

A CONCEPTUAL STUDY OF THE EDUCATIONAL STORY AND SONG APPROACH AS A MEDIA FOR INCORPORATING ISLAMIC VALUES IN ISLAMIC RELIGIOUS EDUCATION LEARNING FOR EARLY CHILDHOOD

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Abstract: Early childhood (Early Childhood) is a critical period in laying the foundations of religious and moral values. This systematic literature review (SLR) aims to synthesize and analyze various effective methods and strategies for instilling Islamic Religious Education (PAI) values in EAD, including Belief, Worship, and Morals, based on five previous primary studies. The research method used was a qualitative literature review using content analysis and thematic synthesis techniques. The results indicate that instilling PAI values is highly effective through creative media such as Islamic songs and storytelling, which can internalize the abstract concepts of Belief and Worship, as well as Moral values, in a fun way. The key to the successful implementation of this method lies in a consistent habituation strategy supported by role modeling from teachers and parents, with values based on the Quran. This research contributes to presenting a holistic model for instilling PAI values in EAD. Practitioners are advised to integrate creative methods with habituation and role-modeling strategies, while future researchers are expected to test this integrated model through action research.

Keywords: (*Keywords: Islamic Religious Values, Early Childhood, Storytelling Method, Islamic Songs, Habituation, Role Modeling.*)

INTRODUCTION

Early childhood (PAUD/TK) is a crucial golden age, providing a foundation for laying the foundation for religious education, character development, and morals in accordance with Islamic teachings. The development of religious and moral values is an essential aspect of development that every child must achieve. Instilling religious values from an early age is crucial as a foundation for character development, leading to the development of devout individuals.

However, with the complexity of learning demands and modernization, there has been a decline in activities related to Islamic values in early childhood, necessitating early habituation efforts. Therefore, effective and enjoyable strategies and media are needed for learning to internalize these values. This study aims to comprehensively examine and analyze various strategies and the implementation of these methods (storytelling, Islamic songs, habituation, and role models) in shaping morals and religious values in early childhood.

1. Theoretical Foundation of Islamic Religious Education (PAI) for Early Childhood (AUD)

The Nature of AUD as a Golden Age and Spiritual Needs

The early childhood period (0-6 years) is universally recognized as the Golden Age, during which brain cell development reaches its peak. From an Islamic pedagogical perspective, this period provides a spiritual foundation (*al-asās al-ruhī*) that significantly determines a child's personality and religious observance in the future. The process of instilling Islamic values during this phase aims to gradually build theological awareness, forming the basis for character formation (*akhlaq*) in accordance with Islamic teachings.

Tripartite Dimension of Islamic Religious Education Values

The Islamic Religious Education values instilled in preschool children must encompass the following holistic dimensions:

1. Faith Dimension (Cognitive and Affective): Includes an introduction to the concepts of Tauhid (the Oneness of God), Prophethood (of the Prophet Muhammad), and the Quran. Because children are at the concrete thinking stage (Piaget), these abstract concepts must be translated through concrete and imaginative media (such as songs and stories) to avoid verbalism (understanding without meaning).

2. Worship Dimension (Psychomotor and Affective): Focuses on introducing and familiarizing with religious rituals, such as the five daily prayers and reading the Quran. The primary goal is habituation, which fosters unburdened obedience and stimulates the psychomotor and affective domains.

3. Moral and Social Dimension: This is the end result of faith and worship, focusing on the formation of praiseworthy character (for example: a calm attitude when reciting the Koran, endeavor, and trust in God). This moral formation must have a framework of universal values of the Qur'an as the highest source of law and morals.

Cognitive Development and Learning Theory in the Context of Islamic Religious Education

Jean Piaget's Pre-Operational Stage

Early childhood is in the pre-operational stage (approximately 2-7 years old), which is characterized by egocentric thinking and centrisms (focusing attention on one aspect).

