EFFECTIVENESS OF TEACHER'S LEARNING STRATEGY FOR CHILDREN'S MOTIVATION AND RELIGIOUS AND MORAL VALUE ASPECT

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Abstract
This examination was roused by the low advancement of children's religious and moral values in group A of TK Kasih Ibu Barito Kuala in sequencing ablution worship movements. The cause is a lack of motivation to follow learning; learning is less interesting and fun. The motivation behind this study is to portray educator exercises, analyze the increase in children's activities, learning motivation, and children's development results in reducing the ablution worship movement. The research method is CAR with a qualitative approach, conducted with 3 meetings with a total of 15 children consisting of 9 boys and 6 girls, which was done with group A children of TK Kasih Ibu Barito Kuala. The results of this study show that teacher activities at meetings I to III get criteria good to very good, the children's activities at meetings I to III get criteria active enough to criteria very active, the learning motivation at meetings I to III get criteria moderately motivated to criteria very motivated, and the results of religious and moral values development meetings I to III get criteria Starting to develop criteria to very well developed criteria.
Keywords: religious and moral values, Direct Instrument model, Visual media, picture and picture model.

INTRODUCTION

Early childhood education is a level of basic education that teaches children from life in the world to the age of 6 years and is carried out with stimulation. Educators in early childhood education must build on a child's potential to address future creative problems. The teacher should not only teach his students but also pay attention to their characteristics. Because when they grow up, it becomes something special for them. Children have many opportunities and must be developed at will (Saputra, 2018).

Children's lives are greatly influenced by religious education. Religion is very likely to be the main component that has control over the behavior of young people because religion is very persuasive in controlling all ways of behaving, and religion has a great influence in limiting ethical cases that occur today. The strict teachings of Islam in children from the beginning that are often taught to children are the habit of bathing. It is very important to show bathing habits to children so that they can practice bathing methods according to the Qur'an and Sunnah in their daily lives. A child's prayer is rejected if the ablution procedure is not perfect. Whether or not the child's request is recognized depends on the child's bathing habits in daily life. Bathing tendencies are taught to children from 4 years of age (Revita & Hartati, 2020).

Based on the results of observations in group A of TK Kasih Ibu Barito Kuala semester 2 of the 2022/2023 academic year, there are six female students, nine male students with 15 children in total. After conducting preliminary research, observation, interviews with teachers and direct observation during religious and moral values activities on Friday in imitating ablution movements, children's

understanding in imitating ablution movements is still low, lack of media and learning methods about ablution movements in children. This has an impact on the low learning outcomes of children in imitating ablution movements, 70% of children in imitating ablution movements in the correct order for ages 4-5 years have not developed very well. Based on the results of the observations in the field of 15 children, there were two children with criteria of 13.4% development according to expectations (AE), five children with criteria 33.3% starting to develop (SD), and 8 children with criteria 53.3% undeveloped (U).

Low motivation of children in participating in learning activities, low activity of children in the learning process, low ability of children in the religious and moral values aspect, religious and moral values sequencing ablution worship movements due to children's lack of knowledge about the sequence of movements ablution 1 from 8. The causes of problems are the lack of motivation for children in learning ablution, lack of children's activeness during the ablution learning process, lack of knowledge of children about ablution movements. There is also lack of media availability in learning so that it does not attract children's attention during the learning process. During the learning, still use songs only without using media.

It is hoped that in the future, children will be enthusiastic about watching the teacher practice ablution procedures in order. Children also actively answer the teacher's questions after finishing watching the ablution procedure video and able to sort the pictures of ablution movements according to the order. If this continues to happen, it will have a serious impact on children's development in the future, especially in the context of religious and moral assessments on indicators of ablution movements.

The RINDU model is taken from the abbreviation of direct instruction model, visual media, and picture and picture model. RINDU in the big dictionary Indonesian that is a strong longing for a relationship and a desire to meet. Thus, this RINDU philosophy is like a child who longs to learn at school. This model is to develop motivation, activity of children's ability to sequence ablution worship movements. The direct learning model is a teacher-centered learning model because all activities and centers are made by the teacher. The application of the learning model is very dependent on mastering the skills possessed by the teacher so that both lack learning processes and outcomes depend on the way the teacher teaches. The direct instrument learning model is fully determined by the teacher, the teacher is the center of control of learning activities, but even so that does not mean this learning model does not involve various active strategies in terms of obtaining information (Agusta & Suriansyah, 2020).

The purpose of this study was to describe the teacher's actions, analyze the increase in children's activity, the drive to learn, and the results of children's development in sequencing ablution movements.

