), who is regarded as the ultimate role model for Muslims. Children find it easier to understand and imitate behaviors they see directly rather than merely receiving verbal explanations (Prasong, 2023). Therefore, in early childhood education, the role modeling provided by teachers and educators plays a significant role in shaping Islamic character in children. A teacher who applies the 'Discovery Learning' approach not only teaches academic content but also exemplifies honest, patient, and disciplined behavior, showing compassion and patience throughout experiential learning so that students feel valued and motivated to develop optimally (Khoiriyah & Murni, 2021).

In this regard, when a teacher consistently demonstrates politeness, discipline, and compassion in daily interactions, children learn to imitate and apply these behaviors in their own lives. The role modeling of teachers has a significant relationship with the development of character values in early childhood (Maharani et al., 2024). Furthermore, it has been found that teacher role modeling positively affects the moral abilities of children aged 5-6 years at PAUD Terpadu I'aanatuth Thalibiin Perawang Barat (Yuniati & Hazizah, 2023). This indicates that teachers' exemplary behavior can enhance children's moral development.

In addition, it is emphasized that children's exposure to positive role models can improve their self-regulation skills (Karaca & Bektas, 2021). This is in line with Bandura's social cognitive theory which emphasizes the importance of role models in children's learning. When teachers are good examples, children tend to understand and implement these values more easily (Bandura, 2011).

This research was conducted at Tadika Al Fikh Orchard, Taman Setia, Klang, Malaysia, which is an early childhood education institution that applies Islamic values in daily learning activities. In this context, the example shown by teachers at Tadika Al Fikh Orchard is essential to create an environment conducive to the formation of Islamic character in children.

Through an exemplary approach, this school succeeds in creating an atmosphere that supports the growth of Islamic attitudes that can be applied by children in their daily lives.

The indicators of exemplary success in this study were measured by a quantitative approach using a small experiment in which children were tested based on the level of internalization of Islamic values such as honesty, patience, discipline, and mutual respect. The success of the example can be seen from the increasing frequency of positive behaviors shown by children in their daily lives at school, such as the habit of greeting, sharing, being polite to friends and teachers, and showing independence in completing simple tasks. The final results show that with consistent teacher examples, the majority of children are able to show positive behavioral changes according to the Islamic values instilled.

3. **The Storytelling Method for Teaching Values at Tadika Al-Fikh Orchard, Taman Setia**

The storytelling method is very effective in teaching Islamic values to children, such as honesty, helpfulness, and patience. For example, the story of the Prophet Muhammad (peace be upon him) about honesty in trading is often used as story material to instill the value of honesty in children. The teacher tells this story in an interesting way, using vivid facial expressions, varied sound intonation, and props such as dolls or pictures so that children are more interested and can understand the message they want to convey. In addition, the storytelling method also helps children in developing imagination and critical thinking skills. After listening to a story, children are encouraged to reflect and discuss the lessons learned, enabling them not only to listen but also to grasp the meaning behind the values presented.

The use of storytelling also helps improve early childhood language skills. A study conducted at TK Nurul Muslimin involving 10 students, two of whom experienced speech delays, found that the implementation of storytelling methods made children more confident and more capable of speaking both in public and among their peers (Rezeki, Rambe, & Yopiansyah, 2024). Additionally, research has shown that storytelling is highly effective in instilling Islamic educational values in early childhood. Stories about the Prophets and other Islamic figures easily introduce moral and religious concepts, contributing to the psychological development of young children (Ayuni, Hadi, & Aprianti, 2024).

However, one of the main challenges in applying the storytelling method is time constraints. In certain situations, teachers must deliver stories in an engaging way while ensuring the core Islamic values remain intact. Therefore, teachers' storytelling skills are crucial in maintaining children's focus and ensuring they understand the intended messages. Previous research has also emphasized the importance of selecting appropriate stories and delivering them in a fun and enjoyable manner, so children can easily absorb the moral lessons (Farihah & Wiranti, 2023).

At Tadika Al Fikh Orchard, Taman Setia Klang, Malaysia, the storytelling method was implemented as part of an effort to instill Islamic values in early childhood. In the teachings carried out there, teachers often tell the stories of the prophets, companions, and other Islamic figures to introduce positive characters to the children, while ensuring that the stories conveyed are appropriate for the children's age and thinking skills. With this approach, it is hoped that children will be able to understand and apply Islamic values in their everyday lives.

The storytelling method is not only effective in instilling Islamic values, but can also improve children's language skills and thinking skills. Therefore, the application of this method in Al Fikh Orchard Kindergarten is a very important part of the effort to form the Islamic character of children, with the support of parents at home and teachers at school. The indicators of the success of the storytelling method in this study are seen from the increased understanding of children to the Islamic values that are told, the ability of children to reexpress the content of the story in their own language, and the application of these values in daily behavior. Success can also be seen from the increased courage of children in speaking, their increased interest in participating in storytelling sessions, and active involvement in simple discussions after listening to stories.

D. CONCLUSION

The application of Islamic values at Tadika Al Fikh Orchard, Taman Setia, Klang, Malaysia is carried out through three main methods: habituation, role modeling, and storytelling. The habituation method forms Islamic character through routine activities such as reciting prayers, saying greetings, and sharing, all of which have shown a positive impact on children's behavior (Rezeki et al., 2024). Role modeling, through real-life examples provided by teachers and parents, helps children imitate good behavior, as studies have confirmed that children are more likely to imitate behaviors they observe directly (Prasong, 2023). Meanwhile, the storytelling method introduces Islamic values in an interesting way, using stories about the Prophet Muhammad (peace be upon him) and his companions, while also fostering critical thinking skills (Ayuni et al., 2024). Overall, the application of these three methods has a positive impact on shaping children's Islamic character, nurturing polite and honest attitudes, and enhancing their understanding of Islamic values, supported by strong collaboration between the school and families.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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