

## Improving Religious and Moral Values Through Religious Singing Methods in Group B at RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan

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### Abstract:

This research is motivated by the worrying conditions in early childhood education today, there are still children who do not yet reflect a religious and moral personality, there are still children who do not know the pillars of Islam and the pillars of faith, behave dishonestly, impolitely, and do not want to help. fellow friends and there are still children who cheat. The problem found by researchers in this study is that there are some children who still don't know about the pillars of Islam and faith, some children still don't know the thayyibah sentences and when they are pronounced, and children know more about adult songs than songs that are appropriate for their age. This research aims to determine whether the application of religious singing methods can improve religious and moral values in group B at RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan. The method used in this research is classroom action research (PTK) using the Kemmis and MC Taggart models. Consists of pre-cycle, cycle I and cycle II. The subjects of this research were children from group B RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan, consisting of 22 children. The Kemmis model of classroom action research consists of 4 stages, namely planning, implementation, observation and reflection. The data collection techniques used were: interviews, observation and documentation. The research results show that there is an increase in children's religious and moral values, in detail. In cycle I, 5 children (23%) had reached the Very Well Developed (BSB) category. Furthermore, in cycle II, 19 children (86%) had reached the BSB category. Based on the results of this research, it is proven that improving religious and moral values through the singing method is very effective for group B children at RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan.

**Keywords:** Moral Religious Values, Singing Method.

### Introduction

In the National Education System Law Number 20 of 2003, it is stated that the purpose of public schools is to foster abilities and form the personality and progress of a dignified nation in order to educate the life of the nation, with the aim of fostering the abilities of students to become individuals who believe in and are devoted to God Almighty, have noble morals, are educated, innovative, independent and become democratic and responsible citizens.<sup>1</sup>

Based on the description above, the role of early childhood education is very important, because children are individuals who are going through a period of growth and development in their lives, at this time it is often called the golden age. It is called the golden age because there are many extraordinary improvements in the development of early childhood.<sup>2</sup> Many people call the early years as a critical age because 80% of a child's brain develops at this golden age, where a child is very sensitive to everything that happens around

<sup>1</sup> Undang-undang Sistem Pendidikan Nasional. 2003. Jakarta: Departemen Pendidikan Nasional

<sup>2</sup> Masganti, *Psikologi Perkembangan Anak Usia Dini*, 2017. Medan: Kencana, h,5.

him. Kindergarten/RA children aged 4-6 years are included in early childhood education because preschool children still have to get educational stimulation for growth and development in entering further education.

In this process, children need adults to accompany them in their growth and development to achieve their full potential according to their developmental stages. Because usually a child's brain can quickly record what they hear and see, then store it in their memory. Children also have very good memories, they remember easily, even though they do not understand what is seen and talked about.

However, in reality there is something concerning in early childhood education today, especially in Group B at RA Miftahul Falah II Oro-Oro Ombo Wetan. Many Group B children at RA Miftahul Falah II Oro-Oro Ombo Wetan still do not reflect a religious and moral personality, for example there are still children who do not know the procedures for prayer and ablution, there are still children who do not know the pillars of Islam and the pillars of faith, there are still children who behave dishonestly, are impolite, do not want to help their friends and there are still children who cheat. This could be influenced by environmental factors around the child. Therefore, at an early age, child development should begin to be developed properly. The development of religious values is one of the most important child developments to develop. Early age is the age of 0 to 6 years, in this age range the potential knowledge and basic behavior of a child begins to form so that education is very important to be taught at this age, one of which is learning religious values.<sup>3</sup> Instilling religious values needs to be built from an early age. Because if it is accustomed from an early age, then later the child will grow into a human being who has good morals so that it can equip the child to be more prepared in facing life's problems. Ways that can be done to instill religious values in children can be done through practical practices such as prayers, religious songs and interesting songs so that it can make it easy for children to understand them.

Religious and moral education in early childhood is a solid foundation and a very important presence. The Indonesian nation upholds religious and moral values. These noble values are the hope to become the spiritual strength of this country in implementing other principles in Pancasila. Instilling religious values in children is a process or act of instilling values related to religion, both in the form of worship values, faith values, and moral values, so that they can form a good person and become a guideline for behaving for children in the future.

