

Characteristics of the Development of Kindergarten-Age Children at Nurul Ihsan Ilmi Kindergarten, Medan Temb

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ABSTRACT

This study aims to describe the characteristics of the development of spirituality of school-age children in Nurul Ihsan Ilmi Kindergarten, Medan Tembung. In this context, spirituality includes moral, religious, and awareness of the meaning of life. This study presents an analysis of how children's spiritual development is affected by various aspects, including physical, intellectual, emotional, social, and moral development. At an early age, known as the golden period of development, children are very sensitive to environmental stimulation, which makes early childhood education an important foundation for their growth. The findings suggest that the integration of spiritual education into the daily curriculum, through concrete activities such as joint prayer and moral stories, provides significant hands-on experience in helping children internalize spiritual values. Therefore, collaboration between teachers, parents, and the school environment is indispensable to ensure holistic and effective spiritual education, supporting the overall development of children.

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INTRODUCTION

The development of the spirituality of school-age children in Kindergarten (TK) is an important aspect that needs serious attention in education. Spirituality in the context of early childhood includes moral and religious values, as well as the development of a deeper awareness of the meaning of life. The research on the characteristics of the development of spirituality of school-age children in Nurul Ihsan Ilmi Kindergarten aims to describe how children's spirituality develops and the factors that influence it. In addition, this article will discuss various aspects of early childhood development, including reflexes in children, developmental tasks, physical, intellectual, emotional, social, and moral development, and how these implications are in the context of education in kindergarten schools. Early childhood, which includes ages 0-6, is known as the golden age. During this time, children experience very rapid growth and development in various aspects, including physical, cognitive, social, emotional, and spiritual. According to the early age period is a critical time for the formation of the foundations of human development, which will affect the growth of the child later in life. During this period, children are very sensitive to stimulation from the environment,

so early childhood education is fundamental in supporting the optimization of child development. (Santrock, 2018)

In the early days of life, reflexes are automatic responses to certain naturally occurring stimuli. Some of the commonly observed reflexes in babies include the grasping, sucking, and Moro reflexes (crying and stretching out your arms when you feel a fall). This reflex serves as an initial adaptive mechanism that supports the child's survival. As we age, some of these reflexes will disappear or become more controlled as the central nervous system develops. According to these reflexes play a role in building the motor and physical foundations necessary for further development. According to developmental task theory, early childhood is expected to master basic skills, such as the ability to move, speak, and control themselves in social interactions. At this age, children also begin to learn about the social and moral values taught by the family and school environment, which are an important part of the development of spirituality. Thus, the role of education in kindergarten schools is to help children achieve these developmental tasks through activities that support growth and holistic learning. (Papalia, 2014) (Havighurst, 1972)

Early childhood physical development involves significant changes in terms of body growth, improvement of gross and fine motor skills, and body coordination. Optimal physical growth will affect the child's ability to participate in daily activities, including spiritual and religious activities that require certain motor skills, such as praying or performing religious rituals. Physical development in childhood will have an impact on the child's ability to engage in various activities that support his or her spiritual development. In early childhood, children's intellectual development is characterized by an increase in the ability to think, solve problems, and understand basic concepts. In Piaget's theory, kindergarten-aged children are in the pre-operational stage, where they begin to use symbols to represent objects and events, but still have difficulty fully understanding the perspectives of others. This symbolic thinking ability supports children in recognizing and understanding spiritual concepts or values taught through simple religious stories and activities. (Gallahue, 2012) (Piaget, 1952)

Early childhood emotional development includes the ability to recognize, express, and regulate emotions. Children at this age begin to learn about feelings and how they relate to their actions. Spirituality can play an important role in helping children understand and manage emotions, especially through activities that teach the values of compassion, forgiveness, and gratitude. In this regard, it is stated that good emotional education can help children develop emotional maturity which is the foundation for moral and spiritual development. Social and moral development in early childhood is a process in which children learn to live in accordance with social norms that apply in society, including understanding the concepts of right and wrong. Education in kindergarten often utilizes moral stories and group activities to teach values such as honesty, cooperation, and respect for others. With the right guidance, children will internalize these values and make them part of their spiritual development. (Goleman, 1995)

