

## TEACHER RELIGIOUS UNDERSTANDING AND ATTITUDE OF RELIGIOUS INCLUSIVITY IN EARLY CHILDREN AT AL- WASHLIYAH KINDERGARTEN KLAMBIR V KEBUN HAMPARAN PERAK

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**Abstract:** *The development of religious attitudes in early childhood is determined by several factors, one of which is external factors such as the religious understanding possessed by the teacher. The purpose of this study was to see the attitude of religious inclusivity of children with the teacher's religious understanding and what obstacles were found in building children's attitude of religious inclusivity in Kindergarten IT Al-Washliyah Klambir V Kebun, Hamparan Perak District, Deli Serdang Regency. The method used in this research is qualitative using Field Research. Data collection techniques were carried out by means of observation, interviews and documentation studies. Data were analyzed through the stages of data condensation, data presentation and conclusion/verification. The results of this study state that the teacher's religious understanding puts forward humanist values, is not oriented towards strengthening the doctrines and beliefs of one's own religious behavior, but rather on strengthening character and acceptance of diversity, without ignoring the religious ways of each child. The religious inclusiveness of children can be seen from the awareness of children's activities that respect the differences and diversity of the religious behavior of their friends. Obstacles found in building an attitude of religious inclusiveness in children include the level of stability in children's development which is still changing, coordination between teachers and parents that has not run optimally.*

**Keywords:** *Teacher's Understanding of Religion, Attitude of Inclusivity, Diversity Early childhood*

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### INTRODUCTION

Children are born with the best creation system by Allah. Every child has innate abilities that are latent. This innate potential requires development through steady guidance and maintenance, especially in early childhood. The development of a religious spirit in children is almost completely authoritative, meaning that religious concepts will develop in them influenced by factors from outside themselves. Religious nature in the concept of Islamic education is the most important and main dimension in the dimension of human nature. Religion is a key factor in realizing the meaning and existence of humanity. Therefore, religion or religiosity must have been instilled in humans since birth. Religion plays a very important role in shaping children's behavior, so that the formation of the child's personality will blend according to the growth and development of children who require education with certain requirements and continuous supervision and care. So that basic training in the formation of

habits and attitudes has the possibility to develop naturally in life in the future (Andy et al., 2021).

The development of religious spiritual values in early childhood education must involve all elements that support the school climate, so that positive interactions occur between students and the values to be internalized or instilled. The teacher as a role model in teaching and learning activities must have two-way communication with children based on their sincerity.

In Islam the existence of a child is able to give birth to two relationships, namely the vertical relationship with Allah SWT as the creator, and the horizontal relationship with parents and society who are responsible for educating him to become a devout human being. Even though the nature of the child's occurrence is sacred, the child has two potentials, that is, he can be good if he goes through the right education, and he can be bad because of wrong upbringing, being uneducated and without Islamic religious norms (E.B. Surbakti, 2012).

Childhood in the age range of 3-6 years is a happy time for children (Yuniarti et al., 2021) The pre-school period or what is known as early childhood is an important period for the growth and development of children, this period is the right time to lay the foundations for developing children's abilities, both developing physical motor skills, language, art, social, emotional and values. moral, spiritual and religious values in children. This is what requires us as parents, teachers and other adults to try to help children develop their full potential. This short time must be started so that the child's growth and development can be achieved optimally (Badruzzaman & Rena, 2020).

At this time is also a time when children's curiosity is very high, so it is not surprising if children always ask about something both that exists and is seen around them and something that is not visible, that is in their imagination. For example, children ask about God, about demons, ghosts and so on. This period is also a time when children like to express their creativity, such as playing, telling stories, scribbling on walls, running and so on. For this reason, parents or educators need to understand the characteristics of children, so that they can keep things running as they should, parents or teachers must not impose their will only for the benefit of their own parties and do not try to do things that are not ready for children because it will result in the child's creativity will become frozen and not develop properly.