METHOD

The qualitative research approach was used in this study. It used numbers and calculations to gain understanding and explanation of problems related to teacher activities and children's activities in learning. The type of classroom action research (CAR) can facilitate teachers as education managers and be more effective in improving learning practices. Planning, implementation, observation, reflection were carried out in three meetings.

The population of this study was conducted on group A children of TK kasih Ibu Barito Kuala in the 2022/2023

academic year semester II, with the research subjects consisting of 9 male and 6 female for a total of 15 children.

Data analysis techniques in data analysis obtained during observation were described in the form of words. The results of evaluation of learning motivation activities, children's activities and the results of development were processed with assessment instruments carried out by the researchers.

The success indicators consisted of teacher activities are said to be successful if observation results reach 22-26 with very good categories, children's motivation will succeed if they reach 13-15 with very good result categories, children's activities are said to be successful if they reach 21-25 with very good result categories, the results of developing religious and moral values 's ability to sequence ablution movements are said to be successful if learning outcomes reach 10-12 or develop very well.

RESULT AND DISCUSSION

Based on the results of observations of teacher activities using the RINDU model which is a combination of direct instrument models, visual video media and picture and picture models.

Teacher activity in meeting 1 got a score of 20 with a percentage of 71.4% with good criteria, in meeting 2 got a score of 22 with a percentage of 75% with good criteria, and in meeting 3 got a score of 24 with a percentage of 86% with very good criteria. This means that the teacher's activity increases with each meeting.

Teaching is the main duty of an educator. Their learning activities do not only focus on the success of their students; teachers must also act as educators, mediators, facilitators, and guides. Early childhood teacher teaching activities start 15 minutes before learning activities begin and only end after the end of learning.

In the world of education, the learning process in the classroom must be changed. Today, the role of the teacher is changed to function as a facilitator who can help children learn, not just deliver lessons. Teachers as educators must be able to involve children optimally in learning activities. Successful learning is a discovery that provides valuable open doors for students to learn on their own or do exercises on their own.

Some of the tasks that a teacher must perform in order to fulfill his or her professional responsibilities, such as drawing students' attention to the material presented and allowing them to use a variety of media and learning resources, sparking their interest in active, thinking, and discovering their own knowledge, structuring learning and adapting it to the age and stage of student development, linking lessons with students' knowledge for easy understanding, explain the lesson unit repeatedly so that student responses are clear, paying attention to the relationship between subjects and real (Khairani, 2019).

In the first meeting, the children obtained a score of 27% with moderately motivated criteria. At the second meeting, a score of 87% with motivated criteria, and at the third meeting, a score of 100% with highly motivated criteria. This suggests that the child's learning motivation increases with each meeting and achieves the expected indicators. According to Masni (2015), something that directs an action toward achieving a desired goal, encourages the emergence of an action, and determines its speed or slowness in completing work. A person's drive to meet his needs is considered a drive, which is related to a need called motivation.

Indicators of a child who is motivated in his learning are as follows: Techniques for completing tasks (persist for a long time while working continuously); Respond and be

enthusiastic when learning; Children Show interest in learning; The child independently completes the task.

As a result, it can be concluded that the above motivation indicators indicate high motivation. This indicator is very important for the learning process (Maryanto et al., 2013). Children's activities at meeting 1 received a gain score of 27% with moderately active criteria, a 60% gain score with active criteria, and a 100% gain score with very active criteria at each meeting, indicating that children's activities increased at each meeting and achieved success indicators.

Play is one component of early childhood education. Play is one way early childhood learning activities are carried out because it is a fundamental need that must be met. Thus, early childhood learning is always done by playing. Learning activities carried out in early childhood in educational experiences can gain information, experience, and happiness. Activities such as touching, trying, throwing, adventuring, singing, and playing become the process of early childhood education. Children are actively involved in physical and mental activity, and teachers help them learn through play to increase child involvement, words and explanations are essential (Suriansyah & Aslamiah, 2011).

Children learning by working in learning activities will gain knowledge, understanding, and other behavioral components through these efforts. Any type of activity that is consciously carried out by a person who changes himself, including changes in knowledge or proficiency whose nature depends on small changes (Punin et al., 2016).

The results of children's religious and moral values development at meeting 1 got a score of 27% with criteria starting to develop at meeting 2 getting a score of 80% of the criteria developed as expected, at meeting 3 getting a score of 100% with criteria developing very well. This shows that the results of religious and moral values development have increased at every meeting and achieved success in the field.

Children no longer see themselves as the center of attention in their environment because they are no longer egocentric. Children begin to objectively observe their environment (Khusni, 2018). Children's lives are greatly influenced by religious education. Since religion has a significant influence in reducing the number of moral deviations that occur today, it is one of the most important factors that can control a child's behavior. Rigorous training is an organized and measurable effort as an effort to plan students to understand, internalize, internalize, and be confident in rigorous lessons and an effort (Asti, 2017).

