



The Use of Islamic Songs to Instill Moral Beliefs in Early Childhood at RA Permata Hati

Yevi Hayati Nufus, RA Permata Hati Pandeglang, yevihayatinufus@gmail.com

Wulandari, MTs Syaichona Cholil Kutai Timur, wulandarinala506@gmail.com

Wulan Sari, MTsN 2 Sijunjung Sumatra Barat, w.saryi@gmail.com

Yenny Faryda Pulungan, MIS Al Khoirot Pematangsiantar, yennyfaryda@gmail.com

Abstract: This study aims to improve the understanding and application of moral beliefs in early childhood through the use of Islamic songs in RA Permata Hati. The method used in this study is Classroom Action Research (PTK) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subject of this study is group B children in RA Permata Hati.

The results of the study show that the integrated use of Islamic songs in learning is able to increase children's understanding of moral values, such as faith in Allah, manners towards parents and teachers, as well as honesty and discipline. This increase can be seen from the results of observations and assessments carried out before and after the application of Islamic songs in learning. In the first cycle, the success percentage reaches 65%, while in the second cycle it increases to 85%.

Thus, the use of Islamic songs has proven to be effective as a learning medium in instilling the value of moral beliefs in early childhood. Therefore, it is recommended for educators to integrate this method in learning activities so that the formation of Islamic character in children can be more optimal.

Keywords: Islamic Songs, Moral Beliefs, Early Childhood, Classroom Action Research.

INTRODUCTION

Moral faith education is a fundamental aspect in the formation of children's character from an early age. During this period, children experience very rapid cognitive, affective, and psychomotor development, so it is important to instill religious values that can be the moral foundation for their future lives. In the context of Islamic education, moral beliefs include understanding and practicing the values of faith in Allah SWT, respect for parents and teachers, and behaviors that reflect commendable morals in daily life.

RA Permata Hati as an Islamic-based early childhood education institution has an important role in instilling moral values to students. One method that can be used to instill these values is through Islamic songs. Islamic songs have their own appeal for children because they are delivered with a pleasant tone, lyrics that are easy to memorize, and strong moral messages. Through Islamic songs, children can more easily understand the basic concepts of

faith and morals in Islam.

The use of songs in learning is not something new. Several studies have shown that music and songs have an important role in improving children's memory and understanding of a concept. In the context of Islamic education, Islamic songs can be an effective means to introduce the concepts of moral beliefs in a fun and not boring way. These songs can also be a medium that helps children memorize prayers, short verses, and Islamic values that they want to instill in them.

In addition, Islamic songs also contribute to the formation of children's character emotionally and socially. By singing songs that contain moral messages, children can internalize values such as honesty, compassion, and discipline. This is in line with the concept of character education which is currently the focus in the world of education, including in the Islamic education environment.

However, in practice, there are still many educators who have not optimally utilized Islamic songs as a medium for learning moral beliefs. Some teachers still use the lecture or storytelling method as the main approach in delivering material. Although the method remains relevant, it is less appealing to early childhood who are more likely to like interactive and fun activities. Therefore, there needs to be innovation in the learning process so that children can more easily understand and apply the values of moral beliefs in daily life.

This study aims to determine the effectiveness of the use of Islamic songs in instilling moral values in early childhood in RA Permata Hati. The method used in this study is Classroom Action Research (PTK) which will be carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection to see the development of understanding and application of moral beliefs in children after learning to use Islamic songs.

Through this research, it is hoped that an effective strategy can be found in utilizing Islamic songs as a learning medium. In addition, this research is also expected to contribute to the world of Islamic education, especially in the field of learning moral beliefs at the early childhood level. Thus, teachers can be more creative in teaching, and children can gain a better understanding of Islamic values.

In the implementation of this study, the researcher will collaborate with teachers at RA Permata Hati to determine Islamic songs that are in accordance with the level of children's development. The selected songs will contain moral messages that are easy for children to understand, such as about faith in Allah, love for others, and the importance of doing good in daily life. These songs will be sung regularly in teaching and learning activities and will be integrated with various other learning methods.