The implications of the characteristics of early childhood spirituality development in education at Nurul Ihsan Ilmi Kindergarten are very important. Spiritual education must be integrated with the daily curriculum, not only through religious activities but also through the teaching of moral values that can be applied in daily life. Teachers and parents need to work together to create an environment that supports the spiritual development of children, which includes providing direct examples of good spiritual and moral values. With a holistic approach, education can help children not only develop physically and intellectually, but also emotionally, socially, and spiritually. Thus, this article is expected to contribute to the understanding of the importance of integrating spiritual education in the early childhood education curriculum to support the overall development of children.

THEORETICAL STUDIES

A. Early Childhood

Early Childhood Education is education intended for children aged 3 to 6 years. In Law Number 20 of 2003 article 28 states that early childhood education is held before the basic education level. Then, education needs to be carried out for children from birth to 6 years old. Early childhood is a child who has an age range of 0 to 6 years old. This age is a very decisive age in the formation of a child's character, character, traits and personality. Early age is the golden age or also called the golden age because at that age the brain experiences rapid growth and development, so the learning activities applied to early childhood must be adjusted to the needs and characteristics of early childhood. Early childhood education must optimize all aspects of child development, both physical and psychological development, namely religious and moral values, social-emotional, language, cognitive, physical, motor and art (sunani, 2022)

Early age is the golden age, which is a period where the brain's ability to absorb information is very high, whatever information is provided will have a strong impact on the child in the later time span of the golden age, namely 0-2 years, 0-3 years, 0-5 years or 0-8 years. The definition of early childhood according to the National Association For The Education Young Children (NAEYC) explains that early childhood is a child who has an age range of 0 to 8 years where the process of growth and development in various aspects of the human life span so that the learning process for children must be in accordance with the characteristics that children have in each stage of development.(Prasetiawan, 2019)(Susanto, 2021)

B. Reflexes in Children

Reflexes are automatic instinctual movements that aid in development, growth, and survival. Blinking is a reflex, Many reflexes are active throughout our lives. Reflex motion is the motion produced by the simplest nerve pathways. These neural pathways are formed by a sequence of sensor, interneuron, and motor neurons, which conduct nerve impulses for specific types of reflexes. The simplest reflex movement only requires two types of nerve cells, namely sensor neurons and motor neurons. Reflex motion is caused by certain stimuli that are usually surprising and painful. Reflex motion occurs when the stimuli received by the sensory nerve are directly transmitted by intermediate neurons (connecting neurons). Motion generally occurs consciously, but there are also movements that occur unconsciously, namely reflex movements. Impulses in conscious movement go through a long path, namely from the receptor to the sensory nerve are brought to the brain to be subsequently processed by the brain and then processed by the brain, in the form of a response brought by the motor nerve as a command that must be carried out by the effector. Meanwhile, reflex movements are very fast and responses occur automatically to stimuli, without the need for control from the brain.

The simplest reflex movements require two types of nerve cells, namely sensory neurons and motor neurons. Reflex movements work not under a person's consciousness and will. In reflex movements, impulses through short paths or shortcuts that start from stimulus receptors, then are forwarded by sensory nerves to the nerve center, received by connecting nerve cells (associations) without being processed in the brain directly sent responses to motor nerves to be relayed to effectors, namely muscles or glands, this shortcut is called Reflex curve (Wilarso, 2001).

In children aged 4 to 5 years, the reflexes that are commonly seen are as follows:

1. **Handheld Reflex:** Although this is more common in infants, some children may still show strong grasping abilities.
2. **Moving Reflex:** Children at this age begin to show the ability to move from one position to another, such as rolling or sitting.
3. **Balance Reflex:** They begin to be able to maintain balance while standing or walking, as well as perform physical activities such as jumping or running.
4. **Rapid Reaction Reflexes:** Children become more responsive to stimuli, such as avoiding objects that suddenly approach.
5. **Fine Motor Reflexes:** Children at this age begin to develop fine motor skills, such as writing or drawing with more precision.

