

The Role Of Teachers In Influenced Religious And Moral Values In Children Multicultural Class For 5-6 Years Old At Satya Prawira Kindergarten Year 2025

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Abstrak

This study aims to describe the role of teachers in instilling religious and moral values, as well as to identify the supporting and inhibiting factors for teachers in multicultural classrooms at Satya Prawira Kindergarten in 2025. This is a descriptive qualitative study. The subjects of this study are 33 students from Group B of Satya Prawira Kindergarten. The focus of the study is the teacher's role in instilling religious and moral values in a multicultural classroom. The results of this study show that teachers play a crucial role in enhancing children's development, especially in terms of religious and moral values. In instilling and developing these values, teachers employ various teaching methods and strategies, such as implementing positive habits, fostering religious tolerance, and creating policies that promote equality among students of different backgrounds. Conclusion: Teachers' efforts in instilling religious and moral values in Group B children can be carried out through cultivating positive habits, fostering tolerance among children, and formulating fair policies that ensure equality among all students from diverse backgrounds. Supporting factors include high levels of tolerance, the habitual development of positive attitudes, a conducive school environment, and adequate facilities and infrastructure. Inhibiting factors include the diversity of cultural and religious backgrounds, differences in values and norms, the challenge of identifying similarities and differences, limited teacher knowledge, and lack of involvement from parents and the community.

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1. INTRODUCTION

In the realm of education, moral development plays a crucial role in improving the quality of life of a nation. Therefore, the development of knowledge is essential to deepen understanding of moral and ethical values. If religious and moral aspects are neglected, excessive worship of knowledge can result, ultimately leading to egocentric behavior.

The National Education System Law (UUSPN) Number 20 of 2003, Chapter I, Article 1, states that education is a conscious and planned effort to create an atmosphere and learning process that allows students to actively develop their potential. This potential includes spiritual strength, religiousness, self-control, personality, intelligence, noble character, and skills that are useful for themselves, society, nation, and state. Meanwhile, the Big Indonesian Dictionary (KBBI) defines education as a process that changes the attitudes and behavior of a person or group towards maturity through teaching and training, both as a process, action, and method of education.

According to John Dewey (1938), education is a form of experience. Because life itself is a process of growth, education aims to support human spiritual growth, regardless of age. This growth is a process of adaptation at every stage of life and the improvement of skills acquired through education (Chala, 2022).

Education is not merely a conscious and planned effort to create a learning environment, develop potential, convey information, and develop skills. It also encompasses efforts to fulfill individual desires, needs, and abilities, in order to achieve a harmonious personal and social life. Therefore, education is not merely about preparing for the future, but also about preparing children as they grow into adulthood.

(Susanto, 2011) states that early childhood education is education provided to children aged 0–6 years through various stimuli aimed at helping the physical and psychological development of children so that they are ready to continue to the next level of education. At an early age, the level of sensitivity and ease of acceptance of all stimuli from their environment. By striving to provide quality education for students, it can be the best provision for their future life.

Researchers conducted a study on the role of teachers in instilling religious and moral values at Satya Prawira Kindergarten. Satya Prawira Kindergarten is one of the schools located in Sokong Village, Tanjung District, which is a multicultural school that accommodates religious diversity. However, despite this, this school has become better known by the local community because the majority in the area are Muslims and Hindus. Parents/guardians of students do not hesitate to send their children to school, because even though most of the teachers are Muslim, the teachers at Satya Prawira Kindergarten are able to adapt general and religious learning to the children's daily lives at school. The most important thing is that the teachers do not discriminate against the background of students.

From the results of interviews with the homeroom teacher of class B at Satya Prawira Kindergarten, students in one class have at least 2/3 different religious diversities, including Islam, Hinduism and Buddhism, so teachers must be able to adapt learning that will not demean and turn their backs on other religions, and be able to recognize the customs and rules in this religious diversity to more easily overcome various obstacles in learning.

From the results of observations conducted by researchers at Satya Prawira Kindergarten, even though there is a diversity of religions and cultures, the level of tolerance of students is very high and they are able to adapt to friends who are not of the same religion as them. They are able to interact without choosing friends of the same religion. In daily learning activities, teachers open and close lessons using common language such as "good morning" and "good afternoon". This is done by teachers as an effort to adjust students in interacting in class.

