

Use of Islamic Stories as a Means of Moral Education in Early Childhood

Joni Helandri^{1*}, Faizin²

¹²³Sekolah Tinggi Agama Islam (STAI) Bumi Silampari, Lubuklinggau, Indonesia
anwafaiz@gmail.com, helandrijoni@gmail.com,

Article History

Received: 10-10-2023
Revised :25-10-2023
Accepted: 12-11-2023

Keywords:

*Islamic stories; moral
education;
early childhood*

Kata Kunci:

*cerita islami;
Pendidikan moral;
anak usia dini*

Abstract

Islamic stories have a significant impact on moral and character development in early childhood by helping children understand abstract concepts such as kindness, justice, honesty, and empathy. This study used a qualitative approach and literature analysis, analyzing various sources such as scientific journals, books, and articles to understand the impact of Islamic stories on early childhood moral education. The results highlight the influence of Islamic stories in shaping moral education, emphasizing their ability to convey values effectively and create emotional connections with children. Islamic stories also contribute to the moral, emotional, and social development of children, helping them understand the consequences of their actions within the framework of Islamic values. Factors that influence moral education, including the type of story, narrative style, characters, and values emphasized, and emphasize stories to be in harmony with the social and technological context of today's children, the role of teachers, parents, and policy makers is emphasized to integrate Islamic stories in improving the quality of moral education for children. the importance of incorporating Islamic stories into education and supporting moral education at home. so that Islamic stories are considered a valuable resource for fostering moral and ethical character in children.

Abstrak

cerita Islami berdampak signifikan terhadap perkembangan moral dan karakter pada anak usia dini dengan membantu anak-anak memahami konsep-konsep abstrak seperti kebaikan, keadilan, kejujuran, dan empati. Penelitian ini menggunakan pendekatan kualitatif dan analisis literatur, menganalisis berbagai sumber seperti jurnal ilmiah, buku, dan artikel untuk memahami dampak cerita Islami terhadap pendidikan moral anak usia dini. Hasilnya menyoroti pengaruh cerita Islami dalam

membentuk pendidikan moral, menekankan kemampuan mereka untuk menyampaikan nilai-nilai secara efektif dan menciptakan hubungan emosional dengan anak-anak. Cerita-cerita Islami juga berkontribusi terhadap perkembangan moral, emosional, dan sosial anak-anak, membantu mereka memahami konsekuensi tindakan mereka dalam kerangka nilai-nilai Islam. faktor-faktor yang mempengaruhi pendidikan moral, termasuk jenis cerita, gaya narasi, karakter, dan nilai-nilai yang ditekankan, dan menekankan cerita agar selaras dengan konteks sosial dan teknologi anak-anak masa kini, peran guru, orang tua, dan pengambil kebijakan ditekankan untuk mengintegrasikan cerita-cerita Islami dalam meningkatkan kualitas pendidikan moral bagi anak-anak. pentingnya memasukkan kisah-kisah Islam ke dalam pendidikan dan mendukung pendidikan moral di rumah. sehingga cerita Islami dianggap sebagai sumber berharga untuk membina karakter moral dan etika pada anak-anak.

A. Introduction

In the current social context, moral education has become indispensable to forming children's personalities (Bomans Wadu et al., 2021). By analyzing various library sources and related literature, this research examines how Islamic stories are a tool for conveying religious teachings and a vital instrument in instilling Islamic moral and ethical values in children (Fajri & Zakiyah, 2022). In a society increasingly influenced by various information flows from modern media, this research also highlights the importance of Islamic stories as an alternative that can positively shape children's character, strengthen religious identity, and help children understand sustainable moral and ethical concepts from an early age. Early (Puccioni et al., 2020).

