

Intervention of “Religious Activities” Instilling the Character of the Responsibility in Early Childhood to Welcome Revolution 4.0

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Abstract: The aim of this article is to illustrate the role of "religious activities" in instilling children's responsibility to face the industrial revolution 4.0. Character traits developed are responsibilities obtained through three approaches in developing Licona's moral theory, namely the concept of morality, moral attitude, and moral behavior. The role of religious activities in character building involves the method of forming the attitudes of educators as role models, educators as advisors, educators as supervisors, so that the behavior of religious activities will become a habit. This type of research is qualitative. This research was conducted at TK ABA in Bantul, Yogyakarta using a type of phenomenology. Research data obtained through observation, interviews, and documentation. The results showed that behaviors that reflect the character of responsibility ranging from habituation to religious activities include: 1) carrying out religious worship such as ablution, prayer and saying prayer before after the activity, 2) loving the motherland, ie the child does not mock his theme of a different skin color, do not tease the theme of a different culture, 3) practice to obey the rules, namely obeying school rules such as waiting in line, wearing school uniforms, coming to school before 08.00 WIB, 4) keeping the environment clean, ie not littering, practicing sweeping, washing dishes and glasses after eating, 5) is responsible for the tasks given, namely tidying the toys after use, completing the tasks that have been given / selected. Responsible character provides the foundation for students to be wise in welcoming future technological developments and enables them to retain the character of responsibility.

Keywords: *early childhood education, character development, responsibility, religious activities*

INTRODUCTION

Globalization has entered a new era called the industrial revolution 4.0 (Shwab, 2016). The industrial revolution 4.0 is a continuation of the industrial revolution 3.0 which promotes computerized manufacturing technology with marked physical cyber and manufacturing collaboration (Prasetyo, Banu & Trisyanti, 2018). This revolutionary change will provide various facilities including opening up opportunities for anyone to advance, information is easier to process, abundant information is able to provide great benefits to develop various fields of science, the field of economics, the field of political culture, even to the world of education. (Murtini, Sri & Sutedjo, 2018)

Beyond the convenience offered, changes in the 4.0 revolution save a variety of negative impacts, including the rise of information hoaxes due to the easy dissemination of information, and natural damage due to industrial exploitation (Prasetyo, Banu & Trisyanti, 2018). The industrial revolution 4.0 will provide challenges for millennial generation. This challenge is how to respond wisely to technological sophistication. The wise attitude of an individual is a mirror of one's character. Character is the mental nature of morals or character which is a characteristic of a person (Herwina, 2018). One of the characters that must be formed is responsibility. Responsibility is important to individuals with the aim that humans can function properly and wisely for the environment and be able to understand interactions with each other in an increasingly sophisticated technological era without abuse.

One of the characters that must be formed is responsibility. Responsibility is important to individuals with the aim that humans can function well and wisely towards the environment and be able to understand interactions with each other in an increasingly sophisticated technological era without any character. all sophisticated. The character of responsibility cannot be formed in instant behavior which can be directly presented. Responsibility character education must be integrated in the process of educating that is realized by the teacher as an educational goal, then developed in transactional learning and based on a deep understanding of the development of learner abuse (Utami, 2010)

he formation of the character of responsibility requires exemplary, habituation and touch from an early age. The early age is called the golden age, which is a sensitive phase or a sensitive period in which 80 percent of neuronal nerve cells in the brain are developing rapidly and are very sensitive to stimulation or stimulation received through the senses (Suyanto, 2005). The environment is a dominant source of stimulation, if the child grows up in a good environment then all aspects of the child's development will develop properly and optimally and vice versa. This age is the age that will determine the quality of children's success in the future, including the success of children overcoming conflicts in their age will determine the success of children in social life in the future. Therefore education at this time is a very fundamental education and determines the further development of children.

As a religious community, the cultivation of the character of responsibility in early childhood can be applied through religious activities in relation to daily religious activities in schools with different approaches and methods according to the religious values to be conveyed. (Setiawati, 2006). Various religious activities can be a foundation for early childhood in forming personal character in welcoming the industrial revolution 4.0.

