



Analysis of the School Environment on the Formation of Religious and Moral Values of 5-6 Year Old Children

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Abstrak

Pembentukan karakter sejak dini dengan nilai-nilai agama dan moral merupakan komponen penting dalam perkembangan anak. Kondisi ini ditandai dengan banyaknya perilaku anak yang tidak sesuai dengan ajaran agama dan moral, sehingga membutuhkan perhatian khusus dari orang tua dan sekolah. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh lingkungan sekolah terhadap pembentukan prinsip-prinsip moral dan agama pada anak usia 5 sampai 6 tahun di Kabupaten Ogan Ilir, Sumatera Selatan. Penelitian survei ini menggunakan metode *purposive sampling*, yang melibatkan 47 guru dari 6 taman kanak-kanak yang dipilih berdasarkan lokasi dan karakteristik mereka dalam kaitannya dengan perolehan pembelajaran agama dan moral. Kuesioner digunakan untuk mengumpulkan data, dan statistik deskriptif digunakan untuk memeriksa empat indikator utama: ritual keagamaan, norma kesopanan, norma moral, dan strategi pendidik. Hasil penelitian menunjukkan bahwa norma moral merupakan fokus utama dalam pembangunan karakter, diikuti oleh norma kesopanan dan ritual keagamaan. Pemahaman anak-anak tentang hari raya keagamaan dan kemampuan untuk menerima kritik masih perlu ditingkatkan, meskipun strategi pembelajaran yang diterapkan sudah efektif. Studi ini menyarankan untuk menerapkan pendekatan pembelajaran yang lebih interaktif dan kolaboratif antara guru dan orang tua untuk mendukung perkembangan karakter anak.

Kata Kunci: Lingkungan sekolah, Agama, Moral, Anak usia dini, Pendidikan karakter

Abstract

Early character building of religious and moral values is an important component of their development. This condition is characterized by the fact that many children's behavior is not in line with religious and moral teachings, requiring special attention from parents and schools. The purpose of this study was to examine the school environment's influence on the formation of moral and religious principles in children aged 5 to 6 years in Ogan Ilir District, South Sumatra. This survey research employed purposive sampling, involving 47 teachers from 6 kindergartens selected based on their location and characteristics in relation to the acquisition of religious and moral learning. Questionnaires were used to collect data, and descriptive statistics were used to examine four primary indicators: religious rituals, modesty norms, moral norms, and educator strategies. The results showed that moral norms were the primary focus in character building, followed by modesty norms and religious rituals. Children's understanding of religious holidays and ability to accept criticism still need to be improved, although the learning strategies implemented are effective. This study suggests implementing a more interactive and collaborative learning approach between teachers and parents to support children's character development.

Keywords: School environment, Religious, Moral, Early childhood, Character education.

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INTRODUCTION

Early childhood is a critical period for children's growth and development. This period is commonly known as the golden age ([Rijkiyani et al., 2020](#)). During this period, children can develop their abilities and interests optimally. The closest person in the child's environment needs to make the most of this period. Moral and religious principles play a crucial role in various aspects of life, particularly in shaping individual behavior within the social environment.

The Religious and Moral Values (NAM) aspect comprises two parts: religious and moral values. Religious values encompass several important aspects, including the appreciation of divinity that connects humans to faith and worship, as well as the value of gratitude and patience that reflect human relationships with God ([Pasaribu & Fatmaira, 2023](#)). Learning social rules about appropriate behavior in interaction is part of morals. Children's moral potential develops through experience, forming an understanding of right and wrong. This moral reasoning ability is the ability to think ethically and make decisions based on existing understanding, and is key to child development ([Cahyani et al., 2024](#); [Hanafiah, 2024](#)). According to Ministerial Regulation No. 137, which discusses the requirements for children's achievement levels, especially the NAM component, children aged between 5-6 years are placed at stage 4, namely children can identify the religion they profess, worship, act respectfully, be helpful, polite, respectful, and athletic; they also keep themselves and the environment clean; they know religious holidays; and they are tolerant of other people's religions ([Menteri Pendidikan Dan Kebudayaan Republik Indonesia, 2014](#)).

