

**IMPLEMENTATION OF STORYLING ACTIVITIES AS THE DEVELOPMENT OF
RELIGIOUS AND MORAL VALUES FOR CHILDREN AGED 3-4 YEARS AT PAUD
POS PAUD HARAPAN BUNDA SUMBERREJO, PURWOSARI-PASURUAN**

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ABSTRACT

The main problem in this research is knowing how to implement storytelling activities as the development of religious and moral values for children aged 3-4 years at the Harapan Bunda Sumberejo Early Childhood Education Post. The type of research used is qualitative research using a descriptive approach which was carried out at the Haraoan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency, using data collection techniques, namely through observation, interviews, and documentation by analyzing data with four stages, namely the data collection stage, the data collection stage, and the data collection stage. data reduction, data display stage, and data verification.

The results of the study indicate that the implementation of storytelling activities as a development of religious and moral values for children aged 3-4 years at the Harapan Bunda Sumberejo Early Childhood Education Center is very effective. As evidence that the process of inculcating religious and moral values is effective, students are able to mention God's creation, are able to carry out daily worship, maintain personal and environmental hygiene, recognize religious holidays, behave politely and honestly, and help others. parents/ educators/ friends.

Keywords: Religious and Moral Values, Method Tell a story.

preliminary

PAUD is the provision of efforts to stimulate, guide, nurture and provide learning activities that will produce abilities and skills in children (competence). This refers to Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that, Early Childhood Education is a coaching effort aimed at children from birth to the age of six years, which is carried out through the provision of educational stimuli to help growth. and physical and spiritual development, so that children have readiness to enter further education. Early childhood education is education aimed at children from birth to the age of six years, education is carried out through the provision of stimuli to help the growth and development of children. Efforts to provide stimulation, guidance, and learning activities are carried out so that children produce abilities and skills so that children have readiness to enter further education.

As a mandate from Allah, of course it is the obligation of parents or educators to provide education to children from childhood so that they become people who believe and fear Allah SWT. Darajat revealed that "The formation of a child's identity according to Islam begins long before the child is created" (Daradjat, Zakiah, 2004). From this expression, it can be understood that a good and pious mother will be able to provide peace and be able to educate her children well. "So the education of children in Islam must start from the very beginning, namely with exemplary marriages based on the foundations that constantly have an influence on the education and development of generations" (Tafsir, Ahmad, 1996)

The growth and development of children has started since he was born. Many changes are visible, both physically, spiritually and spiritually. This development goes step by step from period to period which supports each other and has different characteristics. Education is one of the important efforts for the development of children's intelligence, both cognitively, affectively and psychomotor. Education lasts a lifetime and is carried out within the family, school, and community. "Early childhood education is a form of growth and development both in motor coordination (fine and gross), emotional intelligence, multiple intelligences (multi-intelligences) and spatial intelligence". (Aziz, A, 2001).

Early childhood is an excellent first opportunity for education to develop children's personalities that will determine their future. Instilling religious values should be carried out in early childhood, before they can think logically and understand abstract things and cannot distinguish between good and bad things, so that from an early age they are accustomed to the values of goodness and can know their God. namely Allah SWT.

Students at an early age are still very limited in their abilities. At this age the personality begins to form and early childhood is very sensitive to the actions of the people around him. Islamic religious education is needed to instill good habits such as reading a prayer every time you start work, such as a prayer before eating and drinking, a prayer for riding a vehicle, a prayer before going home and others. Besides that, educators can introduce other Islamic religious values such as introducing the Oneness of God according to the child's abilities.

In (Titik Ws, et al, 2003) Early childhood is a golden age that only occurs once in a child's development, if so far the child has received less attention in terms of education, care, care, and health services as well as their nutritional needs. It is feared that children will not grow and develop optimally. The importance of early childhood is also supported by studies which have found that since birth a human child has approximately 100 (one hundred) billion brain cells.

Teacher's mastery of developmental insight is very helpful in planning learning activity programs for children, so that it is easier for children to understand and remember lessons. Children are individuals who have limited thoughts and little experience. They live with a real mind and nature, they can know one of the five senses, they can't think about meaningful problems, abstract questions and general

laws. The children are very sensitive with subtle and impressionable feelings. With regard to Islamic Religious Education which will be given and implanted into the child's soul, in addition to a teacher at the school, parents must be able to pay attention to the condition of the child in educating him, according to his growth and development. Parents as well as educators must be able to think about and pay attention to the stages in providing religious education to their children. Islamic religious education given to early childhood is carried out using the development of religious and moral values.