According to Satibi, religion is God's rules and revelations that are deliberately revealed so that humans live orderly, peaceful, prosperous, dignified, and happy lives both in the world and in the hereafter. Religious teachings also contain a set of norms that will lead humans to a civil society civilization. Thus, the existence of religion is a primary need for all humans in this world. Religious values are life values that reflect the growth and development of religious life consisting of three main elements, namely faith, worship, and morals which are guidelines for behaving in accordance with the rules of divine law to achieve prosperity and happiness in life in the world and in the hereafter.<sup>4</sup>

According to Lickona, moral values are values that shape a person's personality through character education. The results can be seen in a person's real actions, namely respecting someone, good behavior, honesty, responsibility and hard work. Moral development in children is a psychological change that allows them to know the good behavior that must be done and the bad deeds that must be avoided based on certain norms.<sup>5</sup>

<sup>3</sup> Moh. Fauziddin, "Pembelajaran Agama Islam Melalui Bermain Pada Anak Usia Dini (Studi Kasus di TKIT Nurul Islam Pare Kabupaten Kediri Jawa Timur)", *Jurnal PAUD Tambusai*, vol. 2 No. 2 (2016), 8-17

<sup>4</sup> Asmaun Sahlan, *Mewujudkan Budaya Religius Di Sekolah*, (Malang: Uin Maliki Press, 2010), Hlm 69

<sup>5</sup> Sigit Purnama, *Pengembangan Alat Permainan Edukatif Anak Usia Dini*. (Bandung: PT Remaja Rosdakarya, 2019), Hlm. 116

With good moral behavior in children, a child will be able to face challenges in life and will also be able to adjust to the environment in which he is located. In essence, children who have good moral behavior will feel confident.

Based on the experience and observations of researchers in Group B Ra Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan, symptoms were found such as: some children still do not know about the pillars of faith and the pillars of Islam, some children still do not know the *thayyibah* sentence and when to pronounce it, and children know more adult songs than songs that are appropriate for their age.

This is because the process of instilling religious values is less meaningful for children, children quickly feel bored receiving lessons from teachers because teachers are less interesting in presenting material about religion and morals, teachers tend to show it with lecture and memorization methods. So that children play alone, are noisy, and the learning process tends to be less conducive. Then there are also many children who do not listen to the teacher's explanation, and find it difficult to understand.

In order for the learning delivered to students to be maximally successful, a learning method is needed that is in accordance with the characteristics of learning in children, namely fun learning. With this method, learning activities will take place easily and enjoyably. So, it is undeniable that during the learning process, the right method is needed so that learning takes place pleasantly and not boring so that it is easily understood by children. According to Satibi, developing religious and moral values in children at an early age can be done with various methods, including the storytelling method, the habituation method, the exemplary method, the field trip method, the poetry method and the singing method.

The methods above that have been explained are various methods of developing NAM in early childhood, each of which has its own benefits and goals. So in this study the author only focuses on the singing method because the singing method is a fun learning method and creates a sense of joy in children. In addition, the reason the researcher used this method was because the research location had its own uniqueness, namely the community environment around the child often played songs with a sound system or loudspeaker, so that when in class the children were used to singing what they heard. The singing method is a learning method that uses sung poetry.<sup>6</sup> Some experts believe that singing can make the learning atmosphere more cheerful so that children's development is optimally stimulated. The singing method can help increase children's learning motivation. In addition, this method is popular not only among children but also among adults. This singing method can also help children learn by stimulating their imagination. Thus, singing is the right method to develop aspects of children's development, especially religious and moral values. Singing activities by providing a religious nuance and religious values can illustrate that religious and moral education with art is an effective method and in accordance with the level of development and needs of early childhood, because early childhood and singing activities are two things that cannot be separated.<sup>7</sup> In the implementation of this study, increasing religious and moral values in group B at RA Miftahul Falah II was only done in routine activities or habits carried out in the initial activities, such as reading prayers before studying and after studying, saying hello, being polite and saying thank you, singing Islamic songs, praying before and after eating, and special activities carried out outside the learning implementation plan (RPP). Based on the background above, the researcher is interested in conducting

<sup>6</sup> Zulfa, MN, *Penerapan metode bernyanyi untuk meningkatkan kemampuan menghafal terjemah surat-surat pendek pada usia dini*: penelitian kelas tindakan pada..digilib.uinsgd.ac.id. (2018).

<sup>7</sup> Mohammad Fauziddin, *Bermain, Bercerita Dan Menyanyi Secara Islami*. (Bandung : Remaja Rosdakarya, 2017), Hlm 23.

research on "Increasing Religious and Moral Values Through Religious Singing Methods in Group B at RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan."

