

Implementation of Multicultural-Based Education Towards the Installation Of Moral Values in Early Children in Group B Bomba Kindergarten Kindergarten

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Abstract

The problem in this research is the cultivation of moral values in children who have not developed well. This research aims to find out the development of children's moral values using multicultural-based Islamic religious education. This research method is qualitative with a descriptive research type. The subjects of the research are children of group B of TK Melati Desa Bomba, a total of 15 children consisting of 6 boys and 9 girls. Data collection techniques are carried out through observations, interviews and documentation. Data management is done with presentation techniques. Based on the average result of the recapitalization of the percentage from the first week to the third week on the aspect of helping each other, the highest percentage is found in the 2 star score of (35.33%), while the lowest percentage is found in the 4 star score of (17.76%). In terms of tolerance, the highest percentage is found in a 2 star score of (31.11%), while the lowest percentage is

found in a 4 star score of (15.57%). In the aspect of mutual respect, the highest percentage is found in a 2 star score of (39.99%), while the lowest percentage is found in a 1 star score of (13.33%). The conclusion from the recapitulation results for 3 weeks, the average percentage of the first and second week on the score of 3 and 4 stars increased with a value of (22.21%), while the average percentage of the second and third week on the score of 3 and 4 stars increased with the value of (28.89%).

Keywords: Early Childhood, Moral, Multicultural, Education. Scoring.

INTRODUCTION

Early childhood is an important and fundamental early period in the process of growth and development of human life because all children's potential develops very quickly at that age. In addition, early childhood education should take an important role in instilling moral values as a good future for children. This period is often referred to as the golden age. At this time, children have excellent learning abilities because the child's brain develops rapidly. Early childhood is an individual who is experiencing a very rapid growth and development process that can even be said to be a leap of growth. Therefore, early childhood education must be optimized through appropriate parenting and education.

Islamic religious education applied in early childhood educational institutions must have a playful and fun nuance with Islamic education material, aqidah, and morals for children. The type of material is in the form of faith education, which includes BTA learning (reading and writing the Koran), getting to know religious teachings, the Prophet of Allah and his characteristics, as well as moral education, which includes the habit of telling the truth, respecting parents, good behavior and instilling a spirit of sympathy and empathy for children (Erni Munastiwi, et al, 2021: 53).

Islamic Education The first teaching in Islam is when Jibril came to meet the Prophet Muhammad. which is in the Cave of Hira. In his teaching Gabriel asked the Prophet. read and follow what is read to him. Surah al-Alaq verses 1 to 5 is proof that the emergence of Islam is marked by teaching and education as the main foundation after faith, Islam and ihsan. That is contained in the meaning of the verse of the Koran: "Read in (mentioning) the name of your Lord who created. He has created man from a clot of blood. Read, and your Lord is Most Gracious. Who teaches (humans) by means of the word. He teaches people what they do not know." (Mahmudi, 91: 2019).

Education should be able to produce generations of morals and strong characters because humans can actually be educated. Humans are

animal educandum. That is, humans are animals that must and can be educated (Asti Inawati, 2017: 52). Instilling moral and ethical values in Kindergarten children can be directed at recognizing the child's personal life in relation to other people. For example, introducing and appreciating differences in the environment where children live, introducing gender roles to other people, and instilling children's awareness of their rights and responsibilities (Rizki Ananda, 2017: 22).

Based on research by Erni Munatiwi, et al (2021) (Journal of Islamic Education) with the title "The impact of Islamic religious education on the development of religious and moral values in early childhood during the Covid-19 pandemic in Indonesia and Malaysia". When the world is busy with the outbreak of the COVID-19 virus. This study aims to determine the effect of Islamic religious education on the religious and moral values of early childhood during the COVID-19 pandemic. This research contributes to an in-depth understanding that Islamic religious education influences the development of religious and moral values in early childhood even in the Covid-19 pandemic situation, and the role of parents is a good role model for children to apply religious and moral values through Islamic religious education.