In general, at this age, children focus more on developing motor skills and cognitive abilities, so that these reflexes tend to adapt to daily activities. If there are concerns about the development of a child's reflexes, it is advisable to consult a healthcare professional. The influence of reflexes is due to the presence of stimulus factors. When receiving stimuli that are harmful to the body, at that moment the reflex is also carried out to protect parts of the human body with a very fast reflex. (Lazarusmana, 2023)

C. Developmental Tasks

According to him, developmental tasks are tasks that must be completed by individuals at certain phases or periods of life. If the individual succeeds in achieving it, they will be happy. If they fail, they will be disappointed and reproached by their parents or society. This can affect subsequent developmental tasks that will experience difficulties. The source of these developmental tasks, according to Havighurst, is physical maturity, societal or cultural demands and values, as well as individual aspirations. (Havighurst, 1972)(Santrock, 2018) (Rachmaniar & Zanzabil, 2024)Developmental tasks are "tasks that arise in a certain period in the individual's life span, which, if the task can be successfully completed, will bring happiness and success in completing the next task, while if it fails, it will cause unhappiness in the individual concerned, cause rejection from society, and difficulties in completing the next tasks."

Robert J. Havighurst identified early childhood developmental tasks that are important for the formation of a child's character. First, through toilet training, children learn self-control according to social norms, which is their first moral exercise. Second, they begin to recognize gender differences and learn to work together. Children must also achieve physiological stability by adjusting to changes in the environment. Furthermore, children begin to understand the basic concepts of physical and social reality, as well as build emotional bonds with family and people around them. Finally, they learn to distinguish between good and bad behavior, developing the heart as a moral guide.

According to Robert J. Havighurst, in late childhood, children need to accomplish a number of important developmental tasks. First, they learn physical skills to participate in common games. Second, children build a healthy view of themselves as growing individuals. Third, they learn to fit in with their peers and begin to develop social roles that are appropriate to their gender. In addition, children hone the skills necessary for daily life as well as understand basic concepts that will help them in their daily lives. They also begin to develop conscience, moral understanding, and value systems. Furthermore, children form attitudes towards social groups and institutions around them, and eventually, they begin to achieve personal freedom as part of independence (Jannah, 2016)

D. Physical Development

According to , Development can be interpreted as a change that is not material (physical) but a functional change that directs to progress and shows a real relationship between the change that occurs and the change that follows it or the change that precedes it and lasts as long as the individual lives. Physical development is the growth of the body and brain and physical changes as well as stability in sensory capacity, motor skills, and health. (Rizal, 2021)

At the age of 5-6 years, during this period many children's physical abilities develop, learn a lot of balance in chairs and high places, like to move. Physical development in children is characterized by a child's height of 43.1 inches and a weight of 21.5 kg. However, at the age of preschool children the growth of weight and height decreases every year, at this time the child looks slim and the body is getting longer. Entering the age of about 6 years, it can be seen that the upper body of the child is developing from the lower part. The average height is 46 inches and the weight is 22.5 kg. Various changes in the child's physical development aim to allow the child to adjust to the environment in which he lives. To be able to adjust, children are required to realize themselves or what is usually called actualizing themselves. This can be considered as an encouragement to do something that is right to do, so that children become human beings as desired both physically and psychologically in accordance with the guidance of religion and the surrounding environment.

Characteristics that affect the physical development of children at a basic age include: height, weight, body ratio, simplicity, posture, bones, muscles, fat, motor skills and teeth. Physical

development characteristics in early childhood include: height, weight, body proportions, posture, bones, muscles, fat, and teeth. Sex differences during this period are not particularly pronounced in the increase in height and weight, but bone hardening and temporary tooth loss are faster in girls, from age to age. The characteristics of physical development in late childhood include: height, weight, body ratio, simplicity, muscle-fat ratio, and teeth. Physical development in late childhood suggests boys tend to be shorter and lighter than girls their age, until they are also sexually mature. Girls' teeth also grow slightly faster than boys', while boys' heads and faces grow larger than girls'.(Rizal, 2021)