## Research Method

### Research Approaches and Types

This research is a classroom action research. Classroom action research (CAR) in English is often called Classroom Action Research. Kemmis and Mc Taggart state that action research is a way for a group or person to organize a condition where they can learn from experiences and make their experiences accessible to others.

Action research as a controlled investigation process, recycling and self-reflection, with the aim of improving systems, work methods, processes, content, capacity or conditions. CAR is a systematic research conducted by teachers in an effort to improve the practice of educational philosophy with practical action reflection actions. The research design used is the CAR design developed by Kemmis and also known as the spiral model. This is because in planning, Kemmis uses a spiral system of self-reflection, which begins with plans, actions, observations, reflections. The Kemmis model design can be seen in the following picture:

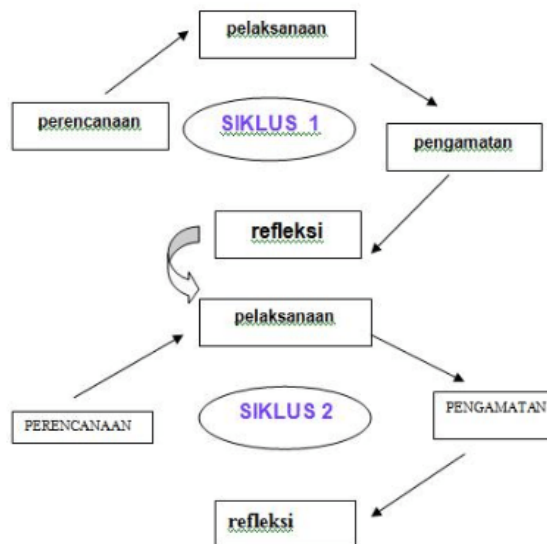


Figure 1. Action Research Using the Kemmis Model

### Place and Time

This research was conducted at Raudhatul Athfal (RA) Miftahul Falah II Oro Oro Ombo Wetan Rembang Pasuruan which is located at Jalan Sumberboto, RT/RW: 01/010, Oro oro Ombo Wetan Village, Rembang District, Pasuruan Regency. The research period is 3 months starting from March to May 2023. This classroom action research will be carried out in 2 cycles. The implementation of Cycle I actions was carried out during two meetings. The schedule for implementing Cycle I is the First Meeting held on Monday, March 6, 2023. The Second Meeting held on Tuesday, March 7, 2023. In Cycle II it was held on Monday, March 13, 2023. The second meeting was held on Tuesday, March 14, 2023.

### Data collection technique

Data collection is a very important step in a study, so accuracy and precision are needed to obtain good and valid data. Data collection instruments in this study are observation, documentation as primary (main) data collection instruments and interviews as secondary (supporting) data collection instruments.

### Data Analysis Techniques

The data analysis technique used in this study uses the Miles and Huberman Model, carried out as follows:<sup>1</sup>

a. Data Reduction

In this data reduction process, the researcher begins to choose which data is valid or not, it is expected that the final results of the study will obtain valid data and this data reduction continues until the end of the study.

b. Data Presentation

The presentation of data in this study is presented in the form of narrative text, namely in the form of collected field notes which the author then simplified according to the sub-focus of the discussion. The goal is to make it easier to describe an event, making it easier to draw a conclusion.

c. Drawing Conclusions

The next activity is to draw conclusions and verifications that are arranged in a complete and easy-to-understand unit. This verification activity is used to make conclusions credible, meaning they are trusted and can be tested with evidence of field notes, thus this conclusion is put forward to be strong and valid in the process.

### Result and Discussion

#### Precycle

The activities carried out by researchers before conducting Classroom Action Research (CAR) are to conduct observations first. Observation activities aim to see the initial conditions of the problems in the religious and moral values of group B children at RA Miftahul Falah II. The initial conditions will later be used as a comparison between the initial condition values and the values during the research. The pre-cycle was carried out on March 1 and 2, 2023, which was attended by the homeroom teacher of group B. Researchers saw a picture of what the teacher or homeroom teacher was doing, and obtained test data before the Action was taken. The results of the pre-cycle can be seen in the following table.