The development of religion/religiosity at the age of children has a very important role, both for the development of religiosity in the child itself and at a later age. Instilling religious values; concerning the concept of divinity, worship, moral values; which takes place from an early age is able to form a child's religiosity with strong roots and has an influence throughout life. This can happen because at that age the child does not yet have basic concepts that can be used to reject or approve everything that enters him. Then the religious values that are instilled will be the first color of the basis of the child's self-concept. In the next process, the religious values that have colored the child are formed into conscience which at a young age will become the basis for evaluating and filtering the values that enter into him (Hostini, 2022).

The religious education program for early childhood aims to provide moral crystallization and Islamic norms of life which will become a child's life attitude. In addition, this program is also intended to help, direct a child's energy in learning, and to understand their environment. Children are given the opportunity to interact positively and build an Islamic environment, helping children to cultivate feelings of respect and belief in themselves, their families and their religion.

Early childhood between 2-6 years is the right phase to instill Islamic religious values. However, there are still problems for early childhood educators regarding their learning methods. For this reason, it is necessary to instill religious values for early childhood that are effective and relevant to the stages of children's cognitive development at the pre-operational stage. An educator must know the condition of the development of the child's environment and preferences, to make it easier to instill religious values in children. Apart from that, childhood

is actually the most fertile, longest and most dominant phase for an educator to instill religious attitudes. In the natural phase of childhood so clean, innocent, innocent, clear, gentle, and flexible, the body has not been contaminated, and the soul has not been contaminated (Inayah, 2020).

The role of the teacher in early childhood (preschool) is very important. Teachers with their appearance, beliefs, morals, ways of walking, speaking, treating students and so on are absorbed by children who begin to develop their personalities through experiences outside the family environment (Drajat, 2005). One of the responsibilities of the school is to prepare students to be able to develop a personality that is in harmony, balanced between their body and spirit. So that children can grow and develop according to their age or what is expected, namely being able to make quality, healthy, intelligent and skilled human resources. To create the next generation of quality, faith and piety in the context of facing scientific and technological advances in the global era, developing the religious potential of early childhood is considered so urgent. For this reason, education to develop religion (religiosity) in early childhood is very important.

Building a humanist and inclusive religious understanding or an inclusive religious understanding has a significant role in the context of today's life. In its formulation, namely a pluralist Indonesian society (Wahyudi, 2020). Pluralism is not looking at all diversity equally. Pluralism is not just an understanding that a pluralistic, diverse society consisting of tribes and religions is more than that, pluralism is understood as a true standard of diversity in the bonds of civilization. In this case it can be understood that in inclusive diversity without having to sacrifice aspects of norms or lack of ethics in other words attitude. The implementation of inclusive diversity must be based on an attitude of tolerance. Tolerance is an attitude of respect, basic attitudes, beliefs and behaviors that are owned by other people (Rahman & Masripah, 2021) or in Javanese it is called teposaliro. Tolerance can be built through the formation of a child's identity, so that the child will better understand who he is and be confident in what he adheres to. Therefore, it can be concluded that inclusive diversity in early childhood is an awareness of diversity based on an attitude of tolerance, which is built through the formation of a child's identity. Inclusive diversity has the perspective that every child is different and needs to be met.

Based on the description of academic anxiety above, the researchers explored deeper issues related to teachers' religious understanding and attitudes of religious inclusiveness in early childhood at TK IT Al-Washliyah Klambir V Kebun, Hamaparan Perak District, Deli Serdang Regency.

## **Literature Review**

Several studies focusing on the religious attitudes of early childhood have been carried out. In this context, the authors describe the results of a literature review on teachers' religious understanding, early childhood religious attitudes as a basis for developing writing and at the same time as a differentiator from the research that researchers have conducted. As for the development of religion and religious attitudes in early childhood, a study conducted by Mulianah Khaironi discusses the inculcation of religious and moral attitudes in early childhood at TKIT Salman Al Farisi 2. child development, supporting activities are needed such as social services, pilgrimage rituals, spiritual educational visits and teacher faith development is needed. (Khaironi, 2017)

The study conducted by Ahmad Yusuf Prasetiawan and Lisa`diah Ma`rifataini discusses the religious attitudes of students in Integrated Islamic Schools The results of this study indicate that religious practices in Integrated Islamic Schools are inclusive or open, this is appropriate its integration concept. Openness can be found in three areas: naming,

management and curriculum. (Prasetyawan et al., 2021) In terms of naming, it can be understood that integration is the adoption of different elements and even backgrounds between the secular national curriculum and Islamic religious scholarship.

