

Application Of Biblical Values Learning In Early Childhood Moral Development

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Abstract

The purpose of implementing biblical values learning in the moral development of early childhood in the Kota Legenda Advent Kindergarten, Bekasi. This research is a qualitative research using ethnographic methods. This research was conducted from May to June 2024. Data collection was carried out through in-depth interviews, observations, document studies such as curriculum, RPPH, evaluations, observation notes. Based on the results of the study, it was found that the importance of implementing biblical values learning in the moral development of early childhood. The importance of moral education in early childhood cannot be underestimated, it plays a crucial role in forming individuals who have good character, morals, and spirituality, which are the basis for their personal development, social development, and moral development in the future. By paying proper attention to the moral development of early childhood at this stage, we can help create a better generation and a more civilized society in the future.

Keywords: Morals, Biblical Values, Character

1 INTRODUCTION

Morality is often referred to as ethics, character, and etiquette (Bertens, K., 1996; Hadiny, et.al., 2023; Ernawati et.al., 2023; Mansoer, Z., & Suslih, E., 2024). Moral development encompasses values that grow and are applied within social environments, governing an individual's behavior. Furthermore, Kohlberg (1981) stated that children's moral development is influenced by their social interactions with their environment. From a behaviorist perspective, children develop according to their environment, meaning their behavior is shaped by it. Moral development itself is essentially the result of interaction—a reciprocal relationship between children and the people in their surroundings. This reciprocal relationship is crucial because it is through interaction that various aspects of a person's development, particularly moral development, can thrive. Moreover, morality is not only about social norms or rules but also involves the character of individuals shaped by lifelong social processes (Munir, 2020; Kohlberg, 1981; Nadar, W., & Pujianti, Y. (2024; Syaikh, et.al., 2022; Silaen, et.al., 2023; Utami, et.a; 2024).

The Indonesian Education Act No. 20 of 2003 on the National Education System defines early childhood education (PAUD) as an effort aimed at nurturing children from birth to six years of age through educational stimuli to support physical and spiritual development, preparing them for further education. One of the primary resources used in early childhood education, especially in developing religious values and norms, is the Bible. The Bible, or the Word of God, serves as a guide for all humanity, containing values and norms that positively influence those who sincerely believe and consistently apply

them (Ilat, I. P., Kukus, M. M., Mamonto, H., & Maameah, E., 2023; Utami & Vioeza, 2021).

Education is critical for children as it instills various fundamental experiences, such as religious, learning, and social experiences, as a foundation for their future lives. Therefore, proper education must be provided to children so that they can grow into their true selves, equipped with a variety of experiences imparted to them from an early age. Moral development is provided in various educational institutions, one of which is early childhood education institutions (Dini, J. P. A. U., 2023; Dewi et.al 2021; Vioeza, N., et.al 2023; Hikmah, S. N., & Vioeza, N., 2023).

Moral development in preschool-aged children can be directed towards understanding personal life in relation to others, recognizing and appreciating differences in their surroundings, introducing the roles of others, and developing an awareness of their rights and responsibilities (Chuang, S., & Yanti, M. E., 2021). Early childhood is the most fundamental stage in shaping human morality, where basic behaviors and abilities are developed according to their stages of growth, enabling them to become good citizens in the future (Dhea Ananda Septiana & Ulwan Syafrudin, 2022). Therefore, it is crucial to foster moral values in early childhood as this helps children grow to their full potential and cultivate positive attitudes and behaviors. Instilling Christian values in early childhood can be done through various methods, one of which is teaching Bible stories (Gea, A., Gea, W. R. A., & Marampa, E., 2023). Through these stories, young children can reflect on themselves by relating to the characters in the stories. They are guided to develop good character and Christian values based on their understanding of Biblical figures or narratives (Ilat, I. P., Kukus, M. M., Mamonto, H., & Maameah, E., 2023).

