

## INVESTIGATION OF RELIGIOUS AND MORAL VALUES IN CHILDREN IN THE DIGITAL ERA

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**Abstract:** *The current technological advances in the digital world will of course be able to help parents and teachers instilling religious and moral values in children. Therefore, the role of parents and teachers in instilling religious and moral values in digital-based children is very urgent, so that digital use can be useful according to its function. The aim of this research is to describe how in the era of technology or digital attacks, parents have an important role in children's lives in instilling religious and moral values. This research is qualitative research with the Research Library research type. The results of this research are the use of digital tools and media as tools to help instill religious and moral values in early childhood. Parents and teachers must be wise in directing, guiding and embracing their children to use media according to the function and purpose of digital media, so that children avoid excessive addiction and inappropriate media use.*

**Keywords:** *Cultivation, Religious Values, Moral Values, Children, Digital Era*

### INTRODUCTION

From an educational perspective, childhood is the basic age for receiving and responding to various stimuli, whether in terms of expressions, speech, the five senses, or even direct experience, provided by adults or people around them. This causes adults or people around them to instill good values and norms and provide stimulation that can trigger their interests and talents so that children can develop according to their proper development phase. The stimuli and responses of adults or other people towards children are worth paying attention to. Good interactions and exemplary behavior as well as stimulation provided by adults to children can be an influence in forming character and moral values in children, especially in

terms of religious values which are the basis for living religiously as a human being in the future. In other words, the role of parents in caring for and educating children is very influential<sup>1</sup> and contribute to coloring the development of certain forms of moral behavior in children<sup>2</sup>.

In line with the concept above, it is so important to instill religious and moral values in children so that adults must pay attention to the pattern of stimulation given to children. This is because childhood enters a period of physical and mental growth and development. In this period children are in the phase of character, personality and character formation. Besides that, the assumption is that the digital era requires parents to accustom their children to using digital media in order to prepare themselves for a more upgraded generation in their time. In this case, with the help of digital media, instilling religious and moral values in children can make it easier for teachers and parents to actualize the children's religious and moral values. Apart from that, considering the characteristics of children who have a high interest in new things, it can make it easier for parents and teachers to introduce and instill religious and moral values through digital media.<sup>3</sup>

In this case, the cultivation of values is very identical to the morals that originate from the Koran. Meanwhile, other concepts that are equivalent but different from morals are ethics and morals which have the meaning of custom or way of life<sup>4</sup>. In other words, instilling religious and moral values in children can be given through prior introductions about the existence of God through all of God's creations regarding nature and everything in it. Then, worship is introduced, especially prayer, ablution, reading daily prayers, saying greetings, and other worship practices by teaching habits with an Islamic nuance to form good moral character.

In line with the concept above, implicitly with advances in technology in the current digital world, it will of course be able to help parents and teachers in instilling religious and moral values in children. Various media can be used as a stimulus to instill religious and moral values in children. Apart from that, the use and introduction of media in early childhood must of course go through a strict and serious supervision process, so that the use of the media

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<sup>1</sup> Indah Kemala dewi dan Rakimahwati Rakimahwati, "Penanaman Nilai Moral Pada Anak Usia Dini Oleh Orang Tua Dalam Keluarga Di Jorong Koto Alam," *Early Childhood: Jurnal Pendidikan* 5, no. 1 (2021): 56–65, <https://doi.org/10.35568/earlychildhood.v5i1.1232>.

<sup>2</sup> Aiman Faiz dkk., "Penanaman Nilai-nilai Religius pada Orang Tua Siswa di Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (2021): 5853–58, <https://doi.org/10.31004/basicedu.v5i6.1794>.

<sup>3</sup> Eka Cahya Maulidiyah, "Penanaman Nilai-Nilai Agama Dalam Pendidikan Anak Di Era Digital," *Martabat: Jurnal Perempuan dan Anak* 2, no. 1 (2018), <https://doi.org/10.21274/martabat.2018.2.1.71-90>.

