

# **Instilling Religious Values Through Daily Habituation Activities at Ra Miftahul Huda Medan Helvetia**

**Desi Kurniati, Ismaraidha**

## **Abstract**

This study aims to describe the process of instilling religious values through daily habituation activities at RA Miftahul Huda Medan Helvetia. The research method used is a qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study show that religious values are instilled through various habituation activities, such as reading daily prayers, performing dhuha prayers, reading short letters, reciting Asmaul Husna, and habituating Islamic morals in daily interactions. Teachers play an important role as role models and facilitators in this habituation process. In addition, children's emotional involvement and support from the home environment also affect the success of instilling religious values. Habituation that is done consistently and enjoyably has proven to be effective in instilling religious character in early childhood.

**Keywords:** Religious Values, Daily Habits, Early Childhood, RA Miftahul Huda

Desi Kurniati

Early Childhood Islamic Education Study Program, Universitas Pembangunan Panca Budi, Indonesia

e-mail: [deasykurniati16@gmail.com](mailto:deasykurniati16@gmail.com)

Ismaraidha

Early Childhood Islamic Education Study Program, Universitas Pembangunan Panca Budi, Indonesia

e-mail: [ismaraidha@dosen.pancabudi.ac.id](mailto:ismaraidha@dosen.pancabudi.ac.id)

International Conference Global Islamic Education: Cultivating Tolerance and Interfaith Cooperation in A Multicultural (GIE), Theme: Strengthening Tolerance and Peace.

<https://proceeding.pancabudi.ac.id/index.php/GIE>



## Introduction

Early Childhood Education (PAUD) has a strategic position in forming the initial foundation of a child's life, both intellectually, emotionally, socially, and spiritually. During this period, children are in a golden age, where all aspects of development grow rapidly and are greatly influenced by the surrounding environment. Therefore, education at an early age must be designed comprehensively and touch all dimensions of development, including religious or religious aspects.

In the context of Islamic education, character formation and the cultivation of religious values are not just an additional part, but are the core of the educational process itself. This is in line with the goals of national education and more specifically with the goal of Islamic education, which is to form human beings who have faith, piety, and noble character. Therefore, religious value education from an early age is very important so that children have a strong spiritual foundation in facing life in the future.

Instilling religious values in early childhood cannot be done with a purely cognitive approach. Early childhood learns through concrete experiences, repetition, example, and habituation. Therefore, the habituation method is one of the most effective approaches in instilling religious values. Daily habits such as reading prayers before and after activities, giving greetings, giving thanks, helping each other, maintaining cleanliness, and following worship activities in a simple manner are effective means to cultivate religious values in children.

RA (Raudhatul Athfal) as an Islamic-based early childhood education institution has a responsibility to provide religious education holistically. One form of strategy applied in various RAs is daily habituation activities with Islamic nuances. This strategy not only introduces the teachings of Islam in a practical way, but also shapes children's attitudes and character slowly and continuously.

RA Miftahul Huda, which is located in Medan Helvetia District, is one of the early childhood education institutions that actively implements daily habituation activities with an approach to Islamic values. This school has daily programs that aim to form children's religious personality from an early age, such as congregational dhuha prayer activities, reading prayers

daily, reciting the Qur'an, practicing ablution and tayammum, as well as social activities such as sharing food or loving friends. All of these activities are packaged in a fun way and in accordance with the characteristics of early childhood learning.

However, the success of these daily habituation activities does not only depend on the routine of activities carried out, but also on the consistency of teachers, parental involvement, and the overall culture of the school. Therefore, it is important to conduct an in-depth study of how the daily habituation activities are carried out, what religious values have been successfully instilled, and the factors that support or hinder the planting process.

This research is relevant and important in the context of strengthening character education in the current era which is full of moral challenges. Religious values such as honesty, responsibility, patience, obedience, and affection need to be instilled from an early age to become part of a child's personality. Thus, through this study, it is hoped that a comprehensive picture of the strategy of instilling religious values through daily habituation activities at RA Miftahul Huda Medan Helvetia, and subsequently can be a reference for improving the quality of Islamic religious education at the PAUD level.

## Literature Review

### 2.1 Religious Values in Early Childhood Education

Religious values are an important part of the formation of children's character from an early age. These values include aspects of belief, worship, morals, and social relations based on Islamic teachings. According to Zakiah Daradjat (2000), religious values are not only to be known cognitively, but must be instilled and internalized through habituation to become part of



the child's personality.