Previous studies have shown that the use of Islamic stories in early childhood education significantly impacts moral and character formation (Suhartini et al., 2019). The literature shows that these stories have the potential to be an effective tool in instilling Islamic moral and ethical values in children while strengthening their religious identity (Syaikhon, 2020). Many studies have highlighted that introducing moral values through Islamic stories at an early age can help children understand abstract concepts such as goodness, justice, honesty, and empathy in an easy-to-understand way (Rosi et al., 2022). However, there is still a need for more in-depth research to understand the mechanisms of how Islamic stories effectively influence the character formation of early childhood. Few studies in detail identify the elements in Islamic stories that are most influential in moral formation, as well as how their use should be adapted to the social and cultural context of children in today's digital age (Komariah & Nihayah, 2023). Therefore, there is room for more in-depth research to explore and dig up further information regarding the more specific influence of Islamic stories in character formation at the stages of early childhood development.

This article aims to explore in more depth and systematically how Islamic stories can be used as an effective tool in moral education for young children and its impact on the formation of their character. This article will explore relevant sources and literature to identify how Islamic stories instill Islamic moral and ethical values in children. Furthermore, this article aims to dissect the key elements in Islamic stories that are most influential in shaping the character of young children and how these stories can be adapted to today's social and cultural context. Thus, the main aim of this article is to provide a deeper understanding of the role of Islamic stories as a tool for moral education in the early stages of child development and to provide direction for the development of more effective Islamic education in the future.

Islamic stories as a means of moral education in early childhood offer excellent potential in shaping their character. These stories can convey Islamic moral and ethical values excitingly and easily for children to understand. Previous studies have shown that exposure to Islamic stories can help children understand abstract concepts such as kindness, justice, and empathy. Additionally, these stories play an important role in strengthening children's religious identity from an early age. However, to maximize the positive influence of Islamic stories in character formation, it is necessary to understand in more depth the specific elements in these stories that are most influential and how to adapt these stories to current social and technological developments. Although the literature has provided a general overview of the influence of Islamic stories, there is a need for more detailed and specific research to identify the most effective mechanisms and strategies for implementing these stories in early childhood education contexts. Therefore, further understanding through literature review and more in-depth research is needed to perfect the approach to using Islamic stories as a means of moral education in the early stages of children's development.

B. Methods

This research uses a qualitative approach, with the research method used being the literature analysis method (Abdul Rahman & Mohezar, 2020). This research refers to searching and analyzing various library sources, including scientific journals, books, articles, and other related literature relevant to the research topic. Through this approach, researchers identify, select, and evaluate literature that describes the use of Islamic stories in early childhood moral education and their impact on character formation. Literature analysis was carried out carefully to explore various perspectives, theories, and previous research that had been carried out in this domain (Namoun & Alshantiti, 2020). By collecting data from various library sources, this research aims to present a comprehensive and in-depth picture of the role and influence of Islamic stories in the moral education of early childhood from the perspective of existing literature and studies.

The literature analysis research method in this study was chosen for specific reasons: This method allows researchers to comprehensively understand the research subject by utilizing various existing library sources, including scientific journals, books, articles, and other related research. By analyzing literature

collections, researchers can evaluate and synthesize information from different points of view, making it possible to obtain a broader and deeper picture of the influence of Islamic stories in the moral education of early childhood. The literature analysis method allows researchers to find trends, patterns, or general conclusions that emerge from various existing works of literature, which can guide further study development. Literature analysis is considered an appropriate approach because it allows the present a solid foundation from a theoretical and empirical point of view based on previously published literature in the domain of early childhood moral education using Islamic stories.

The steps for using the literature analysis research method in the study "Using Islamic Stories as a Means of Moral Education in Early Childhood: A Literature Review of Their Influence in Character Formation" include several vital stages. First, the identification and selection stage of library sources is carried out by searching for relevant literature from various databases, such as scientific journals, books, articles, and other publications related to Islamic stories in early childhood moral education. Second, after the library sources have been identified, a process of reading and selecting the most relevant literature to the research focus is carried out. Third, an in-depth analysis was carried out on each selected library source by exploring information related to Islamic stories, the moral concepts conveyed, their impact on character formation in early childhood, and the theories or approaches used by the authors in the literature. Fourth, from the results of this analysis, information synthesis was carried out to compile and present findings that can provide a more comprehensive understanding of the influence of Islamic stories in the moral education of early childhood. Finally, researchers can draw conclusions, develop arguments based on information synthesized from these library sources, and identify directions for further research that may be needed in this field.