The development of religious and moral values is one aspect of child development that is very influential in achieving growth and educational goals. Because religious and moral values are the ability to determine right and wrong as well as good and bad behavior or characters that have an inseparable relationship with social attitudes, so that in relation to the goal of national education it is to have moral behavior that is in accordance with religious values. moral students will be created in accordance with ethics in behaving.

The need for the development of morals and religious values from childhood that begins in early childhood, for example when teachers or parents make a tradition or familiarize their children to behave politely such as kissing parents' hands when shaking hands, saying greetings when going to and from school, willing to share toys, willing to cooperate, not angry, willing to forgive, and other positive examples, then automatically such behavior will be internalized in children so that it becomes their daily habit.

The fact that occurs in developing all aspects possessed by children experience obstacles and difficulties, especially in terms of the formation of religious and moral values in early childhood. One of the obstacles is the lack of attention and knowledge of parents. Moreover, it is related to the religious and moral values of children that can be formed when they are still at the age of 0-6 years. This happens because it starts with the parents' not being aware of the importance of early childhood education, because most parents realize the importance of education after their children enter elementary school.

There is an Arabic proverb that says;

العلم في الصغر كالنقش على الحجر

It means "learning in childhood is like painting on a rock and learning in old age is like painting on water".

This proverb very clearly shows that moral and religious inculcation from an early age will be more attached to the child so that it affects his morals later when he grows up..

In early August 2021 observations at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari, Pasuruan had a total number of 20 students, all of whom

were Muslim. Based on observations, it is known that the development of children's religious and moral values at the Harapan Bunda Early Childhood Education Center has not developed well. This can be seen from 80% of Pos Paud Harapan Bunda children who have not been able to respect their parents and teachers, like to hit other friends, snatch friends' toys, argue, and have not memorized daily prayers (Observation 9 August 2021).

This behavior is not in accordance with good character education, especially regarding manners in respecting teachers, parents and elders. During the learning process in the classroom, of course, it will be very disturbing because it is noisy and crowded. In guiding and directing children to better understand the meaning of faith, it can be done by understanding moral and religious values to children. The method that parents can use in the process of instilling values in children is by using methods as parents such as the habituation method in the process of inculcating your values, namely getting children to behave well, which will make children accustomed to behaving well in society.

The development of religious and moral values behavior that is developed in children aged 3-4 years based on PAUD standards in the Minister of National Education Regulation Number 58 of 2009 (Kemendiknas, 2009) includes one component, namely the behavior of responding to matters related to religious values and moral.

The Ministry of National Education (2009) reveals the level of achievement of the development of religious and moral values for children aged 3-4 years as stated in the PAUD standards, namely: first (1) Begins to understand the meaning of opposite behavior even though it has not always been done, such as understanding good-bad behavior , true-false, and polite-disrespectful, both (2) Begin to understand the meaning of pity and love for God's creation.

To obtain this level of achievement, the method in learning is very necessary, because it can have an effect on achieving learning success. With this method, learning will take place easily and fun. Therefore, every learning really needs the right method, so that learning does not seem boring and boring. Although there are many learning methods, not all of these methods can be applied in various learning. In this context an educator must be able to sort out which learning methods are appropriate and appropriate. good to use. Especially for learning in early childhood, the method must be really interesting and fun for students (Suyadi, 2014).

Alternative solutions that can be used to solve problems at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari, Pasuruan are using the storytelling method. Storytelling activities or fairy tales are one of the ways to provide learning experiences so that children gain better mastery of the content of the stories conveyed. Through stories, children can absorb the messages spoken through storytelling activities. Telling stories that are full of information or values are internalized by children and applied in everyday life (Moeslicatoen. 2014)

In this case, educating and teaching children by example is more effective than advising them. Implicitly a fairy tale or story is a form of teaching that provides real examples to children through story characters. The characters in the story can set an example for children. Children will easily understand which traits, figures, and actions are good and which are bad. With stories, an educator can introduce the morals and figures of a good Muslim and deserve to be imitated.

Thus, storytelling can play a role in the process of forming a child's character. In the implementation of learning at Pos Paud Harapan Bunda Sumberejo, Purwosari, Pasuruan, general and religious learning materials are given, and the educators exist and consistently use varied learning methods. However, it is rare to use the storytelling method, especially Islamic exemplary stories, even though students are very enthusiastic about listening to stories.

From these descriptions and thoughts, the authors are interested in knowing more about storytelling activities in the process of developing religious values and religious morals for early childhood, through research with the title "Implementation of Storytelling Activities as the Development of Religious and Moral Values for Children 3-4 Years Old in Early Childhood Education Post. Mother's Hope Sumberrejo Purwosari-Pasuruan".

RESEARCH METHODS

The type of research used by the author in this research is field research. Therefore, the object of research is in the form of objects in the field that are able to provide information about research studies.