<sup>4</sup> Afiful Ikhwan dan Yasin Nurfalah, "Penanaman Nilai-nilai... Oleh: Yasin Nurfalah," *Ta'allum: Jurnal Pendidikan Islam* 2, no. 2 (2018): 96.

provided is not misused or misused to the point of causing addiction which will actually have an impact on the child's personality. Therefore, the role of parents and teachers in instilling religious and moral values in digital-based children is very urgent, so that digital use can be useful according to its function.

In this case, there are several things that parents and teachers forget regarding instilling religious and moral values in children, one of which is that teachers/educators and parents sometimes do not know how the development of religious and moral values in their children, what the characteristics of children are, so that with it parents and teachers can easily instill religious and moral values in their children. In fact, by knowing the characteristics of children, teachers and parents can easily instill religious and moral values in children. On the other hand, the government has issued National Education Standards and Minister of Education regulations which can be used as education for parents and teachers to instill religious and moral values in children. But in fact, not many parents and teachers know about this. In this case, do teachers or educators know the development of religious and moral values in children? What are the characteristics of today's digital era children so that they can easily instill religious and moral values in children? To answer this question, it is necessary to conduct a literature study using a qualitative approach which aims to determine the instillation of religious and moral values in digital-based children.

## **LITERATURE REVIEW**

### **Value Religion**

According to Hazliit in Hermuttaqin, value is a quality or appreciation for something, which can be the basis for determining a person's behavior<sup>5</sup>. Besides that, according to I Wayan Koyan in Murdiono states that value is everything that is valuable, which consists of ideal values that are the aspirations of all people and actual values that can be expressed in everyday life.<sup>6</sup> It can be concluded that values are qualities that are the basis for determining a person's behavior, which is what everyone aspires to do in everyday life.

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<sup>5</sup> Bhakti Prima Findiga Hermuttaqien dan Mutatik Mutatik, "Penanaman Nilai-Nilai Moral Pada Pembelajaran Di Taman Kanak-Kanak," *Jurnal Moral Kemasyarakatan* 3, no. 1 (2018): 39–45, <https://doi.org/10.21067/jmk.v3i1.2645>.

<sup>6</sup> Mukhamad Murdiono, "Metode Penanaman Nilai Moral Untuk Anak Usia Dini," *Jurnal Kependidikan* 38, no. 2 (2008): 167–86.

Furthermore, instilling values is the process of instilling values or things or characteristics that are useful and important as a reference for behavior in everyday life. Instilling good values in children is an important thing for parents in a family<sup>7</sup>. This is because the family is the foundation that is able to make a big contribution to a child's character<sup>8</sup>. Thus, instilling religious values needs to be done from an early age to equip children to be more mature in facing life's problems. Therefore, the process of children's growth and development must be balanced with religious education<sup>9</sup>. However, the process of instilling values is not only mandatory at home, but also at school as an educational institution. The teacher's role in the process of habituation and instilling values can be done by providing good examples, giving praise, encouragement, etc. which are thought to produce a positive influence on children's maturity, so that the teacher's task is expected to be able to instill good values in children.<sup>10</sup>

### **Moral Value**

Morals in Latin come from the word "mores" which means procedures in life or customs. Meanwhile, according to Hurlock, moral behavior is behavior that is in accordance with the moral code of a social group<sup>11</sup>. Morals are basically a series of values about various kinds of behavior that must be adhered to. Morals are norms and institutions that regulate individual behavior in relation to social groups and society. Morals are also standards of good and bad that are determined for individuals based on their social and cultural values where the individual is a social member<sup>12</sup>. Morals are good and bad teachings about attitudes or behavior that originate from customs. Morals play an important role in socializing, determining individuals to be accepted by society which is manifested in concepts such as: honesty,

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<sup>7</sup> Abdul Gafur, "MODEL PENANAMAN NILAI-NILAI AGAMA ISLAM PADA ANAK-ANAK PANTI ASUHAN MAWAR PUTIH MARDHOTILLAH DI INDRALAYA Investment Model ff Islamic Religious Values in Children Orphanage Mawar Putih Mardhotillah in Indralaya," *Titian : Jurnal Ilmu Humaniora* 4, no. 1 (2020): 60–73.

<sup>8</sup> Faiz dkk., "Penanaman Nilai-nilai Religius pada Orang Tua Siswa di Sekolah Dasar."