C. Results and Discussion

The Influence of Islamic Stories in Early Childhood Moral Education

The influence of Islamic stories in the moral education of early childhood is very significant (Ramli, 2022). In literature, these stories have proven to effectively convey various fundamental moral values, such as honesty, kindness, patience, and mutual respect. They present these concepts that appeal to children and provide practical examples that children can identify and apply in their daily lives.

The effectiveness of Islamic stories in instilling these moral values is reflected in their ability to create a solid emotional bond between the child and the story, influencing the child's thought patterns and behavior positively. Islamic stories are very effective in instilling moral values in children. This is because they create a strong emotional connection between the child and the story, which positively influences the child's thinking and behavior. The power of these stories lies in their ability to connect with children on an emotional level, making the lessons they teach more memorable and impactful. By using relatable characters and situations, Islamic stories help children understand the importance of moral values and encourage them to apply these values in their daily lives.

More than just conveying religious teachings, Islamic stories also shape children's character by enriching their moral cognition, honing their moral problem-solving abilities, and helping them understand the consequences of their actions in the context of Islamic values. Its broad contribution to shaping character covers aspects of children's moral, emotional, and social development, making it a precious tool in early childhood moral education.

Islamic stories are not only a means of conveying religious teachings to children, but they also have a profound impact on their character development. These stories enrich children's moral cognition by helping them understand the difference between right and wrong, and by teaching them the importance of honesty, kindness, and compassion. Moreover, they hone children's moral problem-solving abilities by presenting them with ethical dilemmas and encouraging them to think critically about possible solutions. By doing so, children learn to make decisions that align with Islamic values. Additionally, these stories help children understand the consequences of their actions in the context of Islamic values. They teach children that their actions have consequences and that they need to take responsibility for their choices. Overall, Islamic stories play a vital role in shaping children's character and helping them become responsible, compassionate, and morally upright individuals.

Identify Important Factors in the Influence of Moral Education

Identifying essential factors in the influence of early childhood moral education through Islamic stories involves examining several vital elements that significantly impact shaping morals (Tinanoff et al., 2019). This analysis includes an evaluation of the types of stories used, such as stories of the prophets, Islamic fairy tales, or other inspirational stories that can attract children's attention. Apart from that, the narrative conveyed in these stories is essential because how the story is presented influences the moral understanding absorbed by children. Characters in stories, protagonists and antagonists, can be models that influence children's perceptions of the emphasized moral values.

The values emphasized in Islamic stories are also an essential factor; the evaluation of honesty, kindness, hard work, justice, and other values expressed in stories helps determine how strong their impact is on the moral formation of young children. Islamic stories often emphasize the importance of values such as honesty, kindness, hard work, justice, and compassion. These values are woven into the fabric of the stories and help children understand the importance of these qualities in their lives. The evaluation of these values helps determine how strong the impact of these stories is on the moral formation of young children. By presenting these values in a compelling and relatable way, Islamic stories help children understand the significance of these qualities and how they can apply them in their day-to-day lives. The stories also offer examples of how characters who embody these values are rewarded with positive outcomes, while those who go against them suffer negative consequences. This reinforces the importance of these values and encourages children to internalize them. Overall, the values emphasized in Islamic stories are an essential factor in shaping the moral development of young children.

Identifying these elements is the basis for understanding in more depth how Islamic stories can effectively shape children's morals at the early stages of development. Identifying the values such as honesty, kindness, hard work, justice, and compassion that are woven into Islamic stories is the first step towards understanding how these stories can shape children's morals in the early stages of their development. By recognizing these elements in the stories, parents and educators can help children understand the significance of these values in their lives and how they can apply them in their day-to-day interactions. This understanding can lead to the internalization of these values, which can then guide children's behavior and decision-making in the future. Thus, identifying these elements is a crucial basis for comprehending the impact of Islamic stories on the moral formation of young children.