This study uses a qualitative research approach. Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation for action, holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods. .

Research Subjects and Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. So the population is not only people, but also objects and other natural objects. The population is not only the number of objects or subjects, but includes all the characteristics possessed by the object or subject (Darmanah, 2019). The population in this study was in the Harapan Bunda Early Childhood Post, Sumberrejo Village, Purwosari District, Pasuruan Regency.

The sample is part of the number and characteristics possessed by the population. If the population is large and it is not possible for the researcher to study everything in the population, due to limited funds, manpower and time, the researcher can use samples taken from a representative population (Darmanah, 2019).

The sampling technique in this study is Nonprobability Sampling with

a purposive sampling model, which means it is a sampling technique that does not provide equal opportunities for each member of the population to be selected as a sample member. The technique of determining the sample is carried out with certain considerations. The sample in this study consisted of 20 students at the Harapan Bunda Early Childhood Post who were aged 3-4 years.

A. Research Implementation

This research was conducted in a period of 3 weeks the researchers carried out their duties to analyze and observe related to children's activities at school, especially on children's religious and moral values.

B. Research Informants

The informants of this study were homeroom teachers for classes A and B at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency.

The homeroom teacher or educator was chosen as an informant because it was the teacher who applied the storytelling method in instilling religious and moral values at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency. In addition, parents or guardians of students are also selected as informants because parents have a lot of time with students, especially in online learning today.

C. Research variable

1. Independent Variable (V_x)

In this study, there is one independent variable, namely the storytelling method.

2. Bound Variable (V_y)

In this study, the dependent variable is the religious and moral values of children.

Research Instruments

The criteria for success are benchmarks for measuring the level of achievement of learning development which refers to basic competencies and defined competency standards that characterize mastery of concepts or skills that can be observed and measured.

In qualitative research, the research instrument or tool is the researcher himself. Therefore, the researcher as an instrument must also be "validated" how far qualitative researchers are ready to carry out research which then goes into the field. Validation of the researcher as an instrument includes validation of the understanding of qualitative research methods, mastery of insight into the field being studied, the readiness of researchers to enter the object of research, both academically and logistically. Those who carry out the validation are the researchers themselves, through self-evaluation of how far their understanding of qualitative methods is, mastery of theory and insight into the field under study, as well as readiness and provision to enter the field. The research instruments used are in the form of interview guidelines and observation sheets.

In addition to interview and observation guidelines in research at the Harapan Bunda Sumberrejo Paud Post, Purwosari-Pasuruan, researchers used

daily assessment procedures according to the assessment guidelines of the Ministry of National Education, Director General of Mandas and the Middle Directorate of Kindergarten Development (2010). Starting to Develop (MB), Developing As Expected (BSH), and Developing Very Well (BSB).

Data collection technique

Data collection techniques in this study include: interviews, observation and documentation. Because for qualitative research the meaning of phenomena can be understood well, if interaction is carried out with the subject through in-depth interviews and observations on the background, where the phenomenon takes place and besides that, to complete the data, documentation is needed (about materials written by or about the subject) (Sugiyono, 2010)

➤ Interview Techniques

Sundayana, Rostina (2014) revealed that the interview is a conversation with a specific purpose. This conversation is carried out with two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewee) who provides answers to the question. open, where the interviewees are asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and record what was stated by the informant.

In this case, the people who will be interviewed include the class teacher and the Guardian of the Pupils of the Harapan Early Childhood Post, Bunda Sumberejo, Purwosari Pasuruan.

The author uses structured interviews in the form of alternative written questions. This interview was conducted to obtain data about the background, motivating and inhibiting factors, and their implications for students in educating their behavior through stories at the Harapan Bunda Sumberrejo Early Childhood Education Center, Purwosari Pasuruan.

➤ Observation Technique

In qualitative research, observations are classified in two ways;

First, The observer can act as a participant or non-participant. Participant observation is an internal observation process carried out by the observer by taking part in the lives of the people to be observed. If the observation does not participate in the life of the person being observed and is separately located as an observer, it is called non-participant observation.

Second, systematic observation and non-systematic observation. Systematic observation is an observation that is carried out by determining systematically, the factors to be observed have been strictly limited in accordance with the problem and research objectives. On the other hand, observations made without first preparing and limiting the framework to be observed are called non-systemic observations

In this observation, the researcher is involved with the daily activities of the people who are being observed or used as data sources, and share in the joys and sorrows of the people. With this participant observation, the data obtained will be more complete, sharp, and to the point of knowing at the level of meaning of each behavior that appears. In this study, the observation method was used to collect data, including:

- a) Observing learning activities at the Harapan Ibu Sumberejo Early Childhood Education Post, Purwosari Pasuruan.
- b) Observing the attitudes and behavior of the Harapan Ibu Sumberejo Early Childhood Post in Purwosari Pasuruan.
 - Documentation technique

Documents are records of events that have passed. Documents can be in the form of writing, pictures or monumental works of someone. Documents in the form of writing such as diaries, life history, stories, biographies, regulations, policies. , sketches. Documents in the form of works of art, which can be in the form of pictures, film sculptures. Document studies are complementary to the use of observation and interview methods in qualitative research.

