

## Habituation Method In Developing The Religiosity Dimensions for Young Children

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**ABSTRACT.** *The challenge of developing religious values today is consistency and long-term memory. Because the development of religious values will be valid for the whole life of the child. This study aims to show habituation methods that can be used in developing dimensions of religiosity in the golden age. This research was conducted using qualitative research through a phenomenological approach. The respondents in this study were teachers and children in TK ABA Rewulu Kulon Yogyakarta. Techniques used for data collection with Focus Group Discussions, interviews and observations, while in analyzing data with data reduction, visualization, and data verification. The research obtained data that in carrying out the habituation method, it was carried out with several programs of habituation activities, namely dhuba prayers, almsgiving, memorization of prayers and hadith, studying and memorizing by applying the concept of Wafa Learning. The habituation method by applying several programs has been proven to build a dimension of religiosity for children faster, quality, fun and long-term. Application that is carried out consistently can build the dimendi of children's religiosity more optimally.*

**Keyword:** *Early Childhood; Habituation Methods; Religiosity Dimension*

### INTRODUCTION

Education is currently the most urgent challenge and role in one's life. Through education, someone who initially did not know becomes more aware. For this reason, Indonesia has firmly stipulated Law Number 20 of 2003, which states that national education aims to educate the nation's life and develop a complete Indonesian human being. Namely, individuals with faith, piety to God Almighty, and noble character have knowledge, interests, and talents. A strong and independent personality, a feeling of belonging and responsibility to the country and society (Angdreani et al., 2020). Meanwhile, Muslim leaders agree that education must facilitate growth and development in all aspects, whether intellectual, spiritual, physical, imagination, scientific, and language, individually and in a broader group (Aisyahnur Nasution, 2019). All aspects of child development need a habituation method that can train children's consistency to remain in optimal and good condition following this view.

The method of habituation or habituation is defined as "an automatic, regular and coordinated relationship between all individual spiritual activities" and "repeating actions at close range" (Reri Berlianti dkk., 2020). Experts also say it "encourages a person to accept habits in such a way that governs their behavior in the long run". One can also define habituation or habituation as learning character advantages through engaging in virtuous behavior and avoiding unvirtuous behavior (Ulya, 2020).

The habituation method is fundamental and most popular in the religiosity dimension. Habituation is developing or increasing certain habits through repeated experiences (Shabrina et al., 2021). Implementation of habituation learning to build children's character based on the

dimensions of religiosity of faith and piety to Allah SWT, should not only take attitude coaching as a coaching influence from the development of knowledge and skills but also design it to be better (Aisa & Lisvita, 2020). The way that is done consistently can eventually turn into good habits, behavior, attitudes, and character (Pangestu et al., 2021).

The habituation method to shape the religious character of students requires a suitable model to provide direction to children during the teaching and learning process that prioritizes the nature of students, freely, relaxed, happy, joyful, and fun. Build a person with good and moral behavior (Sugiharto, 2017). This process builds and strengthens the character of students. The implementation of the habituation method develops based on religion, Pancasila culture, and national education goals. Based on these four values, it can be seen that some values are used to build the nation's character, which is supported by 18 character values derived from empirical studies (Rusmayanti & Cristiana, 2013). This study will also examine the impact of the habituation method bias on student behavior. Children with noble personalities have pious behavior in increasing the dimension of religiosity following God's determination. That is the most appropriate time for teachers to lay the foundation for education on the dimension of religiosity and religious values from the younger generation (Selvi, 2020). The dimension of religiosity is significant in childhood because it can shape children's personalities, morals, attitudes, and behavior in the future.

Most students come from a religious background or lack of understanding of religion, but perhaps also come from a background where their parents work as civil servants so their children can attend school. So parents don't worry about their children because apart from studying at school, they also receive full attention from the teacher, which affects their education, manners, and knowledge. Parental education for children and parental supervision of their children is also lacking. Even though the family is the first place in educating children, especially for religion, departing from these problems, parents send their children to school to obtain formal education and general culture in schools that support the child's religious dimension from an early age. The dimension of religiosity is an attitude or behavior full of obedience, placing oneself as a human when carrying out religious education, tolerance for others, and living in peace with one another. Forming an integrated personality during the implementation of learning becomes an arrangement that does not conflict with itself. Spirituality or spiritual habits will form the religious character (Khoirunisa & Hidayat, 2018). In the Study of Spirituality in Islam, Taufiq Pasiak defines the spirit as coming from Arabic (*ruhaniyah*) as a soul that is inseparable from the divine aspect, where talking about spirituality is talking about God (Allah SWT). Parenting experts agree that the best and most effective method for cultivating faith and worthiness in children is to adopt habits and discipline (Adellia Rizqi Umami<sup>1</sup>, Romdanih, 2021).