Thus, an educator must have various ways or strategies to convey material, remembering that teaching in a multicultural class is not easy and is a challenge in itself for a teacher to play a fair role and be able to adapt to religious and cultural diversity in the class.

Based on the problems that have been described, the researcher is interested in studying it further through a study entitled "Analysis of the Role of Teachers in Instilling Religious and Moral Values in Multicultural Classes for 5-6 Year Olds at Satya Prawira Kindergarten in the 2024/2025 Academic Year."

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2. MATERIALS AND METHODS

The type of research used in this study is descriptive qualitative research. Qualitative research is research that describes or describes the phenomenon being studied (Sugiyono, 2019). In qualitative research, researchers conduct it naturally because the object being studied occurs naturally. The goal

is to gain a deeper understanding of the role of teachers in instilling religious and moral values in multicultural classes at Satya Prawira Kindergarten.

The data collection techniques used are:

- Observation

An observation sheet is an assessment tool used by researchers to assess the teacher's role in instilling religious and moral values in students during the learning process. These observations are conducted during learning activities to collect data related to student learning outcomes. The data collected includes observations of student attitudes, teacher activities during the learning process, and student learning outcomes (Sutikno P.H. Sobry, 2020).

- Interview

Interviews are a technique used by researchers to obtain information about the topic of study, whether from class teachers, principals, or other individuals who can provide relevant information (Syahroni, 2022). Interviews were conducted with the class B teacher and the principal of Satya Prawira Kindergarten. The purpose of these interviews was to obtain information and data directly from the teachers and principal, which is expected to help answer the research questions.

- Documentation

Documentation is supporting data to strengthen research results so that the data received is valid and reliable (Manab, 2015). Documentation collection at Satya Prawira Kindergarten was carried out on various documents such as lesson plans, learning guidelines, student assessments, and student learning outcomes at Satya Prawira Kindergarten.

Data analysis techniques in qualitative research are conducted simultaneously during data collection and after completion within a specified period. This analysis can be conducted through direct interaction and direct interviews. The data analysis used in this study is based on the Miles and Huberman model, which consists of several types:

“We see analysis as three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification”.

We view analysis as three streams of activity occurring simultaneously: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. (Huberman, 2014)

3. RESULTS

RESEARCH FINDINGS

1. Teachers' Efforts to Instill Religious and Moral Values in Multicultural Classes

Based on research findings, teachers at Satya Prawira Kindergarten have undertaken various strategic efforts to instill religious and moral values in multicultural classrooms. First, through positive habits such as praying together in religiously neutral Indonesian, all students from Muslim, Hindu, and Buddhist backgrounds can participate inclusively. Second, the implementation of school policies that respect diversity, such as granting leave on religious holidays and assigning special classes every Friday, demonstrates a commitment to creating an equal and tolerant environment.

Third, adaptive learning approaches, such as allowing students to pray according to their respective religious teachings while maintaining unity, have successfully fostered mutual respect among students. This is reflected in their positive interactions inside and outside the classroom, regardless of their backgrounds. Fourth, collaboration with religious teachers specifically for minority groups (Hindu and Buddhist) and the provision of adequate worship facilities (such as prayer rooms and prayer equipment) strengthen the effectiveness of these efforts.

Thus, teachers' efforts are not only focused on academic aspects, but also on developing multicultural character based on religious and moral values. Although challenges such as cultural diversity and teachers' limited knowledge of minority religions remain, the implemented strategies have proven that multicultural education can be effectively implemented at the early

childhood education level. These results demonstrate that the integration of universal values such as tolerance, justice, and respect for differences can be instilled from an early age through innovative and sustainable educational practices.

2. Supporting and Inhibiting Factors in Instilling Religious and Moral Values in Multicultural Classrooms

Based on research findings, it can be concluded that there are several supporting and inhibiting factors in instilling religious and moral values in the multicultural class of Satya Prawira Kindergarten. The main supporting factors include: (1) a high level of tolerance among students as seen from their ability to interact regardless of religious differences, (2) the habituation of positive attitudes through daily routines such as praying together and being polite, (3) a comfortable and clean school environment, and (4) the availability of adequate facilities and infrastructure including worship facilities for various religions. These factors significantly make it easier for teachers to create an inclusive and conducive learning environment for the instillation of religious and moral values.

