



Assessment on Religious Values and Ethics in the Independent Curriculum

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Abstract

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This study aims to examine the practice of assessment on the achievement of religious values and ethics of children aged 5-6 years at Witri Kindergarten, Bengkulu City, using a qualitative approach involving literature review and document analysis. The Independent Curriculum is the main focus in understanding how these values are integrated in early childhood learning. The subjects of the study include teachers and principals who are directly involved in the assessment process. The data was collected through in-depth interviews and document analysis, then analyzed thematically. The results of the study show that religious values and ethics have been well integrated in the Independent Curriculum, with a checklist assessment technique. From the assessments that have been carried out, it shows that children's religious values and ethics have reached the development achievements that have been determined in the independent curriculum. The development of religious values and children's ethics is achieved through the application of teachers in following the achievement indicators that have been determined in the curriculum.

Keywords : Early Childhood, Religious Values, Ethics

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INTRODUCTION

Early Childhood Education (PAUD) plays a crucial role in developing various aspects and potentials of children. Through various forms of stimulation provided by educators, the main goal is to achieve STPPA (Child Development Achievement Level Standards) which is designed in the form of play activities while learning. It is hoped that through this activity, children can achieve various developmental achievements that have been determined in accordance with Permendikbud number 008/H/KR/2022 concerning learning outcomes in early childhood education, primary education levels, and secondary education levels in the Independent Curriculum.

The Independent Curriculum is an intracurricular approach that organizes content optimally, giving learners sufficient time to understand concepts and strengthen competencies. Introduced by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek), this curriculum emphasizes the development of soft skills and character. Through the Strengthening of the Pancasila Student Profile (P5) project, this approach focuses on essential materials and flexible learning, allowing educators to choose activities according to learning objectives and student needs. (Berliana et al., 2024)

The education of moral values (ethics) and religion in the PAUD program is a solid foundation and very important for its existence, and if it has been well embedded in every person from an early age, it is a good start for the education of the nation's children in continuing the next level of education. The Indonesian nation highly appreciates religious moral values. These noble values are also wanted to be a spiritual motivation for this nation in order to carry out other precepts in Pancasila.(N. Safitri et al., 2019)

The same thing was expressed by Husen Tolleng in his research which discussed the role of teachers in implementing religious values and children's ethics. tolleng revealed that positive values in ethics are a reference for teachers in developing ethics applied in PAUD. Likewise, negative value behaviors are things that teachers must avoid in developing ethical values for children. Theoretically, the success of the ethics education process is influenced by, among other things, the accuracy of a teacher in choosing and applying methods of instilling ethical values. Thus, a teacher in implementing ethics education is required to use a learning model or a combination of several learning models if he wants the process of applying moral values to students to run optimally.(Tolleng, 2019)

Instilling religious and moral values is one of the important foundations in human life. This aims to make humans a person who believes in and fears God Almighty and has noble morals. Therefore, the teaching of religious and moral values needs to start from an early age to form a good character in the future (Karima et al., 2022)

Several research results conclude that the main factor that affects the development of religious and moral values in early childhood is the application of parental parenting(Loudová & Lašek, 2015) as well as the use of methods and learning that are appropriate to the development of children and the environment by teachers(Natari & Suryana, 2022) However, some studies show less positive results related to the inculcation of religious and moral values by parents and teachers. For example (Muhsin, 2020)found that there were shortcomings in the inculcation of moral values from an early age by parents. In addition, many millennial parents who live in rural areas, have higher education, and work, have not participated much in sending their children to PAUD or RA.(Darojah et al., 2022)

Similarly, teachers have not been maximized in the development of religious and moral values such as: knowledge of religion and God is taught through singing and there is no habit in worship,(Wardah Anggraini et al., 2020) Knowing the scope of learning materials only from books without looking at the latest policies, tend to follow a very rigid learning routine because the focus on the teaching style and the material provided only explores cognitive abilities, hesitation in expanding their knowledge with other sources, errors in the formulation of learning objectives and the incompatibility of the learning media used with the learning objectives and materials(Dua Dhiu & Ngurah Laba Laksana, 2021), lack of coordination between teachers and parents, family environment, social environment and technological advancement, as well as service priorities that are dilemmas, namely learning orientation based on parents' desires In order for children to pass the elementary / middle school entrance test and compete with their peers, their needs are not well considered. As a result, in the field, learning is often found that focuses on achieving results rather than processes, such as prioritizing calistung skills (read, write, calculate).

