

# Integration Models of Religious and Moral Values in Thematic Learning in Early Childhood Education Programs

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**Abstract:** This qualitative research's purpose is to (1) to identify issues of integration of Religious and Moral Values (NAM) in Early Childhood Education Programs (2) to describe theoretical principles of value education and thematic learning (3) construct a conceptual model of religion and moral values integration in thematic learning in Early Childhood Education Programs. This study uses a qualitative approach and literature study the model of integration of the research findings is: first model, (a) determine the knowledge competence and skills taught, (b) determine the method of learning, (c) determine the religion and moral values that is taught and according to the method used. Second model, religious and moral values are integrated into each component of learning.

## 1 INTRODUCTION

Based on the study of the lesson planning document (RPPH) prepared by the Kindergarten teachers of the PLPG and PPG participants at State University of Malang (UM) was found the fact that the integration of Religious and Moral Values tend to be sporadic according to the ability of each teacher. There is no pattern (model) that can be used as a guide and as a flow of thinking to integrate the value of Religion and Moral on thematic learning in the early childhood class.

The observation of thematic teaching practice in several Early Childhood Education Programs classes in Malang also found that in practice the religion and moral values was taught separately in the middle of thematic learning. Certain values derived from Spiritual Competence (KI-1) and certain moral values of Social Competence (KI-2) appear to be taught separately amidst the process of thematic learning. Integration is less fused in the learning process. In fact, it is also found from the RPPH documents compiled by Early Childhood Education Programs teachers that any learning experience designed in thematic learning of teachers tends to derive religious competence and social competence that are less relevant to the learning experiences undertaken by

students-for example teachers constantly assess the liveliness, independence, courage, cooperation, and others-regardless of the methods and learning experiences undertaken by students.

When researchers ask questions to Kindergarten teachers in lecture forums, seminars and workshops for example with the question "When will you arrange the RPPH on a particular theme in order of decreasing what Core Competencies Do You Teach?" "So in congregation they tend to answer: first, religious competence (KI -1), second, then social competence (KI-2), third, then knowledge competence (KI-3), and last third, skill competence (KI-4). Thus, they derive the competence of KI-1 s.d KI-4 in preparing the RPPH; whereas character values (attitudes) are not taught in isolation but are integrated in the learning process. This fact illustrates that teachers have not understood how to integrate the value of characters in thematic learning.

To help ease the understanding of Kindergarten teachers and Early Childhood Education (PGPAUD) students in integrating the values of the characters in thematic learning, the researcher considers it necessary to write this article on the pattern of integrating the values of character (attitude) of Religion and Moral (NAM) in thematic learning.

## 2 METHOD

This research uses a qualitative approach. Qualitative study conducted to obtain facts about NAM integration issues in an integrated learning (thematic) in some early childhood classes in Malang. Data collected through (1) study the documentation of the Lesson Plan Thematic (RPPH) teachers of kindergarten / early childhood follow PPK in UM, (2) interviews with some early childhood teachers who are taking classes S2 at the Graduate UM, and observation of practice learning in some classes' kindergarten / early childhood in Malang. The collection of data in various ways is aimed to "Describe the problems of NAM integration in thematic learning. Data were analysed qualitatively with steps: description, reduction, categorization and interpretation.

After the problems of NAM integration in learning were successfully described, the researchers conducted literature researches focused on: value education and its character and principles, thematic learning principles, the design of thematic learning, the analysis of the early childhood curriculum. This literature study will produce a framework for thinking how to integrate NAM in thematic learning.

Based on the factual issues NAM integration practices obtained through qualitative studies and theories and the results of previous research on the integration of NAM in thematic learning, then, was composed of NAM in the Conceptual Model Integration Thematic Learning in early childhood.