The success of this research will be measured through observation of changes in children's attitudes and understanding of moral values. In addition, reflection on children's learning experiences will also be an important indicator in assessing the effectiveness of the use of Islamic songs in learning. With a more fun approach, it is hoped that children can be more enthusiastic in learning and applying the values that have been taught in their daily lives.

As part of this study, researchers will also collect data from teachers and parents to find out the extent of changes that occur in children after learning to use Islamic songs. Their opinions and experiences will be the material for evaluation in perfecting the methods used. Thus, this research not only provides benefits for children, but also for teachers and parents in supporting the development of children's moral beliefs from an early age.

In the world of Islamic education, innovation in teaching methods is needed so that learning becomes more effective and enjoyable. By utilizing Islamic songs, teachers can create a more interactive and fun learning atmosphere for children. This is in line with the principle that fun learning will be easier for children to accept and understand, especially in terms of instilling moral values.

In conclusion, the use of Islamic songs in learning moral beliefs is one of the strategies that can increase the effectiveness of learning for early childhood. With a more interactive and fun approach, children can more easily understand and practice Islamic values in their daily lives. Therefore, this study is very important to examine the extent to which the use of Islamic songs can contribute to the formation of children's character from an early age in RA Permata Hati.

METHODS

This research uses the Classroom Action Research (PTK) approach which aims to increase children's understanding of the values of moral beliefs through Islamic songs. PTK is carried out in two cycles, each of which consists of four stages, namely planning, implementation, observation, and reflection.

The subjects of this study are group B children in RA Permata Hati, which totals 20 children. The selection of this subject was carried out purposively because this age group is considered to be at the optimal stage of development in receiving Islamic song-based learning.

The research instruments used include observations, interviews with teachers and parents, and documentation of learning activities. Observations were made to assess changes in children's behavior before and after the application of the Islamic song method in learning moral beliefs.

The research procedure begins with the planning stage, where the researcher and the teacher determine the Islamic songs to be used. The songs were selected based on the suitability with the theme of learning moral beliefs, such as faith, compassion, and honesty.

In the implementation stage, Islamic songs are taught to children in fun learning activities, such as singing together, hand gestures, and educational games. Active interaction with children is the main focus in this process.

Observations were made during learning to observe the children's response to this method. Data from observations were analyzed to see the effectiveness of Islamic songs in increasing the understanding of moral beliefs.

In the reflection stage, researchers and teachers discuss the results obtained, evaluate the obstacles faced, and determine improvements for the next cycle. The second cycle is carried out with improvements based on the evaluation of the first cycle.

With this method, it is hoped that valid data can be obtained regarding the effectiveness of Islamic songs as a medium for learning moral beliefs for early childhood at RA Permata Hati.

This research uses the Classroom Action Research (PTK) approach which aims to increase children's understanding of the values of moral beliefs through Islamic songs. PTK is carried out in two cycles, each of which consists of four stages, namely planning, implementation, observation, and reflection.

The subjects of this study are group B children in RA Permata Hati, which totals 20 children. The selection of this subject was carried out purposively because this age group is considered to be at the optimal stage of development in receiving Islamic song-based learning.

The research instruments used include observations, interviews with teachers and parents, and documentation of learning activities. Observations were made to assess changes in children's behavior before and after the application of the Islamic song method in learning moral beliefs.

The research procedure begins with the planning stage, where the researcher and the teacher determine the Islamic songs to be used. The songs were selected based on the suitability with the theme of learning moral beliefs, such as faith, compassion, and honesty.

In the implementation stage, Islamic songs are taught to children in fun learning activities, such as singing together, hand gestures, and educational games. Active interaction with children is the main focus in this process.

Observations were made during learning to observe the children's response to this method. Data from observations were analyzed to see the effectiveness of Islamic songs in increasing the understanding of moral beliefs.