Nature that every child has, namely religious belief and pure monotheism. How a child's character develops and his potential to become a better person largely depends on the habits and upbringing he receives from the care of his parents and relatives (Putriyanti & Selvi, 2021). The habituation method is ensured to be effective in applying positive values to children. So that their growth and development follow good values, especially in the dimension of religiosity (Novitasari, 2018). For this reason, an educational institution needs to regulate the environment through various positive activity programs that can help students know God, know themselves and their friends, learn the natural environment, and evidence of a Creator's existence (Siswanto et al., 2021).

Therefore, so that aspects of religion or religious learning are easily accepted and assimilated by students, this school adopts a habituation learning model that involves religious education, such as praying or memorizing (*murojaah*) short letters and hadiths, which are carried out daily as application. Habits in the teaching and learning process, instilling the values of discipline and independence and applying one of the learning methods in memorizing and reciting what is known as *WAF A learning*. The habituation method is a relatively long and automatic process that aims to form a behavior/character through repeated learning activities. The personality that becomes habituation has the following unique characteristics: (a) behavior is relatively permanent, (b) habits usually do not require higher mental functions, (c) habits are not the product of a maturation process, which is the result of learning experience, (d) Behaviors that repeatedly occur in response to the same stimulus (Masitah & Rudi Setiawan, 2018).

One aspect of the habituation of learning includes elements of the development of religious values or the dimension of religiosity (Kausar & Suyadi, 2020). Aspects that prioritize the religious dimension will build children's righteousness to God Almighty and strengthen students' attitudes to lay the foundation for children to become good citizens. The habituation method strengthens the dimension of religiosity in the Rewulu Kulon ABA Kindergarten school. The activities include *dhuha* prayers, giving alms, memorizing hadiths and daily prayers, reciting and memorizing the Al-Qur'an, and its flagship program, namely reciting and memorizing the Al-Qur'an with the *Wafa* method. Most of what is still an obstacle for Indonesian society is that it is limited to learning to read the Al-Qur'an. The existing Al-Qur'an learning system builds understanding and learning approaches adopted by the left brain. Holistic and integrated Al-Qur'an learning activities are needed to form an era of people who love the Qur'an. Through the *Wafa learning program*, ABA Rewulu Kulon Kindergarten applies the habituation method through this program. It solves the difficulties encountered so that they can provide solutions to the dimension of religiosity since this golden age. This study aims to show the habituation method that can be used in developing the dimension of religiosity in the golden age.

## **METHOD**

The research method in this article is qualitative. This research was conducted using qualitative research methods through a phenomenological approach. The reason for using this method is to assess the religiosity dimension of using the habituation method. Theoretical and fundamental discourse is needed. Therefore, qualitative research is needed, which is the right method to find the findings of this study. This study involved three teachers and seven children aged 5-6 years at ABA Kindergarten Rewulu Kulon Yogyakarta. This kindergarten is located in Sidokarto, Kec. Godean, Kab. Sleman Prov. In Yogyakarta. By carrying out a careful, systematic, and continuous investigation of a problem with the aim that it can be used for a specific purpose. Primary Data: Data obtained directly from the field or the ABA Rewulu Kulon Kindergarten site and data sources that directly provide data through *Focus Group Discussions* (FGD), interviews and observations. The data collection technique was carried out in three activities: the first FGD, the process of carrying out joint discussions with one moderator, namely the researcher himself, and several audiences, namely children in ABA Rewulu Kulon Kindergarten. FGDs were carried out *online* (in a network) to obtain data on how the habituation method was applied in the school, which was linked to the child's religious dimension—at the same time, carrying out interviews

with several teachers and observations when learning activities take place. Secondary data is data obtained from playback sources and many other sources. The three stages of analysis include (a) data reduction as a process of organizing existing data in a more systematic form, especially based on the subject; (b) data visualization as an effort to present research results in the form of pictures and graphs, and (c) data verification as a step in data inference.

## RESULTS AND DISCUSSION

The research results at ABA Kindergarten Rewulu Kulon obtained data that the school applied the habituation method, which could increase the dimension of religiosity in early childhood. The application of the habituation method is inseparable from several program implementation activities made by the school. The program for implementing the habituation method consists of several activities: 1) Duha prayer, 2) Learning to fast, 3) Memorizing hadiths, 4) Giving alms, and 5) Reciting and memorizing the Qur'an using the Wafa method. This habituation method is carried out daily as an application that builds the dimension of religiosity in schools.