To complete the observation data and interviews, it is necessary to analyze documents such as autobiographies, memoirs, diaries, personal letters, court records, newspaper news, magazine articles, brochures, bulletins, and photographs. These documents can reveal how the subject defines himself, his environment, and the situation he faces at a time, and how that self-definition relates in relation to the people around him and his actions (Sundayana, Rostina, 2014).

D. Data analysis technique

Qualitative data analysis is an effort made by working with data, organizing data, breaking it down into manageable units, synthesizing it, looking for and finding patterns, discovering what is important and what is learned, and deciding what to tell others. (Sundayana, Rostina, 2014).

The processes of qualitative analysis can be described in the following 3 steps:

1. Data reduction (data reduction)

The data obtained from the field is quite a lot, for that it is necessary to record it carefully and in detail. The longer the researcher is in the field, the more the amount of data will be, complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and discarding unnecessary ones. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to carry out further data collection, look for it if needed (Sugiyono, 2010)

Selected data is data from the results of data collection through observation, interviews, and documentation. Such as data from observations of the implementation of the story method, and the attitudes of students at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari Pasuruan. All data were selected according to the problems expressed by the author. Interview data in the field also selected data related to research problems such as the results of interviews regarding the learning components starting from instructional objectives to evaluation.

2. Data Display (Data Presentation)

After the data is reduced, the next step is to display the data. In

qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. The most frequently used to present data in qualitative research is narrative text. .

3. Conclusion Drawing/ Verification

The third step in the analysis of qualitative data according to Miles and Huberman is drawing conclusions and verification. The initial conclusions are still temporary, and will change if no strong evidence is found to support the next stage of data collection. , then the conclusions put forward are credible conclusions (Sugiyono, 2010).

The data obtained is a conclusion from various processes in qualitative research, such as data collection and then selecting the appropriate data, then presenting it, until it is finally concluded. After the data is concluded there are research results in the form of new findings in the form of descriptions, so that the problem in the research becomes clear.

Data Validity Technique

Triangulation in credibility testing is defined as checking data from various sources in various ways and at various times. There are source triangulation, data collection triangulation, and time triangulation.

1. 1. Source Triangulation

Triangulation of sources to assess the credibility of the data is done by checking the data that has been obtained through several sources.

2. 2. Triangulation Technique/Method

Triangulation techniques to test the credibility of the data is done by checking the same source data with different techniques. For example, data obtained by interview, then checked by observation, documentation.

3. 3. Time triangulation

Time also often affects the credibility of the data. Data collected by interview technique in the morning when the interviewee is still fresh, there are not many problems will provide more valid data so that it is more credible. Testing the validity of the data can be done by checking with interviews, observations or other techniques in different times/situations. If the test results produce different data, then it is done repeatedly so that the data capacity is found (Sugiyono, 2007).

The forms of triangulation used in this research are source triangulation, method triangulation, and time triangulation. The sources in this research activity are homeroom teachers for grades A and B as well as parents and students. Some of the methods used are interviews, observation, and documentation. Researchers checked the data from the observations which were checked with data from interviews and documentation. Time triangulation of data from interviews conducted by researchers with homeroom teachers of class A which was conducted in the morning was checked with data from interviews of homeroom teachers of class B conducted in the afternoon.

RESULTS AND DISCUSSION

The initial ability data that will be presented are obtained from observations made previously. Field observations were carried out during the learning process which aimed to determine the condition of the children at the time of learning and to find out the shortcomings of the teacher when delivering the lesson material.

The results of the initial observation showed that the development of moral and religious values at the Harapan Bunda Early Childhood Post was not well developed. This can be seen from 80% of Pos Paud Harapan Bunda children who have not been able to respect their parents and teachers, like to hit other friends, snatch friends' toys, argue, and have not memorized daily prayers (Observation 9 August 2021).

Based on interviews, the low development of moral and religious values in children aged 3-4 years at Pos Paud Harapan Bunda is caused by several factors, namely 1) the teacher conveys the material in unclear language, 2) the method used is still monotonous, 3) questions The questions submitted have not been able to stimulate storytelling activities, 4) the teacher has not been able to condition the class, 5) in the initial activities some children play alone, 6) there are some children who are actively talking, 7) there are some children who can answer questions with the help of their friends, 8) some children still find it difficult to answer questions or speak or imitate words.