<sup>9</sup> Ariffiana Zelvi, "Proses Pembentukan Nilai-Nilai Agama Pada Anak Usia Dini Dalam Keluarga Di Kampung Gambiran Pandeyan Umbulharjo Yogyakarta," *Jurnal Pendidikan Anak Usia Dini* edisi 1 (2017): 5–9.

<sup>10</sup> Mutiara Sari Dewi, "Proses pembiasaan dan peran orang terdekat anak sebagai upaya penanaman nilai agama dan moral pada anak usia dini," *SELING : Jurnal Program Studi PGRA* 3, no. 1 (2017): 85.

<sup>11</sup> Hermuttaqien dan Mutatik, "Penanaman Nilai-Nilai Moral Pada Pembelajaran Di Taman Kanak-Kanak."

<sup>12</sup> Isabella Hasiana dan Aniek Wirastania, "Pengaruh Musik dalam Mengembangkan Kemampuan Mengenal Bilangan Siswa Kelompok A di TK Lintang Surabaya," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 1, no. 2 (2017): 131, <https://doi.org/10.31004/obsesi.v1i2.25>.

obedience, empathy and so on. Morals are also a form of belief that forms the basis of actions or ideas of a convention <sup>13</sup>

Moral behavior is necessary for the realization of a peaceful life full of order, order and harmony. In this case, the child's behavior can be determined by automatic obedience to rules without reasoning and judgment. Children regard parents and all adults in authority as omnipotent and follow the rules given to them without questioning their correctness. In this stage, children judge their actions as right or wrong based on their consequences and not based on the motivation behind them. The child completely ignores the purpose of his actions <sup>14</sup>.

Thus, the process of habituating parents at home as an effort to instill religious and moral values in children is a form of parenting that parents provide to children. If parents apply the wrong parenting style, it will have a negative impact on the child's moral development. Apart from that, teachers' duties and obligations in instilling values and morals at school also have the same role as parents at home. Teachers not only educate children in the academic field, but also in the field of developing children's religious and moral values, so the teacher's job is to get used to it, provide a good example, provide praise, encouragement, and other things that are thought to produce a positive influence on the child's maturity, so that Teachers must have good personalities who can be good role models for children <sup>15</sup>.

## **METHOD**

This research uses qualitative research with library research techniques. In this case, Moleong in M. Ali Saputra stated that qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivation, actions, etc. holistically and by means of descriptions in the form of words and language.<sup>16</sup> Besides that, qualitative research is an approach that produces descriptive data in the form of written words from the people observed which are not expressed in the terms used

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<sup>13</sup> Toto Haryadi dan Dimas Irawan Ihya' Ulumuddin, "Penanaman Nilai dan Moral pada Anak Sekolah Dasar dengan Pendekatan Storytelling Melalui Media Komunikasi Visual," *ANDHARUPA: Jurnal Desain Komunikasi Visual & Multimedia* 2, no. 01 (2018): 56–72, <https://doi.org/10.33633/andharupa.v2i01.1018>.

<sup>14</sup> Hasiana dan Wirastania, "Pengaruh Musik dalam Mengembangkan Kemampuan Mengenal Bilangan Siswa Kelompok A di TK Lintang Surabaya."

<sup>15</sup> Dewi, "Proses pembiasaan dan peran orang terdekat anak sebagai upaya penanaman nilai agama dan moral pada anak usia dini."

<sup>16</sup> Muhammad Ali Saputra, "Penanaman Nilai-Nilai Agama pada Anak Usia Dini di R. PENANAMAN NILAI-NILAI AGAMA PADA ANAK USIA DINI DI R.A. DDI ADDARIYAH KOTA PALOPO Internalization of Religious Values to Early Children at R.A. DDI Addariyah Palopo City," 2014, 197–210.

in qualitative research. This qualitative research emphasizes its analysis on the comparative inference process as well as on the analysis of the dynamics of the relationships between phenomena observed using scientific logic<sup>17</sup>.

Meanwhile, library research or literature study is a data collection technique by conducting a review study of books, literature, notes and reports that are related to the problem to be solved. Literature study is an important step in determining a research topic. The next step is to conduct studies related to theories and research topics. In searching for theory, researchers will collect as much information as possible from the literature related to the topic being researched<sup>18</sup>. The data or materials needed to complete the research come from libraries in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on.<sup>19</sup> including notes or copies of the regulations of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014.