Nur Faiqoh (2015) (Jurnal of Unnes.ac.id). with the title "Implementation of multicultural-based education as an effort to strengthen the character values of honesty, tolerance, and love of peace in early childhood at kiddy care, Tegal City" the problem in this study is the development of children's character values that have not developed as expected. This study uses a class action method. The results of the study after the action concluded that there was an increase in character values in children at Kiddy Care, Tegal City.

According to Kaspullah, et al (2020: 59) The concept of multiculturalism reviews various issues that support ideology, politics, democracy, justice, law enforcement, employment and business opportunities, human rights, community cultural rights and minority groups, ethical and moral principles, level and quality of productivity as well as various other concepts that more relevant.

Based on the description above, some of the efforts made in instilling moral values in early childhood are by using multicultural-based Islamic religious education. Culture or culture in its development is interpreted as an understanding in a group of people that influences the way of thinking, feeling, believing, and acting. Culture is not only related to a person's lifestyle which is determined by his ethnicity, race or religion, but also his lifestyle. An example is people who, even though they live in the same area, have opposite economic backgrounds, so they will have ways and act that are very much different. Multiculturalism means a variety of cultures.

METHOD

Data analysis techniques use percentage and descriptive techniques to obtain qualitative data through an assessment rubric. If it has developed beyond the teacher's expectations, a 4 star score is given. If it has reached the expected development, a 3 star score is given. Meanwhile, children who are still in the process of developing are given a 2 star score and children who have not met the teacher's expectations are given a 1 star score. (Ministry of National Education, 2010:11).

The research subjects were group B children of Melati Kindergarten in Bomba Village, a total of 15 children consisting of 6 boys and 9 girls. Data collection techniques are carried out through observation, interviews, and documentation. The analysis technique used in this study is a descriptive analysis technique which includes data distribution, amount of data and percentage (%) with the formula used by Sujiono (2012: 43) as follows:

$$P = \frac{f}{N} \times 100\%$$

Information

P = Percentage Number

f = Frequency of Observation Results

N = Number of Overall Frequency

The sources of data collected in this study were primary data, namely data obtained through direct observation of the subjects studied in group B, Melati Kindergarten, Bomba Village, and also secondary data, namely data obtained from the reading library, books on Islamic religious education and multiculturalism. , a journal about inculcating children's moral values.

RESULTS AND DISCUSSION

In implementing multicultural-based Islamic religious education for instilling children's moral values, there are three aspects that are the main concern of researchers, namely: 1) mutual help, 2) tolerance. 3) mutual respect. The researcher will present the results of data recapitulation regarding the implementation of multicultural-based Islamic religious education on instilling moral values in early childhood as follows:

a. Data Analysis and Description of Instilling Children's Moral Values

Table 1 Results of the Recapitulation of Instilling the First Week of Children's Moral Values

Category	Cultivating Moral Values						Average (%)
	Mutual help		Tolerance		Mutual respect		
	F	%	F	%	F	%	
BSB	1	6.67	0	0	1	6,67	4.46
BSH	1	6,67	2	13,33	3	20	13,33
MB	7	46,66	6	40	7	46.66	44,44
BB	6	40	7	46,66	4	26,67	37,77

Data source: Group B of Melati Kindergarten, Bomba Village

Based on table 1 above the results of the first week recapitulation, it can be concluded that the highest average is in the Beginning to Develop (MB) category (44.44%), then in the Undeveloped category (BB) (37.77%). the Developing According to Expectations (BSH) category (13.33%) and the lowest average is in the Very Good Developing (BSB) category (4.46%).