With the low religious and moral values in children aged 3-4 years at the Harapan Bunda Sumberrejo Early Childhood Post, in this study the researchers implemented the storytelling method. The story method is one way of providing learning experiences for PAUD children with the teacher bringing stories to children orally. The story told by the teacher must be interesting and invite the attention of children and cannot be separated from the learning objectives of early childhood education. Stories conveyed to students can be related to the world of children's lives so that children can understand the contents of the story.

- a. The first step: The child adjusts the sitting position, the teacher is in front of the children while the children or students are in front of the teacher while listening to the story conveyed by the teacher. the teacher tells the story, while the children/students are attentive and enthusiastic.
- b. The second step is the teacher prepares the tools that will be used in storytelling. Because props support the continuity of storytelling activities.
- c. The third step: the teacher chooses the theme that will be told in class
- d. The fourth step: the teacher uses a thematic approach and chooses a theme that can attract children's interest. And as close as possible to the child's life, it is intended to be able to attract and excite children and can encourage active child involvement, in order to provide a fun learning experience.
- e. The fifth step is: in the opening of learning activities in the classroom, the children enthusiastically listen to the theme or title that will be told by the

teacher. The teacher asks the students "what is this?" This step is made so that children feel curious so that children want to know and want to hear stories from the teacher. In class the teacher always gives direction to his students to always listen when other people talk, and listen when the teacher tells stories. In addition, the teacher provides broad opportunities for children to ask questions, and provide answers to a number of questions asked by the teacher.

- f. The sixth step is: the teacher chooses the theme that the teacher will tell in the class. In the learning process, it has become a demand for teachers to create an attractive learning environment and achieve maximum learning goals. The teacher tries to apply the principle of "play while learning" in order to create a learning environment that makes children happy. So that children are interested, excited, ready, and happy, with storytelling method activities.
- g. The seventh step is: the final learning activity is the closing of a series of activities in the teaching and learning process.

Moral Values in the Implementation of Storytelling at the Age of 3-4 Years at the Harapan Bunda Early Childhood Education Center

1. Mention Allah's Creation

Based on the results of observations made on August 30, 2021 at the Harapan Bunda Early Childhood Post for children aged 3-4 years, it was seen that the teacher was conducting face-to-face lessons. The theme that day was My Little Family, Happy Family with the sub-theme of my dearest brothers and sisters. At that time the teacher told about a happy family with love then the teacher asked several children about who the creator of humans (brother, sister, myself, father, mother), the child who was asked then answered that the creator of humans is Allah

The results of interviews conducted with the homeroom teacher of class A at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of RA, namely:

"I told about the creator of all creatures on earth, especially us (humans) is Allah. Besides humans, I also convey that plants, animals and everything on this earth is God's creation."

The results of interviews conducted with class B homeroom teachers at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of KS are:

"I first showed you a family picture, there was a father, mother, brother and sister. After that I asked a simple question "who has a brother or sister at home?". Then I told him that all creatures in this world were created by Allah, for example Mas Nafis, his mother Mas nafis, his father, his sister, Mas nafis. After that, I just told how God loves us, therefore children must also love their brothers and sisters at home."

The results of interviews conducted by researchers with parents of students on behalf of NSP are:

"Yes, my child's mother is able to mention God's creation. When della was at home she told me "I am God's creation maa, sister too" besides that, della also revealed that animals are also God's creations"

Based on the explanation of the teacher's interview results regarding indicators of knowing God's creation by conveying that all creatures on earth are God's creation, the teacher also shows pictures according to the theme and conveys their creation. In addition, the teacher also conveys how God loves his servant he created. As for the explanation of the results of interviews from parents who stated that their children were able to mention Allah's creation.

From the results of observations and interviews conducted by researchers with teachers there is a match between the results of observations and the results of interviews so that it can be concluded that a good and correct explanation of the creator shown by his various creations to students through the storytelling method will instill in students about God as creator of all beings.

2. Doing daily worship and praying before and after doing activities

Based on the results of observations made on August 31, 2021, it can be seen that the teacher before learning begins, the teacher conveys to the students that before learning begins the child must pray dhuha first. Then the teacher asks if the child has performed ablution, the child who has not performed ablution is directed to perform ablution first. Then they pray under the guidance of their respective parents. There are also some children who pray without the guidance of their parents. Children pray with movements and readings that are good and fluent.