## 3 RESEARCH FINDING

Referring to the purpose of this study, the following describes the study findings as follows: First, teachers of kindergarten / early childhood in some classes of kindergarten / early childhood in Malang still many who do not understand how to integrate the NAM into thematic learning. The mastery is apparent from the thematic RPPH composed by them, which tends to integrate NAM sporadically without using systematic and logical patterns. Found in the teacher-prepared RPPH, that: (1) the formulation of objectives tend to focus on achieving a low level of cognition; (2) many learning experiences regardless of theme or sub-themes to be determined; (3) less use of resources and learning media in the real life situation; (4) integration of attitudes less relevant to learning methods / less relevant to learning experiences; (6) reflections that are less in line with achievement of

learning objectives, and (6) moral messages that are less relevant to the value of the character (attitude) that is being learned through the study of a particular theme.

Second, theoretically the results of the literature study indicate that thematic learning is a lesson that uses the theme as a binding of the various competencies learned from different areas of basic capability development of early childhood (AUD). The thematic designers should apply the principle: (1) a holistic that integrates a broad range of basic AUD capabilities development; (2) authentic that is using the source and learning media or using real life situation / real (3) active – that is activate students, they engage in thinking, speaking, listening, moving, and performing various learning activities significantly. In order for the learning process to activate, kindergarten teachers need to take advantage of activating learning resources and media-such as resource persons, events, information media, the environment, and concrete life situations. Teachers also need to choose enabling learning methods with a learning experience that involves learners directly; and (4) meaningful-functional for the student's life, connect between new learning experiences and the schemata of students (Akbar, 2010, 2017)

Integration of character values should be done patently throughout the learning process. In Thematic Integrated (Kovalik and Olsen, 1994) it is stated that the character values should be integrated and attached to the educator who always: keep trust with honesty, active listening, being the best person, and not degrading. The integration is linked Thematic lesson requires: Having substance and application to the real world, Having sufficient resources, As per age, As time passes for these themes, On the order of the theme from month to month, Includes the world of children. The integration of this model leads to the necessity of integrating character values with the comprehensiveness approach through the learning components and among the learning components is the educator component (teacher).

The substance of learning is to educate students so that students can learn by themselves easily. For the integration of character values should be adjusted characteristics of students. The educator's view of students should be precise according to the characteristics and development of physico-sociopsychological.

The following are some of the principles and values that all learners need to keep all the time in the thematic learning:



Figure 1: Source : (Kovalik and Olsen, 1994).

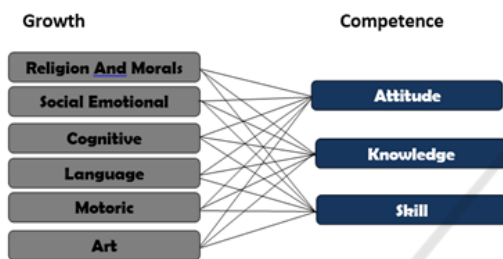


Figure 2: Suitability growth aspects and competencies. Source: Teaching material PLPG PAUD 2016.

Referring to the principle modelled above, it can be stated that the character's values, including NAM can be integrated into teacher performance when teaching students. (Pigdon and Marlyn, 1992) proposes integrated approach to teaching and learning through integrated content subjects (social education, science, environment education, personal development, and technology studies) and process subjects (language, art, drama, mathematics, music and movement).

Among the integrated learning models offered by (Pigdon and Marlyn, 1992) can be done from side - by-side: integrating facts, concepts, generalisations, and further information; integrated in learning about (social education, science, environment education, personal development, and technologies studies); lessons involved (language, art, drama, mathematics, movement, and music); and acquisition of further information through elaborating, justifying, and reflecting (Pappas, 1995) offers language integration Through language integration can be done through listening, speaking, reading and writing through the curriculum (social studies, science, math , art, and music) .Integration through this language can make that as a constraint that allows integrated in religion and moral values (NAM).

In the curriculum of early childhood (2013), learning for early childhood is also done thematically. Integration is done by considering the suitability aspects of competence and aspects of child development. This can be seen in a pattern illustrated shown in Figure 2.