Furthermore, the study conducted by M. Fadlillah discussed Al-Islam and Kemuhammadiyah Education in Early Childhood at Bustanul Athfal Aisyiyah Ponorogo, the results of this study were that al-Islam and Kemuhammadiyah education was carried out through a habituation program, including: 1) reading iqra; 2) saying the promise of Bustanul Athfal; 3) singing Aisyiyah and Kemuhammadiyah songs; 4) do Duha prayer in congregation; 5) dhikr together; and 6) memorizing short letters, hadiths and daily prayers. (Fadlillah et al., 2020)

The study conducted by Nafisah Mufidah and Nurfadilah discusses the inculcation of religious values in early childhood in Arab families, the results of their research show that each parent pair has its own methods and variations in applying religious teachings to their children, namely exemplary methods, advice methods, habituation methods, and punishment methods. There are two suggestions in this study aimed at parents so that children can grow and develop optimally, first, the parenting style of fathers and mothers should be in harmony; second, parents should consistently instill Islamic values based on Islamic religious teachings. (Mufidah, 2020)

This literature study becomes a parameter in assessing the novelty aspect of this research. In general, this research complements previous research in terms of theory and research results regarding the religious attitudes of early childhood which took the research setting at TK IT Al-Washliyah Klambir Lima Kebun, Deli Serdang Regency. This study explores the religious understanding of teachers in Al-Washliyah and the attitude of religious inclusiveness of early childhood in TK IT Al-Washliyah.

### ***Method***

This type of research is qualitative with a descriptive approach. In this study, researchers collected data related to teachers' understanding of religion and the attitude of religious inclusiveness of children in TK IT Al-Washliyah Klambir Lima Kebun, Deli Serdang Regency. The research subjects consisted of primary data sources, namely school principals and teachers, while secondary data sources, namely various literature and research results related to this research, in the form of books or research articles. Apart from observation, the data collection method in this study is interview. Researchers used in-depth interviews (in-depth). This was done by researchers with the intention of freedom for researchers to interview respondents in the form of outlines of the problems to be questioned. (Sugiyono, 2017) As for the subjects of the interviews, the school principals and teachers at Al-Washliyah IT Kindergarten. After the data in this study has been collected, then all data will be analyzed using three stages, namely data reduction, data display and verification.

### ***Result and Discussion***

#### **Teacher's Religious Understanding in TK IT Al-Washliyah**

Teachers at TK IT Al-Washliyah Klambir Lima Kebun, Hamparan Perak District have a humanist and inclusive understanding of religion. This can be seen from the activities carried out intensely such as prayer activities, activities to memorize several surahs in the Al-Quran, daily worship practices. It is said to be humanist because the teacher does not focus on learning programs only on cognitive aspects, but is active in all child development activities. The happiness of children in carrying out activities is the teacher's main achievement in learning. The teacher's understanding of happiness is manifested in religious activities such as the process

of memorizing prayers, several surahs in the Koran that children do become interesting because they are packed with interesting activities. Children's interest in memorizing activities will increase cognitive development and other developments.

It is said to be inclusive because the teachers at IT Al-Washliyah Kindergarten provide open space for children to be creative. Early childhood has self-motivation that they have from birth to be able to do something. As the closest person, in this case parents, teachers and family have a central role in realizing the maximum abilities that children have.

Teachers in IT Al-Washliyah Kindergarten are open to religious activities, if there is something different, then the teacher motivates children to be more enthusiastic in carrying out religious practices that are believed to be children from their parents, as stated by the head of IT Al-Washliyah Kindergarten that Kindergarten IT Al-Washliyah never forces children to follow the religious practices that are carried out in this school. Because basically children must be invited to think openly, not to limit the way children think. Introduce something new politely and pleasantly. The teacher introduces children to the belief that the religion they embrace is the most correct in the entire universe, but in everyday life they do not show an arrogant and haughty attitude by assuming "acting right" or "wanting to win alone". This is especially in the context of fellow human relations which in Islam is known as "hablum minannas".