Habituating prosocial behavior, introducing religious belief systems, promoting the values of justice in action, decency, honesty, respect for all living things, and caring for the environment are the goals of religious education at home and at school. Children's curiosity about culture, religious beliefs, and other values has grown as a result of religious upbringing, as has their understanding of their own religious beliefs. Rigorous education also helps children to develop personally and socially to be ready to live this life in a healthy and calm way (Syamsudin, 2017).

Learning activities are very important to develop children's moral and religious values with STTPA (Child Development Achievement Level Standards) set by BSNP (National Education Standards Agency) which is currently changed its religious and moral values to BSKAP (Education Standard, Curriculum, and Assessment Agency) for ages 4-6 years is to imitate worship movements and get used to worship (Permendikbud Number 137 of 2014). One

of the necessary and very important worship habits in children is performing ablution, because ablution is the main requirement in carrying out other worship activities such as before reciting, before prayer which is the obligation of Muslims. Ablution is an act of cleansing that is entirely completed by sharia on parts of the human body using water, as a foundation for Muslims to face Allah Almighty. The face, hands, hair, and both feet are relevant parts of the body.

As a result, the means of ablution procedures recommended to children are reading *basmallah*, gargling, inhaling water three times, cleaning the face three times, washing both hands to the elbows three times, rubbing the head three times, rubbing both ears three times, and washing the two to the eyes three times (Revita & Hartati, 2020).

The trend of teacher activity, children's learning motivation, children's activities, and the results of children's religious and moral values development can be seen in Graph 1.
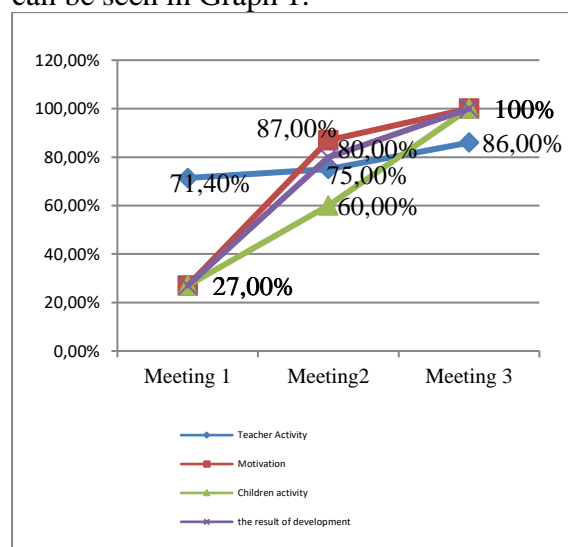

Figure 1. Teacher Activities, Children's Learning Motivation, Children's Activities and Children's religious and moral values Development Results

Based on Graph 1, it can be concluded that, every meeting, teacher activity, child learning motivation, child activity, and child religious and moral

values development outcomes increase. This shows that the teacher has implemented learning in accordance with the steps to use the RINDU model. It also proves that there is a relationship between these four aspects and there is a belief that the more optimal the teacher's activity during learning, the more active the child's activity. From the development of teacher and child activities, this will also have an impact on the overall development of the child.

The development of religious and moral values is a shift in beliefs, customs, customs, values, and ways of life. Knowing and believing that God created the universe, following acts of worship, prayer, greetings, knowing good and bad qualities, and getting used to doing good as a basis for being a good citizen are abilities to be achieved from religious and moral education (Zulfida, 2023).

CONCLUSION

The results of classroom action research conducted on group A children of TK Kasih Ibu Barito Kuala showed an increase because it was in accordance with the success indicators that had been set, with the following results: Teacher activities in carrying out learning on the development of religious and moral values aspects using a combination of the RINDU model in group A children of TK Kasih Ibu Barito Kaula can run well every meeting so that teacher activities so that they obtain very good categories and have succeeded in achieving the indicators set by the researcher. Children's activities in the implementation of learning on the development of religious and moral values aspects in sequencing ablution movements using the RINDU model in group A children of TK Kasih Ibu Barito Kuala can be carried out well every meeting so that children's activities increase significantly with the category of very active and have achieved success

indicators that have been set by researchers.

Children's motivation in the implementation of learning on the religious and moral values aspect in sequencing ablution movements using the RINDU model in group A children of TK Kasih Ibu Barito Kuala and being well involved in each meeting, showed a significant increase in the category that was very active and met the success indicators set by the researcher. The results of developing the ability of religious and moral values in sequencing ablution worship movements using the RINDU model in group A children of Kasih Ibu Kindergarten have increased to achieve success indicators with criteria for developing according to expectations (AE) score 3 and developing very well (DVW) score 4.

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