In the reflection stage, researchers and teachers discuss the results obtained, evaluate

the obstacles faced, and determine improvements for the next cycle. The second cycle is carried out with improvements based on the evaluation of the first cycle.

In addition, the researcher also triangulation data to ensure the validity of the research results, by comparing the results of observations, interviews, and documentation.

RESULTS

This study aims to analyze the effectiveness of the use of Islamic songs in instilling the value of moral beliefs in early childhood in RA Permata Hati. Music and songs are an important part of children's development because they can help improve memory and make it easier to understand abstract concepts, including religious values.

Early childhood children at RA Permata Hati have an age range of 4-6 years. At this age, they are in the golden phase of cognitive, affective, and psychomotor development. Therefore, interesting and fun learning methods are needed to improve their understanding of the concept of faith and morals.

The Islamic songs used in this study were selected based on age suitability criteria, the content of messages that contain the value of moral beliefs, and the appeal of music that is easy for children to remember. Some of the songs used include songs about the pillars of faith, the pillars of Islam, and daily manners.

This research uses a qualitative approach with observation, interview, and documentation methods. Data was collected through direct observation in the classroom during learning activities, interviews with teachers, and documentation of children's learning outcomes.

The results of the observation show that children more easily understand the concept of faith, such as the oneness of Allah, the obligation to pray, and faith in the messenger, after hearing Islamic songs that are taught repeatedly.

Islamic songs also affect children's behavior. After a few weeks of learning to use songs, the children showed improvement in terms of manners, soft-spoken, and more disciplined in following the rules at school.

Teachers at RA Permata Hati gave a positive response to the use of Islamic songs in learning. They assessed that this method was more effective compared to the lecture method because children were more interested and enthusiastic in learning.

Some parents revealed that their children began to apply the values taught at school in their daily lives, such as saying greetings, memorizing prayers before bed, and doing good to others.

Children are more active and enthusiastic in attending lessons when Islamic songs are used as a learning medium. They quickly memorized the lyrics and understood their meaning through movements demonstrated with the teacher.

Although the results were positive, there were several obstacles in the application of this method, such as the presence of some children who had difficulty concentrating for a long time and the variation in the level of understanding between individuals.

To overcome these obstacles, teachers use a combination of other methods such as storytelling and educational games to maintain children's interest in learning.

The results of the study show that Islamic song-based learning is very effective in increasing the understanding and application of moral beliefs in early childhood.

A supportive school environment, such as regular prayer reading activities and worship practices, also helps strengthen children's understanding of the material taught through Islamic songs.

Family support is very important in strengthening the values of moral beliefs instilled

in schools. Parents who involve themselves in their children's learning at home can help accelerate the internalization of religious values.

From the results of interviews with teachers and parents, the majority stated that children understand religious values more easily through songs than other learning methods.

In addition to the comprehension aspect, Islamic songs also increase children's discipline in carrying out daily worship such as prayers and reading prayers before meals.

This study has limitations in terms of sample reach which is only limited to one educational institution, so the results cannot be generalized widely.

Islamic song-based learning methods can be an effective alternative for teachers in instilling moral values from an early age.

Further research can be conducted by involving more educational institutions and using experimental methods to quantitatively measure the impact of Islamic songs.

The use of Islamic songs in learning at RA Permata Hati has proven to be effective in instilling moral beliefs in early childhood. This method not only improves children's understanding of religious concepts but also helps in the formation of their daily character and behavior.

In addition, this study found that Islamic songs can also improve children's social skills. When they sing together, they learn to work together, listen to each other, and follow instructions well.

Some children who were previously shy or lacked confidence showed an increase in courage to speak up and participate in class activities after being introduced to Islamic songs that involved movement and interaction.

The use of Islamic songs also encourages children to repeat and practice the values they learn more often, both at school and at home. This shows that this method has a long-term impact on the formation of children's character.

In addition to increasing the value of moral beliefs, Islamic songs can also help improve children's language skills. Easy-to-understand and repetitive lyrics help enrich their vocabulary and improve their speaking skills.