THEORETICAL REVIEW

Early childhood

According to the 2003 National Education System Law, early childhood is a vulnerable child aged 0-6 years. Early childhood is called the golden phase of life which is a sensitive phase or a sensitive period where 80 percent of neuronal nerve cells in the brain are developing rapidly and are very sensitive to stimulation or stimulation received through the senses (Suyanto, 2005). This period is a group of children who are in a process of growth and development that is unique, so it has a special pattern of growth and development in accordance with the level of growth and development of his age(Mansur, 2005). An opportunity that will not be repeated in the life phase because early childhood is a determinant of the quality of individual success for the future, one of which is the ability to overcome conflicts at an early age will have an influence on the success of children in social life in the future (Pendidikan & Kebudayaan, 2015).

Early Childhood Character Education

Moral development according to Kohlberg (Suntrock, 2007) ncluding (1) Praconventional, (2) conventional, and (3) postconventional. The initial or preconventional stage of the child is not familiar with the rules, morals, ethics, and immorality. Then, it develops at the conventional stage of the child becoming an individual who knows the rules, morals, ethics, and immorality and acts according to these rules. Furthermore, finally the postconventional stage of moral, rules, ethics and immorality is embedded in the child where behavior is determined by moral

considerations in him not by rules or by the existence of others, even though there is no influence from others.

Moral education is the same as character education. Character education is a conscious and earnest effort of a teacher to teach values to his students. Related to the golden age of children, character education is very potential to be formed early. Character education is the same as education that develops noble values by teaching and practicing those values in relation to human beings and to God. Character education as a process of human development towards *kafah* so that character education requires exemplary, habituation and touch from an early age (Samani&Hariyanto, 2013). Therefore education at this time is a very fundamental education (Khadijah, 2016).

Early Childhood Religious Activities

Early childhood education plays a role as an organizer of education, one of which is character education responsibility. The learning process is carried out as a routine from the beginning of the learning activities to the end of the learning activities. The character of responsibility is implemented through religious activities which consist of two categories namely good behavior and worship activities (Pendidikan & Kebudayaan, 2015). Good behavior activities include loving the motherland, practicing to always be in accordance with the rules, taking care of yourself, keeping the environment clean, being responsible for the tasks given or the tasks that have been chosen. Worship activities are performing religious worship such as, praying, memorizing short letters, practicing *fardu* prayers and *sunnah* prayers (Setiawati, 2006)

Religious activities affect the aspect of responsibility because in religious activities educators provide an understanding that carrying out religious activities as an expression of gratitude to God for being given health, all religious activities must be carried out. In addition, educators provide an understanding that in order to be a devout individual, they must implement existing regulations

The application of religious activities in early childhood requires an approach that is the method or method of delivery that is appropriate for children. The method is a very important factor because the method is very influential on the success of the value inculcation process, besides that the method is also a way for educators to deliver the available material. Various methods that can be used in integrating religious life in early childhood that can facilitate the parents / educators of young children in stimulating the moral religious values of their children. The way that can be done is through (Ahmad, M, Nasih & Lilik, N, 2009) :

Exemplary

The exemplary method is a way of learning by imitating the behavior and attitudes of a person's character (Arif, 2002). Educating by example is giving role models, if a child has lost role models in his educator, then he will feel lost something so that the advice and sanctions given are no longer useful. The teacher will be a figure that can be emulated in all behaviors by his students. Humans are imitating creatures like to do the same thing from something seen. Moreover, children are very easy to imitate something new and has never been known, both in the form of behavior and speech (Haricahyono, 1995).

Habituation

The habituation method is an activity that is carried out regularly and continuously to train children to have certain habits, which are generally associated with the development of a child's

personality such as emotions, discipline, character, independence, adaptation, social life, etc.(Ramli, 2010).