Pedagogical Implications: Due to limitations in logical and abstract thinking, Islamic Religious Education must utilize symbols, fantasy, and pictorial/audio representations. This is why storytelling (utilizing imagination) and Islamic songs (utilizing sound and rhythm) are highly relevant and effective.

Albert Bandura's Social Learning Theory

This theory provides a scientific basis for the Role Modeling strategy. Bandura asserts that learning, especially social and moral behavior, occurs largely through observation and imitation (modeling).

Application of Islamic Religious Education: Children internalize religious values not only from instruction, but also from the behavior observed in living models (teachers and parents). The success of instilling

value depends heavily on the consistency and integrity of the model, making Role Modeling the strongest strategy.

Constructivist Learning Theory and Lev Vygotsky's ZPD

The constructivist approach emphasizes that children construct their knowledge through social interactions. Vygotsky emphasized the role of scaffolding (support) in the Zone of Proximal Development (ZPD).

Implementation of Islamic Religious Education: The storytelling method followed by discussion (insis 1.pdf) serves as linguistic and social scaffolding, helping children bridge their existing understanding with higher-level religious concepts.

In-depth Study of Innovative Methods and Media

Storytelling Method

Storytelling is the transfer of values through dramatic narrative. Psychologically, stories can:

Touch the Affective Domain: Stories trigger emotions, making the religious values embedded in the storyline more easily absorbed and fostering moral empathy.

Cognitive Facilitator: Stories help children organize experiences and information sequentially, supporting their cognitive and linguistic development. The effectiveness of this method is proven through the increase in religious values which can be assessed through observation and documentation.

Islamic Song Media

Songs possess unique memory-building power through rhythm and repetition.

Memorization Principle: The repetition of melodies and lyrics in songs (the principle of rote learning) is highly effective in instilling doctrinal concepts (Aqidah) and practical instructions (Ibadah), addressing the cognitive memory limitations of children with AUD.

Musical Intelligence: In accordance with Gardner's theory of Multiple Intelligences, the use of songs optimizes children's musical intelligence for educational purposes, making it a fun and non-preachy medium.

Value Reinforcement Strategy Paradigm: Habituation and Role Modeling

Habituation (Habituation)

Habituation is a behavioral process that transforms external stimuli into automatic internal responses. In the context of Islamic Religious Education (PAI):

Consistency as a Pillar: Habituation demands high consistency in daily routines (insis 3.pdf). This consistency ensures that worship activities become moral dispositions (tendencies to act) and not merely temporary obedience.

Character Formation: Through habituation, PAI values are transformed from mere knowledge to become part of character (morals).

Modeling from a Quranic Perspective

Modeling strategies must have a strong theological foundation.

Prophetic Model (Usāwah Ḥasanah): Modeling strategies implemented by teachers must refer to the values of the Quran, positioning the Prophet Muhammad (peace be upon him) as the best usāwah ḥasanah (exemplar).

Model Credibility: The effectiveness of role models depends on the credibility of the model. Teachers and parents must strive to have good personalities that are in harmony between words and actions, as contradictions will send ambiguous messages and undermine the internalization of values in children.

LITERATURE REVIEW

Indra Yeni, Universitas Negeri Padang, Padang, Indonesia Development of Moral and Religious Values for Children through Singing Themed Islamic Songs, The development of singing ability aims to make children able to create something based on their imagination. In addition, the development of singing ability can also sharpen the sensitivity and appreciate the creative work. Islamic songs are always close to the world of children and

usually have started from the family environment because it is rich in moral messages. In digging the ability to sing a child can be used content and demonstrating it. The activity begins with Demonstration Method. This is done by telling the song teacher singing a song intact with the accompaniment of the teacher's music reciting the text of the song and the child repeating so that they understand the meaning of the song, then the teacher and children sing together so that the child is more motivated. This teaching activity has increased the active participation of children; children can apply the message contained in the song.

Joni Helandri, Faizin, Sekolah Tinggi Agama Islam (STAI) Bumi Silampari, Lubuklinggau, Indonesia, Use of Islamic Stories as a Means of Moral Education in Early Childhood, 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.