According to expert research, half of a child's cognitive development is achieved by the age of four. Cognitive growth increases by 80% at the age of eight years and by 100% at the age of eighteen years ([Nazipah, 2023](#)). Instilling religious values such as honesty, trustworthiness, istiqomah, and avoiding reproach from an early age plays a vital role in a child's growth period. Children can build love for God, create a safe environment, provide affection and attention, and stimulate their cognitive abilities, which are some methods to encourage moral and religious development in children ([Anak et al., 2023](#)).

Good cognitive development can help improve religious and moral values. According to [Masykuri et al. \(2024\)](#), a positive relationship exists between religious and moral values and the improvement of cognitive abilities, such as problem-solving, critical thinking, and creativity, in early childhood. According to Jean Piaget, children's moral development progresses through several stages closely related to their cognitive development, namely the stage of premoral morality,

heteronomous morality, and autonomous morality ([Azizah et al., 2024](#)). Engaging with religious teachings can encourage children to reflect on deep questions about human nature, existence, and ethics ([Al-Asyhar, 2023](#)).

Lawrence Kohlberg (Ibdah argues that moral development follows the maturity of cognition in early childhood. Moral development is the process of developing rules for ethical behavior, as well as the way children reason. Kohlberg's Theory leads him to conclude that morally rooted stages accompany significant development. These stages are pre-convention, convention, and post-convention stages ([Asfiyah, 2023](#); [Solekah et al., 2022](#)). Kohlberg's Theory indicates that the lowest stage is the phase of moral formation in early childhood, specifically the preconventional stage ([Rohman et al., 2022](#)). The pre-conventional stage is the stage of moral development in children between the ages of 4 and 9 years (preschool to third grade in elementary school) ([Purba, 2022](#)).

Learning religious and moral values plays a crucial role in early childhood because the formation of good character from an early age will have a significant impact on the growth of their personality in the future. However, there are still many early life behaviors that do not show moral and religious virtues, such as a lack of awareness of the importance of worship, honesty, and good manners. This condition indicates the need for more intensive efforts in building moral and religious principles at a young age. This study aims to help children develop strong beliefs that can shield them from negative influences in their environment and foster good character ([Permataputri & Syamsudin, 2022](#)).

This process involves various parties, ranging from educators, learning environments, to the active role of parents ([Kholila & Khadijah, 2023](#)) reveals that various educational activities can be used to try to instill moral and religious values, such as recognizing the concept of divinity, memorizing the pillars of faith and Islam, getting used to polite behavior, and accompanying children in worship and reading. Cooperation between educators and parents, along with the use of effective teaching strategies such as storytelling with Islamic themes, has proven effective in instilling positive values in children and forming a generation with noble character and morals ([Lusianti, 2020](#); [Ruswanti et al., 2024](#)). As they get older, children will encounter more new environments, one of which is the school environment.

The school environment is a key factor in shaping a noble child's personality, encompassing both religious and moral aspects. According to ([Musaddadah & Anshori, 2024](#)), the school environment is a place that supports children's learning and development. A good quality school environment can provide positive stimulation for children, as stated by [Dalyono \(2020\)](#), who states

that children's growth and development, especially their intelligence, can be influenced by the school environment. The educational environment at school can significantly impact children's personality, growth, and development (Daryati, 2023; Donal et al., 2024). Based on these various perspectives, it can be said that the school environment plays a significant role in promoting children's growth, including the shaping of their religious and moral values.

Based on information released in 2019 by the Indonesian Child Protection Commission (KPAI), there were 1,251 cases of Indonesian children involved in legal problems, including 344 drug-related cases (Monica & Sipayung, 2024). The school environment faces fading problems in the character of students, such as a lack of mutual respect and care (Jannah, 2023). For this reason, it is necessary to pay attention to the factors that can foster children's interest in learning NAM. According to (Apriani et al., 2021; Naila H et al., 2024), related factors that support children's moral and religious education at school include, first, a comprehensive school curriculum that integrates good religious material and deepens students' understanding. Second, teachers and staff can be models or role models in genuinely instilling religious and moral values. Third, there is social interaction between students (both from fellow and different faiths) through discussions and sharing of experiences to broaden their religious and moral insights. Moreover, finally, adequate religious support facilities, such as prayer rooms or religious libraries, demonstrate the school's commitment to enriching students' experiences and deepening their moral and religious understanding.