After the children pray dhuha, the teacher then asks the students to dhikr and pray and is guided by the teacher. Then the teacher explains about the dhuha prayer activities that have been carried out and explains the wisdom of the dhuha prayer to students and tells about the names of Allah (asmaul husna) in the form of singing. The teacher tells the meaning of God's nature and shows a picture of a helpful person. After that, the teacher appointed several children to read the prayer before studying, the prayer of both parents, and several short suras. Seen students read prayers and short suras well.

After learning is complete, the child is then directed to read a prayer after studying, it is seen that the child then raises his hand and prays as instructed by the teacher. The child reads the prayer well and smoothly.

The results of interviews conducted with the homeroom teacher of class A at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of RA, namely:

"I told about humans created by Allah and humans must obey and obey Allah's commands, including praying. I also say if we have a desire we must always pray to Allah and always try. And also I convey an explanation with a song that is easy to memorize about the intention of ablution and the various obligatory and sunnah prayers."

The results of interviews conducted with class B homeroom teachers at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of KS are:

"I emphasized to the children that humans are God's creation. Humans were created to perform worship, namely prayer."

The results of interviews conducted by researchers with parents of

students on behalf of NSP are:

"Starting to be able to pray before after eating the prayer before going to bed. Little by little he has started to pray together with his family, although sometimes the movements are still not correct, but for ablution he can already do it."

Based on the explanation of the results of teacher interviews related to indicators of doing daily worship and praying before and after the activity by telling about humans having to obey and obey God's commands, conveying the importance of praying to God, and giving songs that are easy to memorize about the intention of ablution and kinds of things. - kinds of obligatory and sunnah prayers. In addition, the teacher also emphasized to the children that humans were created by God to worship, namely prayer. The explanation of the results of interviews with parents who said that their children were able to pray before and after eating, before going to bed, performing ablution by themselves and had started praying even though the movements were not correct.

From the results of observations and interviews conducted by researchers with teachers there is a match between the results of observations and the results of interviews so that it can be concluded that by providing a good example through telling stories about obedience to the creator conveyed to students, they will do daily worship and pray before and after. after doing activities for children.

3. Maintain personal and environmental hygiene

Based on the results of observations on September 1, 2021 at the Harapan Bunda Early Childhood Post on the theme The beauty of my family environment and the sub-theme at home. At that time the teacher told about the covid-19 virus that was spreading in Indonesia, and about preventing transmission by wearing masks and washing hands. Children are taught how to wash their hands properly. It can be seen that when the child finishes doing something, the child will wash his hands in the handwashing area that has been prepared in the classroom. Seen children wash their hands with soap and then rinse their hands with running water.

The results of interviews conducted with the homeroom teacher of class A at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of RA, namely:

"I conveyed in easy-to-understand language about the importance of wearing masks and washing hands with soap and running water. I also talked about the hadith about cleanliness."

The results of interviews conducted with class B homeroom teachers at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of KS are:

"I asked him to sing about cleanliness by washing his hands, after that I told him about people who maintain cleanliness and those who don't maintain cleanliness"

The results of interviews conducted by researchers with parents of

students on behalf of NSP are:

"I can wash my own hands, take a shower myself, and brush my teeth before going to bed, thank God"

Based on the explanation of the results of teacher interviews regarding indicators of maintaining personal and environmental hygiene, the teacher conveyed about the dangers of the covid-19 virus and taught to wash hands properly. In addition, the teacher also told the hadith about maintaining cleanliness, conveying the virtues of maintaining cleanliness and the consequences of not maintaining cleanliness. As for the results of interviews with parents who said that their children were able to maintain personal hygiene such as bathing, washing hands, and brushing teeth before going to bed .

From the results of observations and interviews conducted by researchers with teachers and parents of students there is a match between the results of observations and the results of interviews so that it can be concluded that by telling stories about the benefits and consequences obtained when maintaining cleanliness to students and providing direct practice to children then will provide planting to children about personal and environmental hygiene.

4. Behave politely and honestly through spontaneous words (thank you after receiving something)

Based on the results of observations on September 1, 2021 at the Harapan Early Childhood Post. The teacher greets to open the lesson. The child then simultaneously answers the greeting conveyed by the teacher. Then after finishing online learning, students simultaneously say "Alhamdulillah" and thank the teacher. Then after that say hello to the teacher and the teacher then answer the greetings from the students

The results of interviews conducted with the homeroom teacher of class A at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of RA, namely:

"I make it a habit for the children to say greetings every day before activities and after learning activities. I also talked about the virtues of those who say hello and thank you. I also tell a story book before going home, the book is about manners."