METHOD

1. Type of Research

This research is classified as a Systematic Literature Review (SLR). The approach used is Pure Qualitative, as this research aims to analyze, interpret, and synthesize in-depth the content, processes, and outcomes of instilling Islamic religious values documented in previous primary studies.

SLR was chosen because it allows the researcher to:

1. Identify and integrate various separate findings (Storytelling, Islamic Songs, Habits, Role Models) into a single conceptual framework.
2. Evaluate the validity and relevance of qualitative findings from primary sources.

2. Data Sources and Research Objects

Primary Data Sources (Documents Studied)

The primary data sources for this research are the five uploaded scientific documents/articles, which have been confirmed as relevant to the focus of instilling Islamic religious values (Aqidah, Ibadah, and Morals) in early childhood.

NO.	Dokumen Sumber	Jenis Kajian Dalam Dokumen	Fokus Metode/Strategi
1.	Penanaman Nilai Keagamaan Anak Melalui Metode Bercerita	Kualitatif Deskriptif (Studi Kasus)	Metode Bercerita
2.	Nilai Pendidikan Islam Bagi Anak Usia Dini Dalam Lagu Islam Anak Usia Dini	Kajian Pustaka/Analisis Isi	Media Lagu Islami

3.	Identifikasi Nilai Agama Islam Pada Anak Usia Dini	Kajian Pustaka	Pembiasaan dan Keteladanan
4.	Strategi Guru Dalam Menanamkan Nilai Agama Menurut Alquran Terhadap Pembentukkam Akhlak Anak Usia Dini di TK Islam Al Itifaqiah Indralayana Kabupaten Ogan Ilir Sumsel	Kualitatif Deskriptif (Studi Kasus)	Strategi Guru Berbasis Al-Qur'an

Research Objectives (Focus of Synthesis)

This research focuses on the implementation and effectiveness of two main categories:

1. Learning Methods and Media: Storytelling and Islamic Songs.
2. Value Internalization Strategies: Habitual Activities and Role Modeling.
3. Data Collection Procedures (SLR Protocol)

Data collection was conducted through a Systematic Literature Review protocol, namely

Documentation, which includes three main stages:

1. Document Identification and Access: All five documents were identified as primary data.
2. Screening and Validation: Documents were validated by ensuring that their content answered the research questions (Problem Formulation). All documents were deemed valid because they explicitly discussed methods for instilling religious values in early childhood education (ECE).
3. Key Data Extraction: Close reading of the Methodology, Results, and Discussion sections of each document was conducted. The extracted data included:
 - a. Specific research objectives.
 - b. Types of Islamic Religious Education (PAI) values studied (Faith, Worship, Morals).
 - c. Steps for implementing the method/strategy (e.g., storytelling process, song lyrics).
 - d. Key findings or results that support the effectiveness of the method.
 - e. Research Instruments
 - f. The primary instrument in this qualitative research is the researcher themselves (Human Instrument), who acts as data collector, analyst, and synthesizer of findings.
 - g. The supporting instruments used are:
 - h. Data Extraction Matrix/Table: A systematic worksheet used to record, organize, and compare key findings extracted from each source document, grouped by theme (methods, strategies, and PAI values).

5. Data Analysis Technique

The data analysis technique used was Thematic Qualitative Synthesis, adopting the steps in

qualitative data analysis (Miles, Huberman, & Saldana):

1. Data Reduction: Summarizing, sorting, and focusing the extracted data, leaving only information relevant to the research question (for example, selecting song lyrics that specifically contain Islamic values).
2. Data Display: The reduced data is presented in the form of thematic tables (as in the Research Results section) and descriptive narratives. Grouping is done based on the following categories: Islamic Religious Education Values (Faith, Worship, Morals), Innovative Methods (Storytelling, Songs), and Reinforcement Strategies (Habits, Role Models).
3. Verification and Conclusion Drawing & Verification: Conducting cross-comparison between documents to find similarities, differences, and causal relationships between methods and results. Verification is carried out by applying Source Triangulation (comparing findings from five different sources) to build a solid and cohesive conclusion regarding the most effective PAI value instillation model.