If displayed in the form of an image, it can be seen in the histogram below as follows:

Figure 1 Histogram of Instilling Moral Values in First Week Children

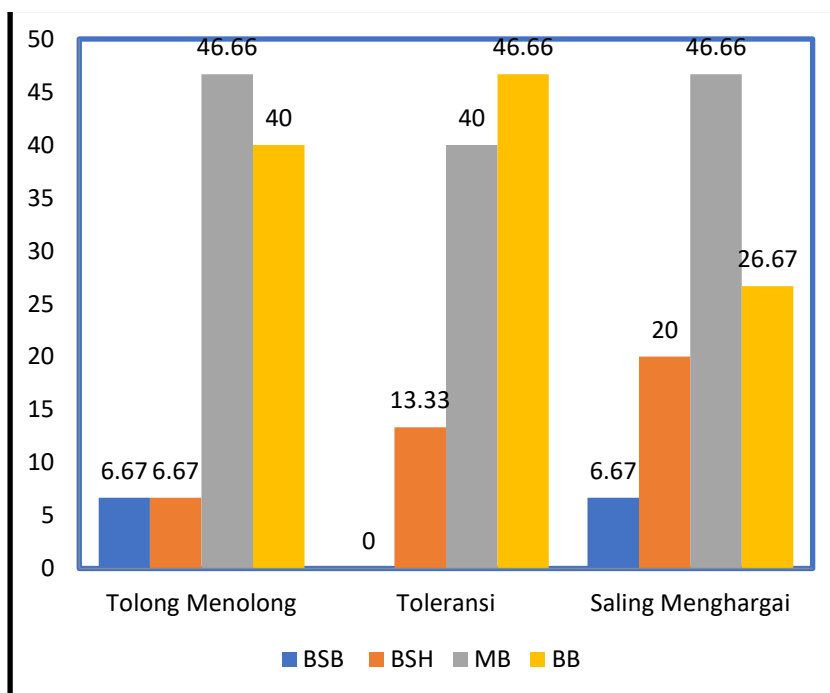


Table 2 Results of the recapitulation of instilling children's moral values in the second week

Category	Cultivating Moral Values						Average (%)
	Mutual help		Tolerance		Mutual respect		
	F	%	F	%	F	%	
BSB	2	13,33	3	20	4	26,67	20
BSH	3	20	3	20	3	20	20
MB	6	40	5	33,33	6	40	37,77
BB	4	26,67	4	26,67	2	13,33	22.23

Data source: Group B of Melati Kindergarten, Bomba Village

Based on table 2 above the recapitulation results of the second week, it can be concluded that the highest average is in the Starting to Develop (MB) category (37.77%), then in the Not Yet Developed (BB) category (22.23%) and in the Developing category As Expected (BSH) and Very Well Developed (BSB) (20%). If displayed in the form of an image, it can be seen in the histogram below as follows:

Figure 2 Histogram of Instilling Moral Values in Week Two Children

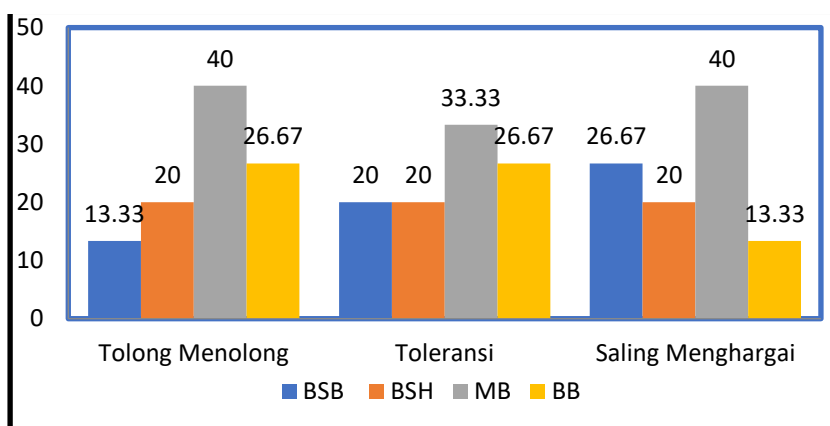


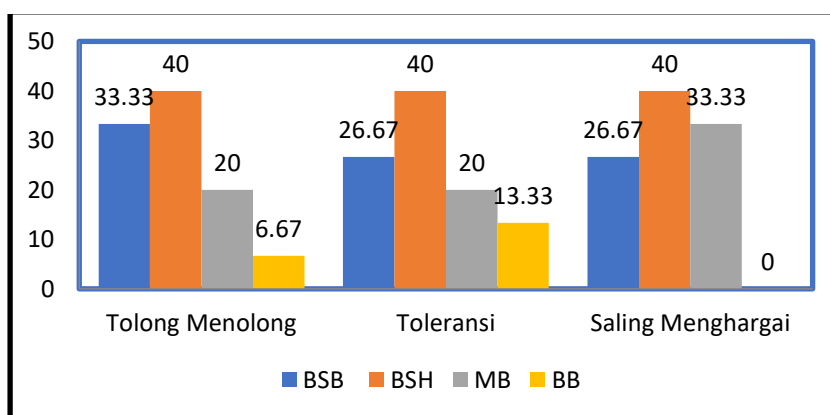
Table 3 Results of the Recapitulation of the Third Week of Instilling Children's Moral Values

Category	Cultivating Moral Values						Average (%)
	Mutual help		Tolerance		Mutual respect		
	F	%	F	%	F	%	
BSB	5	33,33	4	26,67	4	26,67	28.89
BSH	6	40	6	40	6	40	40
MB	3	20	3	20	5	33,33	24,44
BB	1	6,67	2	13,33	0	0	6,67

Data source: Group B of Melati Kindergarten, Bomba Village

Based on table 3 above the recapitulation results of the third week, it can be concluded that the highest average is in the Developing According to Expectations (BSH) category (40%), then in the Very Well Developing (BSB) category (28.89%), in the Beginning category Developing (MB) (24.44%), and experiencing an average decrease in the category Not Developed (BB) (6.67%). If displayed in the form of an image, it can be seen in the histogram below as follows:

Figure 3 Histogram of Instilling Moral Values in Third Week Children



b. Interview Result Data

The initial activity carried out by the researcher was an interview with the principal or teacher at the Melati Kindergarten in Bomba Village. The data obtained from the interviews showed that the development of children's moral values in group B of Melati Kindergarten in Bomba Village was different, some were in the category of very good development, developing as expected, starting to develop and not yet developing. Based on the results of interviews with the homeroom teacher for group B, namely Ms. NN, it can be described as follows: The development of children's moral values in group B is different, most children have not developed as expected. This can be seen that there are still many children who do not help their friends, ridicule each other about their physique and skin color, children are picky in making friends, do not respect the teacher who speaks in front of the class, do not want to share food with their friends,

The development of children's moral values is influenced by several factors, namely, home environment factors, family, friends, and the way educators or parents care for children. As we know, children love to imitate what they see and hear, so what children often see and hear is what children will do and say. So we as teachers or parents must provide an example of good behavior for children, so that children will emulate this behavior. Multicultural-based Islamic religious education is appropriate learning carried out in group B of Melati Kindergarten,

Bomba Village, the teacher can demonstrate characteristics according to Islam and how diversity around children. The homeroom teacher for group B said that after being given treatment, many children had developed according to the expectations of the teachers. This can be seen when children follow the learning process no one comes in and out of class anymore, children always share with their friends, clean up toys and stationery, listen to the teacher who is in front of the class, children do not mock each other with their friends. This shows that the development of the moral values of children in group B has been well formed.

Education is a coaching effort to develop the potential of students so that they are well-directed. Early Childhood Education (PAUD) is an educational institution organized for children aged 0-6 years as a prerequisite for basic education. In law no. 20 of 2003. Early Childhood Education is "A coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education." Early Childhood Education according to Suyadi (2017: 22) says that: "Early Childhood Education (PAUD) is essentially education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of a child's personality. Early childhood education includes various programs that improve children's intellectual, social, emotional, language and physical development. Thus, early childhood education is a means to explore and develop various potentials of children so that they can develop optimally (Bredenkamp and Copple in Suyadi and Maulidya 2013:18).