E. Intellectual Development

The intellectual development of early childhood certainly cannot be equated with the intellectual abilities of elementary children and adolescents. Through his observations, Piaget believes that cognitive development occurs in four stages. Each stage is related to age and is composed of different ways of thinking. According to Piaget, the more information does not make a child's mind more advanced, the quality of progress varies. The stages of cognitive development are the sensory-motor stage (age 0–2 years), the pre-operative stage (age 2–7 years), the concrete operational stage (age 7–11 years) and the formal operational stage (age 11–15 years), .(Mukmin, 2013)

The importance of intellectual development is also for the determination of learning strategies, models, methods and techniques by teachers for their students. Students will more easily absorb material that is in accordance with their thinking ability with the help of certain learning methods or techniques. For example, we all know that children aged 3-6 years who are at the level of concrete thinking (real) are not imaginary or something abstract, so when dealing with Natural Science material, teachers who already understand intellectual development will help students absorb material by presenting learning media or experimental learning methods so as to provide direct sensory experience to students.

Intellectual skill is the ability to relate to the environment and itself in the form of a representation, especially concepts and various symbols (letters, numbers, words, pictures). From the various descriptions above, it can be concluded that intellectuals are the ability to obtain various information, think abstractly, reason, and act efficiently and effectively. In addition, intellectuality is an ability that individuals bring from birth, the intellectual will develop when the environment allows and opportunities are available so that they can move and adapt to new situations.

In the aspect of cognitive development, competencies and learning outcomes that are expected in children are children who are able and have the ability to think logically, think critically, be able to give reasons, be able to solve problems and find causal relationships in solving the problems they face. Cognitive can be interpreted as broad knowledge, reason, creativity or creativity, language ability and memory. The combination of children's maturity and environmental influences is called cognition. However, with the characteristics of children that are not the same, the cognitive development of each child is also different.(Sanan, 2010)

F. Emotional Development

Emotions are effective experiences that are accompanied by self-adjustment in the individual about the mental and physical state and take the form of a visible behavior. Reaching emotional maturity is a very difficult developmental task for adolescents. The process of achievement is greatly influenced by the emotional state of the environment, especially the environment of the family and peer groups. If the environment is conducive, in the sense that the conditions are colored by a harmonious relationship, mutual trust, mutual respect, and full of responsibility, then adolescents tend to be able to reach their emotional maturity. On the other hand, if they are not prepared to understand their roles and receive less attention and affection from their parents or recognition from their peers, they are more likely to experience anxiety, feelings of distress or emotional discomfort. (Mery, 2021)

The definition of the development of students' emotions according to experts:

1. According to Sugiyono

Emotions and feelings are qualitatively sustained emotional symptoms but have no clear boundaries. At one time, affective color could be said to be a feeling, but it could be referred to as an emotion. For example, anger is shown in the silent form. Therefore, emotions and feelings are not easy to distinguish. (Sugiono, 2005)

2. According to Ahmad Fauzi

To say that feelings and emotions have differences, and that they are a skin-based continuity that has no clear boundaries. At a certain time, an effective color can be said to be a feeling, but it can also be said to be an emotion.

3. According to Rene Descartes

Saying that human emotions are natural symptoms that have existed since humans were born. Rene Descartes with his theory of nativism, he affirmed that naturally, human beings from birth, have had basic emotions, namely love, joy, desire, hate, sadness, and admiration.

4. According to James

Emotion theory says that emotions are the result of a person's perception of changes that occur in the body in response to stimuli that come from outside. So, emotions develop based on experience.

Based on the understanding from these experts, it can be concluded that emotion is an effective experience that is accompanied by self-adjustment in the individual about the mental, physical state and the form of a visible behavior. Emotions can, influence behavior, e.g. anger or fear can cause a person to tremble, in his fear, the mouth becomes dry the heart rate begins to accelerate, the digestive system changes during the emergence of these emotions.

a. Social Development

The development of children's social attitudes can be done through the provision of appropriate stimulation and this will greatly help the development of social motivation in children. In addition, parents and educators guide children in real-life situations where children interact with peers and other individuals to learn and apply social skills and skills. Through stimulation, children will learn the formation and change of social attitudes. Educators, teachers, and parents need to understand children's social motivations, before providing an educational touch through interventions that are appropriate to children's potential and needs.