Instilling religious and moral learning in children has been successfully done through early childhood-specific methods. By paying attention to the characteristics and needs of children, teaching becomes more effective and readily accepted. The storytelling method supported by visual media, such as picture books and dolls, has proven effective in delivering moral learning to early childhood (Daryati, 2023; Nersa, 2024). The habituation of positive behaviors, such as praying, greeting, and queuing in an orderly manner, has a significant impact on how young children develop their morality and character (Nurma & Purnama, 2022). The integration of moral and religious principles into teaching and learning activities also helps children understand and apply them to various situations (Herlina & Harahap, 2024).

Educating children about morals and religion is the responsibility of educators at school. This can be achieved by habituating positive behaviors, such as singing religious songs and praying, as well as engaging in other enjoyable activities (Juhriati & Rahmi, 2022). Morals are embraced as guidelines for right and wrong that influence a person's behavior and character, which are built

through various activities. Educators also play a role in meeting children's needs to support the development of moral education ([Anggraini et al., 2021](#)).

Based on the results of previous research by [Ariani & Oktariana \(2021\)](#), which examined "Analysis of the cultivation of religious moral values in children aged 5-6 years at Cut Mutia Banda Kindergarten," it is evident that instilling religious values is necessary to prepare them to face life's challenges more maturely. Children need to develop aspects of moral and religious development. There are also findings from a study by Sa'adah, looking at "The impact of the environment on the development of religious and moral values of early childhood," which confirms that early childhood is a period of imitation or imitation and children's living conditions affect their moral and religious judgments, so children will imitate the living environment and also whatever the community does.

Previous studies have demonstrated a positive correlation between a positive school environment and children's moral and religious development; however, further research is needed. The purpose of this study is to analyze further how schools can influence the formation of religious and moral values in five- to six-year-old children in Ogan Ilir District, South Sumatra, with a focus on religious rituals, modesty norms, and decency norms. This research will examine various aspects of the educational environment that influence how children develop their morals and values. It is hoped that this research will help children between the ages of five and six develop and nurture their moral and religious values.

METODHOLOGY

Type of Research

This study uses a survey research method with a quantitative approach. A quantitative approach was chosen to analyze the influence of the school environment on the formation of religious and moral values in early childhood, particularly among children aged 5-6 years. Surveys are used to systematically, factually, and accurately evaluate facts in a population ([Afif et al., 2023](#)).

Time and Place of Research

This research was conducted in the Ogan Ilir district, South Sumatra, from March 2025.

Research Objectives

The study population was kindergarten teachers in the Ogan Ilir district, South Sumatra, with a sample of 6 kindergartens. Please refer to the following table for additional information.

Table 1. Research Sample

No.	Name of Kindergarten/Early Childhood	Number of Respondents
1.	KB Hubullah Indralaya	1
2.	Qur'an Ummah Indralaya Islamic Kindergarten	4
3.	Pertiwi Indralaya Kinderganten	6
4.	TK IT Tunas Insan Cendekia Indralaya	6
5.	Bani Ali Islamic Kinderganten Indralaya Utara	3
6.	Al-Ittifaqiah Indralaya Islamic Kinderganten	27
Total		47 Respondents

The sampling technique used in this study was purposive sampling, a sample selection technique that focuses on specific considerations or objectives. In this study, researchers selected six kindergartens in the Ogan Ilir area as samples based on specific criteria. The selection criteria include: (1) Kindergarten location that is easily accessible by researchers; (2) Kindergarten that has a structured learning program related to religion and morals; (3) Sufficient number of educators at the kindergarten to become respondents; (4) Willingness of principals and teachers to participate in research. By using purposive sampling, the researcher aims to obtain samples that are most relevant to the research objectives. By using purposive sampling, the researcher aims to obtain samples that are most relevant to the research objectives, specifically analyzing the school environment's impact on the formation of religious and moral values in children aged 5-6 years.

Data Collection Techniques and Instrument Development Instrumen

This study used a survey as its data collection technique, which included a questionnaire (Syahrizal & Jailani, 2023). The purpose of this questionnaire was to measure the factors under study, specifically the impact of the educational environment on the development of moral and religious principles in children. Statements about children's understanding and teachers' approaches to religious and moral values, as well as actions demonstrating these values, were included in the questionnaire.

