
An Analysis of the Singing Method in Children's Religious and Moral Values Learning in Islamic Education

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Abstract

The learning method often used in preschool institutions is the lecturing method or the question and answer method. If the methods are continuously applied, children's learning motivation can decrease, especially in religious and moral values learning within the scope of Islamic education. A method that can increase children's motivation and development is needed, such as the singing method. The singing method can improve the development of children's religious and moral values. This research is field research with a descriptive quantitative approach. The researchers collected the data using observation, interviews, and documentation. The data were analyzed using the observation results' average or mean. The analysis found that the singing method could increase the development of children's religious and moral values. So it can be concluded, the singing method can be used effectively if applied properly because it is fun and can increase learning motivation. This method can be an alternative for teachers in developing religious and moral values.

Keywords: Singing Method, Religious and Moral Values, Early Childhood

Abstrak

Metode pembelajaran yang sering kali digunakan pada lembaga prasekolah adalah metode ceramah atau tanya jawab biasa. Hal ini jika dilakukan terus menerus akan mengurangi motivasi belajar anak khususnya pada pembelajaran moral agama lingkup pendidikan Islam. Sehingga diperlukan metode pembelajaran yang mampu meningkatkan motivasi dan perkembangan anak. Dalam hal ini metode bernyanyi. Pembelajaran yang diterapkan dengan metode bernyanyi ini mampu meningkatkan perkembangan nilai agama dan moral anak. Penelitian ini adalah penelitian lapangan dengan pendekatan kuantitatif deskriptif. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Sedangkan analisa data yakni menggunakan rata-rata atau mean pada data hasil observasi yang dilakukan. Hasil penelitian yang didapatkan sebesar 60% penggunaan metode bernyanyi mampu meningkatkan perkembangan nilai agama dan moral anak. Sehingga disimpulkan bahwa metode bernyanyi jika diterapkan dengan tepat dapat efektif digunakan karena menyenangkan dan mampu meningkatkan motivasi belajar. Sehingga hal ini menjadi salah satu alternatif bagi guru dalam mengembangkan nilai agama dan moral anak.

Kata Kunci: Metode Bernyanyi, Nilai Agama dan Moral, Anak Usia Dini

INTRODUCTION

Children are individuals going through a period of growth and development in their lives. In this process, children require adults to assist them in their growth and development to achieve their full potential according to their developmental stage (Purnamasari & Nurhayati, 2019). From birth to the age of six years, various aspects of a child's development have different stages and characteristics of development (Zaini & Saputri, 2017). Every aspect of this development must be developed following the child's developmental stage (Loka, 2022). However, the times began to develop rapidly. As a result, all life processes are transferred to technology (Nasution, 2018).

Similarly, children have been forced to learn about information and technology at a young age. According to research, the transition of learning to gadgets or mobile phones significantly impacts children's behavior (Syifa et al., 2019). Furthermore, research indicates that various methods can improve children's behavior (Anggraini & Syafril, 2018). These two studies clearly show that the environment has the greatest influence on children's religious and moral values. To overcome this, children must be properly educated. Islamic education is one of the education that can help people overcome these issues because Islamic education in Indonesia has advanced significantly (Hanipudin, 2019). The current issue in Islamic education in the early development of religious and moral values.

The term "moral" refers to the right or wrongness of a person's actions (Ariesta, 2019), while religion encompasses a wide range of concepts such as worship, belief, and so on (Sari, 2019). Children's religious and moral development differs (Khafifah, 2020). This is tailored to the child's developmental needs. Family factors contribute to children's positive religious and moral development (Sabi'ati, 2016). There are also those whose religious and moral development is positive due to their environment, and so on (Safitri et al., 2019). This certainly needs to be looked into further so that it can serve as a resource and source of learning for both educational practitioners and educational academics.

Children's religious and moral values develop following developmental stages (Haerudin, 2021). Children have various characteristics as they grow (Agustina & Aini, 2021). This is closely related to the child development influence factor. The singing method is one of many ways to improve children's religious and moral values (Ahsanah, 2018).

The singing method is a learning method that uses sung poems (Zulfa, 2018). Some experts believe that singing can make the learning environment more cheerful, allowing children's development to be optimally stimulated (Halimah et al., 2016). The singing method can help increase children's learning motivation (Hikmatul, 2020). Furthermore, this method is popular not only among children but also among adults. This singing method can also help children learn by stimulating their imaginations (Agustina & Aini, 2021). Thus, singing is the appropriate method for developing aspects of child development, particularly religious and moral values.