Story

Hestory or story method is a method of educating that relies on language, both oral and written which is basically to convey a message. The development of religious values becomes effective if done through stories that contain religious teachings. Thus the child's fantasy power will act and absorb religious value from the story it receives. The stories conveyed can be in the form of the stories of the Prophet and the Prophet, friends, or stories about pious children. Either through story books, audio-visual media in the form of CDs or film duration (Khadijah, 2016)

Practice

Is a method that teaches inculcation of good habits, but it can also be used to acquire dexterity, skill, and skills (Djamroh, Syarif Bahri & Zain, 2002)

Advice

Advice is the virtue in religion, because advice is a sign of good luck for someone who must remind one another to always be on the path of truth in accordance with the teachings of the Shari'a. The counsel method is an effective method in instilling religious values in children about the concept of God

Song

Song is one method with a real learning approach that can make children happy and happy. Through singing activities, a child's sense of sensitivity will be aroused. Sense of saying to the father of the mother, the desire to serve and repay both of them, for example: can be grown through sensitivity to the environment, touched through songs that are grateful for the beauty of nature and its advantagesa (Khadijah, 2016)

Supervision

Supervision of children can be done by paying attention continuously to the development of aspects of knowledge and attitudes (behavior and actions). The education that is accompanied by supervision is accompanying the child in an effort to form creeds, morals and watching him and asking questions continuously.

Demonstration

Demonstration method is a method that requires demonstration to clarify an understanding or to show how to do something for students. This method is effective, because it helps students to find answers with their own efforts based on facts (Ahmad, M, Nasih & Lilik, N, 2009)

Problem Solving

Problem solving or problem solving is a way to provide understanding by giving stimulation to children to pay attention, study, and think about a problem, then the problem is analyzed in an effort to solve it (Majid, Abdul dan Andayana, 2010). This research will discuss how religious

activities implemented through learning methods can influence the character of early childhood responsibilities.

METHODS

This study uses a qualitative approach to the type of phenomenology. Phenomenology research that looks closely at the meaning of individuals about their experiences (Emzir, 2011). This study describes how early childhood religious activities in the school can influence the character of responsibility in children aged 4-6 years in TK ABA Sambeng Srambat sub-district, Bantul, Yogyakarta, as many as 30 children from homogeneous family social background. Homogeneous from parents' educational background, and the same environment. Retrieval of data through observation and interviews with teachers and teachers.

RESULTS AND DISCUSSION

Results

The results of research on behavioral images that reflect the character of responsibility, include: 1) carrying out religious worship such as ablution, prayer and saying prayer before after the activity, 2) loving the motherland, ie the child does not mock his theme of a different color of skin, does not ridicule his theme that has a culture different, 3) practicing orderly rules, i.e., obeying school rules such as waiting in line, wearing school uniforms, coming to school before 08.00 WIB, 4) keeping the environment clean, ie not littering, sweeping, washing dishes and glasses after eating, 5) is responsible for the tasks given, i.e., tidying the toys after they are used, completing the tasks that have been given / selected.

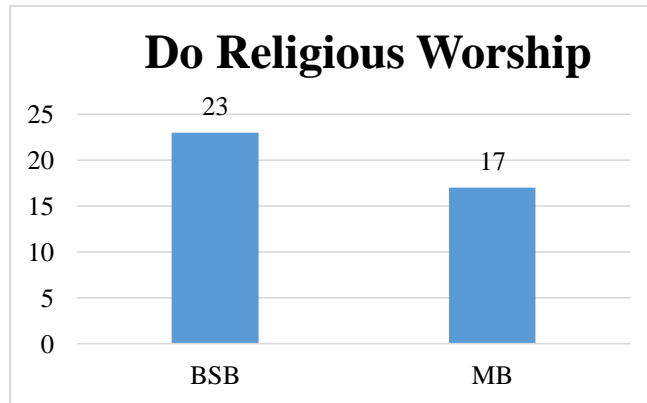
The process of religious education carried out in TK ABA Sambeng Srangkap Bantul Yogyakarta district uses an angle learning model with exemplary methods, habits, advice, and supervision. The role of the teacher in the implementation of education is the teacher as a modeling and educational background of PG PAUD and Islamic Religious Education. Not only in schools, the role of parents in supporting the inculcation of the character of responsibility to children is also done at home by giving the same examples and habits as in school.