Shown in the picture above that aspect of attitude (NAM-included in it can be integrated with various aspects of child development (Religion and Moral, Social Emotional, cognitive, language, motor skills, and the Arts) in an integrated manner. Similarly, on knowledge and skills. So, religious and moral values (which in the Curriculum 2013) enter into core competencies (KI-1 i.e. spiritual values, and KI-2 social values) into various aspects of early childhood development.

(Lickona, 1991) in their book on character education presents a comprehensive approach to character learning. It presents the elements of character (moral knowing, moral feeling, and moral action) as an important element that needs to be integrated in a learning prose. Akbar in his work (Akbar, 2012, 2013, 2015) that character value learning can be done in an integrated way through classroom learning. Character values can be integrated through objectives: learning, resources / materials and instructional media, learning methods, and assessment. Referring to the above exposures, it can be stated that character values (including NAM) are most likely to be able to be integrated through components in an integrated manner.

Third, referring to the problem of integrating NAM and the results of the literature research above, the following is presented building on models of integrating NAM in the learning process. In the official documents on the Curriculum

2013 it is stated that character education is not taught in isolation but is done in an integrated way. The following models are presented below:

### 3.1 Model-1: Nam is integrated through the Learning Method.

The methods in this context that are included in the Learning Modes are Strategies, models, methods, and instructional techniques. Strategies are different ways to teach students, content, and different learning objectives. Children whose personal characteristics are not the same need to be taught in different ways. The purpose of learning on the different cognitive dimensions of learning by learning the purpose of learning on affective and psychomotor dimensions. Learning on "multiplication" learning materials needs

a different way than learning about "additions and subtractions" and more.

Learning models are patterned learning steps and tools to achieve specific learning objectives. A teacher who teaches the importance of appreciating the habit of "reading", "cooperation and respect for others", "courage and self- confidence", and "sharing habits" more precisely with the Jigsaw model for example. While the more appropriate model to teach the skill to make sweet tea is to use the model of "demonstration and practice". Methods are one particular way (lectures, questions, answers, discussions, and sharing stories) to achieve a particular learning objective.

Religious Values and Moral Values (Characters) can be integrated into strategies, models, and learning methods. An early childhood teacher who taught a particular NAM, they must determine what core competence and basic competence (KD) will be learned. Successful models prepared based on the above theoretical studies shown in Figure 3:

Description: The flow of thinking in designing learning that character is integrated through the learning method is done by the following steps: (1) determine the KI-3 to be learned (e.g. be able to choose red and yellow), (2) specify KI-4 relevant to KI- 3 (for example: able to colour banana drawing in yellow colour, and colouring banana leaf with green colour.) To teach banana colour and banana leaf is done by (3) practice colouring drawing in groups, (4)

determine the relevant K-1 by the method of colouring the drawing, KI-1 is derived about praying before beginning the activity "before doing the colouring practice of the children's banana image first, and (5) determine the KI-2 relevant to the practice of colouring the drawing in groups - K-

2 (Moral values) of cooperation, respect for others, so the values of Religion and Moral Value are integrated with the method.

### 3.2 Model-2: Nam Integrated Into Each Learning Component

Learning is basically an effort made by the teacher by giving easiness to the students so that students can learn by themselves easily. In order for learning to be easy, some learning components need to be considered. In the learning process there are components: purposes, students, teachers, resources and learning media / learning materials.

Religious and Moral Values can be integrated through for example through: learning objectives, learning methods (strategies, models, methods, techniques, and tactics) in learning, teacher performance in

Treating learners, structuring learning situations and through thematic learning assessments at class. The pattern of integration shown in Figure 4:

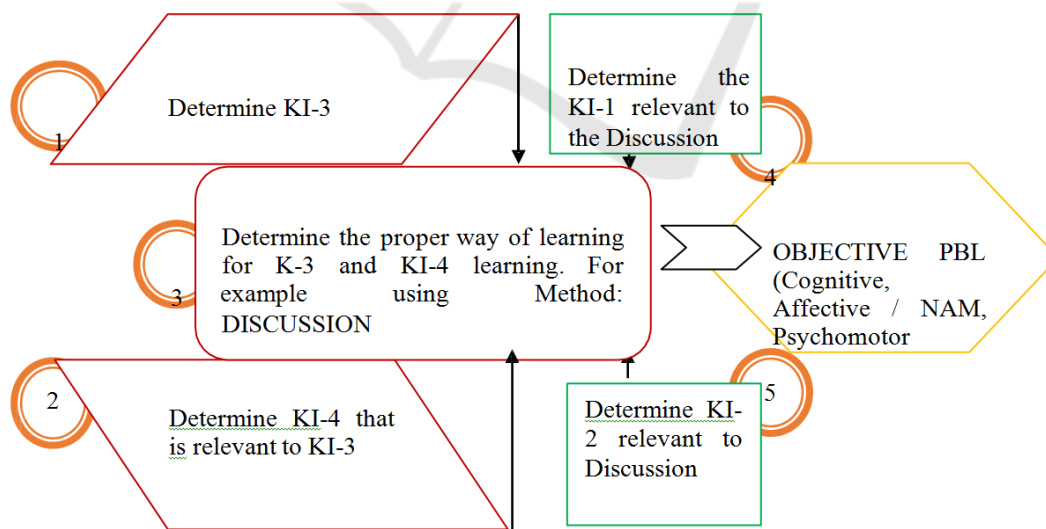


Figure 3: Model NAM integrated with method.



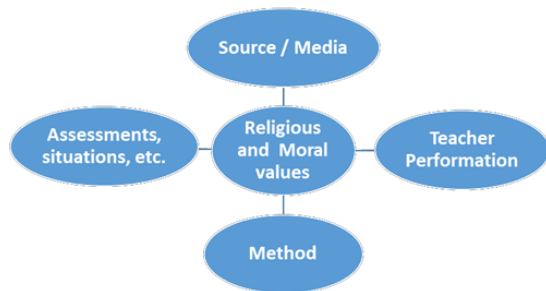


Figure 4: NAM integrated in learning components.

### 3.3 Model-3: Nam Is Taught In Isolation

In detail the model is presented in a separate paper on another paper on the Constructivist Learning Model for NAM Learning.

## 4 DISCUSSION

The first issue to be discussed is why early childhood teachers find NAM difficult to integrate into the thematic learning process. Difficult integration because they have not understood the flow of thinking how to integrate NAM into the thematic learning process. With the logic constructed as constructed the Model-1 on top of the teacher will be greatly assisted in integrating NAM into thematic learning process by integrating methods. When this thinking line has not yet been modelled, they will work sporadically when pouring NAM lessons into the Lesson Plans.

Character learning is basically a tendency to teach the affective world. The integration of affective world with cognitive and psychomotor in thematic learning is also a very effective way. If it is associated with the view (Lickona, 1991), this integration can be done by integrating elements of characters such as: moral knowing, moral feeling and moral action into a learning process. The integration of elements *Ngerti*, *Ngroso*, and *Nglakoni* into a particular learning experience is a very effective way of integrating.

Research Results (Akbar, I, Wayan and Pujiyanto, 2010; Akbar, 2012, 2013, 2016) the integration of the three elements of character, known as the *TRIPRAKORO* models in addition to highly effective, can achieve the targeted goals also make learners active. *Triprakoro* model is a model that integrates the three elements of character (knowing, feeling, action) is packaged in a learning experience. The steps are patterned as follows: (1) VCT about the value of the character being taught; (2) learning experiences in situations contrary to the values

taught; (3) reflection; (4) think problem solving; (5) carry out the results of problem-solving thinking; (6) reflection; and (7) moral messages. Models that integrate the three elements of the character are very effective and enable students.

Thematic learning (Akbar, 2015) besides being very effective and improving learning outcomes can also increase students' activity, make students creative, students feel happy, improve their ability to criticize in a polite manner, and improve the quality of learning, and able to develop all students' intelligence. Thematic learning is very effective because thematic learning is built according to the characteristics of the child. Thematic learning can develop a range of early childhood basic skills in an integrated and synergistic way.