Habituation activities by performing dhuha prayers every morning begin before the implementation of learning. This is done so that children get used to praying dhuha at school so that they can also apply it at home. Then the next habituation activity is by doing a fasting learning program. Learning to fast is done at certain times only. Implementation is carried out every 2-3 times in one semester. This trains children to learn to get used to fasting to prepare for Ramadan fasting. The next lesson is memorizing hadiths and short prayers. This application is carried out routinely every morning after the Duha prayer before learning activities begin and at certain times. Short prayers include prayers before studying, during recess using prayer for meals, for going to the bathroom, for riding vehicles, and other prayers. Memorized hadiths are short hadiths but relate to children's daily activities. So it's not too difficult to memorize hadiths and prayers. Then alms activities are carried out every Friday, and this is to train children to get used to giving alms regularly. The most practical activities in building children's dimensions of religiosity are through the *Wafa Learning method*. The method has an interesting work program in memorizing and reciting the Qur'an, which is different from other schools' usual methods.

The Wafa Learning method was developed in 2013 to support the learning process of memorizing and reciting the Al-Quran through the right-brain method. The Wafa method is a habituation method that is applied in the ABA Rewulu Kulon Kindergarten school, where its application accustoms children to reciting and memorizing the Qur'an using the Wafa method. Every morning before learning the core activities at school, children must recite and memorize the Al-Qur'an for 10-30 minutes. This habituation method uses *Wafa Learning* to build a child's religiosity dimension in studying the holy book, the Qur'an. Some of the habituation method activities this school usually carries out may be the same as other schools, like giving alms, dhuha prayer, sharing, and learning to fast. However, ABA Kindergarten Rewulu Kulon has a learning program that is unique and different from other schools because it uses the Wafa Learning method to learn to recite and memorize the Qur'an. This learning program is proven to provide rapid progress on the dimensions of children's religiosity. Through the habituation method in the *Wafa Learning program*, the Rewulu Kulon ABA Kindergarten school has made this program a flagship. As one of the first teachers said:

"The Wafa method makes it easier for children to recite and memorize the Qur'an because applying it is very easy and fun, using songs and tunes that are familiar to children, as well as books that are complete from stage 1 to stage 1. end to help children either to recite or memorize the Qur'an."

Based on the results of the interviews above, *Wafa learning* is a habituation method that is carried out every day over and over again so that it is easy for children to recite and memorize the Al-Quran. This habituation method gives a new color and makes it easier for teachers because this learning program is ready in terms of plans, materials, and implementation methods. It's just that teachers need to have their variants in teaching, such as having different ideas every day in choosing rhythms when teaching children. *Wafa learning* has guidelines that can make it easier for teachers to carry out habituation, as shown below:



Figure 1 . Wafa recitation book

The picture above shows the contents of the recitation book using the Wafa method. The picture above shows interesting pictures that help children be more interested in memorizing and reciting the Qur'an. Each hijaiyah letter is read by the teacher with pleasant and melodic rhythms. Then the child imitates what the teacher sings, and this activity is repeated until the child memorizes it. The Wafa method is carried out by the teacher teaching the recitation or memorizing using a solemn recitation technique with the rhythm of the Hijaz. The Challenge teachers will face when studying the Qur'an is that they must have a rhythm for reading the Qur'an that is more fun, varied, and interesting for children. Wafa has the characteristics of a Hijaz song with three syllables, which makes it easy for teachers and students to imitate and interesting to listen to. The teacher must have his rhythm, either using the tonnes of children's songs or other rhythms that vary according to the teacher's creativity. Based on the interview results, the second teacher said:

"If I often use the rhythm of the Pelangi-Pelangi song or Balonku Ada Lima, it makes the child remember the letters read or memorized more, and this is repeated over and over until the child gets used to and memorizes how to read the letters. Through this wafa method, it's easier for children to memorize the letters and read them fluently, rather than the usual style."

The Wafa Method recitation book provides a new sensation in early childhood learning. Applying *Wafa Learning* is one step of the habituation method, which focuses on increasing the dimensions of religiosity in early childhood. Through habituation through the Wafa method, it is easier for children to memorize and easily remember how to read hijaiyah letters. This certainly has a significant influence on the dimensions of early childhood religiosity, especially in the Rewulu Kulon ABA Kindergarten. Apart from the interesting rhythms, the pictures displayed are also interesting and *relate* to children's everyday lives. The results of observations made, *Wafa learning*, carried out by teachers to children, one of which provides a recitation method by showing pictures to children. In teaching memorization to children, the teacher repeats short letters, hadiths, or prayers with a solemn rhythm and displays meaningful pictures of short letters, hadiths, or prayers. Of course, the child will not be bored with this technique. Children are more excited when reciting and memorizing. The following is a picture of the teacher's observation of reciting a hadith in a solemn rhythm by displaying an image related to the meaning of the hadith.