Discussion

Character is a person's personality that is formed from the results of routine and environmental influences. Religious activities have a positive influence on the development of children's character and personality maturity in the future (Fauzia, 2015). The findings of the research related to the picture of success in shaping the character of responsibility through the religious activities of ABA Sambeng kindergarten children can be described as follows:

Do religious worship

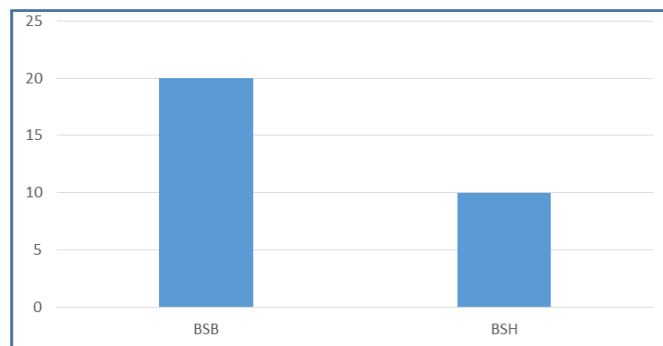
The first picture of the success of religious activities is the character of responsibility behavior is to perform religious worship, namely ablution, prayer, and prayer before after the activity. In carrying out these religious activities form the understanding of the foundation that the child as a human being of God who has the responsibility to carry out and obey all His commands. Learning to perform prayers, ablution, and prayers to children must be done with habituation and assistance (Abdillah F, 2012). The following are the results of obtaining attitudes of children's responsibility towards religious worship behavior at school:



Picture 1. Hiatogram Aspect of Responsibility for Performing Religious Worship of TK ABA Sambeng Bantul Yogyakarta Students

Loving the Motherland

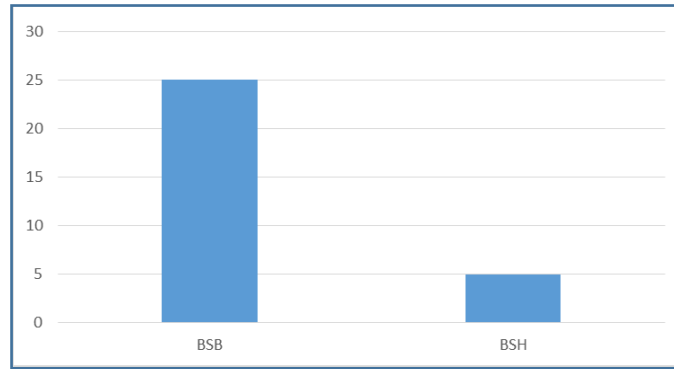
The picture of the success of religious activities in the character of the responsibility of loving the motherland is that children do not discriminate between friends, do not mock differences in skin color or hair shape. Educators provide understanding to students that as citizens must be responsible for loving Indonesia's homeland that has diversity by not discriminating the physical form of human beings in order to create relationships that create a sense of socialization of community life, giving and receiving, and so on(Zulkifli, 2005). The following are the results of acquiring attitudes of students' responsibility in loving their homeland at school



Picture 2. Hiatogram Aspects of Responsibility for Loving the Homeland of TK ABA Sambeng Bantul Yogyakarta Students

Obey The Rules

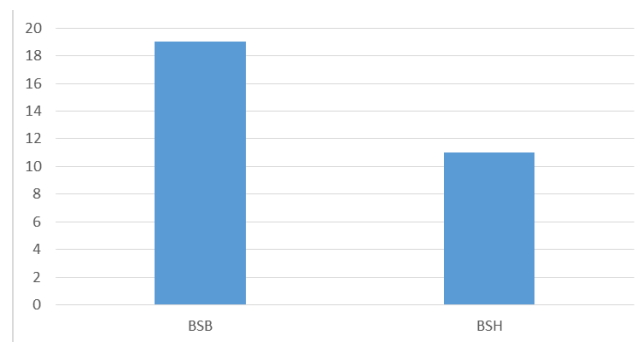
The next success picture of the work performance is an orderly and obedient rule, which is to go to school before 08.00 WIB, use the school uniform as scheduled, tidy up the toys after use. This behavior fosters a sense of responsibility to the rules that exist wherever they are and forms an awareness that regulations are provisions that have been set to regulate human behavior and character. (Maria J wantah, 2005). The following are the results of obtaining a responsible attitude in an orderly manner:



