

ABSTRAK

PUTRI TARUNA SYAIRA ANA RIZKY. 220101080829. Strategi Guru PAUD Dalam Menanamkan Nilai-Nilai Moderasi Beragama Pada Anak Usia Dini Di PAUD Miriam Banjarmasin. Dosen Pembimbing Skripsi Dra. Rusdiah, M.Pd.I pada Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin 2026.

Kata Kunci: Strategi Guru, Penanaman Nilai-Nilai, Moderasi Beragama, Anak Usia Dini

Strategi guru PAUD dalam menanamkan nilai-nilai moderasi beragama pada anak usia dini merupakan upaya penting dalam membentuk sikap toleran, saling menghargai, peduli, dan mampu hidup rukun di Tengah keberagaman. Penelitian ini bertujuan untuk mendeskripsikan strategi guru PAUD dalam menanamkan nilai-nilai moderasi beragama pada anak usia dini di PAUD Miriam Banjarmasin serta faktor pendukung dan penghambatnya.

Metode penelitian yang di gunakan adalah pendekatan kualitatif dengan jenis penelitian lapangan. Subjek penelitiannya terdiri dari kepala sekolah, 3 orang guru kelompok B, dan 30 anak-anak kelompok B. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi redukasi data, penyajian data, dan penarikan Kesimpulan. Keabsahan data di peroleh melalui triangulasi sumber, teknik, dan waktu.

Hasil penelitian menunjukan bahwa strategi guru PAUD dalam menanamkan nilai-nilai moderasi beragama dilakukan melalui tiga tahap, yaitu perencanaan, pelaksanaan, dan evaluasi. Perencanaan dilakukan dengan mengintergrasikan nilai-nilai moderasi beragama ke dalam karakter COIS, program tahunan, program semester, modul ajar, dan RPPH. Pelaksanaan dilakukan melalui beberapa kegiatan, seperti kegiatan program, kegiatan rutin, kegiatan spontan, kegiatan inti. Kegiatan program berupa kunjungan tempat ibadah agama, dan komunitas servis. Kegiatan rutin

berupa baca doa sebelum dan sesudah pembelajaran, pembiasaan, dan bersedekah setiap hari senin. Kegiatan spontan berupa memukul teman, atau tidak mau bekerjasama dalam pembelajaran. Kegiatan inti berupa kegiatan pembelajaran dengan melakukan berbagai media miniature tempat ibadah. Evaluasi dilakukan melalui observasi, ceklis, catatan anekdot, dokumentasi kegiatan, serta komunikasi dengan orang tua. Faktor pendukung meliputi dukungan Yayasan dan kepala sekolah, kompetensi guru, fasilitas yang memadai, akses tempat ibadah, Kerjasama pihak luar, serta kerja sama guru dan orang tua. Faktor penghambat utama adalah perbedaan karakteristik anak usia dini.

ABSTRACT

PUTRI TARUNA SYAIRA ANA RIZKY. 220101080829. *Early Childhood Education Strategy Teachers In Instilling The Value Of Religious Moderation In Early Childhood At Miriam. Early Childhood Education, Banjarmasin. Thesis Supervisor Dra. Rusdiah. M,Pd.I In The Early Childhood Islamic Education Study Program Faculty Of Tarbiyah and Teacher Training. UIN Antasari Banjarmasin 2026*

Keyword: *Strategy Teacher, Instilling Values, Religious Moderation, Early Childhood.*

The strategies employed by early childhood education (PAUD) teachers to instill values of religious moderation in young children represent a crucial effort in fostering attitudes of tolerance, mutual respect, and care, as well as the ability to live harmoniously amidst diversity. This study aims to describe the strategies used by teachers at PAUD Miriam Banjarmasin to instill these values, as well as the supporting and inhibiting factors involved.

The study employs a qualitative approach and field research methodology. The subjects consist of the school principal, three "Group B" teachers, and thirty "Group B" children. Data collection techniques include observation, interviews, and documentation analysis. Data analysis follows the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing. Data validity is ensured through triangulation of sources, techniques, and time.

The results indicate that the teachers' strategies for instilling religious moderation values are implemented in three stages: planning, implementation, and evaluation. Planning involves integrating religious moderation values into the COIS character framework, annual and semester programs, open modules, and daily lesson plans (RPPH). Implementation occurs through various activities, including programmed, routine, spontaneous, and core activities. Programmed activities include visits to places of worship and community service. Routine activities consist of reciting

prayers before and after lessons, habituation practices, and giving charity every Monday. Spontaneous activities arise in situations such as a child hitting a peer or refusing to assist during lessons. Core activities involve instructional sessions utilizing various miniature models of places of worship. Evaluation is conducted through observation, checklists, anecdotal records, activity documentation, and communication with parents. Supporting factors include support from the foundation and principal, teacher competence, adequate facilities, access to places of worship, external collaboration, and cooperation between teachers and parents. The primary inhibiting factor is the variation in the characteristics of young children.