**Table 1. Pre-cycle observation results data**

No	Name	Score	Value	Criteria
1	Ahmed Abdul Jabbar	6	37	MB
2	Ahmad Fathan Ubaidillah	5	31	MB
3	Aqilah Tsamrotul Arsyi	8	50	MB
4	Askiya Qolbi	10	62	B5H
5	Hafidatus Zahra	8	50	MB
6	Ilmiyatul Fitriyani	6	37	MB
7	Maura Sintiya Ramadani	6	37	MB
8	M. Agus Hermawan	6	37	MB
9	M. BahrulAlam	4	25	B5
10	Mochamat Dimas Syahputra	9	56	B5H
11	Muhammad Fauzi Rayhan	4	25	BB
12	Muhamad Yahya	6	37	MB
13	Muhammad Al-Jabir	11	68	B5H
14	M. Masykur Ramadhani	5	31	MB
15	Muhammad Ghofar	6	37	MB
16	M. Nizar Abidin	4	25	BB
17	Novi Amalia Ramadani	6	37	MB
18	Syarifatul Sofiyah	9	56	B5H

19	Siti Zahrotul Hilmiyah	9	46	BSH
20	Siti Sofiyatul Karimah	7	43	MB
21	Talita Salsabila	4	25	BB
22	Rehana Alfatun Nisaq	7	43	MB
	Number	905		
	Average value	41		
	Number of children not yet developing	4 (18%)		
	Number of children starting to develop	13 (59%)		
	Number of children developing as expected	5 (23%)		
	Number of children developing very well	0 (0%)		

Based on the table above, it can be seen that the ability of children's moral and religious values is still low, seen from the results of observations where there are still no children categorized as developing very well, there are 5 children categorized as developing according to expectations (23%), 13 children categorized as starting to develop (59%), and 4 children categorized as not developing (18%). In addition, the average value obtained by children is also still low, which is 41. Therefore, researchers began to conduct classroom action research in order to improve learning and increase moral and religious values through the religious singing method.

### Cycle I

#### a. Planning

The planning of cycle I research was discussed on March 2, 2023 with the following results:

- 1) Cycle I will be implemented on Monday and Tuesday, March 6-7, 2023.
- 2) Researchers analyze the curriculum to determine the theme of activities that will be delivered to students using the singing method.
- 3) Researchers make a Daily Activity Plan (RKH)
- 4) Researchers prepare observation sheets
- 5) Prepare tools and media that will be used in learning.

#### b. Research Implementation

As previously planned, cycle I was implemented on March 6-7, 2023. The theme raised was "Plants Created by God". Learning activities related to moral and religious values using the religious singing method are as follows:

##### 1) Day 1

- KI : KI-1  
 KD : 1.1. Believing in the existence of God through His creation  
 Activity : Singing the song: "Plants Created by God"  
 Experiment planting bean sprouts

##### 2) Day 2

- KI : KI-3, KI-4  
 KD : 3.1. Get to know daily worship activities  
 4.1. Carrying out daily worship activities with adult guidance  
 Activity : Singing songs: "Rukun Islam"  
 Practicing prayer, Collage of pictures of plants

#### c. Observation

The results of observations obtained related to religious and moral value activities during the cycle I process showed that there had been an increase in some children who were enthusiastic about learning religious and moral values. However, there were still some children who were shy, running here and there and chatting. On the first day, there were some who were still hesitant, shy, and still could not distinguish between what was created by Allah and what was created by humans. On the second day, the children began to memorize the order of the pillars of Islam, and in the practical activities of praying, the children were very enthusiastic and excited. but still could not pay attention to what was exemplified by the teacher.

d. Reflection

The results of the learning activities in cycle I showed an increase in religious and moral values conveyed by the teacher through the religious singing method. The evaluation results in cycle I showed positive data, where there was an increase in the percentage of the developing category according to expectations and developing very well, on the contrary the category had not developed and began to develop downwards (Table 4.8). However, these results were not optimal so improvements were needed in cycle II. The results of the discussion and reflection with the class teacher concluded that there were two factors that needed to be improved, namely the researcher needed to mature the research planning that would be carried out in the next cycle and the addition of movements when singing songs so that children would better understand the meaning of the song and be more enthusiastic in learning.