6. Research Location and Timeline

Research Location: This research is non-field research, conducted in a digital library and scientific repository.

Research Timeline: Data extraction and synthesis will be conducted within a predetermined period (e.g., three consecutive months at the end of 2025)

- The results of this study are presented as a thematic synthesis of five source documents, grouped based on the methods and strategies for instilling Islamic religious values (PAI) in Early Childhood (AUD). The analysis focuses on the PAI values instilled (Aqidah, Ibadah, Akhlak) and their implementation mechanisms.
- Analysis of PAI Values in Islamic Songs (Answering Question No. 1)
A synthesis of two literature review documents on Islamic songs for early childhood indicates that songs contain PAI values structured in their lyrics. Songs serve as an effective means of transferring values due to their enjoyable and memorable nature.

Dimensi Nilai PAI	Nilai yang Ditemukan dalam Lirik Lagu	Tujuan Penanaman
Akidah	Ajakan mengimani dan mengesakan Allah (Tauhid). Penegasan bahwa Allah bukanlah makhluk (hewan, gunung, dsb.). Pengenalan Nabi Muhammad sebagai Rasul dan Al-Qur'an sebagai kitab suci.	Membentuk keyakinan dasar dan pondasi keimanan yang lurus sejak dini.
Ibadah	Ajakan untuk melaksanakan salat lima waktu. Ajakan untuk membaca Al-Qur'an.	Membiasakan praktik ritual ibadah sebagai bentuk ketaatan.

Akhlak	Sikap tenang saat mengaji (disiplin). Konsep Ikhtiar (usaha) dan Tawakal (sikap pasrah setelah berusaha dan berdoa).	Membentuk karakter spiritual dan moral yang positif.

Key Findings: Islamic songs successfully bridge abstract Islamic concepts (e.g., Tawhid) into concrete, easily digestible language representations for early childhood education (AUD).

2. Implementation of the Storytelling Method (Answering Question No. 2)

The results of a qualitative case study on the storytelling method indicate that this method is not simply a teaching tool, but an effective interactive process in enhancing children's religious values.

2.1. Storytelling Method Implementation Process:

Implementation of the storytelling method is carried out through systematic steps involving:

1. Material Preparation: Selecting stories that contain clear moral messages and religious values.

2. Dramatic Delivery: Educators use engaging intonation, facial expressions, and body movements to enhance the story's appeal.

1. Post-Story Reflection: Conducting dialogue, questions and answers, or discussions to help children assess and relate the story's moral message to their daily behavior.

2.2. Results of Improving Religious Values:

The storytelling method has been proven to improve children's religious values, particularly in the affective and psychomotor domains. The observed improvement was in children's ability to demonstrate positive moral behavior (e.g., empathy and honesty) after being exposed to relevant stories. The effectiveness of this method was validated through technical triangulation (observation, interviews, and documentation), which demonstrated positive behavioral changes.

3. Strategies for Reinforcing Religious Values: Habituation and Role Modeling (Answering Question No. 4)

Synthesis of the documents and positioning Habituation and Role Modeling as core strategies in instilling Islamic Religious Education values.

3.1. Habituation Activities:

The instillation of Islamic religious values must be carried out through consistent habituation activities. Regularly practicing religious practices (such as praying before and after activities, practicing ablution, and performing short prayers) at school and home will shape children's moral disposition and character, making religious values an integral part of their lives.

3.2. The Central Role of Modeling:

The role models of teachers and parents are a determining factor in success.

Quality of Models: Teachers and parents must strive to have good personalities that can serve as role models. Children learn through imitation, so consistency between the words and actions of models is essential.