This is an inhibiting factor in the development of religious and moral values in early childhood (Rahmawati & Sumedi, 2020) which has an impact on: bad moral behavior occurs at school, children do not understand noble behavior, are not able to distinguish between good and

bad behavior, do not know religious rituals and Islamic holidays and do not know other people's religions.(Tanfidiyah, 2017)

In Indonesia, the Independent Curriculum has been introduced as an effort to increase the relevance and effectiveness of education, including in Witri Kindergarten, Bengkulu City. This curriculum provides more flexibility for schools in designing learning that is in accordance with local needs and integrates religious values and ethics in every aspect of educational activities. The Independent Curriculum is able to develop students' interests and talents in learning, because they are given the freedom and convenience to choose and adapt to the surrounding environment during the learning process.(Shalehah, 2023)

However, the implementation of religious values and ethics in the Independent Curriculum requires systematic and continuous assessment to ensure optimal achievement. Accurate assessment not only evaluates students' understanding of certain values, but also supports teachers and schools in adapting teaching methods according to the needs and development of each child. In this context, it is important to understand the various effective assessment methods as well as the challenges that arise in their implementation. Learning assessment is an integral part of the educational process and cannot be separated from other components in teaching and learning activities in the classroom. Assessment has indeed become an important part of learning.(Primanisa & Jf, 2020)

Based on the problems regarding religious values and ethics of children above, this study will delve deeper into the practice of assessment on the achievement of religious values and ethics in Witri Kindergarten, Bengkulu City, by referring to the latest literature and analysis of related documents.

The Independent Curriculum is an effort by the government to provide flexibility to educational units in compiling the curriculum according to their respective needs and conditions. In the context of early childhood education, strengthening religious values and ethics is the main focus to shape children's character from an early age. The existence of this independent learning curriculum is expected to attract new enthusiasm for students so that they can again carve out achievements and school progress.(Ashfarina & W, 2023)

Before this research was carried out, there were several studies that discussed religious learning and ethics in PAUD. For example, in research conducted by Hidayatu Munawaroh Learning religious values and ethics through a constructivism approach provides a strong foundation for the formation of good character in early childhood. The constructivism approach is effective in learning religious values and ethics in early childhood. This learning allows children to construct their own knowledge and values through social interaction and hands-on experience. This learning has a positive impact on the development of children's character, helping them understand and internalize religious values and good ethics. Therefore, the constructivism approach can be a guideline in designing an effective learning program for learning religious values and ethics in early childhood.(E. Safitri et al., 2023)

Mia Audina Ananda stated that the strategy to implement ethics education in early childhood in educational institutions can start by providing examples from teachers and all school residents. Furthermore, this strategy can be continued with various activities such as spontaneous actions, reprimands to students, environmental conditioning, and routine activities.(M. A. Ananda & Anggili, 2021)

Furthermore, Rizky Noer Safitri's research stated that teachers' strategies in building religious and ethical values in early childhood through (1) examples from teachers and all school

residents, (2) the implementation of activities, and (3) conditioning of the school environment.(R. N. Safitri, 2023)

Siti Nurjanah with the results of her research that the cultivation of ethical values is carried out by exemplary methods and the ethical values developed include religious, discipline, honesty, order, democracy, caring, openness/transparency, togetherness, clean lifestyle, good manners, love for the environment, and cooperation are values that are integrated through the development strategy of ethics education. This can be achieved through example, spontaneous activities, reprimands, environmental conditioning, and routine activities carried out by all parties in the school, both in learning and extracurricular activities.(Nurjanah, 2022)

Satriani, showed that the learning outcomes of religious and moral values (ethics) are: the value of creed/tauhid (believing in Allah swt), the value of worship and moral values (habituating morals) which can be implemented separately or integrated with other elements of learning outcomes or across aspects of child development through intracurricular learning and project-based learning to support the strengthening of the character of the Pancasila student profile in Raudhatul Athfal.(Satriani, 2023)

Husen Tolleng revealed that the role of educators in the approach to develop ethics in children's behavior is that there are several approaches such as, a developmental approach, namely to understand and appreciate the natural growth of early childhood and an approach to the application of ethical values, namely an approach that invites children to recognize and accept the value of exemplary.(Tolleng, 2019)

Based on the results of the previous research disclosed above, it can be concluded that the above studies focus on teachers' strategies in instilling religious and ethical values as well as approaches that can increase children's religious and ethical values so that children can achieve the learning outcomes that have been determined in the curriculum. Therefore, the research that will be conducted by the researcher will focus on the assessment of learning outcomes carried out by teachers at Witri Kindergarten on religious values and children's ethics in the independent curriculum using the assessment techniques specified in the curriculum.