2 RESEARCH METHODS

Through literature study, the author uses a qualitative method approach to search, describe and find data accurately and completely in order to provide positive input for PAUD institutions at the Kota Legenda Advent Kindergarten School, in developing moral and religious values through learning media. The qualitative methods used are observation and documentation (Atmazaki, et.al, 2023). Data collection techniques and qualitative analysis emphasize more on meaning.

According to Sugiyono, data analysis in qualitative research is carried out during data collection, and after data collection is completed in a certain period. Activities in data analysis, namely data collection, data reduction, data presentation, and drawing conclusions and verification, which are called data analysis models of Miles and Huberman. This research was conducted at TK Advent Kota Legenda Bekasi Jalan Zamrud Utara Block S-2 No.15-16 RT. 004 / RW. 011, Padurenan, Kec. Mustika Jaya, Bekasi City, West Java 16340.

3 RESULT AND DISCUSSION

3.1 Research result

Based on the results of the research on data processing on the application of learning Biblical values in the moral development of early childhood, a description of the results of observations and interviews can be described.

3.1.1 Motivation and Characteristics of a PAUD Teacher

Becoming a PAUD teacher certainly requires thoughts, views and ideas from each individual who is interested in entering the field Hapsari, M. A. (2021). Every individual who decides to do the job certainly has their own motivation both from within themselves and from others Zhou, Y., & Brown, D. (2018). Motivation from within themselves

plays an important role for individuals in designing and doing something to achieve good results including becoming a PAUD teacher Murniati, E., & Yuliana, R. (2020).

"I want to educate children so that they become good children who know God's love, become children who are obedient and obedient to God." (P1, Mrs. Rita, 03 June 2024)

"Because being a PAUD teacher is indeed a noble task from God, besides that, as a teacher I apply my teacher education school (SPG) which is a PAUD teacher. I love children more because the world of children is very enjoyable." (P2, Mrs. Rosda, June 03, 2024)

The motivation that arises within oneself to become a teacher is due to the process of experience. Based on the experiences encountered and obtained, the child's understanding and growth will be formed better if done from the beginning. Education that begins early or early is very important for children, especially when they are at a higher level of education, they will be formed into better individuals Ryan, R. M., & Deci, E. L. (2017). For that, education is very necessary and important to be done from an early age. From the quotes above, it can be seen that the motivation to become an early childhood teacher is born from the conscience of each teacher, which of course aims to guide, build, and serve children. The success of this guidance will only be achieved if it is done from an early age. When an early childhood teacher feels that he is part of the fun world of children and considers that the task and responsibility in forming AUD into a reliable person is a gift from God, then the service to children will be of higher quality and constructive. In addition, the experience and education that have been obtained are motivation for teachers in the process of guiding children in their growth and development, especially at school.

In addition to motivation, there are also characteristics of a PAUD teacher that are benchmarks and need to be considered. Of course, being a teacher requires having a character and attitude that can provide clear direction and goals for the development and growth of students. The growth of children, both cognitively and affectively, of course depends on a teacher who is an important figure, especially in shaping them into good individuals and having reliable characters. Teachers need to have characters that can be emulated and followed by children in behaving. Another character that a PAUD teacher needs to have is how to be patient, friendly, polite and close to children. Understanding the world of children is also very important in order to be able to mingle with them. Having honest, responsible characteristics, having good etiquette and being a strong foundation and guideline for a PAUD teacher.

From the quotes above, it is very clear that children need a figure or person (teacher) who can understand them and teach them what is good to do. Meanwhile, teachers are fully responsible for bringing children to the right conditions, especially in maintaining interactions and instilling services that are in accordance with what children deserve.