This questionnaire has been tested for validity and reliability using SPSS for Windows with Cronbach's alpha formula. The validity test assesses how well the questionnaire measures what it is intended to measure, with a validity value of 0.288 for N = 47. The reliability test demonstrates the questionnaire's reliability and consistency in producing findings, with a reliability value of 0.997.

Data Analysis Technique

This study used data analysis techniques related to the research problem and objective, which was to examine how the school environment affects the development of moral and religious values

in children in the Ogan Ilir region aged between 5 and 6 years. The researchers used a descriptive statistical analytic approach to examine the information collected from the questionnaires.

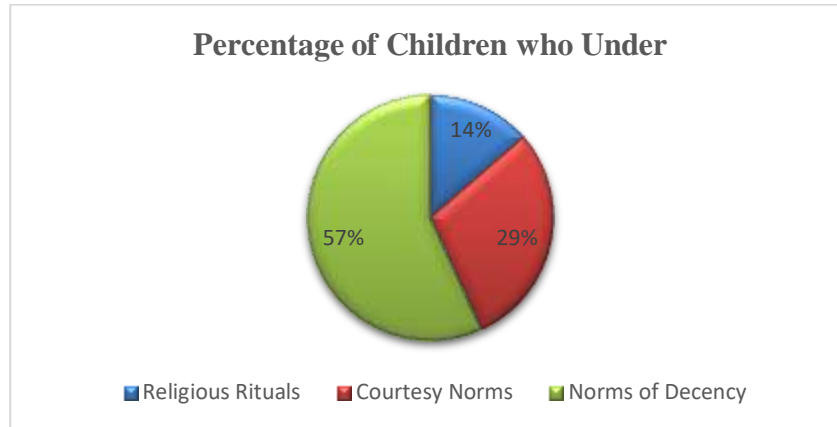
Descriptive statistical analysis was used to show the data obtained from the questionnaire addressed to 47 teachers from 6 kindergartens in the Ogan Ilir region of South Sumatra. Tables and charts were used to display data showing percentages and averages. This data analysis focused on the following four key indicators:

1. Religious Rituals: This indicator assesses children's understanding of religious rituals, encompassing knowledge of prayer, fasting, reciting the Quran, and an understanding of religious holidays. The questionnaire's questions focus on how often children participate in these religious activities, as well as how much they understand their meaning and purpose.
2. Decency Norms: This indicator measures the application of politeness norms in the child's daily life, including polite behavior, respecting parents and teachers, and dressing neatly. The questionnaire will ask how often the child exhibits these behaviors.
3. Decency Norms: This indicator measures children's application of moral norms, including honesty, responsibility, and tolerance. The questionnaire will ask how often children show honest behavior, take responsibility for their actions, and show tolerance towards friends who have different opinions.
4. Educator Strategies: This indicator measures the strategies educators employ in teaching moral and religious principles, including effective communication, positive reinforcement, and constructive feedback. The questionnaire will ask about the frequency and types of strategies used by educators.

RESULTS AND DISCUSSION

RESULTS

The results of this study are presented based on the analysis of questionnaire data completed by kindergarten teachers in the Ogan Ilir district. The data analysis focused on four primary indicators: religious rituals, norms of decency, norms of morality, and educators' strategies for instilling these values. Based on the data analysis, several important results were obtained, which are presented in Figure 1 below.



Graph 1. Percentage Per Indicator

Graph 1 shows that the decency norm category has the highest percentage compared to religious rituals and modesty norms. Based on these percentages, it can be concluded that, compared to the other two categories, moral values receive more attention in children's character development in Indralaya kindergartens. The data also show that fundamental moral values, such as integrity, accountability, and tolerance, are considered very important for developing children's character. The awareness of the closest people, fathers, mothers, and teachers, regarding the importance of moral learning in shaping children's noble character is evident. The emphasis on moral norms also reflects a conscious effort by educators to instill ethical behavior as a component of character education from an early age.

1. Religious Rituals

The following table shows the percentage of children in Indralaya kindergarten who understand the values of religious rituals.