Challenges and Opportunities for Implementing Islamic Stories

The challenges and opportunities in implementing Islamic stories as a means of moral education in early childhood highlight several relevant aspects (Tabroni & Dodi, 2022). One of the main challenges is the suitability of Islamic stories to today's social and technological context. Other challenges include developing narratives attractive to children so that these stories can compete with the influence of modern media and difficulties in adapting Islamic stories to current cultural developments and lifestyles. On the other hand, opportunities for applying Islamic stories include the potential to enrich the quality of moral education for early childhood by providing role models and examples of beneficial moral actions. Apart from that, technology can be used to disseminate Islamic stories more widely and interactively to children, allowing them more straightforward and exciting access.

In this case, these challenges provide opportunities for adjustments and innovations in using Islamic stories as a means of moral education, which can produce more effective solutions in building the character of early childhood. In the context of using Islamic stories as a means of moral education for young children, facing challenges can actually present opportunities for growth and improvement. By recognizing the challenges and limitations of this approach, educators and parents can work towards making adjustments and innovations that can lead to more effective solutions in building the character of early childhood. For instance, incorporating modern technology, such as interactive apps and games, can make the learning experience more engaging and impactful for children. Similarly, creating new stories that address contemporary issues and challenges can provide a more relevant and relatable moral education for children. By embracing these opportunities for innovation and improvement, we can ensure that Islamic stories continue to be a powerful tool for shaping the morals of young children, while also adapting to the changing needs and contexts of our times.

Implications for early childhood education practice

For teachers, these implications include the importance of utilizing Islamic stories as an effective tool in teaching moral values to children (Birhan et al., 2021).

Teachers can use these stories to encourage moral reflection, strengthen understanding Islamic ethical values, and develop children's social and emotional skills. For parents, these findings provide an opportunity to support children's moral education at home by reading Islamic stories and strengthening the moral values instilled by these stories in children's daily lives. Meanwhile, for policymakers, the implications of this research highlight the importance of including Islamic stories in the formal education curriculum, providing support for programs that promote moral education based on Islamic stories in formal and non-formal educational institutions. Recommendations that can be presented include developing teaching materials that are more interactive and adapted to technological developments, training for educators and parents on the effective use of Islamic stories in supporting children's character development, and collaboration between educational institutions and communities to increase the application of stories.

Islam as a more effective means of moral education for young children. Implementing these recommendations is hoped to improve the quality of moral education for early childhood and support the formation of solid and ethical character. Islamic stories can be an effective means of moral education for young children due to their ability to convey important moral values in an engaging and relatable manner. The stories often feature relatable characters who face challenges and overcome them through the application of moral principles. By using Islamic stories as a tool for moral education, educators and parents can provide children with a strong foundation in ethical values and principles.

To further improve the quality of moral education for early childhood, it is recommended to implement certain adjustments and innovations. For example, incorporating modern technology such as interactive apps and games can make the learning experience more engaging and impactful for children. Additionally, creating new stories that address contemporary issues and challenges can provide a more relevant and relatable moral education for children. By embracing these opportunities for innovation and improvement, we can ensure that Islamic stories continue to be a powerful tool for shaping the morals of young children while adapting to the changing needs and contexts of our times. This, in turn, can support the formation of solid and ethical character in children, which is crucial for their future success and well-being.

D. Conclusion

Islamic stories have a substantial role in shaping the morals and character of young children. Analysis of the literature confirms that these stories convey moral values effectively to children and significantly contribute to shaping their understanding, attitudes, and behavior through Islamic teachings. Islamic stories provide a strong foundation for children to understand comprehensive moral concepts, including goodness, honesty, justice, and other valuable values. However, the challenges in adapting Islamic stories to social and technological changes show a need for innovation in presenting these stories to remain relevant and exciting

for today's children. The implications of this research strengthen the need for a collaborative approach between teachers, parents, and policymakers to integrate Islamic stories in formal and non-formal education to enrich the moral education of early childhood. Thus, the use of Islamic stories becomes a valuable asset in supporting the formation of moral and ethical character in young children within the framework of Islamic religious teachings.