Several research findings on this singing method suggest it can help children develop their character. In this case, Agustina's research shows that singing positively affects children's character at RA (kindergarten) Muslimat Tanwirut Thullab (Agustina & Aini, 2021). Khafifah also conducted research along these lines. However, the aspect that developed as a result of this singing method was the child's cognitive ability (Khafifah, 2020). This means that this singing method can be used to develop aspects of child development, particularly moral development in children.

On the other hand, previous studies on the application of the singing method were limited to the character of students, and the topic of discussion was only in the realm of general science, with no religious aspects. So, in this study, we are attempting to provide a solution for the proper application of the singing method in the development of children's religious and moral values, as well as to discover the increase in children's religious and moral values through the singing method. Meanwhile, the researcher hypothesizes that the singing method affects increasing children's religious and moral values.

METHOD

This research is a descriptive quantitative study. The study's participants were B-grade students from Pertiwi Indralaya Ogan Ilir Kindergarten in South Sumatra. Purposive sampling was employed with 15 children in class B1. This study's variables were the singing method and the learning of religious and moral values. Data were gathered through observation, interviews, and documentation (Zed, 2014). Data collection techniques, such as observations, interviews, and documentation, are the first step in the research design. The researchers analyzed the observational data using the descriptive analysis technique by presenting data using the mean or average formula.

RESEARCH RESULTS AND DISCUSSION

The observations at Pertiwi Indralaya Kindergarten were held on November 26, 2021. This kindergarten's learning activities are divided into three categories: opening, core, and closing (Rahelly, 2018). This kindergarten used a session system during the pandemic to teach its students. Thus, the children were divided into two sessions by dividing the total number of students in the class in half (Monica & Yaswinda, 2021). The researchers began observing activities when the children arrived at school and continued until the learning activities were completed.

The theme for the day was "Fish." in the opening activity, children were invited to pray before studying, and children who were not present were invited to attend by asking their friends. During this opening activity, the teacher invited children to memorize short suras such as surah al-Ikhlâs, al-Falaq, and An-Naas (Ulya, 2020). Similarly, repeating daily prayers, such as the prayers when riding a vehicle, asking for rain, and so on (Hasanah & Munastiwi, 2019). Following that, the children were invited to investigate the day's learning theme: animals living in the water.

Children are invited to compare the shapes of circles, rectangles, squares, equilateral triangles, and so on through pictures in children's magazines in the core activity (Nurhayati, 2021). Furthermore, during core activities, children are

introduced to numbers on the blackboard ranging from 1 to 10 (Rosdiana, 2021). The main activity in core learning is coloring pictures of "Fish" in children's magazines. Coloring not only helps children develop cognitive abilities but it also helps children develop religious and moral values (Rahmawati & Sumedi, 2020). When the child's work is finished, the teacher evaluates it by awarding it a star. After that, the children are invited to sing "I am a Muslim child." Previously, the children had little knowledge of the Prophet's name, the book's title, and so on. However, after hearing and singing the song, the child recognizes the names from the Qur'an (Loka & Arief, 2021).

This singing activity can potentially increase children's learning motivation (Kamtini & Sitompul, 2019). Children's motivation increases when they sing in this manner. Furthermore, singing makes children happy and enjoyable (Anggraini & Syafril, 2018). So that children can easily remember what he sings and the meanings contained in the song. This is according to Ayu Puspita's research on children's morals. According to the findings of his study, this singing method can help children develop religious and moral values (Insani, 2022).

Children are invited to reflect on the day's learning activities during the closing activity. Before going home, sing "I am a Muslim child" together again. Furthermore, teachers provide Islamic guidance to students (Huzuwah et al., 2021). The advice includes greeting parents when they arrive home, kissing their hands when they arrive home, and so on (Khaironi, 2017) so that children grow up to be respectful and devoted to their parents.

The average results of observations made by researchers during the development of indicators in STPPA (The Achievement Standard of Children's Development Level) are as follows:

Table 1.