As we know, there is a lot of news about children or teenagers bullying and committing violence. According to TribunPalu.com, bullying and violence occurred between teenagers at the Pantoloan Playover in Palu on Monday, April 4, 2022. Bullying and violence this happened because there were several young women who crossed the playover screaming, then another group of teenagers felt offended and felt not appreciated and then they immediately chased the 3 young women and one of the groups of teenagers who felt this was not appreciated had the initials DT immediately scolded the 3 teenagers who screamed and immediately beat one of them, and also pulled the hijab of the young woman. and this case was immediately handled by the East Palu Police Chief Iptu Muh Fadly. Seeing this incident, it can be concluded that the lack of instilling moral values in terms of education, family and also the social environment which results in bullying of others.

Education is an institution that is organized deliberately and is used to be able to provide inheritance and development of knowledge, as well as abilities to the older successors to the younger ones, which is

referred to as the next generation. Islamic religious education consists of three words, namely: Education, Religion and Islam. Etymologically. Education means knowledge or knowledge about educating, Religion means all belief in God with the teachings of worship and obligations associated with that belief, Islam means the religion taught by the Prophet Muhammad SAW. Thus Islamic Religious Education means knowledge given deliberately by adults to children in terms of physical and spiritual growth regarding the beliefs taught by the Prophet Muhammad SAW” (Imam Tabroni & Sania Rahmania, 2022: 35). Islamic religious education itself also has a method. The method of Islamic religious education should be in accordance with the values and teachings of Islamic religious education which are sourced from the Al-Quran and the hadith of the Prophet Muhammad. The exemplary method is the main key in Islamic religious education, because it is a good value and cannot be understood by students if students only listen and see it. Students also need good exemplary examples, so that indirectly students will get used to living according to the teachings of Islamic education as exemplified by their educators, both parents and teachers (Ade Imelda Frimayanti, 2017: 241). Islamic religious education in the family in early childhood has the main goal of forming morals, character, and practice religious values in everyday life both in the community, family, school. Materials taught to children, such as knowing God, learning to recite, pray, be pious and always pray for both parents, study hard and do good to siblings (Ida Windi Wahyuni & Abd. Madjid, 2022: 4474).

Education cannot be separated from the role of parenting, which has laid the foundation for their children. Moreover, it can be understood that the culture in our society still adheres to monolithic views so that parents teach their children to act according to the culture they receive as a form of cultural individual consequences in the midst of society. In that dressing, they must then be able to adjust and think as the work can be accepted without going against the culture of the local community (Junanto & Fajrin 2020: 29). According to Keengwe in (Sylvia Buchori & Toni Dobinson 2013:43) Multiculturalism is a progressive approach to education based on the principles of social justice, educational equity and a critical pedagogy involving issues of inclusive curricula and teaching styles that are criticized at the macro level which aims to change the wider society by providing children with an educational experience socially and culturally relevant.

Multiculturalism is a process of instilling values and morals that aims to form an attitude of mutual respect and help. Children need to be given educational guidance that respects each other from adults such as family and also educators, so that children can understand and know about tolerance. (Gia Nikawati 2016: 230). Multiculturalism emphasizes the development of greater self-understanding (Sahal et

al., 2018: 117) and according to Ahmad Syukri Sitorus in (Ulfa, 2018: 91). Multiculturalism should not be interpreted in a narrow sense, multiculturalism is not only related to the diversity of religions, ethnicities or races, but also related to the diversity of social status, the diversity of social stratification, or the diversity of social differentiation. According to (Jamiatul et al., 2020) suggests that "A person's moral behavior can be judged to have moral value if the behavior is carried out consciously and of one's own free will and comes from moral reasoning originating from oneself". Implementation of the 2013 curriculum has led to a direction that places more emphasis on achieving students' religious and social competence, especially at the kindergarten level. However, the development of this aspect is still trying to find forms and is not necessarily in accordance with the stage of child development. Students are shown by asking questions to understand about God Almighty. They believe in God through anthropomorphic personification and superficially express the spirituality of a religious act. According to the level of cognitive abilities of children,

ANALYSIS

1. Aspects of Please Help

In everyday life we are obliged to instill what is called an attitude of helping each other in positive terms and not violating existing rules or norms. It should be known that the attitude of helping one another is very good and noble, it is highly recommended by religion to live helping one another.