METHOD

This study uses a qualitative approach with a case study method. Data was collected through observations, in-depth interviews with teachers and principals, and analysis of documents related to the assessment. The instruments used include interview guides, observation sheets, and assessment documents.

This study adopts a qualitative approach involving literature review and document analysis to explore assessment practices on the achievement of religious and ethical values in Witri Kindergarten, Bengkulu City. This approach was chosen because it allows to gain a deep understanding of how these values are integrated in the curriculum and evaluated in the context of early childhood education.

The research subjects consisted of teachers and principals at Witri Kindergarten who were involved in teaching and assessing religious and ethical values. Participants were selected based on their experience in implementing the Independent Curriculum and a deep understanding of the assessment process at the school.

Data Collection Techniques

1. Literature Review: The researcher will conduct a literature search related to the practice of assessing religious and ethical values in kindergarten or early childhood education. This

literature review will include empirical studies, related theories, and best practices in character education assessment.

2. Document Analysis: The documents to be analyzed include lesson plans, assessment instruments, child development records, and school policies related to the implementation of the Independent Curriculum. The analysis of this document aims to understand how religious values and ethics are integrated in the school curriculum and how assessments are conducted to measure these achievements. The researcher will collect relevant documents from Witri Kindergarten, Bengkulu City, including lesson plans, assessment instruments, and other relevant documents for analysis.

By using a qualitative approach that combines literature review and document analysis, it is hoped that this study can provide in-depth insight into assessment practices on the achievement of religious and ethical values in Witri Kindergarten, Bengkulu City. The results of this study are expected to make an important contribution to the development of character education at the early childhood education level.

DISCUSSION

Assessment in terms can be described as a series of comprehensive activities in gathering information to develop a program or service that suits individual needs. In the assessment process, there are at least four elements that must be met: there is a plan in the assessment process and a follow-up plan from the assessment results; and quantitative and qualitative data collection; assessment results in the form of useful information; and results or assessments in an objective and professional assessment (Hastuti et al., 2022). Meanwhile, there are four assessment instruments or techniques used at the Early Childhood Education (PAUD) level as the main part of the assessment concept, namely: anecdotal notes, checklists, work results, and serial photos. In its implementation, the assessment of students at the PAUD level can be carried out in various ways, not necessarily on certain mastery. (Hastuti et al., 2022) Assessment is not only used to evaluate the success of the program, but also to understand the child's development in daily activities at school. The assessment process is carried out gradually and continuously to track the child's learning progress. This assessment approach is more natural, such as when children play, draw, or from the work they produce..

The assessment does not condition the child in the form of an exam. By knowing the talents, interests, strengths, and weaknesses of children with the ability of educators, educators together with parents can provide learning assistance or play activities that are appropriate for children so that the right learning outcomes for children can be obtained so that optimal learning outcomes can be obtained in accordance with the educational program. (Primanisa & Jf, 2020)

By prioritizing these principles, assessment in early childhood education can be an effective tool to identify children's developmental needs, guide more appropriate learning planning, and involve parents in the process of educating children more actively and informatively.

The results of the assessment are simple but informative. The results of the assessment are used as reflection materials to improve the quality of learning. Ministry of Education et al., "Early Childhood Assessment with Daily Journal," 2021.

Witri Kindergarten in Bengkulu city has 4 classes in group B, namely groups B1, B2, B3, and B4. In this study, the researcher took a sample in the B2 group, with a total of 16 children, 7 boys and 9 girls.

The management structure of Witri Kindergarten consists of 4 classroom teachers, 2 administrative staff and 1 principal. Witri Kindergarten uses assessment techniques that have been determined in the independent curriculum, in assessing the assessment of the results regarding children's religious and ethical values, Witri Kindergarten uses a check assessment technique with indicators of religious and ethical values in accordance with the learning outcomes that have been stipulated in the Decree of the Minister of Education and Culture number 008/H/KR/2022 concerning learning outcomes in early childhood education, basic education level, and secondary education level in the Independent Curriculum.