The results of interviews conducted with class B homeroom teachers at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of KS are:

"I convey about the hadith of the virtue of people who say greetings in words that are easy for children to understand. I also conveyed in a story the virtues of being grateful and apologizing. For thanks, I usually insert it in the story when a character gets help in the story. To instill honest behavior I convey about the virtues of honest people, then also the consequences of being dishonest."

The results of interviews conducted by researchers with parents of students on behalf of NSP are:

"I have started to know how to thank my mother when her father gives money to eat snacks or buy toys for her, she also always greets when she comes home from school or wants to leave the house"

Based on the results of teacher interviews related to indicators of polite and honest behavior through spontaneous words and actions (thank you after receiving something) by telling a simple story in a storybook about the virtues of thanking you after receiving something. In addition, the teacher also conveys the hadith of the virtue of greeting. As for the exposure of the results of interviews with parents who said their children were able to behave politely, for example, saying thank you, and saying greetings.

From the results of observations and interviews conducted by researchers with teachers and parents of students there is a match between the results of observations and the results of interviews so that it can be concluded that good examples in the stories conveyed by teachers can develop good manners to students.

5. Loving parents around (friends, teachers, helpers, animals and plants)

Based on the results of observations on September 1, 2021, it was seen that there were several children who helped the teacher sweep and clean the classroom. The teacher gives orders to the child to help him clean the class then the child does the teacher's orders by first taking the cleaning tools and then sweeping the school floor according to the teacher's orders.

The results of interviews conducted with the homeroom teacher of class A at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of RA, namely:

"I told him about the baby bus that helped the cat to clean his house, after that I told him the wisdom when we helped others".

The results of interviews conducted with class B homeroom teachers at the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency on behalf of KS are:

"I will tell you about the nature of Allah, who is very helpful, then I will also tell you that Allah gives a lot of rewards for people who like to help."

The results of interviews conducted by researchers with parents of students on behalf of NSP are:

"Usually he helps me to take care of his sister. Besides that, he also took his sister to buy food at the shop."

Based on the explanation of the results of teacher interviews related to indicators of helping parents / educators / friends by telling about helping with characters that are liked by students and telling about the attributes of God who is all-helpful. As for the explanation of the results of interviews with parents who said that their children were able to help by taking care of their younger siblings and were able to help their younger siblings buy food at the stall.

From the results of observations and interviews conducted by researchers with teachers and parents of students there is a match between the results of observations and the results of interviews so that it can be concluded that telling about people who like to help students is very good for developing moral values to help parents/ educator / friend.

Discussion

Early childhood education (PAUD) is a form of coaching effort given to children aged from birth to the age of six which is carried out by providing educational stimuli to students so that they can help the physical and psychological growth and development of students so that children have readiness to entering the next level of education, which is carried out in the form of formal, non-formal, and informal education.

Through early childhood education, children are expected to be able to develop various potentials that exist in themselves, including religious and moral values, socio-emotional, language, cognitive, physical motoric, and artistic abilities. Religious and moral values are one aspect of development that is considered very important in the process of growth and development of early childhood, so it requires good and correct attention and handling from educators in each early childhood education institution.

According to Permendikbud 137 of 2014 concerning national standards for early childhood education, it is stated that religious and moral values that must be instilled in early childhood include the ability to recognize religious values, carry out daily worship, behave honestly, be helpful, polite, respectful, sportsmanlike, maintain personal and environmental hygiene, and know about holidays and religious figures.

This study discusses how religious and moral values are in the implementation of storytelling activities at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency. The purpose of inculcating religious and moral values through storytelling activities is to shape students into people who are morally good, strong-willed, polite in speech and deed, noble in behavior and civilized in the surrounding environment. Teachers and parents play a very important role in instilling religious and moral values in students.

The storytelling method applied at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency uses various techniques in telling stories to students, namely by using props such as dolls, using picture story books, and using hand illustrations from educators. The use of the storytelling method in learning at the Harapan Bunda Sumberrejo Early Childhood Education Center, Purwosari District, Pasuruan Regency is carried out consistently and sustainably.

The storytelling method applied at this institution is expected so that students can receive more pleasant atmospheres with knowledge that they can receive well, so that they can hone their thoughts, ethics (morals) and creativity. In storytelling activities, children are guided and directed to develop their ability to clearly listen to stories conveyed by educators. The storytelling method is presented to students so that they better understand,

appreciate and practice the religious and moral values that are embedded in every story conveyed by educators so that they can be applied in everyday life.