The Assessment Indicators of Children's Religious and Moral Values in Islamic Education

No.	Indicator od Assessment	Criteria			
		BB	MB	BSH	BSB
1	Children are used to praying before and after studying.			√	
2	Children are accustomed to behaving honestly.			√	
3	Children are used to helping their friends.				√
4	Children are used to saying thank you after being helped or helped by their friends.			√	
5	Children can distinguish between good and bad behavior.			√	
6	Children know the name of the book in their religion.				√
7	Children know the name of the Prophet.			√	
8	Children know the name of God.				√
9	Children know their religion.				√
10	Children are used to behaving respectfully to those who are older than them.			√	

According to the findings, the average development of children's religious and moral values through the singing method belongs to the developing category. This fact was demonstrated by the results in the observation table above, specifically, the category of Developing as Expected, which affects the six instruments, such as children becoming accustomed to praying before and after learning. Then, the children became accustomed to acting honestly and thanking those who assisted them. They were familiar with the Prophet's name. Finally, the children were accustomed to treating those older than them with respect. These observations yielded four instruments with a Very Well Developed category; children were accustomed to assisting their friends. They knew their holy book's name and their God's name. Furthermore, the children were aware of the name of the religion they adhered to.

The obtained results were analyzed using the mean or average formula of the existing raw data. According to these data, each instrument used by children has

a different development of religious and moral values due to the variety of factors that influence the children (Ginting & Ichsan, 2021). These elements include the nature of the family, the playing environment, and so on (Purnamasari & Nurhayati, 2019). The children, in this case, developed their religious and moral values at different stages.

Each category has a unique value. The value of Undeveloped or BB is 0, the value of Beginning to Develop or MB has a value of 1, the value of Developing as Expected or BSH has a value of 2, and the Very Well Developed has the value of 3. As a result, the data presented above are entirely derived from the research findings.

The teacher inquires about the children's activities of praying before and after learning and their honesty. The teacher inquired about some students who prayed both seriously and jokingly. The teacher also taught the children proper prayer etiquette. These two points are indirectly related to aspects of children's religious and moral values development. The third point is the Very Well Developed category of children's religious and moral values. The average category for children's religious and moral values development is obtained in the first and second instrument items, namely Developing as Expected, evidenced by the preliminary activities. The children were accustomed to helping their friends, as evidenced by several core activities, such as helping each other to pick up stationery and helping repeat teacher explanations to children who are left behind.

The fourth and fifth points belong to the Developing as Expected category. According to the activities from the beginning to the end, the children behaved well and said thank you after being helped by their classmates. The sixth category is the Very Well Developed category. After the teacher used the singing method, "I am a Muslim," the children knew the name of the Qur'an. Initially, they were unaware of this Islamic holy book. When the teacher asked, most of the students remained silent and smiled. When the singing method was used, however, children began to learn about the Qur'an, which they gradually learned through *iqro'*.

Furthermore, the development of children's religious and moral values belongs to the Developing as Expected category. This finding indicates that children's development is of high quality. During the observation, when the children were asked the name of the Prophet by their teacher, they did not know and remained silent. However, after repeatedly practicing the singing method, they remembered the name of the Prophet Muhammad PBUH. The eighth and ninth instrument points belong to the Very Well Developed category. Similarly, in the seventh point, the children did not know the name of God or the religion they first adhered to. However, after repeating the singing method, the children understood and remembered the name of God and the religion to which they adhere.

At this tenth point, the children treated the teacher and parents respectfully. This finding is consistent with the observations made from the beginning to the end of the activities. At the end or conclusion of the activity, the children greeted the teacher. Therefore, each instrument given to the children belongs to a different category. The last belongs to the Developing a Expected category.

CONCLUSION AND SUGGESTION

The singing method used at Pertiwi Indralaya Kindergarten is important in teaching children religious and moral values. Based on the findings of a descriptive quantitative study, the average development of children's religious and moral values through the singing method used at Pertiwi Indralaya Kindergarten belongs to the Developing as Expected category. With the results obtained, it is hoped that this method will serve as a resource for teachers and school institutions, particularly kindergartens, in learning about children's religious and moral values.

This study looks at how the singing method can improve early childhood morale. This research can be used to obtain clues and alternatives from the singing method to improve the children's morale. This study is also limited to classroom singing activities for children. Therefore, future research into improving children's morale can be pursued using various methods.

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