In this study, the researcher observed the checklist assessment technique on the achievement of the development of religious values and children's ethics. In this checklist assessment technique, children will achieve learning outcomes with achievement indicators in the independent curriculum. These indicators are summarized in terms of learning objectives or the flow of learning objectives that children must achieve during one semester as a benchmark for how far children's development regarding religious and ethical values has come. In this check assessment technique, Witri Kindergarten teachers have 4 categories, namely BB (Not Yet Developed), MB (Starting to Develop), BSH (Developing as Expected), BSB (Developing Very Good). The following are the indicators of the learning objectives of religious values and ethics for children aged 5-6 years in group B: The achievements of the development of religious values and ethics include: Children believe in God Almighty, begin to know and practice the main teachings in accordance with His religion and beliefs. Children actively participate in maintaining their own cleanliness, health and safety as a form of affection for themselves and gratitude to God Almighty. Children respect fellow human beings with their various differences and practice good behavior and noble character. Children appreciate nature by taking care of it and showing affection for living beings who are the creation of God Almighty. (Pendidikan et al., 2022)

In achieving the learning objectives above, 16 children will be observed to develop in the learning outcomes of religious values and ethics. With 8 indicators of religious and ethical values, the results were found that from 16 children in one class, there were no children in the undeveloped category, there were 3 children in the category of starting to develop, then there were 5 children in the category of developing as expected, and there were 8 children in the category of developing very well. The results can be seen in the following percentages:

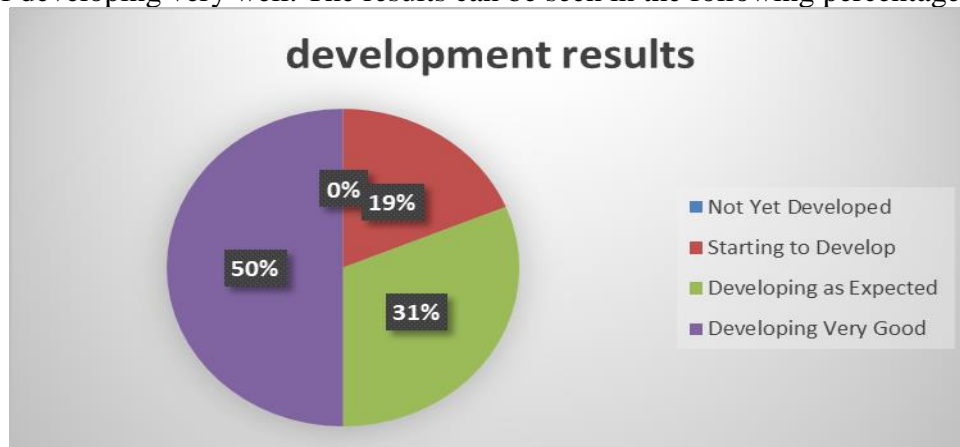


Diagram 1. Developmen Results

Thus, the percentage of developmental achievement of 16 children in religious and ethical values can be seen from the diagram above. Where in the diagram there is a percentage of child development achievement in religious and ethical values with the percentage of children in the undeveloped category being 0%, the percentage of children in the category starting to develop as much as 19%, the percentage of children in the developing category according to expectations is 31%, and the percentage of children in the very well developed category is 50%. With the qualification of Qualitative Measure/Level of Learning Achievements of religious values and character, namely; (Not Yet Developed) If children do this, it must be guided or modeled by the teacher;(Starting To Developed) If children do this, they still have to be reminded or helped by the teacher;(Developing As Expected) Developing According to Expectations if the child can do it independently and consistently without having to reminded or exemplified by the teacher (Developing Very Good) If the child can do it independently and can help friends who haven't yet achieve capabilities according to the expected indicators.

In the results of the above research, it is concluded that through the assessment technique on the achievement of child development, teachers can see how far the child's development has come in terms of their self-development. And in this check assessment technique, it is easier for teachers to measure children's development in a structured manner so that teachers can provide assessment results to parents and are easily understood by parents. In the results of the assessment above, it can be seen that the achievement of child development has developed well overall, it can be seen that there are no children who are included in the undeveloped category. Children have begun to develop until they develop very well. This means that the achievement of child development in religious and ethical values is running in accordance with the developmental achievements that should be achieved. Therefore, children can hone their religious values and ethics well at the next level. If the development of children's religious values and ethics develops well, then other developmental achievements will follow. As well as being able to build good behaviors from within children and make children able to build good ethical values in the surrounding environment. Things that are taught at school to children about religious values such as reading prayer readings, performing prayer movements, reading short letters, and behaviors applied by teachers regarding children's ethics to be able to build children's ethical values from an early age all build intellectual development and also the child's way of thinking to be better for a good future for children.