References

- Abdul Rahman, A. R., & Mohezar, S. (2020). Ensuring continued use of a digital library: a qualitative approach. *Electronic Library*, 38(3), 513–530. <https://doi.org/10.1108/EL-12-2019-0294/FULL/XML>
- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring the context of teaching character education to children in preprimary and primary schools. *Social Sciences & Humanities Open*, 4(1), 100171. <https://doi.org/10.1016/J.SSAHO.2021.100171>
- Bomans Wadu, L., Novita Dua Kasing, R., Fransiskus Gultom, A., & Katolik Widya Karya, U. (2021). Child Character Building Through the Takaplager Village Children Forum. *Proceedings of the 2nd Annual Conference on Social Science and Humanities (ANCOSH 2020)*, 542, 31–35. <https://doi.org/10.2991/ASSEHR.K.210413.008>
- Fajri, Z., & Zakiyah, A. H. (2022). Storytelling Activities of the Story of Prophet Ayub AS at RA Dewi Masyithoh for the Formation of Children's Religious Characters in the Golden Age Phase. *Equilibrium: Jurnal Pendidikan*, 10(2), 192–202. <https://doi.org/10.26618/EQUILIBRIUM.V10I2.7349>
- Komariah, N., & Nihayah, I. (2023). Improving The Personality Character of Students Through Learning Islamic Religious Education. *At-tadzkir: Islamic Education Journal*, 2(1), 65–77. <https://doi.org/10.59373/ATTADZKIR.V2I1.15>
- Namoun, A., & Alshantqi, A. (2020). Predicting Student Performance Using Data Mining and Learning Analytics Techniques: A Systematic Literature Review. *Applied Sciences* 2021, Vol. 11, Page 237, 11(1), 237. <https://doi.org/10.3390/APP11010237>
- Puccioni, J., Froiland, J. M., & Moeyaert, M. (2020). Preschool teachers' transition practices and parents' perceptions as predictors of involvement and children's school readiness. *Children and Youth Services Review*, 109, 104742. <https://doi.org/10.1016/J.CHILDYOUTH.2019.104742>
- Ramli, M. A. (2022). Early Childhood Education in Islamic Perspective. *Bulletin of Early Childhood*, 1(1), 31–41. <https://doi.org/10.51278/BEC.V1I1.416>
- Rosi, F., Rozi, F., Baharun, H., & Rizqiyah, E. F. (2022). Smart Parenting in Building Children's Personality Through Religion-Based Habituation. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 731–740. <https://doi.org/10.35445/ALISHLAH.V14I1.1303>
- Suhartini, S., Suhartini, S., Sekarningrum, B., Sulaeman, M., & Gunawan, W. (2019). Social Construction Of Student Behavior Through Character Education Based On ... *Journal of Social Studies Education Research*, 10(3), 276–291. <https://www.learntechlib.org/p/216467/>
- Syaikhon, M. (2020). *The Implementation Of Islamic Story Method In Instilling Religious*

Morals in Early Childhood in TK TAAM Adinda Kep.
<http://ejournal.kopertais4.or.id/madura/index.php/alinsyiroh/article/view/3814>

- Tabroni, I., & Dodi, J. (2022). Family Education in The Book 'Uqūd Al-Lujjain fī Bayani Huqūqi Al-Zaujain. *Muttaqien; Indonesian Journal of Multidiciplinary Islamic Studies*, 3(1), 55–66. <https://doi.org/10.52593/MTQ.03.1.04>
- Tinanoff, N., Baez, R. J., Diaz Guillory, C., Donly, K. J., Feldens, C. A., McGrath, C., Phantumvanit, P., Pitts, N. B., Seow, W. K., Sharkov, N., Songpaisan, Y., & Twetman, S. (2019). Early childhood caries epidemiology, aetiology, risk assessment, societal burden, management, education, and policy: Global perspective. *International Journal of Paediatric Dentistry*, 29(3), 238–248. <https://doi.org/10.1111/IPD.12484>