On the other hand, the research also identified several crucial inhibiting factors. First, the diversity of students' cultural and religious backgrounds requires teachers to constantly adapt in delivering material. Second, differences in values and norms between religions often make it difficult for teachers to develop materials that are accessible to all students. Third, teachers' limited knowledge of minority religions (particularly Hinduism and Buddhism) hinders the delivery of balanced learning. Fourth, excessive demands from parents, sometimes unrealistic about their children's abilities, also pose a challenge for teachers.

Overall, despite facing various challenges, efforts to instill religious and moral values at Satya Prawira Kindergarten have shown positive results. The combination of strong supporting factors and appropriate strategies for overcoming obstacles has created a harmonious multicultural learning environment. These findings underscore the importance of a holistic approach involving not only teachers and students, but also support from all school elements and a strong understanding from parents in creating effective values education in a multicultural environment.

4. DISCUSSION

1. Teachers' Efforts to Instill Religious and Moral Values in Multicultural Classes

Instilling religious and moral values in children is one of the goals of learning in schools, because religious and moral values are one of the aspects of child development, where every teacher will strive to improve all aspects of child development, including the development of religious and moral values. Religious and moral values are one of the most important aspects of development because they will influence a child's life into adulthood, because religious and moral values will serve as a reference for children in living their daily lives.

Children are taught to be able to acknowledge and appreciate cultural and religious diversity to create good social interactions with their friends. Children do not differentiate between themselves and their other friends, which is a form of acknowledging the existence of other cultures. This will create good equality between children and their friends.

This is in line with the theory of Multiculturalism which states that "Society must recognize and appreciate cultural diversity and promote equality between different cultural groups." (Banks, 2007)

Developing religious and moral values in a multicultural classroom offers numerous benefits for children, one of which is fostering a high level of tolerance. This aspect of development not only fosters tolerance but also enhances religious knowledge, fosters positive character, fosters positive behavior and attitudes, fosters self-confidence, and fosters more. Every religious teaching invariably teaches and demands good behavior and avoids harming others.

These good behaviors can include good behavior, positive thinking, tolerance, mutual respect, and so on.

This is also in line with the Deontological Theory which states that "Religious and moral values are determined by the obligations and rules that must be followed" (Kant, 1785)

2. Supporting and Inhibiting Factors in Instilling Religious and Moral Values in Multicultural Classrooms

a. Supporting Factors

1) High tolerance

Teachers and parents can provide various real-life examples from their surroundings, such as differences in religion, customs, ethnicity, or ancestry. This effort aims to provide children with an understanding of the diversity that exists around them. A high level of tolerance in schools will make it easier for teachers to instill cultural values. Children who demonstrate a strong sense of tolerance will learn to respect and care for each other and not belittle others. This will make it easier for teachers to provide encouragement and instill positive attitudes in children. This will help children develop a strong sense of tolerance with their peers.

2) Cultivating positive attitudes

Instilling positive values in children is done through daily habits, from the time they arrive at school until they leave. Most of them already have a positive attitude, as evidenced by their behavior, attitudes, and conduct during school. Teachers acknowledge that children have been able to build their own good character through the positive habits of their teachers. This is also evident in the way they interact daily. In fact, there are very few children who fight, even only breaking up fights a few times, sometimes only once every two weeks. This is a reflection of the positive habits that children receive every day.

This is confirmed by (Herly, 2018), who explains that behavior can be formed through observing and imitating the behavior of others.

3) School environment

A positive and comfortable school environment will support teachers' efforts to instill religious and moral values. A safe and clean school environment will create a comfortable and enjoyable learning environment, ensuring children feel undisturbed during class or while playing in the schoolyard. Furthermore, schools provide spaces for religious activities to better absorb religious learning materials.