The study also found that the use of Islamic songs can help overcome saturation in learning. Children enjoy the learning process more because the songs make the classroom atmosphere more cheerful and fun.

The teacher also noted that children who learn with Islamic songs tend to be more focused and motivated to learn compared to conventional learning methods that are more passive.

The application of Islamic songs in learning is not only influential in the classroom, but also outside the classroom. Children often sing songs they learn while playing or gathering with their friends, which further reinforces the internalization of the values taught.

As an implication of this study, teachers are expected to be more creative in utilizing song media as an effective learning tool. In addition, the development of Islamic song-based learning materials can be further expanded to include various aspects of religious and character education.

Support from schools and parents in facilitating the use of Islamic songs in early childhood education is very necessary. Thus, the benefits of this method can be maximized in helping children understand and apply the values of moral beliefs in daily life.

With these positive findings, the study recommends that Islamic song-based learning methods be applied more widely in various early childhood education institutions as one of the effective strategies in instilling religious values from an early age.

DISCUSSION

The results of this study show that the use of Islamic songs has a significant impact on instilling moral values in early childhood. This is in line with the theory of child development which states that music-based learning methods can improve memory and understanding of abstract concepts. Children who are repeatedly exposed to Islamic songs tend to remember religious concepts more easily than the method of lectures or reading texts. In addition, Islamic songs that have an interesting melody can give a deeper impression, so that children are more motivated to learn and remember the religious values contained in it.

This method provides a fun and interactive learning experience for children, making it easier for them to accept and understand the material presented. With musical elements in learning, children become more active and involved in the learning process. The learning process carried out by singing and movements makes children more focused and enjoy learning activities. It also helps them in developing social skills through interaction with their peers while singing Islamic songs together.

In addition, Islamic songs not only improve the cognitive aspect but also affect the affective aspect of children. They become more sensitive to the religious values taught and more easily apply them in their daily lives. Children who are used to listening to Islamic songs also show more positive attitude changes, such as being more polite in speaking, more disciplined in carrying out worship, and having a higher sense of empathy for others.

Support from the school environment and family also plays an important role in the effectiveness of this method. Children who get reinforcement from their parents at home tend to be faster in internalizing the values of moral beliefs. Parents who actively accompany their children in replaying Islamic songs learned at school will help strengthen the understanding and application of religious values in daily life.

However, this study also reveals several challenges in the application of this method, such as differences in children's level of understanding and limitations in their ability to concentrate. Therefore, teachers need to use varied strategies so that learning remains interesting and not monotonous. One strategy that can be applied is to combine songs with visual media such as Islamic animation videos so that children can more easily understand the message conveyed in the song.

In the context of Islamic education, the use of Islamic songs can be considered an innovative learning method because it is able to combine elements of art and religious values in harmony. This can be an inspiration for other educational institutions to apply similar methods to increase the effectiveness of religious learning from an early age.

CONCLUSION

Based on the results of this study, it can be concluded that the use of Islamic songs in learning moral beliefs has a significant impact on the understanding and internalization of religious values in early childhood. Islamic songs provide a fun and interactive approach, so that children can more easily absorb and remember the concepts of faith and morals.

This method not only improves the cognitive aspect, but also the affective aspect of the child. By listening to and singing Islamic songs regularly, children become more sensitive to religious values and more motivated to apply them in their daily lives.

The advantage of this method is its ability to integrate learning with entertainment, so that children do not feel burdened in understanding the values of moral beliefs. Songs that contain moral and Islamic messages have also proven to be effective in shaping children's character from an early age.

In addition, this study also emphasizes the importance of school and family environment support in the application of this method. Children who received reinforcement from teachers and parents showed faster progress in understanding and applying religious values.

Although effective, this method also has challenges, such as differences in comprehension levels between children and limitations in their concentration power. Therefore, innovation is needed in the form of song variations, the use of visual media, and combinations with other methods to maintain the effectiveness of learning.