Picture 3. Hiatogram Aspect of Compliance with Responsibilities for TK ABA Sambeng Kindergarten Yogyakarta Students

Take Care of Myself

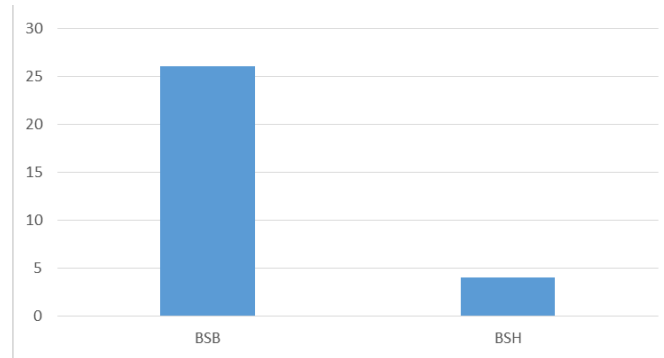
The description of the success of religious activities, the character of responsibility for self-care, that is, students can take responsibility for taking care of themselves, such as taking care of the bathroom when defecating. This religious activity introduces that a person can be responsible for cleaning up from unclean and impurities. The following are the results of acquiring an attitude of responsibility in self-care:



Picture 4. Hiatogram Aspects of Responsibility for Self-Management of ABA Kindergarten Students Sambeng Bantul Yogyakarta

Maintaining Environmental Cleanliness

The description of the success of religious activities is the character of responsibility for maintaining environmental cleanliness, namely disposing of trash in its place, sweeping the room after use, washing dishes after eating. Behavior of this activity forms responsibility behavior that is responsible for cleaning whatever equipment we have used, is responsible for protecting the environment(Wendy L, 2013). The following is the acquisition of a responsible attitude to keep the environment clean:



Picture 5. Hiatogram Aspects of Responsibility to Maintain Environmental Hygiene of TK ABA Sambeng Bantul Yogyakarta Students

The formation of the character of responsibility from religious activities in schools was formed as one of the foundations of children in facing the challenges of the growing industrial revolution. The character of responsibility will act as a capital for self-control over these challenges so that later the child is ready and has a soul of responsibility and good mentality.

The curriculum used at TK ABA Sambeng is a government curriculum that is tailored to school activities. The learning model used is the angular learning model. And the method of learning the formation of responsibility characters is an exemplary method, the method of advice, and the method of supervision. These three methods will become a method of habituation that is in accordance with the rules.

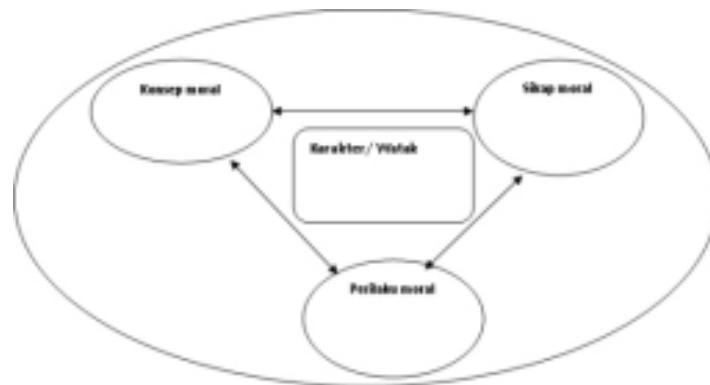
Adequate facilities and infrastructure. Learning media in the religious corner is sufficient to apply the material. The implementation of the education process also requires the provision of facilities and infrastructure in each school because the standard of facilities and infrastructure is an inseparable unit in supporting PAUD services. Facilities and infrastructure standards include the type of completeness and quality of facilities used in the administration of PAUD education. Infrastructure standards are equipment to support the implementation of learning and educational activities. Infrastructure facilities need to be adjusted to the number of children, social conditions, culture and types of PAUD services (Anon, 2012).