The stages that researchers must take in this research are collecting research materials, in the form of copies of the regulations of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, empirical data information sourced from books, journals, the results of official research reports and scientific and other literature that supports the theme of this research. Apart from that, researchers also read library materials to explore in depth the reading material which allows researchers to find new ideas related to the research being carried out. After the researcher has obtained the information and data, the next activity is to take notes, process the data, and analyze the data to obtain a conclusion which is prepared in the form of a research report.<sup>20</sup>

## **RESULT AND DISCUSSION**

### **Children's Education**

Children are very unique individuals, they are a trust given by Allah Subhanahuwata'ala to every parent, they are like white paper that is ready to accept whatever scribbles will be given by parents in the family environment in particular and in society in general. This is in line with

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<sup>17</sup> Emadwiandr, "Metode Penelitian,(library research)," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.

<sup>18</sup> Metode Penelitian dan Among Five Tradition, "A . Jenis dan Pendekatan Penelitian B . Sumber Data," *Proses Kerja Kbl Dalam ...*, 1998, 27–32.

<sup>19</sup> Nathaniel E Helwig, Sungjin Hong, dan Elizabeth T Hsiao-wecksler, "No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title," t.t.

<sup>20</sup> Penelitian dan Tradition, "A . Jenis dan Pendekatan Penelitian B . Sumber Data."

the hadith of Rasulullah SAW "Every child is born in a fitrah state so it is his parents who Judaize him, convert him or promote him." In fact, there are no naughty children, but everything a child sees is new to him, of course because his mind and thoughts are not yet perfect, what happens is that he appears to be a naughty child, even though Islam itself also considers that children are not subject to the law. So the role of parents, as the first shapers of a child's character, will be very influential. Apart from that, the environment also plays a role, such as the adults around the child and educational institutions also play a role in giving birth to the Rabbani generation of children.

Imam Al-Ghazali also said that children are a trust in the hands of their parents. His pure heart is a pearl that is still raw, has not been carved or shaped in any way. Easily inclined towards everything. If he is accustomed to and taught with goodness, he will grow in goodness, but if he is accustomed to living in evil, he will grow in evil. Besides that, children are not mini adults in terms of physical, mental and psychological aspects. What this means is that children are not adults in terms of their physical height and their bodies being strong enough to withstand loads like adults, their mental and psychological qualities are also not the same as adults. Without realizing it, it turns out that children have higher sensitivity than adults, it's just that children can't say it yet. , then the shouting, threats of not being appreciated that the child receives will threaten the child's brain cells being cut off, resulting in a situation where the child does not optimally receive information and knowledge.

In this way, parents must pay attention to children's growth and development in synergy with teachers so that the cultivation of religious and moral values can be in line and without overlap, especially in aspects of children's development and growth which include cognitive, social-emotional, physical-motor and artistic. One aspect that must be developed by parents and teachers is the aspect of children's religious and moral development, where these two aspects are the main foundation for starting life and interacting socially with humans and other living creatures, both in this world and in the afterlife. In this case, the instilling of religious values is manifested in a person's morals so that in the end children not only grow up with worldly traits but also with spiritual traits <sup>21</sup>. This is actually in line with Minister of Education and Culture Regulation number 146 of 2014, it's just that not many teachers and parents know about this regulation in cultivating religious and moral values in children.

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<sup>21</sup> Kementerian Pendidikan Nasional RI, "Standar Nasional Pendidikan Anak Usia Dini No 137 Tahun 2014," *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia*, 2014, 1–76.

### **Instilling religious and moral values in children**

Instilling religious and moral values in children is not an easy thing for parents and educators, so to begin this difficult task both parents must ask for help from Allah, who is all-knowing, all-powerful and all-giving. Ask for His help and ask for rewards for good guidance towards their children by only hoping for Allah's pleasure. Likewise, for educators, the best method among many good methods is to always pray for their students so that they can achieve success in this world and in the afterlife. Children are born in a state of fitrah carrying the concept of monotheism within themselves. As stated in the Koran, when the soul was created, Allah testified by saying "Alastu Bi Rabbikum Haza" Am I not your God? and we answered "Balaa Shahidna" That's right. We witnessed it.