3.1.2 Forms of Role Models for the Formation of Children's Morals

For a role model, a teacher must of course practice good and appropriate things that are worthy of being imitated and emulated by their students. As early childhood, they need practical actions that can be directly seen and imprinted in their minds. What is done every day in the environment is input, input and reference for them to act and behave. For that reason, concrete examples are needed regarding positive forms or attitudes that can be used as references for them. In children's behavior when interacting with others, for example greeting others, being friendly to others, speaking softly or politely to

friends. In addition, saying thank you when helped or assisted by fellow friends or others. Children are equipped with attitudes and behaviors such as not being late for school and participating in morning reflections with other teachers are also part of the practical things that teachers do. Because when children see their teachers praying and listening to reflections, especially for children who come early, they will certainly see and imitate what the teachers do.

"By greeting, saying hello to their friends. Usually in the morning when the children come, I definitely greet them and will not let go before the child looks at me and returns my greeting, like that. When they come, they say good morning. Then if they are given something or helped, they say thank you." (P1, Mrs. Rita, June 03, 2024)

"If it is practical from daily activities. Habits such as being orderly and polite are necessary. When putting down a bag, it must be polite and neat. When praying, children must have a good attitude, namely folding their hands, closing their eyes, so I give examples like that." (P1, Mrs. Rita, June 03, 2024)

"For example, throwing trash in its place is also something we are implementing from now on. After eating, they must throw trash in the trash bins that have been provided." (P1, Mrs. Rita, June 03, 2024)

Teachers provide a form of role model in their daily lives, both in speaking and behaving. For example, by saying thank you when helped or receiving something, then using a soft and not rude tone of voice so that children see and emulate how to behave and speak in a friendly manner.

Teachers who are role models for their students must have a commitment to carrying out their duties and teaching students through good deeds and always be patient in teaching and educating their students on the path of truth.

Nainggolan stated that "the characteristics of exemplary Christian Religious Education teachers are having a commitment in carrying out their duties, teaching through words and actions, being creative, knowledgeable, knowing and being close to students Djamarah, Syaiful Bahri, and Aswan Zain (2020).

According to Brammelen, the forms of exemplary behavior of a teacher are as follows: Be fair, Teachers do not differentiate students in all aspects of child development, teachers provide opportunities for all students to give their opinions Laia, Martinus (2022). In learning activities; Live humbly, Teachers teach children to speak respectfully, not to be arrogant, not to belittle others, to help selflessly, to accept help from others and to be grateful; Be honest with students, Teachers instill the importance of being honest, not lying, in life, teachers teach children to be responsible in their words and actions; Discipline, Teachers provide examples to students in being disciplined, such as: implementing class rules, dressing neatly and politely, and coming to school on time; Motivator for students, The teacher provides motivation in positive comments to students after completing the task, the teacher creates a pleasant learning atmosphere, the teacher provides encouragement to students regardless of the level of intellectual ability in learning activities.

3.1.3 Teacher Actions to Introduce Children to God

Introducing children to God is the most important thing that teachers should do. Children need to be guided to get to know more closely who the Creator is so that their lives truly develop in His guidance. At this point, namely through prayer activities, joint worship and the provision of God's word. Routine activities that are always carried out are morning

prayers in the classroom, spiritual learning every Friday is also part of the activities that aim to introduce children to God. Through these activities, children are expected to be closer to God, love, cherish, appreciate and help each other with friends. In addition, children are able to be grateful for God's guidance and continue to apply what God wants in their lives. The following are representative answers from the participants

"What I do is every time we want to start an activity, we pray first. Then we also give the word of God or stories of the Word of God from that we will bring the children so that they can know God, know God's love." (P1, May 08, 2024)

"Every morning we connect activities with learning to know God. So there is a prayer together before entering the classroom, the Lord's prayer in the classroom. Then there is a spiritual lesson every day and especially on Fridays." (P2, May 13, 2024)

"In guiding them, it is always linked to daily activities, for example, we link it to the story of God's Word, for example, learning to be grateful when you have finished a task. The goal is so that they can get to know God through stories and how to apply what God wants in the children's lives." (P3, May 14, 2024)