Figure 1. Aspects of Please Help



Source: Bomba Village Melati Kindergarten

Based on the results of the study which showed that in the recapitulation tables 1-3 in the aspect of helping with research subjects, namely children in group B, where in the first week the 4 star score was (6.67%), the 3 star score was (6, 67%), 2 star score (46.66%), 1 star score (40%). In the second week there were (13.33%) those who entered the 4-star score, 3-star score (20%), 2-star score (40%), 1-star

score (26.67%). In the third week there was (33.33%) a 4 star score, a 3 star score of (40%), a 2 star score of (20%), a 1 star score of (6.67%).

The development of moral values in children is also seen through the behavior of children in the surrounding environment both at school and outside of school. This relates to how a teacher teaches how to live together to help children. Early childhood learn through their observations of an activity carried out by their parents and adults around their environment (Nurhayati & Melisa Gasi 2020). Developing an attitude of mutual help to children from the start brings understanding to respect each other, not to feel arrogant, arrogant. Through an attitude of mutual help, children have a caring attitude, love each other, be responsive to the difficulties faced by friends. For early childhood the attitude of helping through learning themes, namely when sharing food, using game tools, as well as in other activities (Herlina Taib 2012: 4).

According to Indah Sri Anggita (2021: 113) mutual assistance is a social action that is often found in the surrounding community, both when we work, in society and in other activities. According to Nurhayati (2019) good moral values are very necessary in order to carry out life in the future. Through good moral values a child will be able to be polite, help each other, respect older people, obey orders, be patient, honest.

Based on the results of the research above, it shows that the inculcation of children's moral values in the aspect of helping to help begins to develop well. This statement is supported by the results of the recapitulation of the first week to the third week of the aspect of helping where the highest percentage is found in the 2 star score. The conclusion from the explanation above is that multicultural-based Islamic religious education has an influence on the inculcation of children's moral values, seen in the aspect of helping which is starting to develop after being given treatment in the form of learning Islamic religious education in group B of Melati Kindergarten, Bomba Village.

2. Tolerance Aspect

Tolerance is very important as a unifying tool for the nation. Optimally developing children's potential so that basic behaviors and abilities are formed according to their development must be carried out from early childhood, especially in the development of tolerance.

Figure 2. Tolerance Aspect



Source: Bomba Village Melati Kindergarten

Based on the results of the study which showed that in the recapitulation tables 1-3 in the aspect of tolerance with research subjects namely children in group B, where in the first week the 4 star score was (0%), the 3 star score was (13.33%) , a 2 star score is (40%), a 1 star score is (46.66%). In the second week there were (20%) those who entered the 4-star score, 3-star score (20%), 2-star score (33.33%), 1-star score (26.67%). In the third week there was (26.67%) a 4 star score, a 3 star score of (40%), a 2 star score of (20%), a 1 star score of (13.33%).

In Arabic, tolerance is *as-samahah*, namely the concept of describing mutual respect, mutual cooperation between groups of people who differ in language, culture, politics, ethnicity, even religion. Therefore, tolerance is a noble and noble concept which is a full part of the teachings of existing religions. Islam has a clear concept of tolerance. "There is no compulsion in religion", "For you your religion, and for me mine". Besides this verse, there are other verses in the Koran and hadith about tolerance and its practice in Islamic history. Thus tolerance in Islam is not a new thing (Asrun Anan 2020: 15-16). Tolerance is harmony in difference. Thus tolerance is the willingness of an individual and society to live within predetermined rules which are the meaning of democracy (Sahal et al in DL Pitaloka, 2021: 1698). Tolerance at the early childhood level can be explained as the attitude and behavior of children who accept friends' religious differences, don't laugh when friends carry out their worship procedures both orally and in action, and like to play with all friends without discriminating between friends (Jumiatmoko, 2018: 49).