**Table 2. Cycle 1 Result**

No	Name	Score	Value	Criteria
1	Ahmed Abdul Jabbar	9	56	BSH
2	Ahmad Fathan Ubaidillah	7	43	MB
3	Aqilah Tsamrotul Arsyi	11	68	BSH
4	Askiya Qolbi	15	93	BSB
5	Hafidatus Zahra	10	62	BSH
6	Ilmiyatul Fitriyani	10	62	BSH
7	Maura Sintiya Ramadani	10	62	BSH
8	M. Agus Hermawan	10	62	BSH
9	M. Bahrul Alam	6	37	MB
10	Mochamat Dimas Syahputra	12	75	BSH
11	Muhammad Fauzi Rayhan	8	50	MB
12	Muhamad Yahya	10	62	BSH
13	Muhammad Al-Jabir	15	93	BSB
14	M. Masykur Ramadhani	8	50	MB
15	Muhammad Ghofar	10	62	BSH
16	M. Nizar Abidin	7	43	MB
17	Novi Amalia Ramadani	10	62	BSH
18	Syarifatul Sofiyah	13	81	BSB
19	Siti Zahrotul Hilmiyah	15	93	BSB
20	Siti Sofiyatul Karimah	10	62	BSH
21	Talita Salsabila	5	31	MB
22	Rehana Alfatun Nisaaq	10	62	BSH
	Number	1.371		
	Average value	62		

	Number of children not yet developing	0 (0%)
	Number of children starting to develop	6 (27%)
	Number of children developing as expected	11 (50%)
	Number of children developing very well	5 (23%)

## Cycle II

### a. Planning

Based on the results of reflection in cycle I, the researcher needs to hold cycle II to achieve 100% ability. The researcher held another discussion with the teacher in preparing the RKH. Observation sheets, several teaching aids. In this cycle II there was a change in the singing method delivered, namely the addition of movements that were in accordance with the song so that the results were better. The cycle II research was discussed on March 9, 2023 with the following results:

- 1) Cycle II will be held on Monday and Tuesday, March 13 and 14, 2023
- 2) The researcher analyzed the curriculum to determine the theme of the activities that would be delivered to students using the singing method
- 3) The researcher made a Daily Activity Plan (RKH) or RPPH
- 4) The researcher made an observation sheet
- 5) Prepared the tools and media that would be used in learning.
- 6) Prepared movements that were in accordance with the song being taught

### b. Research Implementation

Cycle II was conducted on March 13 and 14, 2023. The theme raised was "Work" learning activities related to religious and moral values with the singing method are as follows:

- 1) Day 1
  - KI : KI-1
  - KD : 1.2. Respect yourself, others and the environment as a form of gratitude to God
  - Activity : Singing the song: "Kalimat Thoyyibah"  
Making a fishing boat
- 2) Day 2
  - KI : KI-3, KI-4
  - KD : 3.2. Recognizing good behavior as a reflection of noble morals  
4.2 Demonstrating polite behavior as a reflection of noble morals
  - Activity : Singing the song: "4 Kata Ajaib"  
Playing roles as traders and buyers

### c. Observation

The results of observations obtained related to religious and moral value activities during the cycle II process showed that there was a significant increase in the number of children who developed very well. On the first day with the song kalimat thoyyibah, it was done by showing appropriate expressions and movements, children were more aware of good readings and when to pronounce them. On the second day with the song



4 magic words, children began to get used to saying the words sorry, please, thank you and excuse me. These words were applied in activities according to the theme, namely acting as traders and buyers, making children more enthusiastic in learning and creating a pleasant classroom atmosphere.

d. Reflection

Based on observations made by researchers and class teachers, the learning activities in cycle II were very good. There was a change in the method by adding children's movements to remember the songs delivered by the teacher faster by memorizing the movements. so that children understand the learning material well. This can be seen from the children's ability to follow learning activities and their learning outcomes. The percentage of children who reached the category of starting to develop according to expectations was 3 children and developing very well was 19 children, complete information in table 4.9