Children's social skills are obtained from various opportunities and experiences of getting along with people in their environment. Social abilities are formed and influenced by the conditions of the social environment in which children are located and live. The family is the first and main social environment that shapes and colors children's social abilities and skills. Children's social abilities and skills to be good and bad depend on parents, especially in shaping them. To optimize social skills properly, parents should provide correct and appropriate care to their children. Parents are advised not to apply parenting that brings children to be selfish to win on their own and not to lose to others, even if it is necessary to beat others in various ways that violate norms. (Purwati, 2016)

At the age of 6-12 years, children are often referred to as elementary school age children or Middle childhood. This period is considered a mature learning period for them. They are able to master new skills taught in school by teachers. In addition, their attitude towards the family is no longer selfish, but they are able to be objective and empirical towards the world around them. Therefore, this period is often referred to as the intellectual period or the period of school harmony. Elementary school age children are divided into lower and higher grades. Each has different characteristics. The social characteristics of elementary school children aged 6-8 years (grades 1, 2, 3) have traits including: (1) a great passion for dramatic things; (2) daydreaming and liking to imitate; (3) love of natural conditions; (4) happy with stories; (5) courageous nature; (6) Happy to get praise. Meanwhile, the social characteristics of high-class children aged 9-12 years (grades 4, 5, 6) have: (1) dislike of dramatic things; (2) fond of the social environment; (3) happy with social environmental stories; (4) Brave nature but still using logic. (Sabani, 2019)

b. Moral Development

Morality is one of the important aspects of the overall development of children. Morals are values that are considered good and used as guidelines for action or behavior. The optimal development of morality will direct children to attitudes and behaviors according to values. Morality

plays an important role in daily life. Attitudes and behaviors that are based on moral judgments lead a person to attitudes and behaviors in accordance with the values and ethics that apply in society. Based on this, moral development is needed from the age of the child. Moral development in children will be mapped in the child's brain so that it is relatively permanent and will be carried forward in future development and determine the child's behavior. Moral development in adolescence and later periods is broadening, sharpening and smoothing the development obtained in childhood.

The moral development that takes place in children is related to their cognitive development. The development of children's thinking skills is at the concrete operational stage and begins to enter the formal operational thinking stage. In the perspective of psychoanalytic theory, moral development involves the process of internalizing societal norms and is influenced by the biological maturity of individuals. On the other hand, Behavioristic theory sees moral development as the result of a series of stimuli and responses that children learn, which involves the experiences of rewards and punishments that they often experience. In early childhood, moral development is still at a low level. This is due to the fact that children's intellectual development has not yet reached a point where they can learn and apply abstract principles of right and wrong. In addition, at this stage, children also do not have a strong drive to follow the rules because they do not fully understand the benefits of being a member of a social group. (Sitorus, 2012)

G. Implications for Education

Education is the main thing in life in today's era. Education can also be obtained through formal, informal and non-formal education pathways. Education is an absolute thing that must be owned by all individuals, in every religious teaching it is recommended that every individual must strive to get an education. Education can also be obtained through formal, non-formal and informal channels. Education in the family environment (In formal) has a very important role. Formal education is also often called school education, in the form of a series of standardized education levels, such as elementary, junior high, high school and university (Higher Education). Formal education is also more focused on providing expertise or skills in order to enter the community In a formal environment for every individual who will receive a broader education about humanitarian moral guidelines and ethics for his provisions in dealing with social relations in society.

Non-formal education is also a mechanism that provides opportunities for everyone to enrich science and technology through lifelong learning. Non-formal education is every opportunity where there is regular and directed communication outside of school. Formal education is a systematic, structured, multi-level, multi-level activity starting from elementary school to college and its equivalent.