Table 2. Religious Rituals

No.	Statement	Percentage of Children who Understand
1.	Understanding of religious values	71 %
2.	Understanding of Islamic holidays	60 %
3.	Enthusiasm in religious activities	80 %

The findings indicate that children grasp the underlying principles conveyed in the stories of the prophets, with 71.43% of respondents reporting an understanding of these values. This suggests that educators are effective in instilling moral principles in children using the Prophet's stories. Although most teachers have taught the meaning of Islamic holidays, children's

understanding of these holidays still needs improvement. In addition, children showed high enthusiasm for religious activities, indicating that they are interested and engaged in these activities.

2. Courtesy Norms

The following table shows the percentage of children who apply the norm of courtesy in daily life.

Table 3. Courtesy Norms

No.	Statement	Percentage of Children who Understand
1.	Behave with courtesy	89%
2.	Respect for parents	80%
3.	Dress Neatly	89 %
4.	Implementing praiseworthy behavior	71 %
5.	Accept criticism and suggestions	66 %

The results show that the children have effectively implemented the norms of modesty, particularly in terms of dressing neatly and behaving politely. They also show respect for elders, with 80% of respondents stating that teachers have taught the importance of respecting elders. The children have also implemented the praiseworthy behaviors taught by the teachers. However, the ability to accept criticism and suggestions still needs improvement.

3. Norms of Decency

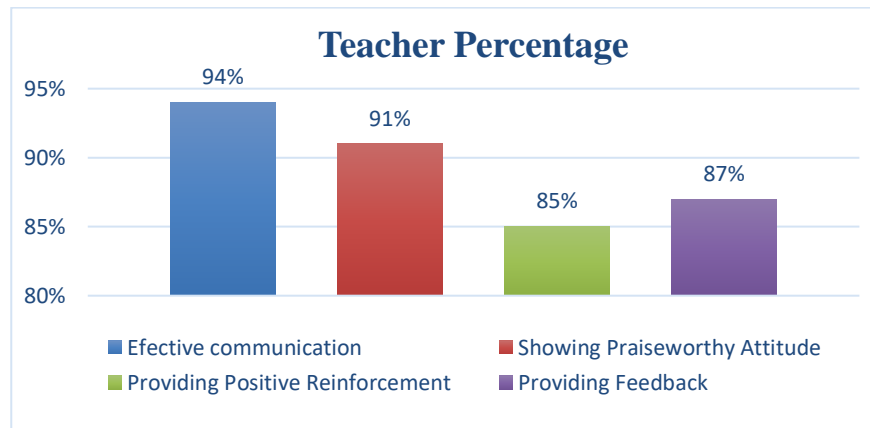
The following table shows the percentage of children who apply moral norms in their daily lives.

Table 4. Norms of Decency

No.	Statement	Percentage of Children who Understand
1.	Be a good role model	89 %
2.	Demonstrate empathy	80%
3.	Demonstrate an attitude of tolerance	80 %
4.	Practicing honesty	83 %
5.	Rejecting the wrong thing	74 %

Children generally showed good attitudes in terms of morality, including gratitude, apologizing, showing good manners, and rejecting wrong things. They showed gratitude by answering "Yes" to the statement "Children thank you when given something," with a percentage reaching 91.43%. They also showed a sense of responsibility by apologizing and showing courtesy by saying "please" and offering help. However, children often struggle to admit mistakes because their ego is still very high.

Furthermore, to see the percentage of teachers' ability to apply learning strategies in Indralaya Kindergarten, it will be presented in Graph 2.



Graph 2. Educator Strategy

Graph 2 shows that overall, teachers have implemented effective strategies in educating children. They demonstrate a good attitude, communicate effectively, and offer positive reinforcement and constructive feedback. Teachers generally use polite and respectful language, value children's opinions, and demonstrate fairness and non-discrimination in their interactions with students. They also demonstrate commendable attitudes, including patience, apologizing, and modeling good behavior. Teachers have implemented positive reinforcement strategies and provide constructive feedback to children quite well. The results show that educators in Indralaya kindergartens have generally implemented strategies that align with the principles of appropriate and child-centered education.