There are activities designed by participants in the classroom related to the introduction of God. These activities are created and linked to daily activities at school. Linking themes to religious teachings is also done by teachers in introducing children to God. Participants also link moral values with Bible stories. Characters or figures in the Bible are also often used by participants in the formation of children's morals. Spiritual songs are also used to introduce children to God because spiritual songs are considered interesting to do. This was added by participants P2 and P3 with the following quotes

"Usually at the beginning of the activity we relate a little theme to religious teachings, especially Christian teachings. We relate the stories to God's teachings, for example Bible stories. So that the characters or Bible figures exist, so we can give and tell them to the children." (P2, May 13, 2024)

"Of course we use religious songs that are more interesting for children. For me, it is an act of introducing children to God." (P3, May 14, 2024)

Data collected from observations, researchers found that all participants used forms of activities related to spirituality. This is indicated by the existence of prayer activities carried out every day before and after carrying out activities. In addition, there are also activities carried out every Friday where children worship together. Using spiritual songs when praying in the classroom is also used by participants in introducing children to God. Meanwhile, simple Bible stories are used every day before the teacher enters the learning according to the theme. The stories are adjusted to the theme being studied.

The quotes and data above provide an overview of how important prayer and God's word are for a child's development. To understand who the creator is and what His will is, prayer and studying God's word are powerful weapons and the right steps. As humans, we are inseparable from the touch of the Creator who continues to work in our lives to make us strong and moral individuals. In relation to children, prayer and God's word should be rooted and become a guide for life. Through prayer, spiritual songs and God's word, children can build their personal relationship with God. They will directly know and understand God's intentions and goals in living their lives.

3.1.4 Examples of Bible Stories That Have Biblical Values/Moral Messages for Early Childhood

3.1.4.1 Genesis 1 => Creation Story

This story invites children to look back in time at how God created the world in six days. This story is taken from the Old Testament in the Book of Genesis;

"How God created the earth and its contents always attracts children's attention. Explain to your child that the earth originally did not exist. Then, by His glory, God created the earth and filled it with the firmament, heavenly bodies, and living creatures such as plants, animals, and humans. This story shows how great and good God is to humans. Teach children to always be grateful for the blessings and gifts He has given, and to preserve the universe."

Moral Message/Moral Value: God is almighty and He created everything on this earth. God created every plant, animal, human, and gives the breath of life to humans.

3.1.4.2 Matthew 1, and Luke 1 => Christ is Born

Jesus Christ, being the most famous figure in the history of Christianity, in His childhood, the Lord Jesus had a very humble beginning. This story about the Lord Jesus can be read by Mama from the New Testament, the Gospel of Matthew and Luke.

"There was a virgin named Mary who lived in the city of Nazareth, a city in Galilee. Mary was known to love God very much. She was going to marry a man named Joseph. God then sent the angel Gabriel to tell Mary that she had been chosen by God, and this made Mary pregnant while she was still a virgin.

The angel Gabriel also visited Joseph and told him what God wanted, so that Joseph would not think Mary was unfaithful. In the days when Jesus was to be born, Caesar Augustus issued a decree that a census should be taken of the Roman Empire, to make sure they were paying their taxes. He ordered everyone to return to their hometowns, and have their names entered in the register (or census) there. Joseph was to go to Bethlehem with Mary, who was pregnant, because she was a descendant of King David.

Once they reached Bethlehem, there were no rooms or lodgings available. With no room, Mary and Joseph had no choice but to seek shelter in the manger of the inn, and there Mary gave birth to the baby, Jesus. It had been prophesied that the Savior would be born in Bethlehem and would be born of a virgin, so Jesus fulfilled the prophecy made by God."

Moral Message/ Moral Values: Jesus is the Savior of mankind. Who will preach the gospel to mankind about God's truth and love.

3.1.4.3 Ephesians 6:1-3, Exodus 20:12 => Isaac, Obey God's Plan

When Isaac was about to be sacrificed by his father, Isaac obeyed and obeyed God's will. He did not try to escape or fight his father. Written in the Bible verse (Genesis 22:1-14).