4) Facilities and infrastructure

Facilities and infrastructure are one of the factors that influence student learning because it is very necessary to have facilities that can be used by teachers and children when learning and playing as an effort to stimulate creativity and help increase knowledge. In Satya Kindergarten, it can be said that the facilities are quite complete, starting from outdoor and indoor playgrounds, a complete kitchen starting from stoves, gas, children's plates, glasses, forks, and places for worship such as a small prayer room specifically for Islam which is in front of the classroom yard and ablution places for children who perform Dhuha prayers every Friday, even teachers prepare prayer facilities in the form of prayer mats, hats, and around 50 Iqro 'for children to learn to recite the Koran after Dhuha prayers. Not only that, there are many other facilities that help teachers and students in carrying out daily activities at school.

b. Inhibiting Factors

1) Diversity of different cultural and religious backgrounds

The most common inhibiting factor we encounter in cultural schools is cultural and religious diversity. This diversity presents a challenge for teachers at Satya Kindergarten,

as they admit to finding it difficult to consistently adapt religious and moral values to each lesson. This is a common challenge for teachers in cultural classes, as they experience it firsthand when instilling religious and moral values among children with diverse beliefs.

2) Differences between values and norms

Each group has different rules and regulations. Differences in cultural values among children also pose challenges for teachers, as these rules and values may not align with those of children of other religions. Therefore, adapting and adjusting teaching methods to provide equal understanding for children is challenging. Therefore, teachers must strive to create learning materials that are understandable and acceptable to all children, avoiding any perceived bias or demeaning of others.

3) Finding similarities and differences

Every child has different learning abilities and interests. Therefore, identifying similarities and differences among children is an effort to equalize and adapt the way we explain material, incorporating religious and moral values into each lesson to stimulate children through the learning material.

4) Limited teacher knowledge

Teachers' limited knowledge hinders them from providing adequate stimulation and knowledge to children. Every teacher must possess sound knowledge when teaching and providing stimulation so that children receive adequate learning.

5) Parental involvement

We often see parents and communities today who don't understand the learning process, leading them to have high and unrealistic expectations of their children. Most parents and communities today demand that their children grow and develop, even beyond the teacher's own capabilities. When a child is less than capable, the teacher is sometimes blamed. Many parents and communities force their will to impart knowledge to their children, even beyond their own capabilities. This is a common obstacle for teachers. Because parents and communities impose their own will, children are required to learn beyond their own capabilities.

In line with this, according to Dimiyati and Mudjiono (2006), challenges and obstacles in teaching are anything that can disrupt and hinder the learning process so that students cannot achieve optimal learning outcomes.

5. CONCLUSION

Based on the results of research on the role of teachers in instilling religious and moral values in multicultural classes for 5–6-year-olds at Satya Prawira Kindergarten in 2025, the following conclusions can be drawn:

1. The teacher's efforts in instilling religious and moral values in multicultural classes in group B aged 5-6 years are by providing positive guidance and habits every day, helping children build good religious tolerance and making policies that can equalize the cultural and religious backgrounds of children in the class and in the school environment.
2. Supporting and inhibiting factors for teachers in instilling religious and moral values in multicultural classes are as follows;

a. Supporting Factors

The supporting factors for teachers in instilling religious and moral values are: the instilling of good tolerance in children, children being able to carry out positive habits every day, a safe, comfortable and adequate school environment and fairly complete infrastructure.

b. Inhibiting Factors

The inhibiting factors are: diversity of different backgrounds, differences in values and norms in children, teachers must be able to find similarities and differences in each child, limited

knowledge of teachers about the religious values of Hindu and Buddhist children and the involvement of parents and the community.

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3. Parents/guardians of students, who also support the education of religious and moral values in children at home and work together with the school.
4. Children in group B (aged 5-6 years) who have become research subjects with enthusiasm and a good attitude of tolerance.
5. All parties involved, including educational staff and the surrounding community, contribute to creating a school environment that is safe, comfortable, and supports multicultural learning.

Despite challenges such as diverse backgrounds, differing values and norms, and teachers' limited knowledge of specific religions, the collaboration of all parties has helped optimize the instilling of noble values in children. Hopefully, this research will be beneficial for the development of character education in multicultural environments.

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