Theological Modeling: This role model is reinforced by documents emphasizing that teacher strategies must be based on Qur'anic values, making teachers practical embodiments of the Islamic teachings they exemplify.

4. Teacher Strategies in Instilling Quranic-Based Morals (Answering Question No. 3)

Case studies on teacher strategies show that the formation of morals in preschool children must be guided by strategies with a strong theological foundation.

Affirmation of Value Sources: Teacher strategies focus on instilling religious values directly derived from the Quran. This ensures that moral formation is not merely social ethics but also carries the strength of Islamic doctrine.

Qualitative Approach: Teacher strategies include qualitative data collection techniques (observation, interviews) that demonstrate the need for teachers to deeply understand each child's spiritual development. This strategy emphasizes the process (internalization of values) over cognitive outcomes, focusing on the formation of internalized noble morals.

Synthesis Model for Instilling Islamic Religious Education Values in Early Childhood Education

Overall, the findings from the five documents can be synthesized into a comprehensive model:

Faktor Penentu	Metode dan Media (Stimulasi Kreatif)	Strategi Penguatan (Lingkungan Suportif)
Fokus Aksi	Metode Bercerita (<i>Storytelling</i>); Media Lagu Islami	Kegiatan Pembiasaan (Habitiasi); Keteladanan (Modeling) Guru & Ortu
Nilai yang Dituju	Akidah, Ibadah, dan Akhlak.	Ketaatan, Disiplin, dan Karakter Islami.
Landasan Teologis	Narasi dan Simbol PAI.	Nilai-nilai PAI bersumber Al-Qur'an
Hasil Akhir	Pembentukan Karakter dan Akhlak Mulia pada Anak Usia Dini.	

RESULT AND DISCUSSION

1. Instilling Islamic Religious Education Values through Islamic Songs (Answer to Question No. 1): Islamic songs (insis 2 & insis 5) effectively instill abstract beliefs (Tauhid) and worship (Salat) because they utilize children's musical intelligence (Gardner). The song lyrics serve as internal motivation and enjoyable reminders, teaching moral values such as ikhtiar (effort) and tawakkul (trust).

2. Implementation of the Storytelling Method (Answer to Question No. 2): The storytelling method (insis 1) successfully enhances religious values through vicarious learning, utilizing the high imagination of early childhood. The implementation process, which involves dialogue and reflection, helps children internalize moral messages, supporting Constructivism and Social Learning theories.
3. Teacher Strategies Based on the Quran (Answer to Question No. 3): Teacher strategies must be based on Quranic values (4249... (1).pdf) to ensure that the instilling of moral values has doctrinal legitimacy. This strategy emphasizes that moral formation is part of religious obedience, not merely social ethics.
4. The Role of Habituation and Modeling (Answering Question No. 4): The most crucial strategies are Habituation and Modeling (Insis 3.pdf). Consistency in religious routines transforms behavior into permanent character. According to Bandura's theory, teachers and parents must be ideal role models to ensure Islamic Religious Education values are firmly embedded.

This research contributes by presenting integrated evidence (Source Triangulation) that affective and psychomotor approaches (Storytelling, Songs, and Habituation) are superior in instilling religious values in early childhood. Furthermore, this research produces a Holistic Model for Instilling Islamic Religious Education (PAI) Values in Early Childhood that integrates creative methods with supportive parenting strategies.

CONCLUSION

This research concludes that instilling Islamic Religious Education (PAI) values in early childhood is highly effective through a combination of integrated methods and strategies. Key points of the research:

1. Effective Creative Media: Islamic Religious Education (Aqidah, Ibadah, Akhlak) values are successfully internalized through Islamic Songs and Storytelling methods due to their enjoyable nature and developmental relevance for early childhood.
2. Core Strategy: Habituation and Role Modeling: The key to successful value instillation lies in consistent habituation supported by role modeling from teachers and parents.
3. Al-Quranic foundation: The strategy for instilling values must be based on the values of the Al-Quran to form strong morals.

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