"When the day that God had determined, Isaac's father Abraham took Isaac to Mount Moriah to make an offering to God. He helped his father in preparing the offering to God, and the preparation was almost completely finished, because Isaac was curious, he asked about the lamb that would be slaughtered as an offering to God. Abraham told Isaac that God would provide the lamb. And when the time came, Isaac asked his father: "Where is our offering lamb?" Isaac's father could only cry and look at his son with sadness and finally Isaac understood the situation that had occurred. Abraham built an altar and tied Isaac on it. Isaac lay on the wood stove that had been prepared and when Abraham was ready, to offer Isaac to God, then an angel appeared to stop him, Abraham then saw a ram and he sacrificed it.

Moral Message/Bible Value: Abraham is a servant of God who obeys his command, he believes that God's plan is the best scenario, Abraham gives his life journey with God and

he also glorifies God. While Isaac, believes in his father Abraham he does not rebel or fight his father to become a sacrifice to God. So from the story of the Bible Abraham and Isaac, he gives salvation to those who believe in him. And Isaac teaches that obedience to God is the main foundation of respect for parents. Through this story can teach children to respect, appreciate, and love parents so they get salvation, happiness and long life.

Through Bible stories delivered to children in schools, this is introducing children to the existence of God. In the Bible stories delivered, there is a moral message that is indirectly able to shape the moral development of children and children grow with the word of God more deeply. By teaching the contents of the Bible through Bible stories from an early age, it can foster a good relationship with God from an early age. Then children will always involve God's teachings or the biblical values conveyed in their lives. For example: When a child is going to bed, he does not forget to pray first, when eating he also prays first, and when doing other activities; Children when they are going to play with friends still often make mistakes or do naughty things. However, children have their own awareness of their actions and children do not forget to say sorry to their friends when they make mistakes and admit their mistakes and will not repeat their actions again; Children at home are taught to always respect both parents and have love for anyone. Children are taught to always help each other without looking at who the person is and not asking for anything in return for the help they give. This teaches children to do good and respect anyone like God who also always does good to anyone.

3.1.5 The Impact That Occurs on Children in Bible Stories through Moral Messages

Through Bible stories delivered to children in schools, this is introducing children to the existence of God. In the Bible stories delivered, there is a moral message that is indirectly able to shape the moral development of children and children grow with the word of God more deeply. By teaching the contents of the Bible through Bible stories from an early age, it can foster a good relationship with God from an early age. Then children will always involve God's teachings or biblical values that are delivered, in their lives. For example: 1) Children know that God is the creator of the universe, and children also know that God is the one who gives them life in this world, God is also the one who gives them health, God is also the one who gives them the air they can breathe, God is also the one who created everything on earth. So that when children are going to sleep/after waking up from sleep, they do not forget to pray first, when eating they also pray first, and when doing other activities; 2) Children know the story of the birth of Jesus, children also know through Bible stories that Jesus is the son of God, that Jesus will come the second time to invite mankind who obey his word, and people who want to do good and change/repent. There are times when the child will play with friends and the child still often makes mistakes or misbehaves. However, children have their own awareness of their actions and children do not forget to say sorry to their friends when they make mistakes and admit their mistakes and will not repeat their actions again; 3) Children know the Bible story about Abraham who will give an offering to God, namely Abraham's own son. Children also know the Bible story about Isaac who did not rebel and obeyed Abraham according to God's command. Because Isaac believed in God's plan. From the Bible story of Isaac who believed in God's plan and did not rebel against Abraham, teachers can convey to children that respecting, caring for, and loving family is the same as loving God. Teachers convey to children, when at home they are taught to always respect both parents and have love for anyone. Children are taught to always help each other without seeing who the person is and not asking for anything in return for the help they give. This teaches children to do good and respect anyone like God who also always does good to anyone. And children often do according to God's command, namely

believing in his plan and respecting both parents and others. Children do this, where children respect teachers and love their friends well at school as well as children at home, children respect both parents and love in their own way, namely according to the words of both parents.