**Table 3. Cycle 2 Result**

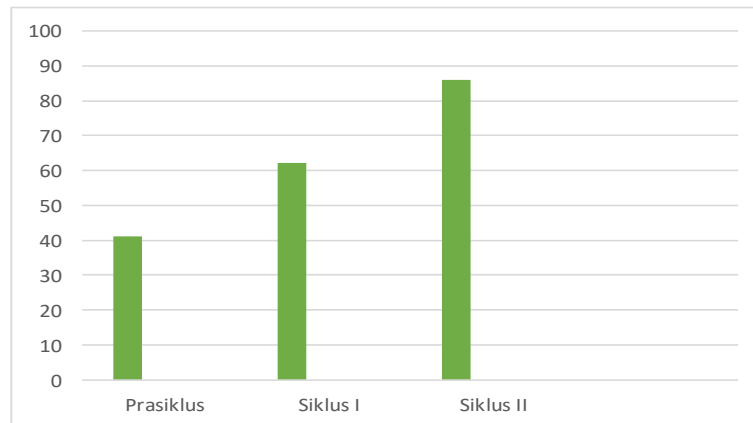
No	Name	Score	Value	Criteria
1	Ahmed Abdul Jabbar	14	87	BSB
2	Ahmad Fathan Ubaidillah	13	81	BSB
3	Aqilah Tsamrotul Arsyi	15	93	BSB
4	Askiya Qolbi	16	100	BSB
5	Hafidatus Zahra	15	93	BSB
6	Ilmiyatul Fitriyani	14	87	BSB
7	Maura Sintiya Ramadani	14	87	BSB
8	M. Agus Hermawan	14	87	BSB
9	M. BahrulAlam	11	68	BSh
10	Mochamat Dimas Syahputra	15	93	BSB
11	Muhammad Fauzi Rayhan	11	68	BSh
12	Muhamad Yahya	14	87	BSB
13	Muhammad Al-Jabir	16	100	BSB
14	M. Masykur Ramadhani	13	81	BSB
15	Muhammad Ghofar	14	87	BSB
16	M. Nizar Abidin	13	81	BSB
17	Novi Amalia Ramadani	15	93	BSB
18	Syarifatus Sofiyah	15	93	BSB
19	Siti Zahrotul Hilmiyah	16	100	BSB
20	Siti Sofiyatul Karimah	15	93	BSB
21	Talita Salsabila	10	67	BSh
22	Rehana Alfatun Nisaaq	13	81	BSB
	Number	1.907		
	Average value	87		
	Number of children not yet developing	0 (0%)		
	Number of children starting to develop	0 (0%)		
	Number of children developing as expected	3 (14%)		
	Number of children developing very well	19 (86%)		

The development of children's religious and moral values can be seen from the results of observations during the pre-cycle to the results of the study (cycle I to cycle II). Based on the results of the study conducted in cycle I and cycle II, there was an increase in the understanding of children's religious and moral values. The data obtained are as follows:

**Table 4. Percentage of NAM Learning Ability in each cycle (pre-cycle, cycle I, and II)**

No	Observed variables	Amount and Percentage		
		Pre cycle	Cycle I	Cycle II
1.	Average score	41%	62%	87%
2.	Percentage of children who have not developed	4 (18%)	0 (0%)	0 (0%)
3.	Percentage of children who are beginning to develop	13 (59%)	6 (27%)	0 0(%)
4.	Percentage of children who are developing as expected	5 (23%)	11 (50%)	3 (14%)
5.	Percentage of children who are developing very well	0 (0%)	5 (23%)	19 (86%)

For further clarity, please see the graph in the following image:



**Figure 2. Graph of the percentage of children who have succeeded in using the religious singing method.**

Based on the results of the analysis of children's abilities with the religious singing method, it can be seen that the results achieved by children have increased, this shows that the delivery of learning through the religious singing method can improve religious and moral values. Based on the results of the study, there was a change in the average value from cycle I to cycle II, this is because in cycle I there were still children who did not know what religious and moral values were and there were children who still liked to talk to their friends when the teacher sang. From table 4, it can be seen that the learning outcomes of each cycle are increasing. In the pre-cycle the average value was 4, in cycle I the average value was 62, in cycle II the average value was 87, as well as the percentage of children categorized as developing very well (BSB) in learning each cycle also increased, it can be said that in the pre-cycle 0% of children, in cycle I 23% of children, and in cycle II 86% of children from a total

of 22 children who participated in learning using the religious singing method. Based on table 4.10 above and the child has reached the level of development achievement (TCP). So that it can improve the religious and moral values of RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan.

The results of this study are in line with research conducted by Rukmana which states that the application of Islamic singing methods in early childhood learning can foster enthusiasm and can increase the interest and learning outcomes of early childhood at TK Al-Hikmah, Kota Waringin Village.<sup>8</sup> In addition to the above research, research that is in line with the context that the researcher conducted is research conducted by Mufti which states that learning using Islamic songs has an impact on the moral development of early childhood. Based on the results of the research that have been presented, it can be concluded that the application of the religious singing method can improve religious and moral values in group B children at RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan.

### Conclusion

The application of religious singing methods can improve religious and moral values in group B children at RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan, this can be seen in the increase in each cycle. This is because by singing children will be more interested and curious about the contents of the activity material delivered by the teacher so that it can be easier to make children concentrate on learning through singing. The use of the singing method in learning about understanding religious and moral values at RA Miftahul Falah II Oro-Oro Ombo Wetan Rembang Pasuruan has proven successful. This is evident from the assessment results data which has increased.

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