The teacher's role in shaping the character of responsibility in children. As for some of the roles of teachers who can shape the character of responsibility in children include: teacher education background which is one of the roles in the success of students. To become an educator who understands the characteristics of early childhood holistically and comprehensively meets professional requirements, namely having a diploma as an educator given by a University or High School who has the authority in preparing teaching staff (Jamaris, 2013). Pembentukan sikap karakter tanggungjawab anak dibentuk melalui keteladanan atau modeling dari pendidik. Perilaku seorang anak dapat mudah terbentuk melalui peniruan dan pembelajaran pengamatan (Sullivan. S.C, 2008). The creation of a good environment, an educator is an individual who is actively involved in the interaction behavior of their students, individually or in groups (Jamaris, 2013).

The formation of responsible character behavior requires support from parents, namely the home environment because the family environment is the main place in which the attitude of the child is formed. Parent collaboration with the school. Parents participating in PAUD learning involvement have a positive impact on children's development in the long run because it reduces the level of risk of failure such as staying in class or dropping out of school (Anon, 2012). So it is very necessary the role of parents to participate in observing and training the development of children.

In TK ABA Sambeng Srambat Bantul school interprets moral education using religious activities. Decaying moral values as a basis for building children's character must pay attention to the learning characteristics of children. Early childhood will be easy to learn something if you see and do yourself a case of religious activities carried out in TK ABA Sambeng. Educators will become role models for their students both in terms of speech and behavior

Religious activities are implemented with the earliest method is the exemplary method, in the cultivation of exemplary will be compared with the method of advice and supervision methods which can then be used habituation method. Thomas Lickona drew the approach used to instill morale in children as shown in the following chart (Lickona, 2013):



Picture 6. Moral Cultivation Approach

From the Licona chart above, character attitudes are related to moral concepts (moral knowing), moral attitudes (moral felling), and moral behavior (moral behavior). These three components can be stated that good character is supported by knowledge about goodness, the desire to do good, and do good deeds(Lickona, 2012)

The three components above cannot be solved, one of them is so the character can be implemented. Cultivation of character through providing moral concepts as a foundation of knowledge in children, will not be meaningful if the concept is not accompanied by an attitude that appears in the lives of children. Children must get concrete examples or examples in the form of concepts, attitudes, and behavior.

In this case the child gets an example of religious activity in the aspect of keeping the environment clean, putting things in their place, being polite to fellow friends and teachers, orderly rules, saying greetings and thanks. Educators always practice these behaviors when at school.

The role of the next method is the method of advice which as an educator always gives advice if the child acts improperly or that the child is always in the expected action.

The next method is supervision, to see whether the examples and advice given will continue to run or not, if it does not work well educators can use the advice method to provide re-guidance, but if the paragon's behavior goes according to what is expected the method applied is habituation. This attitude must also be realized in the child's behavior through habituation carried out at home or at school.

This character of responsibility is the foundation of early childhood in facing the era of the industrial revolution 4.0 which has changed in all its accessibility. In the industrial revolution era 4.0 will prioritize cyber systems and machine technology in all activities. As a wise individu is when addressing machine technology wisely and still respecting humans, for that role the role of

responsibility here is needed so that later children as the next generation can wisely use technology both machine and internet are always balanced with attitudes of responsibility in all aspects, especially aspects of life .

CONCLUSION

Changes in the industrial revolution era 4.0 which will prioritize the role of machine technology and the internet so that it requires wise individuals to react to it, one of which is a sense of responsibility towards the work faced in order to always pay attention to the benefit of aspects of life. Character is a description of individual traits that are formed from the results of environmental influences, take root and become character in a lifetime. Early age which is a period of stimulation of proper character formation. The character of responsibility can be formed through religious activities which consist of conducting religious worship, loving the motherland, practicing to always be in accordance with the rules, taking care of themselves, and maintaining environmental cleanliness. Through this religious activity the character of responsibility will be formed to prepare themselves for children for the development of the industrial revolution. The earlier the application of character education the better the output and generation of successors who will fight against the rapid sophistication and challenges of the world of unlimited digitalization..

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