This is in line with Ubaidah's opinion in Ahmad and Saptiani, stating that instilling religious values in children can start from introducing children to the six pillars of faith, including faith in Allah, faith in Angels, faith in His Book, faith in His Messenger, faith in Hari. Doomsday and believe in Qadha and Qadar. As explained by the Prophet in his hadith "Faith is belief in Allah, His Angels, His Book, His Messenger, and the Last Day, and belief in good Qadar and bad Qadar"<sup>22</sup>.

Apart from this, aspects of the development of religious and moral values are generally divided into three, namely; 1) Practicing various religious experiences in the context of faith in Allah SWT; 2) Practicing Worship of Allah Subhanahuwata'ala; 3) Practice commendable behavior<sup>23</sup>. The indicators are as follows:

1. Practicing various religious experiences in the context of faith in Allah SWT
  - a. Instilling faith in children using various methods using books or without books
  - b. Introducing creatures created by Allah SWT
  - c. Behave well towards fellow humans
  - d. Behave well towards Allah's creatures
2. Practicing Worship of Allah SWT
  - a. Read prayers before and after doing something
  - b. Say and answer greetings

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<sup>22</sup> Anizar Ahmad dan Saptiani, *Konsep Dasar PAUD*, Pertama (Naskah Aceh, 2018).

<sup>23</sup> Kementerian Pendidikan Nasional RI, "Standar Nasional Pendidikan Anak Usia Dini No 137 Tahun 2014."



- c. Practice of worship
- d. Introducing places of worship
- 3. Practice commendable behavior
  - a. Respect your elders
  - b. Get used to being honest
  - c. Helping others.

### **Digital Based**

Digital is a process of using digital technology to bring about significant changes in various aspects of life so that needs can be met more quickly, easily and practically. In this research, what is meant by digital-based is the use of digital tools and media as tools to help instill religious and moral values in early childhood. The use of digital media, especially social media, should be of concern to parents and teachers regarding what young children watch. Parents and teachers must be wise in directing, guiding and embracing their children to use media according to the function and purpose of digital media, so that children avoid excessive addiction and inappropriate media use.

In this case, one digital media application that parents and teachers can use is the YouTube application. The YouTube application provides a variety of interesting videos with various characters according to early childhood development. YouTube also provides educational and religious videos to help parents and teachers understand development indicators for young children. Therefore, parents must supervise and accompany the use of YouTube digital media in early childhood, so that the application functions according to its purpose, namely as an aid in instilling religious and moral values in children. The YouTube application should be used to instill religious values in children, for example by choosing Islamic content such as prayer videos, prayer procedures, daily prayers in the form of cartoons or people. However, teachers and parents must have consistent rules for children. Parents and teachers must work together in terms of the use of digital media, both in terms of the period of use and also the process during use. Apart from that, parents and teachers must be committed to jointly supervising and educating children before and after using digital media. With these steps, children are developed into individuals who are disciplined, obedient and obedient to parents and teachers, patient, and have a sense of satisfaction with the rules that have been made, all of which are visible manifestations of the success of instilling religious values and norms.

## **Characteristics of Digital Era Children**

In today's digital era, the influence of the media is something that cannot be avoided by teachers and parents on the development of religious and moral values in early childhood. Therefore, parents and teachers must know the characteristics of early childhood in today's digital era. The facts on the ground are that many parents do not know the characteristics of early childhood, coupled with the abuse of excessive use of digital media in early childhood resulting in children becoming addicted to digital media and their religious and moral values being disturbed. Therefore, parents and teachers should know the characteristics of early childhood by aligning with the use of digital media, so that the presence of media actually helps instill religious values in children and instead of disrupting the process of instilling religious and moral values in children. Furthermore, there are several characteristics of early childhood that parents and teachers must know so that they can interact well in the digital era, including:

1. Can't stay still and moves a lot

Children cannot stay still and move a lot, because they have excess energy. In adults, this excess energy is channeled into various activities and work. Meanwhile, for children, they cannot stay still and move a lot, such as walking, running, jumping, going up and down, doing activities with various play activities, which is a place to channel excess energy. Apart from making the body healthy, this activity also trains motor skills, increases intelligence and experience. On the other hand, if a child does not move much and is often alone, it is certain that the child is not healthy. Children who are always quiet, don't move much, will have their physical development disrupted, and as a result this will affect their psychological development, such as feeling afraid, unable to socialize, feeling inferior and so on.