The implications on education are also a primary need, the implications of education also play an important role, Suggesting that the family is the first and main educational institution reasonably through the medium of games. The education received before entering formal education is non-formal education that comes from the family and community environment, this is the beginning of the formation of children's character and personality but not all environments that support children's education, there are environments that have a negative influence on children that interfere with the child's learning process. The implications for education are the most important thing that a child has, especially reading the Qur'an, which must be taught from an early age until he reaches adulthood. (Adawiyah, 2016)

Implications for Education is also one of the most important aspects of life, where the aspect that is the subject as well as the important object in this case is the student. The implications of education are as follows: (Winda Apriani, 2023)

a. Implications of Moral Education

In addition to the family environment, the educational environment is also a conducive means for the growth and moral development of students. For this reason, schools are expected to function as a cool area to socialize children in moral development and all aspects of their personality. The implementation of moral education in the classroom should be linked to life outside the classroom. Thus, fostering students' moral education is very important because it is useless to educate children just to become knowledgeable people, but their soul and character are not built and guided.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a descriptive study design to understand the development of spirituality of school-age children in Nurul Ihsan Ilmi Kindergarten. This approach was chosen because it aims to describe the phenomenon in depth through direct observation, interviews, and documentation. The location of the research is Nurul Ihsan Ilmi Kindergarten, Jl. Gambir Pasar 8, Tembung, which was chosen because it has an educational program that integrates spiritual values in children's daily lives. The subjects of the study involved children aged 4-6 years, teachers with at least one year of teaching experience, and parents who were actively involved in children's education.

Data were collected through in-depth interviews with teachers to find out their views on children's spiritual development, direct observation of children's activities at school, as well as documentation studies such as curriculum and teaching materials. Data analysis was carried out using thematic analysis techniques, which included data transcription, coding, category grouping, and drawing conclusions based on the themes found. The validity of the data is guaranteed by triangulation of data sources, member checking with respondents, and audit trails to ensure that the entire process is recorded in detail.

The study also pays attention to ethics, including obtaining approval from parents and schools, maintaining identity secrecy, and giving participants the freedom to resign at any time. With this method, the research is expected to provide a complete picture of the development of children's spirituality in Nurul Ihsan Ilmi Kindergarten and the factors that affect it..

RESULTS AND DISCUSSION

This study aims to analyze the characteristics of spirituality development in children aged 4-6 years at Nurul Ihsan Ilmi Kindergarten. Based on the results of observations and interviews, various aspects were found that included physical, intellectual, emotional, social, and moral development that also supported the growth of children's spirituality.

Children aged 4-6 years are at a stage of rapid development, especially in terms of curiosity and the formation of the basics of spiritual values. They show an interest in questions about life, divine concepts, and often associate the phenomena around them with greater power. This can be seen in the way children respond to stories or activities that involve religious elements, such as the story of the prophet or daily prayers. At an early age, children still show basic reflexes such as crying, grasping, and others that slowly shift to a more aware reaction to their environment. In the context of spirituality, children begin to understand simple things, such as following prayer movements or imitating prayers heard from teachers and parents, that show an initial response to spiritual teachings.

Developmental tasks at an early age include the formation of an independent attitude, a desire to know the outside world, and the ability to adapt emotionally and socially. At Nurul Ihsan Ilmi Kindergarten, children are given routine activities that include praying together, getting to know moral stories, and practicing polite behavior. These activities contributed to their initial understanding of simple moral concepts, which were relevant to spiritual values. In physical development, early childhood experiences improved gross and fine motor coordination, which supports their participation in spiritual activities such as ablution and prayer. At Nurul Ihsan Ilmi Kindergarten, children are trained to perform prayer movements, which at the same time train their motor control. This development supports the understanding that spirituality also includes physical actions that are integrated into daily practice.

Children at this age begin to have concrete thinking skills that allow them to understand the basic concepts in religious teachings. Through picture stories or religious songs, they learn the values of kindness, such as helping friends or obeying the advice of teachers. This intellectual development solidifies the foundations of spiritual values that will develop with age. Early childhood learns to control emotions, recognize empathy, and interact with peers. At Nurul Ihsan Ilmi Kindergarten, children are taught to love each other, be polite, and help each other, which strengthens their social and moral aspects. Group activities that involve religious values, such as sharing food or participating in prayers together, help children understand the meaning of togetherness and moral values.