In an effort to implement this good behavior, effective ways or education from parents and teachers in schools are needed. Factors in the school environment and family environment will greatly influence a child's personality. So it is important to instill good attitudes in life to a child from an early age so that they can be well instilled until they grow up (Ida Kurniasih & Jenal Abidin 2018: 14).

Based on the results of the research above, it shows that the inculcation of children's moral values in the aspect of tolerance begins to develop properly. This statement is supported from the results of the recapitulation of the first week to the third week of the tolerance aspect where the highest percentage is found in the 2 star score. The conclusion from the explanation above is that multicultural-based Islamic religious education has an influence on the inculcation of children's moral values, seen in the aspect of tolerance that begins to develop after given treatment in the form of learning Islamic religious education in group B TK Melati Bomba Village.

3. Mutual Respect Aspect

Instilling moral values in children from an early age is a must so that children are ready to enter the next level so that children also have a good attitude when they are in the school, family and community environment.

Figure 3. Mutual Respect Aspect



Source: Bomba Village Melati Kindergarten

Based on the results of the study which show that in the percentage table 1-3 in the aspect of tolerance with research subjects namely children who are in group B, where in the first week the 4 star score is (6.67%), the 3 star score is (20%) , a 2 star score is (46.66%), a 1 star score is (26.67%). In the second week there were (26.67%) those who entered the 4-star score, 3-star score (20%), 2-star score (40%), 1-star score (13.33%). In the third week there was (26.67%) a 4 star score, a 3 star score of (40%), a 2 star score of (33.33%), a 1 star score of (0%).

Mutual respect, maybe this word is already familiar to us. Actually, the truth is that we as humans are obliged to respect each other for what is achieved and what is created. The purpose of mutual respect is clear, in order to create harmony between people. Educationthe religion of Islam provides knowledge about good and bad things, what is permissible and what is forbidden and the belief that there is a God who has the power to regulate human life (Iske D, et al, 2021: 522). Then one of the good things is to have mutual respect.Purwodarminto in (Hadisa Putri 2017: 92) states that "Appreciating has various

meanings, including giving, determining, evaluating, putting a price, estimating prices, attaching importance (useful, useful), respect". Respect is a phrase that sounds simple, but many people neglect to apply it. Mutual respect can be applied easily. This can be started in the family, school and community environment.

Multicultural-based Islamic religious education must direct students to have an attitude of mutual respect for all people, regardless of their background. This attitude appears when a person views others as equals. In fact, the religious teachings contained in Islamic religious education teach Muslims to respect and appreciate fellow human beings. This is a universal teaching that should be highlighted (Kasiyo Harto, 2014: 418).

Based on the results of the research above, it shows that the inculcation of children's moral values in the aspect of mutual respect begins to develop well. This statement is supported from the results of the recapitulation of the first week to the third week on the aspect of mutual respect where the highest percentage is found in the 2 star score. The conclusion from the explanation above is that multicultural-based Islamic religious education has an influence on the inculcation of children's moral values, seen in the aspect of mutual respect that is starting to develop after being given treatment in the form of learning Islamic religious education in group B of Melati Kindergarten, Bomba Village.

CONCLUSION

Multicultural-based Islamic religious education is a process of instilling moral values that aims to form an attitude of mutual respect and mutual help. Children need to be given educational guidance that respects each other from adults such as family and also educators, so that children can understand and know about tolerance, can get to know the diversity that surrounds children. Recapitulation data for 3 weeks were given treatment, namely from the three aspects observed, the lowest average percentage in the first week was at a 4-star score with a score (4.46), whereas the highest average percentage was at a 2-star score with a value (44.44%). Then in the second week the 4 star score has increased with an average percentage (20%) and the highest average percentage is in a 2 star score with a value (37.77%). Then in the third week the average percentage of the 4 star score increased with a value (28.89%) and the lowest average percentage was found in the 1 star score with a value (6.67%). Judging from the results of the recapitulation for 3 weeks, the average percentage of the first week and the second week of 3 and 4 star scores increased with a value of (22,

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