

Implementation of Prophetic Parenting Strategies to Simulate the Development of Religious and Moral Values in Young Children

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Abstract: Early childhood is an individual who is experiencing development and growth. Early childhood 0-5 years old has a rapid potential in the formation of morals, therefore it is necessary to have proper care to form good character and morals. One effort that can be done is to apply parenting patterns like the Prophet Muhammad or known as prophetic parenting, such as displaying good role models, finding the right time to provide guidance, being fair and fulfilling children's rights, giving punishment and helping children to be devoted and do obedience. By applying this method, it is hoped that the development of religious and moral values of early childhood is achieved in accordance with Permendikbud No. 137 of 2014 concerning STPPA for ages 4-6 years. The purpose of this study was to determine the application of prophetic parenting in improving the development of religious and moral values of early childhood at PAUDQu Annisa Depok. Researchers conducted observations of teaching and learning activities inside and outside the classroom by observing the behavior of each child. The method used in this study is Qualitative Descriptive, namely direct observation and description. In this study, the techniques used to collect the data needed by the researcher were by means of observation, interviews, and documentation. The results of this study indicate that the school has a program that implements Islamic values and the teachings of the Prophet Muhammad such as the habit of memorizing the Quran, practicing congregational prayer, memorizing daily prayers and hadiths and telling the story of the prophet which are practiced routinely and consistently so that they can improve the development of religious and moral values of early childhood in accordance with STPPA Permendikbud No. 137 of 2014 aged 4-6 years.

Kata Kunci:

Anak Usia Dini, Prophetic Parenting, Nilai Agama dan Moral

Abstrak: Anak usia dini merupakan individu yang sedang mengalami perkembangan dan pertumbuhan. Anak usia dini 0-5 tahun sedang memiliki potensi yang pesat dalam pembentukan akhlakunya, oleh karena itu dibutuhkan pengasuhan yang tepat untuk membentuk karakter dan akhlak yang baik. Salah satu upaya yang bisa dilakukan yaitu dengan menerapkan pola asuh seperti Rasulullah atau dikenal dengan sebutan prophetic parenting, seperti menampilkan suri tauladan yang baik, mencari waktu yang tepat untuk memberikan pengarahan, bersikap adil dan menunaikan hak anak, memberikan hukuman dan membantu anak untuk berbakti dan mengerjakan ketaatan. Dengan menerapkan cara ini diharapkan perkembangan nilai agama dan moral anak usia dini tercapai sesuai dengan Permendikbud No.137 Tahun 2014 tentang STPPA untuk usia 4-6 tahun. Tujuan dilakukannya penelitian ini adalah untuk mengetahui penerapan prophetic parenting dalam meningkatkan perkembangan nilai agama dan moral anak usia dini di PAUDQu Annisa Depok. Peneliti melakukan observasi terhadap kegiatan belajar-mengajar di dalam dan di luar kelas dengan mengamati perilaku setiap anak. Metode yang digunakan dalam penelitian ini adalah Kualitatif Deskriptif yaitu pengamatan secara langsung dan dideskripsikan. Dalam penelitian ini, teknik yang digunakan untuk mengumpulkan data-data yang diperlukan oleh peneliti yaitu dengan cara observasi, wawancara, serta dokumentasi. Hasil penelitian menunjukkan bahwa starategi menerapkan nilai-nilai islami dan ajaran Rasulullah seperti pembiasaan tahfidz, praktek solat berjamaah, hafalan doa dan hadist harian serta menceritakan kisah nabi yang dipraktekkan secara rutin dan konsisten sehingga dapat menstimulasi perkembangan nilai agama dan moral anak usia dini sesuai dengan STPPA Permendikbud No.137 Tahun 2014 usia 4-6 tahun.



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INTRODUCTION

Early childhood is a period of growth and development. At this age, experts refer to it as the golden age, which only occurs once in human development. The growth and development of early childhood needs to be directed towards physical, cognitive, social-emotional, language, and creativity in a balanced manner as the right foundation for the formation of a well-rounded personality. (Aris Priyanto, 2021).