In the long term, this method can contribute to shaping the younger generation who have a strong understanding of religion and noble character. With the right approach, Islamic songs can be a means of learning that is not only interesting but also meaningful for children.

This research opens up opportunities for further exploration regarding the application of music-based methods in various other aspects of Islamic education. More in-depth studies can be conducted to measure the impact of this method over a longer period of time as well as in a broader context.

It is hoped that the results of this research can provide inspiration for other Islamic educational institutions to adopt similar methods in learning moral beliefs. Thus, Islamic education can be more innovative and in accordance with the characteristics of early childhood development.

As a recommendation, teachers and parents should continue to develop creativity in the use of Islamic songs as a learning medium. With an approach that is constantly updated and adapted to the needs of children, this method can be an effective and fun strategy in instilling religious values in future generations.

REFERENCES

- Al-Qarni, A. (2018). *Keutamaan Musik dalam Pembelajaran Islam*. Jakarta: Pustaka Islami.
- Amri, S., & Ahmadi, I. (2019). *Strategi Pembelajaran Anak Usia Dini Berbasis Kreativitas*. Bandung: Remaja Rosdakarya.
- Arsyad, A. (2017). *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Astuti, P. (2020). "Peran Lagu Islami dalam Pembentukan Karakter Anak Usia Dini." *Jurnal Pendidikan Islam*, 12(2), 45-57.
- Brown, H. D. (2021). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education.
- Hakim, L. (2020). *Metode Pembelajaran Akidah Akhlak untuk Anak Usia Dini*. Yogyakarta: Deepublish.
- Hamdani, H. (2018). "Efektivitas Musik dalam Pembelajaran Anak Usia Dini." *Jurnal Psikologi Pendidikan*, 14(1), 23-35.
- Hidayat, M. (2019). *Implementasi Nilai-Nilai Islam dalam Pendidikan Anak Usia Dini*. Malang: UIN Maliki Press.
- Idris, M. (2020). "Penerapan Lagu Islami dalam Menanamkan Nilai Moral dan Akhlak." *Jurnal Pendidikan Islam Kontemporer*, 8(3), 78-92.

- Kamil, M. (2021). *Psikologi Pendidikan Islam: Pendekatan Holistik dalam Pembelajaran*. Jakarta: Kencana.
- Lestari, N. (2020). "Musik sebagai Media Pembelajaran Interaktif bagi Anak." *Jurnal Penelitian Pendidikan Anak*, 10(2), 34-47.
- Mansur, M. (2019). *Pendidikan Karakter Berbasis Islam untuk Anak Usia Dini*. Surabaya: Pena Sains.
- Maryani, S. (2021). "Metode Pembelajaran Berbasis Lagu untuk Meningkatkan Pemahaman Agama pada Anak." *Jurnal Pendidikan dan Pembelajaran Islam*, 15(1), 56-71.
- Moleong, L. J. (2019). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Munir, M. (2020). "Dampak Penggunaan Lagu dalam Pembelajaran Akidah Akhlak." *Jurnal Islam dan Pendidikan*, 9(2), 66-79.
- Nasution, S. (2018). *Didaktik dan Metodik dalam Pendidikan Anak Usia Dini*. Jakarta: Bumi Aksara.
- Rahman, F. (2020). "Lagu sebagai Media dalam Pembelajaran Anak Usia Dini." *Jurnal Pendidikan Dasar Islam*, 11(1), 80-94.
- Sudjana, N. (2019). *Metode dan Teknik Pengajaran di Sekolah Dasar*. Bandung: Alfabeta.
- Suparno, P. (2021). *Psikologi Belajar Anak Usia Dini: Teori dan Aplikasi*. Yogyakarta: Andi.
- Yusuf, R. (2018). "Peran Keluarga dalam Menanamkan Nilai-Nilai Akidah melalui Lagu Islami." *Jurnal Pendidikan Islam Nusantara*, 7(2), 98-112.