In the context of Early Childhood Education (PAUD), the cultivation of religious values does not aim to make children understand abstract religious concepts in depth, but rather to instill a sense of love for Allah, knowing the Prophet, and getting used to good behavior such as honesty, politeness, diligence in worship, and respect for parents and teachers (Rohmat, 2015).

## **2.2 Daily Habituation Activities at the RA Institution**

Daily habituation activities are one of the effective learning approaches in introducing religious values to early childhood. Habituation is a process that is carried out repeatedly so that it becomes an embedded habit

in the behavior of children. According to Munifah (2013), habituation in the RA environment can be in the form of: greetings, prayers before and after activities, congregational prayers, reciting basmalah and hamdalah, and good behavior in social interactions.

The Ministry of Education and Culture (2015) emphasizes that habituation carried out in the context of early childhood education must be adjusted to the stage of child development and carried out consistently, with assistance and example from teachers.

## **2.3 The Role of Teachers in Habituating Religious Values**

Teachers have a strategic role in instilling religious values through daily habituation. Teachers are not only facilitators, but also role models for children. A teacher who is able to be an example in behavior and speech will find it easier to internalize religious values in children. This is in line with the opinion of Suyadi (2016) who stated that early childhood character formation is more effective through an exemplary and habitual approach than an instructional approach. In addition, teachers must be able to create a religious, safe, and fun environment so that children feel comfortable in carrying out religious routines that are practiced every day.

## **2.4 Strategies for Instilling Religious Values in RA**

The strategy of instilling religious values in RA can be carried out through various approaches, such as: (1) exemplary (*uswah hasanah*), (2) positive habituation, (3) thematic learning based on religious values, (4) the use of Islamic media and stories, (5) a conducive and religious environment

According to Nurcholish (2019), the success of instilling religious values in RA is highly dependent on the continuity between the school environment and the family environment. Therefore, synergy between teachers and parents is the main key to the success of fostering religious values.

## **Research Methods**

The research used in this study is qualitative research that provides descriptive information in written or oral narratives about the people and behaviors observed. In this study, the author examines the phenomenon that occurs at RA Miftahul Huda Medan Helvetia to obtain the truth of information based on the theoretical framework of the scientifically asked questions. The research approach used is a field-based descriptive approach in natural conditions taken from written or oral narratives and the behavior of the people observed consisting of school principals, teachers and students.

## **Research and Discussion Results**

RA Miftahul Huda is one of the early childhood education institutions in Medan Helvetia. This institution is committed to shaping children's religious character through a daily habituation approach that is integrated with Islamic values. A clean school environment,



friendly and religious teachers, and a structured activity routine are the strengths of this institution in implementing religious values from an early age.

Based on data obtained from observations, interviews, and documentation, it was found that the cultivation of religious values through daily habituation activities at RA Miftahul Huda is carried out through several main forms of activities:

1. Habit of Prayer and Greeting. Every child is accustomed to saying greetings when coming and leaving school, as well as reciting prayers before and after activities. Teachers consistently guide children in reading daily prayers such as classroom prayers, meal prayers, and out-of-room prayers.
2. Worship habits. Joint dhuha prayer activities are a daily routine that is carried out every morning before learning starts. The children were guided to perform ablution, follow prayer movements, and read short letters. Although it is not perfect, this activity trains children to know and love worship from an early age.
3. Habituation of Islamic Morals. Teachers always provide examples of good morals, such as honesty, patience, politeness, and caring for friends. Children are accustomed to queuing, sharing, asking for permission, and thanking and apologizing.
4. Habit of Reading the Qur'an and Asmaul Husna. Every morning before studying, children are invited to read short letters and recite Asmaul Husna together with interesting musical accompaniment. This activity forms a religious atmosphere as well as fun for children.
5. Habit of Saying Thayyibah Sentences. Teachers always get used to children saying Bismillah before starting activities, Alhamdulillah after finishing, and Astaghfirullah when making mistakes. This sentence becomes part of the child's daily routine at school.

The results of the study show that the most effective strategy in instilling religious values in early childhood is through example and habituation. Teachers as role models play an important role. This is in line with the theory of character education by Suyadi (2016), that exemplary is the most powerful approach in instilling moral and religious values in children.

Daily habituation activities such as prayer, prayer, reading the Qur'an, and saying *thayyibah* sentences, are forms of exercise that strengthen the internalization of Islamic values. Based on behavioristic learning theory, consistent repetition of stimuli will form a permanent response. This can be seen from the behavior of children who are starting to get used to being polite, greeting, and maintaining cleanliness.