The application of the storytelling method in inculcating religious and moral values at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency is quite effective. As proof that the process of inculcating religious and moral values is effective is the attitude of students in practicing the moral values that have been conveyed by the teacher in storytelling activities in everyday life such as students being able to call Allah the creator of all creatures on earth, pray before and after learning activities, be polite and courteous when talking to the teacher, students are used to maintaining personal hygiene such as washing hands before eating, students are used to saying thank you when they get help, many students also have memorized short letters ,

The above is in accordance with the opinion expressed by Majid (2012: 2) who says that the storytelling method is one of the ways used by educators in providing interesting and fun learning experiences to students which is very effective in teaching and conveying religious messages. and morals for students so that they can take the messages in the stories conveyed by the teacher to add insight in developing better students' personalities.

Learning media is needed to apply the storytelling method because with adequate learning media, it will facilitate the expected learning process and can be a special attraction for students. The learning media used at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency in storytelling activities usually use story books, hand puppets, and finger puppets. This is in accordance with the opinion of Essa (2014) which states that various teaching aids/learning media that can be used by teachers in their storytelling activities include books, poetry, oral storytelling, flannel boards, hand puppets, puppets, pictures, videos, etc. and finger puppets.

In increasing the potential possessed by students, teachers need good cooperation and communication with parents of students. Likewise, instilling religious and moral values in children at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency. In instilling religious and moral values, teachers collaborate and communicate with parents through the Gernas Baku program (National Movement for Parents to Read Books). Based on an explanation by the school principal that Gernas Baku is a government program which is also routinely carried out at the Harapan Bunda Sumberrejo Early Childhood Post, Purwosari District, Pasuruan Regency.

In this activity the teacher will ask parents to come once a month to school to read story books to students. The school and parents really hope that through Gernas Baku activities all children's potential will develop, including religious and moral values because the stories told by parents in these activities contain religious and moral values. This is in accordance with the opinion of Susanto (2014) which suggests that in conducting teacher guidance it is better to involve parents. Parents are the closest people to children so they cannot be separated from the child's teaching and learning process.

The Qur'an also explains the responsibilities of parents in educating

their children related to Gernas Baku as follows:
Surah Luqman Verse 13:

وَإِذْ قَالَ لُقْمَنُ لَابْنِهِ وَهُوَ يَعِظُهُ يَبْنِي لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ
لَظُلْمٌ عَظِيمٌ

Meaning: "And (remember) when Luqman said to his son, when he taught him: "O my son, do not associate partners with Allah, verily partnering with (Allah) is a great injustice".

This verse of the Qur'an explains the importance of the role of parents in developing the various potentials that children have from birth, especially in children's religious and moral values. Parents must take full responsibility so that their children's potential can develop properly. Parents must accompany and direct every growth and development that occurs in their child's development. So that the learning process of children at school must also involve parents.

The inculcation of religious and moral values can be done by various methods, one of which is the storytelling method, whether delivered by teachers at school or by parents at home. The benefits and impacts of the storytelling method for the development of children's religious and moral values are that it can make children have good behavior. Children will know their creator through God's creations they see, children can do daily worship and pray before and after activities, children can maintain personal and environmental hygiene, behave politely and honestly, and children can help those around them.

CONCLUSION

1. Implementation of religious and moral values through the method of telling stories to the students of the Harapan Bunda Sumberrejo Early Childhood Education Post, Purwosari District, Pasuruan Regency. The positive impact of the storytelling method for the development of children's religious and moral values is that children are able to know their creator through the creations of God they see, children can do daily worship and pray before and after activities, children can maintain personal and environmental hygiene, children are able to recognize holidays and religious figures, behave politely and honestly, and children can help those around them.
2. The development of religious and moral values for children aged 3-4 years at Pos Paud Harapan Bunda Sumberrejo Purwosari-Pasuruan experienced the development of children being able to recognize their creator through God's creations they saw, children can do daily worship and pray before and after doing activities, children can maintain personal and environmental hygiene, children are able to recognize big days and religious figures, behave politely and honestly, and children can help those around them.

Suggestion

In accordance with the conclusions above, then as a contribution of thought to Pos Paud Harapan Bunda Sumberrejo, Purwosari District, Pasuruan Regency for input from the results of this study, the author would like to convey some suggestions as follows:

1. For Teachers

Teachers need to better understand every developmental difference that occurs in each of their students because every child has differences in their growth and development, there are some students who can develop quickly and there are students whose development is a little slow. So that teachers as educators need to provide interesting lessons for children who can develop aspects of the development of their students.

2. For Readers

Suggestions for readers to be a source of knowledge for readers so that they can add scientific insight and open up the horizons of readers' thinking.

3. For Further Researchers

Suggestions for further researchers so that this research can be used as a reference source for various further studies in order to complete and perfect various previous studies. A very in-depth study is needed in today's modern times, especially on the religious and moral development of students because as the times progress, it is also necessary to inculcate morals for early childhood so that they can shape children into the next generation of noble character.

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