Based on these findings, there are several important implications for early childhood education, especially related to the approach used in developing their spirituality. Teachers at Nurul Ihsan Ilmi Kindergarten can integrate spiritual teachings into children's daily activities, such as inviting them to pray before starting and ending activities. It is also important for early education to provide experiences that support children's emotional and social involvement, such as role-playing or group activities that introduce moral values in a practical way. This will help children cultivate spiritual understanding from an early age, as well as develop their ability to become morally responsible individuals in the future.

The findings of this study indicate that to improve children's spiritual development, spiritual education must be integrated with the daily curriculum and supported by collaboration between teachers, parents, and the school environment. Programs designed to reinforce moral and spiritual values must be carried out consistently and adapted to the child's developmental stage. In addition, it is important for teachers to use learning methods that are concrete and easy for early children to understand, such as through stories, songs, or games. This implication is in line with suggestions from about the importance of emotional and moral learning in shaping children's character from an early age. (Goleman, 1995)

Teachers at Nurul Ihsan Ilmi Kindergarten play an important role in guiding and setting an example for children. From the results of the interviews, it was found that teachers not only teach spiritual values through direct teaching, but also through daily actions that are role models for children. For example, teachers show mutual respect and affection to all children regardless of their background. This has a positive influence on children, where they learn to imitate good behavior and internalize those values in daily life. Explain that the role of role models or role models is very important in moral and spiritual learning in early childhood, because children tend to learn through observation and imitation. (Papalia, 2014)

In addition to the role of teachers, parents also play a significant role in supporting children's spiritual development. The study showed that children who received religious values instruction at home had a better understanding of spirituality compared to those who relied solely on learning at school. Parents who actively invite children to pray together, read religious storybooks, and discuss good values at home, provide a strong foundation for children's spiritual development. mentioned that the family environment is one of the main socialization agents that is very influential in children's moral and spiritual development. (Havighurst, 1972)

The school environment at Nurul Ihsan Ilmi Kindergarten is designed to support holistic learning, including aspects of spirituality. From the observation results, it can be seen that the school environment is equipped with facilities that allow children to carry out religious activities, such as prayer rooms and play areas that pay attention to the values of cleanliness and comfort. These facilities help children feel a positive and supportive environment, which, according to, can facilitate more effective spiritual learning. In addition, the existence of activity programs that involve parental participation in school activities also strengthens the relationship between spiritual education at home and at school. (Gallahue, 2012)

Overall, the results of this study show that children aged 4-6 years at Nurul Ihsan Ilmi Kindergarten are in the early stages of spiritual development that is integrated with their physical, intellectual, emotional, social, and moral development. With the appropriate approach, children at this age can be guided to recognize the spiritual values that will be the basis in their later lives.



CONCLUSION

The characteristics of early childhood development, including aspects of physical, intellectual, emotional, social, and moral development are all interrelated in the formation of children's spirituality. In early childhood, which is a golden period for development, children are very sensitive to environmental influences, including the spiritual education they receive both at school and at home. With daily activities in kindergarten that teach spiritual values, children get hands-on experience that helps them internalize moral and religious concepts, which are an important part of developmental tasks at this age. The role of early reflexes and physical development underlies a child's ability to participate in spiritual activities, while intellectual development in the pre-operational stage allows the child to understand the symbols and stories that convey spiritual values. Emotional development also influences how children recognize and manage their feelings as they learn about the values of compassion, empathy, and forgiveness.

Similarly, the social and moral development discussed in the introduction, shows that spiritual education and moral values can shape children's mindset and behavior in interacting with others. The findings of this study suggest that a supportive school environment and learning methods adapted to early childhood development, including through concrete activities such as joint prayer and moral stories, can help overcome the challenges of teaching abstract spiritual concepts. Therefore, as discussed in the introduction to the educational implications, collaboration between teachers, parents, and schools is essential to ensure spiritual education is well integrated in the holistic development of the child.

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