**Figure 2.** Application of the Wafa Method

*Wafa Learning* continues to provide new innovations to create learning materials that are useful, applicable and fun for learning the Qur'an. The goal is to apply the Wafa method so that children do not get bored in reciting and memorizing the Qur'an. As well as facilitate teachers in applying this method to children. One of the main causes of children being lazy or not having the enthusiasm to learn the Qur'an is that they find it difficult to accept boring subjects and teaching methods. Wafa learning is arranged with Al-Qur'an learning material according to the stages so that it is easily mastered by students as well as an exciting way of teaching using the right brain.

Wafa's recitation book innovation displays a photo of a child, an example of the image is shown below:



**Figure 3.** Example of a Wafa recitation book in Kindergarten

The habituation method based on *Wafa learning* can increase the religiosity dimension. The concept of learning is to fulfill the welfare of Muslims for communication with the Qur'an as a friend of the Prophet, which can make it easier for children to read, understand, practice, and make it easier to memorize the Al-Qur'an. The Al-Quran learning program with the Wafa method is divided into five skills in the field of Al-Qur'an. In addition to reciting the Koran, children can apply the Qur'an in every life. Recitations (Reading & Writing Al-Quran), Tahfidz (Memorization of verses of Al-Quran), Tarjamah (Translating verses of Al-Quran), Tahfim (Understanding the meaning of verses of Al-Quran), Tafsir (Interpretation of the meaning of verses of Al-Quran) Quran verses).

The results of data collection using FGD, obtained the results of the discussion that it is easier for children to understand the content of the material that the teacher has taught. In addition, the child stated that the Wafa method gives children the opportunity to learn in a fun way because there are interesting rhythms and pictures. It is also easier for children to master the material, memorizing short letters, prayers and hadiths. Children memorize short letters, prayers and hadiths more quickly through the habituation method using the Wafa Learning program. Within one week, the child was able to memorize several short letters. Children's memories through this habituation method are remembered more quickly and long-term. In line with the results of previous research by Ahsanulhaq (2019), which said the teacher's efforts to build children's religious character using the habituation method include the habit of smiling, giving greetings and salim (3S), living a clean and healthy life, usually reading asmaul husna and praying midnight, honest habits, the attitude of responsibility, discipline, worship and study of the Qur'an (Ahsanulhaq, 2019). Whereas in this research the focus is on the habituation method which builds the dimension of child religiosity in the form of habituation to worship such as

memorizing and reciting the Qur'an through the *Wafa Learning program*, giving alms, praying dhuha and memorizing prayers and hadiths.

The habituation method is an effective method for increasing the religiosity dimension of early childhood. Especially activity programs that support the better development of children's religious values. This habituation method can be applied and is a solution for other schools which are felt to have not been able to build a religiosity dimension during the golden age of children. Things that are hard and often boring for early childhood, such as memorizing and remembering hijaiyah letters, can be done fun and are easier for children to remember for a long time. So, the application of this method can be an alternative for developing religious values in the dimension of religiosity for early childhood.

## CONCLUSION

The habituation method forms the development of religious values in the dimension of religiosity in early childhood which is growing. This is inseparable from a program of activities that are educational, fun, and remain religious. Several program activities such as praying dhuha in a congregation, memorizing prayers and hadiths, giving alms, memorizing and reciting the Qur'an through learning programs that are rarely used in schools in general, namely by using the habituation method *Wafa Learning*. There is a need for a holistic and integrated (comprehensive) learning process of the Qur'an to create a community of people who love and are interested in the Qur'an from an early age. Through the *Wafa learning program*, ABA Rewulu Kulon Kindergarten has succeeded in applying the habituation method or habituation through this program, and facing the difficulties of memorizing methods that have been common and boring so far have become a solution to habituation that can develop the dimension of religiosity in children from an early age. The results of this research can be a solution for other school institutions that have not been able to increase the dimension of religiosity in early childhood through the habituation method using *Wafa learning*.

The success of this research shows that the development of the dimensions of children's religiosity is getting better, from reciting the Koran, memorizing, worshiping, politeness and others. However, this research also has limitations. The limitation of this research is that during the COVID-19 pandemic, it was difficult to apply this habituation method at home. Especially for parents who do not have pedagogical competence. So that the application of the habituation method at home is less effective. Suggestions for other researchers to be able to continue and find findings from the habituation method when applied at home, which can be a solution for parents, children, and schools.

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