The fun packaged activities (singing *Asmaul Husna*, memorizing short letters with movements, etc.) show that children are emotionally involved in the religious activity. This supports an early childhood education approach that emphasizes contextual and fun learning. The results of the interview also revealed that the success of habituating religious values is highly determined by the synergy between the school and parents. Children who receive habituation support also at home tend to show changes in religious behavior more quickly.

## Conclusion and Suggestions

### Conclusion

Based on the results of research conducted at RA Miftahul Huda Medan Helvetia, it can be concluded that the cultivation of religious values through daily habituation activities has proven to be effective in shaping the religious character of early childhood. Religious values are instilled through various routine activities such as joint prayer, the habit of salam, the dhuha prayer, the reading of short letters, the reading of Asmaul Husna, and the habituation of noble morals.

The main strategy applied by teachers is habituation that is carried out consistently and through example. Children learn indirectly through the repetition of fun activities and according



to their developmental stage. The success of instilling religious values is also influenced by the emotional involvement of children in activities, as well as support from the family environment at home. These habituation activities form the basis of religious children's character, such as honesty, politeness, love of worship, and responsibility. Although still in its early stages, these values have begun to be embedded through children's daily behavior.

### Suggestion

1. For the RA Miftahul Huda Institute. It is expected to continue to maintain consistency in the implementation of daily habituation activities. Improving the quality of activities through Educational innovations based on religious values and interesting media will strengthen children's interest and understanding.
2. For teachers. Teachers need to continue to be role models in their attitudes and speeches, as well as build emotional closeness with children. Regular training on strategies for habituating religious values is also important to improve the professional competence of PAUD teachers based on Islamic values.
3. For the Elderly. It is hoped that parents can continue and strengthen religious habituation activities at home so that there is continuity between education at school and at home.

### Reference

- [1] Abidin, Y. (2014). *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*. Bandung: Refika Aditama.
- [2] Ali, M. (2020). "Penanaman Nilai-Nilai Keagamaan pada Anak Usia Dini Melalui Kegiatan Pembiasaan." *Jurnal Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(2), 98–109. <https://doi.org/10.14421/jga.2020.52-02>
- [3] Asmidar Parapat, dkk. *Pendidikan Inklusif dalam Pembelajaran Taman Kanak- Kanak*. Jambi: PT. Sonpedia Publishing Indonesia. 2023.
- [4] Departemen Agama RI. (2003). *Al-Qur'an dan Terjemahannya*. Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an.
- [5] Hidayat, D. (2019). *Pendidikan Nilai dan Karakter Anak Usia Dini dalam Perspektif Islam*. Bandung: Pustaka Setia.
- [6] Kemendikbud. (2020). *Pedoman Penyelenggaraan Pendidikan Anak Usia Dini*. Jakarta: Direktorat PAUD.
- [7] Lestari, T., & Wiyani, N. A. (2016). *Strategi Pembelajaran Anak Usia Dini*. Yogyakarta: Gava Media.
- [8] Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks: Sage Publications.
- [9] Mulyasa, E. (2015). *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara.
- [10] Munisa, dkk. *Kesiapan Sekolah Anak dalam Perspektif Psikologi*. Medan: PT. Serasi Media Teknologi. 2024.
- [11] Nizar, S. A. (2017). "Pembiasaan Keagamaan dalam Membentuk Karakter Anak Usia Dini." *Jurnal Pendidikan Anak*, 6(1), 34–42.
- [12] Rahayu Dwi Utami. *Implementasi Pembentukan Karakter Religius Anak Usia 5-6 Tahun Melalui Kegiatan Pembiasaan di PAUD Harapan Mandiri Kecamatan Medan Deli Kota Medan*. *Jurnal Pendidikan dan Konseling: Volume 4 Nomor 6 Tahun 2022* Rika Widya, dkk. *Holistik Parenting, Pengasuhan dan Karakter Anak dalam Islam*. Jawa Barat: Edu Publisher. 2020.
- [13] Sugiyono. (2019). *Metode Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung: Alfabeta.
- [14] Sujiono, Y. N. (2013). *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: Indeks.



- [15] Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- [16] Zannatunnisya, dkk. Pendidikan Karakter untuk Anak Usia Dini (Integrasi Nilai Spiritual). Jambi: PT. Sonpedia Publishing Indonesia. 2023.