2. Always want to imitate

Early childhood children always want to imitate the actions and words of their parents and the people in their environment. Imitation can be good or bad. Therefore, parents need to set an example for their children. In connection with the character of children who always want to imitate, provides an effective method with influential educational principles that can be implemented by parents and educators in an effort to shape and prepare children with five methods, namely: (1) educating by example, (2) educating by customs, (3) educating by advice, (4) educating by supervision, and (5) educating by

punishment (sanctions). With this educational method, children have examples of what they do, behave and speak.

3. Likes to be disobedient

Likes to disobey is one of the characteristics that is very prominent in young children and this is their natural trait. Children who are disobedient cannot be said to be abnormal or disobedient children. The disobedience shown by this child is driven by a spontaneous nature and is not yet understood by the child, because when he does something disobedient he feels there is something fun and to attract attention from his parents and the people around him.

4. Not being able to differentiate between right and wrong with certainty

Children like to abuse animals, play with candles and matches and burn paper which sometimes almost burns down the house, put their hands into a rotating fan, jump from high places to imitate Superman's style, punch and kick to imitate movie scenes and so on. etc. that result in child injury. All of this shows that children cannot differentiate between right and wrong. In this case, parents often take the wrong action by scolding or hitting their children. In the event that this action is carried out by a child, it is because he cannot think properly about whether what he did was right or wrong. This action was carried out because he was driven by curiosity or by imitating what he saw and he wanted to try it. Parents must be able to explain that what they did was very dangerous. However, what he has done can be a very valuable lesson and experience for the child's life and he can differentiate between right and wrong actions.

5. Ask a lot of questions

Early childhood children want to always ask various kinds of questions, anytime and anywhere about something they see. Sometimes it surprises parents with unexpected questions or irritates parents with their child's endless questions. In this case, parents must be careful and wise in answering their children's questions. Give answers that are easy for the child to understand, don't let the answers you give lie to the child. If this false answer sticks in your heart, it will be difficult to straighten it out. The many questions children ask show their intelligence, curiosity and richness of language and vocabulary.

6. Have a very strong memory

Early childhood memories are still pure white and have not been tarnished by various kinds of life problems. That is why experts call early childhood the golden age which cannot possibly be repeated in a lifetime. Early childhood children very easily memorize things even though they don't understand the meaning of what they memorize. However, parents must be able to channel this very strong memory to memorize the Al-Qur'an, hadith, prayers, dhikr and lessons that emphasize memorization, because these are all very useful in the future as provisions for the child's life..

7. Happy to be motivated (praise)

The trait of liking to be praised is closely related to other characters. Providing this motivation is very useful in increasing intelligence and creativity and eliminating children's bad traits. This motivation can be in the form of material or pleasant words. There are many ways that parents can motivate their children, for example with a soft voice, a favorite nickname, or giving gifts.

8. Likes to play and have fun

Playing and having fun is an inseparable part of a child's life. Through play, children develop various physical and psychological functions and gain experiences that are very useful for future life. When playing, children use their senses or feelings. For example, he observes something moving in front of him (sense of sight), hears sounds around him (sense of hearing), feels and feels something (sense of taste), sucks, tries/tastes, chews something, shakes or hits (slams) objects. objects making noise, pushing or dragging the toy (dragging), moving the toy (mobile), running, jumping, kicking, throwing and climbing. Through play, children's intelligence, creativity and five senses can be developed optimally.

9. Enjoy competing

Anak usia dini suka bersaing dengan teman-temannya di dalam berbagai kegiatan. Contohnya dalam mengerjakan suatu kegiatan mereka saling bersaing untuk mendahului menyelesaikan tugasnya. Selain itu banyak bermain anak yang mengutamakan persaingan, contohnya pada permainan perlombaan atau permainan game. Dalam permainan ini perlu ditumbuhkan persaingan sehat, agar anak dapat menerima kekalahan dan kemenangan. Orang tua perlu mengembangkan sikap suka bersaing ini kearah kebaikan, dengan cara-cara yang baik yang tidak menimbulkan kedengkian, iri hati, dan permusuhan kepada orang lain.