Through the developmental achievement indicators that have been determined in the independent curriculum, it can help teachers to develop child development properly. Teachers can apply these achievement indicators to children so that children can be trained with good behaviors exemplified by teachers and friends around them as well as religious values that are applied in an attractive way can maximize the development of children's religious values and ethics.

The results of the above research are in line with the theory of Syamsu Yusuf LN which states that children's knowledge about religion continues to develop because they listen to the words of their parents. Seeing the way parents show in worship, as well as how their experiences and how children imitate the words and actions of their parents, according to the intellectual development of children as seen from their language skills, who can already form sentences and ask questions using words such as what, who, where, from, and where, then now children are ready to be taught about shahada, how to read and move prayers, prayers, and also the Qur'an.(Wardah Anggraini et al., 2020)

The results of Dyah Sutya's research revealed that at this age, children's brains develop rapidly and easily receive stimuli from the outside. Therefore, character must be instilled from an early age so that it becomes a positive habit that is embedded until the child grows up. The application of good ethical behavior towards children can make children socialize well and socialize with friends or older people around them. If parents teach their children through the habit of being a good person, then children must have good religious and ethical values, so that they have good manners wherever they are and have good morals, of course.(Susetya & Zulkarnaen, 2022)

Juli Afnita in her research said that the formation of moral character can be done with good habituation to the environment around children, so that it can be developed properly for all aspects of child development that are more optimal. To achieve moral goals in the school environment, the main step is to teach and accustom children with good moral values. In this way, they will naturally apply and understand these values over time, based on the teacher's teachings. Through this approach, teachers have successfully implemented various activities and methods that stimulate early childhood moral development. It helps children to grow and develop with strong moral values from their childhood to their future.(Afnitas & Latipah, 2021)

This is in line with Rizki Ananda's research, Instilling habits of attitudes and behaviors based on religious and moral values so that children can live in accordance with the values upheld by the community Helping children to grow into mature and independent individuals Instilling good ethics. Train children to be able to distinguish between good and bad attitudes and behaviors so that they consciously try to avoid reprehensible acts(R. Ananda, 2017)

Karima said that early childhood must also be accompanied by the provision of religious morals. However, religion provides information related to behaviors that should be tried and behaviors that should be avoided by each person based on the beliefs of what he believes. Therefore, morality and morality are the inner side of human beings that develop to coincide with their own development. Therefore, moral development and other developments are balanced, so early childhood must be educated about the moral values found in the surrounding(Karima et al., 2022)

From the results of the above research as well as the theories and results of previous research, it is said that children's religious and ethical values develop well through environmental factors and also good habits applied by teachers and people around them. The application of religious values and ethics has also been arranged in the learning outcomes in the independent curriculum. The application of these indicators, if done well, will produce maximum results so that in the assessment of children's development achievements will be seen to develop rapidly in accordance with the expectations of teachers and parents. So that children can continue to further education by bringing their religious knowledge and ethics both in the school environment and the community environment.

CONCLUSION

The Independent Curriculum is an intracurricular approach that organizes content optimally, giving learners sufficient time to understand concepts and strengthen competencies. The education of moral values (ethics) and religion in the PAUD program is a solid foundation and very important for its existence, and if it has been well embedded in every person from an early age, it is a good start for the education of the nation's children to undergo further education. Through assessment techniques on child development achievements, teachers can see how far

children's development has come in terms of their self-development. And in this check assessment technique, it is easier for teachers to measure children's development in a structured manner so that teachers can provide assessment results to parents and are easily understood by parents. In the results of the assessment above, it can be seen that the achievement of child development has developed well overall, it can be seen that there are no children who are included in the undeveloped category. Children have begun to develop until they develop very well. This means that the achievement of child development in religious and ethical values is running in accordance with the developmental achievements that should be achieved. Therefore, children can hone their religious values and ethics well at the next level.

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