The teacher's inclusive understanding does not mean that all teachings from other religions are incorporated into Islamic teachings and introduced to early childhood. Basically early childhood is a child who is cute, has a good personality and is still unstable in accepting things. As revealed by (Tadjuddin, 2018) that early childhood is a golden child that requires comprehensive stimulation to guard a child's life stably. The Inclusive Understanding of IT Al-Washliyah Kindergarten teachers is carried out without removing the value of truth or the values contained in other understandings. An inclusive understanding also shows that there is no uniformity or coercion of other understandings either in terms of beliefs or ways of worshipping different people.

The inclusiveness of the teacher's understanding can be seen in the actions taken by the teacher in an effort to teach inclusiveness to children by instilling an attitude of empathy in children, having regular discussions with children regarding different things that children find in other people, discussing similarities that children find with other people, and be open to the questions that the child conveys to the teacher.

Humanist and inclusive understanding of teachers leads to actions that humanize humans in a complex way. As a teacher who is a role model for their students, if the teacher exemplifies it well, it will have an impact on the good development of students. A humanist and inclusive understanding of the teacher's religion is the essence of the understanding of Islam rahmatan lil alamin.

### Religious Attitudes of Children in IT Al-Washliyah Kindergarten

The religious attitude of children is influenced by the religious understanding held by those closest to them, including teachers. Based on the results of observations and interviews with researchers, the efforts made by teachers in developing religious attitudes in children still seem normative and routine. Although it cannot be denied that the routine activities carried out have led to the formation of children's religious attitudes. Even though it must be realized by teachers, in an effort to form spiritual intelligence from an early age, the inculcation of religious education becomes something very significant.

Religious education is the most important thing in life in the world, because it focuses on spiritual improvement, self-discipline and behavior improvement while also paying attention to the main principles of noble character and honorable examples. (Mhd. Habibu Rahman, 2020) With religious education it will support individuals with the power of faith, intellect and thoroughness, which power is able to form spiritual vitality which produces the power of reason.

In other words, with religious education, optimal spiritual intelligence will be realized which is the main goal of human life in the world.

From the results of the study, the efforts made by teachers at IT Al-Washliyah Kindergarten Klambir Lima Kebun that the efforts made by teachers in instilling an attitude of religious inclusivity in children are not giving doctrines of religious fanaticism, activities carried out lead to humanist Islam and rahmatan lil natural. Even though it is affiliated with an Islamic mass organization, Al-Washliyah values are instilled not in the realm of religious fanaticism, but rather in integrating these values with learning concepts that are presented in a fun and enjoyable way. Some of the religious activities carried out by teachers at IT Al-Washliyah Kindergarten such as memorizing short surahs in the Al-Quran with interesting rhythms.

The religious attitude of children in IT Al-Washliyah Kindergarten is inclusive. This inclusivity can be seen from the activities carried out by children in religious activities by respecting the differences in the ways of worshiping friends, helping friends who are in trouble, being friendly to friends who have different understanding from them. The inclusive attitude that children have in religion is an explanation of the child's openness to tolerance, being able to accept and interact with friends who have different understandings and cultures with these children.

### **Conclusion**

The religious understanding of teachers in TK IT Al-Washliyah Klambir Lima Kebun, Hamparan Perak District, Deli Serdang Regency is humane and inclusive. This understanding is set forth in the realization of intensive activities to introduce and instill religious values in early childhood. The process of carrying out religious activities in classrooms is carried out with pleasant habits. Al-Washliyah material is delivered to students only in the realm of introducing simple things, such as the Al-Washliyah logo, the song and the figure of its founder. Furthermore, religious activities carried out by teachers and students produce an inclusive religious attitude of students. This can be seen from the openness of children to differences in the way of religion of each friend and being supportive of similarities and being polite to the differences inherent in a community of early childhood education institutions.

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