#### 10. Enjoys fantasizing/imagination

Fantasy and imagination are an inseparable part of early childhood life. Children's imagination appears all the time, especially when they play. Children who have a lot of imagination will be engrossed in their games, even if they are alone. According to experts, imagination is very beneficial for a child's future development. Mulyadi (2004:39) explains, "imaginary power can not only act as a cause of creativity, but more than that it can make children develop strong and confident personalities with adequate self-esteem." Parents need to direct their children's imagination in such a way that it leads to something useful by providing various facilities and stimuli that enable children to develop their imagination.

#### 11. The tendency to have skills (skill)

The tendency to have these skills is a skill he always sees, especially his parents' skills. For example, children whose parents are farmers, carpenters, ironworkers, cobblers, bakers or children of employees whose parents usually type, young children tend to try to master the skills possessed by their parents by imitating the actions carried out by their parents. . Every activity their parents do, children want to be directly involved in the activity, so they quickly master it.

#### 12. Quickly master a language

Early childhood vocabulary will increase quickly and continuously. However, mastery of this language really depends on the family environment. Children whose parents speak fluent language are different from children whose parents speak slurred and haphazard language. Apart from mastering their mother tongue, young children also quickly master the language of the children in their play environment.

#### 13. Likes disassembly games

The pleasure of playing and taking apart is a natural developmental phase of early childhood which is based on their great curiosity about something. Parents need to facilitate children's character like this by providing various play equipment that can be dismantled. By providing disassembling and disassembling play equipment, the fun can be directed more towards positive things.

#### 14. Sensitive

Early childhood children are usually sensitive to things that are new and unfamiliar, giving rise to various reactions, including:

- a) Afraid. This is often experienced by young children due to unwise treatment from parents. For example, to stop children's activities, parents punish children by scaring them, watching out for ghosts, skulls, being arrested by the police, being given needles by doctors. Scaring children can have a huge psychological impact, such as being afraid of being left alone, being anxious, pensive, delirious when sleeping, wetting the bed and so on.
- b) Angry. In early childhood it is caused by teasing, criticism, comparing with other children with the intention of demeaning them, coercion, or rules that limit their freedom. Expressions of anger can be seen from aggressive behavior, attacking and hitting other people, breaking things, and so on.
- c) Envy. It often happens when he gets a new sibling, because the parents' attention has been divided to the younger sibling. Jealousy also occurs when, in giving something to a child, whether in the form of food or objects, parents divide it unfairly. Apart from that, jealousy also appears when he sees a new game belonging to his friends that is in fashion, while he doesn't have one yet, so he immediately snatches his friend's toy or goes home forcing his parents to buy the same toy as his friend's.

## **CONCLUSION**

The current technological advances in the digital world will of course be able to help parents and teachers instilling religious and moral values in children. Therefore, the role of parents and teachers in instilling religious and moral values in digital-based children is very urgent, so that digital use can be useful according to its function. In this case, there are several things that parents and teachers forget regarding instilling religious and moral values in children, one of which is that teachers/educators and parents sometimes do not know how the development of religious and moral values in their children, what the characteristics of children are, so that with it parents and teachers can easily instill religious and moral values in their children. Children are very unique individuals, they are a trust given by Allah Subhanahuwata'ala to every parent, they are like white paper ready to accept whatever results will be given by parents in the family environment in particular and the community environment in general. In this way, parents must pay attention to children's growth and development in synergy with teachers so that the cultivation of religious and moral values can be in line and without overlap, especially in aspects

of children's development and growth which include cognitive, social-emotional, physical-motor and artistic. In this research, what is meant by digital-based is the use of digital tools and media as tools to help instill religious and moral values in early childhood. Parents and teachers must be wise in directing, guiding and embracing their children to use media according to the function and purpose of digital media, so that children avoid excessive addiction and inappropriate media use.

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