3.2 Research Discussion

Discussion and interpretation of each data that has been analyzed will be discussed in several topics below that are adjusted to the research results. The discussions are related to each data from the research results that have been analyzed previously above in order to formulate several existing research questions. The following are some of the discussions in this study.

3.2.1 Motivation and Characteristics of a PAUD Teacher

PAUD teachers have an important role in guiding children to the level of maturity, especially in the development of morality. This is because the process of planting early life for an early age child begins with the role of a PAUD teacher. For that, when becoming a teacher, of course, has one important thing that can encourage and influence all actions taken and this is called motivation.

According to Uno, motivation is a force that exists within an individual, which causes the individual to act or do something. Motivation cannot be observed directly but can be interpreted in its behavior, in the form of stimulation, encouragement or the generation of energy for the emergence of a certain behavior. For that, a teacher certainly has motivation and a view of himself that is manifested in his actions as someone who has a role in the early life of an individual how to live his next life by upholding good moral values.

Paying attention to the various confessions from the participants shows that becoming an early childhood education teacher requires motivation that comes from the heart to give the best for the formation of a quality child's personality. The awareness that what is done is a gift from the Almighty will certainly direct teachers to make maximum efforts for the formation of early childhood education. Relevant experience and education also encourage a teacher to dive in and process together in the world of early childhood education.

In addition, being a PAUD teacher certainly requires having its own characteristics that can certainly support its role in educating children. The existing characteristics are an inseparable part of the process.

the formation of children's morality. Because children will see and imitate the characters of a teacher, one of whose roles is to provide an example for their students. A child's moral development reflects what is certainly obtained from their environment. As individuals who grow and develop under the guidance, supervision and guidance of adults, children deserve what is right for them. The character of a teacher is a very useful reference for them in thinking, speaking and behaving.

Referring to the motivation and character above, it can be concluded that a PAUD teacher needs to understand his/her duties as a gift from God and be carried out with full responsibility. A PAUD teacher needs to have the will, the heart to serve and a personality that is a role model and becomes a figure who truly understands children and carries out actions that can be used as a role model for the continuation of children's lives in the future.

3.2.2 Forms of Exemplary Behavior for the Formation of Children's Morals

Every form of exemplary behavior given by teachers is expected to be able to provide good values for children for their future life development, especially in moral development.

Saleh, who stated that there are many methods to form and instill character and morality in children, but the role model method is the most powerful because role models provide a real picture of how a person should act.

Role model means the willingness of each person to be an example and a real miniature of a behavior and role model must start from oneself. The role model given is expected to be able to provide life experience for children to develop well in the next stage of life. The formation of children's morals is closely related to the process of an individual's life experience.

The speed of children in terms of imitating and following the habits of adults becomes capital and provides opportunities for teachers to instill concepts and attitudes that build children's morals. A child cannot be treated arbitrarily or considered a weak object so that teachers can act as they please.

As a figure who is respected and imitated by children, teachers must be patient and vigilant in providing exemplary examples that direct children to become ethical or moral individuals in order to create a moral and characterful life. The success or failure of children in implementing the forms of exemplary behavior taught by teachers is greatly influenced by various factors including family, other environments or the child's own personality. The most essential thing is that teachers try to do their job, namely providing examples of positive behavior in building their morals.

3.2.3 Teachers' Actions to Introduce Children to God

When a child knows his creator perfectly and gets closer to his creator in living his life, whatever he does will be guided and always on the right track. When a child is able to establish and maintain a close relationship with the Creator, he will be able to establish good relationships with others and behave properly. The Word of God will be a guide for children in thinking, speaking and behaving.

Using joint worship activities, praying, listening to stories and singing are methods used to introduce children to God.

According to Zuriah, getting to know God can be done by carrying out activities related to morals towards God, one of which is worship and prayer.