When children learn thematically while playing for example they do not realize that they are learning although in fact they are learning many things. Various basic abilities of children will develop simultaneously and synergistically. Language, cognitive, physical motor skills, art, religion and morals, and others develop simultaneously. In active thematic learning the children feel happy, free to move, happy so that the learning process becomes effective. With freedom and in a fun atmosphere the creativity of the child will develop.

Integration of Religion and Moral values in thematic learning is necessary because the implementation of thematic learning is very effective in achieving learning objectives. As reported by Puteri - 2014, Hafi - 2014, Dwiharini-2014, Wulandari-2014 in a Thesis S2 research in the Graduate Grants research scheme (Akbar, 2015). In Suryanti-2006 research on Thematic Learning concluded that students who are taught using thematic learning tools are higher than student learning outcomes that are taught without using thematic learning tool (Akbar, 2015). Classroom action research conducted (Akbar, 2007) at SDN Tanjungrejo IV Malang also shows that the implementation of thematic learning can improve student learning outcomes.

Learning outcomes achieved through thematic learning mean, including the religious and moral values because learning is done in an integrated manner. Through thematic learning children can learn while playing according to the world of children, they learn in a happy atmosphere so that the spirit of learning, the spirit of collaborating with his friends, his interest to deepen the problems being studied become higher. The high spirit of learning has implications on thematic learning to be a very

effective way of teaching students to achieve targeted learning objectives.

Thematic learning is actually developed with the background of the importance of developing multiple intelligences of early childhood. The thesis research of Iffah Qurrotul Aini-2014 on the development of Brain Based Learning Thematic Learning Model - in Graduate Research Scheme Graduate (Akbar, 2015) that the model is able to develop the intelligences: linguistic, musical, spatial, naturalist, kinaesthetic, interpersonal, intrapersonal, and logical intelligence. (Semiawan, 2008) states that thematic learning not only shows cognitive but also involves students in learning so that students appear to be active. Activity and student involvement is what makes thematic learning able to stimulate all intelligence (including NAM) developed.

Implementation of thematic learning can make students active and creative. The results of the S2 thesis research by Harini-2014, Hafi-2014 and Wulandari-2014 in the Post-Grants Research Scheme found that the implementation of thematic learning can enhance visual, verbal, listening, writing, drawing, motoring, mental and emotional activity (Akbar, 2015). Hafi-2014 found that it appears from the liveliness of drawing diagrams, discussing, presenting in discussions, and seeking information. Mental activeness appears in student involvement in problem solving, completion of tasks, and self-evaluation (Akbar, 2015). (Wulandari, 2016) also the application of thematic creative simulations using imaginary puppets can improve the ability to criticize and praise in polite language (Akbar, 2015). Active involvement of learners is very basic. (Sardiman, 2010) states that learning is doing to change behaviour. There is no learning if there is no activity.

Creative Learning can make students creative in a fun atmosphere. Creative thinking is synonymous with thinking divergent open-minded form of an issue. Thinking and analysing a problem, doing synthesis, and evaluation. This thinking ability makes students able to be flexible. The process of internalizing religious and moral values is done through thematic learning that allows students to think divergently in their learning process enables them to be flexible when engaging in social relationships with others. For that, NAM is very good if integrated through thematic learning.

## 5 CONCLUSION

The integration of NAM in the thematic learning process can be done through two models: first, NAM is integrated through the chosen method and used in the thematic learning process. Second, NAM is integrated through all the thematic learning components-student components, teachers, learning resources and media, learning methods, learning situations, and assessments. Integration The value of religion and morals in thematic learning is very effective in the attainment of learning objectives that are sophisticated, activate and engage students in optimal learning, and make students creative. Involvement, liveliness, and creativity are the ones that enable learners broad and supple -flexible in doing relationships with other human beings.

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