DISCUSSION

The results of research on the formation of children's moral, religious character in several kindergartens in Ogan Ilir district show that the aspect of moral norms has a higher percentage than the norms of decency and religious rituals. This reflects that educators emphasize the development of virtues such as integrity, accountability, and tolerance. This finding aligns with research by (Supiyardi et al., 2024), which emphasizes the importance of early moral and social-emotional development in establishing a strong personality foundation. It will be easier for children to adjust to their social environment, control their emotions, and form healthy relationships if they have strong socio-emotional abilities (Herdiyana et al., 2023). According to Lawrence Kohlberg, children's moral development aligns with their cognitive development (Ibda, 2023). Children's moral development should encompass a range of aspects, not just moral norms.

According to Piaget ([Fauzi & Hasanah, 2024](#)), children's ability to understand and integrate moral norms is influenced by cognitive development and other factors. Children's understanding of religious values is relatively high; however, differences in general and specific understanding of Islamic holidays indicate a need for renewal of learning strategies. A more interactive and meaningful approach is needed in the cultivation of religious values, enabling children to apply these ideas in their daily lives while also understanding them ([Munawaroh et al., 2023](#); [Muryati et al., 2025](#)). Children's enthusiasm for religious activities shows potential that needs to be developed through contexts more relevant to their lives ([Cahyani et al., 2024](#); [Sriyulianti et al., 2021](#)). This approach can enhance their understanding of religious values ([Fatihah et al., 2024](#)).

In terms of politeness norms, children have demonstrated good mastery, as evidenced by their behavior and attire. However, there are still areas that need improvement, especially in the ability to accept criticism, which highlights the need to develop critical thinking skills and mental resilience. According to research by [Kusuma et al. \(2024\)](#), children's problem-solving ability depends on their ability to think critically. The ability of some children to reject bad things indicates that they are beginning to understand the distinction between good and bad actions. Decency norms are rules that arise from conscience, helping children distinguish between these things ([Riyani, 2020](#)). Many children have demonstrated good attitudes by adhering to norms of decency and have begun to incorporate these behaviors into their everyday lives. This supports the idea ([Elkasysyaf & Hartati, 2021](#)) that decency is a universal value inherent in human nature, which means it can be applied anywhere and at any time.

At Indralaya Kindergarten, educators consistently employ effective learning strategies, including effective communication, positive reinforcement, and constructive feedback. Research on project-based learning, as demonstrated by [Amelia & Aisya \(2021\)](#), suggests that this approach enhances children's ability to think critically, imaginatively, and cooperatively ([Hija et al., 2024](#)). Teachers play a crucial role in education, and their success depends on their mastery of the material, the selection of appropriate approaches and strategies, and the support of adequate resources. In addition, teachers must be committed to instilling good moral values and can improve bad morals. Ethics and manners cannot be taught solely through memorization or written tests, but also by observing how students behave in the classroom regularly. Therefore, it is crucial to create a nurturing atmosphere that encourages children to behave commendably ([Alhadad et al., 2021](#)).

Indirect educational strategies, including rewards, punishments, monitoring, and prohibitions, as well as direct educational strategies, including instruction, modeling, and encouragement, are necessary to improve children's morals. These approaches should include structured ideas, planning, and implementation of activities. Teachers also need to have the right approach to ensure that the learning process runs smoothly. An in-depth understanding of the classroom situation and the use of techniques consistent with learner characteristics are also needed (T. Amelia et al., 2022; Karim et al., 2022).

Research from 2023 suggested that teachers should be consistent in applying rules to shape discipline in students by setting a good example to overcome the challenges. suggested two main strategies: habituation and reward. Habituation is achieved by motivating, guiding, and instilling the value of discipline in children, while rewards can take the form of stickers, praise, and fun activities that make children feel valued. Both strategies are expected to shape early childhood development by instilling good habits in the school environment.

CONCLUSION

Character development in early childhood by instilling values of decency, morality, and religious norms in the school environment. Children's character can be developed from an early age through a consistent and integrated approach between the role of the teacher, teaching strategies, and parental support at home, through habituation activities, instilling moral values, and role models, children begin to understand and apply behaviour that is in accordance with applicable social standards, using teaching strategies tailored to the child's developmental stage, teachers play an important role in shaping children's character as educators, mentors, and role models.

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