Meanwhile, Darmadi stated that the storytelling method is part of the teacher's steps to introduce children to God. The moral messages obtained from the storytelling method are expected to be able to bring children to know more about their creator. The steps or methods used are expected to teach children to know more about God as the creator and as the giver of life.

3.2.4 Methods of Moral Development in Early Childhood

In this method, children are seen as gifts from God who must be guided in their moral development that reflects biblical values, such as love, honesty, humility, and forgiveness. The main goal of this moral development is to help children understand and internalize these values so that they can form the basis for their future behavior and decisions.

One of the main aspects of moral development in early childhood is the teaching of moral values through stories and tales from the Bible. The Bible is the primary source of Christian teachings, and the stories it contains provide real-life examples of how good character can be demonstrated in everyday life. Through stories about characters such as Jesus, David, Daniel, or Joseph, children can learn about values such as courage, loyalty, and steadfastness of faith.

In addition, Christian character education for early childhood also includes direct teaching of concepts such as love, forgiveness, and humility. This teaching is often done through activities that attract children's attention, such as singing, role-playing, or making art. By involving children in fun and meaningful activities, educators can help them to better understand and internalize Christian values in their daily lives. In addition to direct teaching of moral values, Christian character education for early childhood also includes the integration of these values into daily activities at school or in children's education centers. For example, children are taught to pray before eating, share with others, or appreciate their surroundings as manifestations of the Christian values they learn.

The moral development method for early childhood involves a holistic and creative approach to help children internalize moral values and their daily lives Lunga, P., Esterhuizen, S., & Koen, M. (2022). This method aims to stimulate the understanding, appreciation, and practice of moral and spiritual values in a context that is relevant and meaningful to children. 1) Using Bible Stories: One of the primary methods of Christian character education is through the use of Bible stories. These stories contain valuable moral lessons and examples of good character that children can emulate. Through narratives about characters such as Jesus, David, or Joseph, children can learn about courage, loyalty, love, and forgiveness; 2) Singing and Praying Together: This activity involves children singing hymns or prayers together. Through music and prayer, children can internalize Christian values emotionally and spiritually. Hymns that contain moral messages can help children to remember and internalize these values more easily; 3) Creative Activities: This method involves children in creative activities such as making art or crafts inspired by Christian values. Through these activities, they can express their understanding and appreciation of these values visually or physically. In addition, creative activities can also be a means to strengthen children's emotional connection to Christian values; 4) Role Play and Drama: This method involves children in role play or drama based on Bible stories or Christian values. Children can act as characters in a story or a situation that requires moral decision making. Through this experience, they can gain a deeper understanding of how to apply Christian values in everyday life.

4 CONCLUSION

Being a teacher certainly has motivation and characteristics. The results of the study showed that participants had motivation that came from the heart as a form of the task given to them by God. Of course, being a PAUD teacher has characteristics. Patient, understanding children well, having an attitude, integrity and being able to be a role model in behaving and speaking for children are the characteristics of a PAUD teacher. From these motivations and characteristics, a role and responsibility to become a teacher is born. In their duties and roles as models, participants provide exemplary forms in daily habits. Participants also build good relationships with all components in the school. Practical activities carried out by participants in habituation include greeting each other in a friendly manner, using the words please and thank you, participating in morning reflections and prayers with other teachers, praying with a good attitude, speaking or talking politely, always throwing trash in its place and following the rules that have been set. With these forms of habituation, children are accustomed to seeing and imitating and even following them in their daily lives.

The activities for developing religious and moral values in Kota Legenda Advent Kindergarten consist of routine and programmed activities, integrated activities, and special activities. These activities have been seen in daily learning activities so that it can be said that overall the teachers have carried out each activity well in developing children's religious and moral values. Introduction of Bible characters and teaching Christian values to children is very important to be done from an early age as a provision in the future. Thus, children will be accustomed to good values and can solve their own problems when they are adults with a good attitude.

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