Early childhood is an important period in the formation of a child's character, because at this stage children are very susceptible to imitating the behavior they see in their environment, especially from their parents and educators. However, in practice, there are still early childhood children who exhibit behavior that is not in line with moral values, such as a lack of discipline, disrespect for teachers, a lack of responsibility, and not being accustomed to applying religious values in their daily lives. This problem is also found at PAUDQU Annisa, where there are still children who do not consistently show polite behavior, lack focus during religious learning activities, and are not accustomed to practicing religious behaviors such as praying, queuing, and following rules properly. This shows that the formation of children's character and morals is not yet optimal and requires an appropriate approach to parenting and education.

One relevant parenting method to apply is prophetic parenting. This method is a parenting approach based on prophetic values, such as compassion, exemplary behavior, and instilling noble morals. Prophetic parenting not only focuses on physical parenting but also emphasizes the importance of children's spiritual and moral development, in accordance with Islamic teachings. The application of prophetic parenting can have a positive impact on shaping children's character, including instilling religious and moral values. This is because prophetic parenting balances compassion, moral education, and the reinforcement of religious values through the example set by parents and educators (Amalia et al., 2023). Based on these issues, the purpose of this study is to determine and analyze the application of prophetic parenting in shaping the character and morals of early childhood at PAUDQU Annisa, as well as to determine its impact on religious and moral development.

METHOD

The approach or method used in this study is descriptive qualitative, which involves direct observation and description. Based on the results of observations conducted using interviews, observations, and documentation of the research subjects. documentation. In this study, the techniques used to collect the data required by the researcher were observation, interviews, and documentation. (Saleh, 2021).

Observations were made in teaching and learning activities involving 2 students aged 4 years (Kindergarten A) and 10 students aged 5-6 years (Kindergarten B) based on the STPPA Values of Religious and Moral Development in Early Childhood 4-6 years. Interviews were conducted with data sources involved in planning and learning processes in the classroom. The interview technique used in this study was a structured interview with prepared research instruments in the form of written questions. The data sources in the interview technique were 9 informants, including: the principal, Mrs. Deny Wita Juwita, S.E., the kindergarten A teacher, Mrs. Elsa Muthia Handini, and the kindergarten B teacher, Mrs. Hesty Prananingrum, S. Pd. I, as well as 6 parents of students in Kindergarten A and Kindergarten B, Mrs. Siti Aida Saodah (Kindergarten A and Kindergarten B), Mrs. Ani Suryani (Kindergarten A), Mrs. Rizkyah Fitriana (Kindergarten B), Mrs. Fitriah (Kindergarten B), Mrs. Mutiah (Kindergarten B), and Mrs. Yusiska Ristriani (Kindergarten B).

Data analysis is the process of systematically searching for and compiling data obtained from interviews, observations, and documentation. The data analysis techniques used in this study were data collection, data presentation, and conclusion drawing. (Sahir, 2022). The data validity technique in this study used source triangulation and technique triangulation. Source triangulation was carried out by comparing data obtained from the principal, teachers, and parents to ensure the consistency of information related to the application of prophetic parenting and the development of children's religious and moral values. Meanwhile, technique triangulation was carried out by comparing data from observations, interviews, and documentation. Through these two triangulations, the data obtained could be tested for accuracy, thereby increasing the validity and reliability of the research results.

RESULTS AND DISCUSSION

This study discusses the application of prophetic parenting in enhancing the religious and moral development of early childhood education students at PAUDQu Annisa Depok through daily Islamic-based learning activities based on the Quran and the teachings of the Prophet Muhammad. Based on data collected through interviews, observations, and documentation, a picture emerged of the application of prophetic parenting in enhancing the religious and moral development of early childhood education students at PAUDQu Annisa Depok in accordance with STPPA No. 137 of 2014 for ages 4-6 years.

The Application of Prophetic Parenting

According to Dr. Muhammad Nur Abdul Hafizh Suwaid in his book, he explains that prophetic parenting is a method of parenting in Islam that is guided by the way of educating children by following the example and teachings of the Prophet Muhammad SAW based on the Qur'an and Hadith (Suwaid, 2010); The first indicator of prophetic parenting, according to Dr. Muhammad Nur Abdul Hafizh Suwaid, is setting a good example.



Figure 1. Teachers exemplify leadership

The principal of PAUDQu Annisa has a communication book facility to reinforce the alignment of childcare programs at school and at home. This is evidenced by the results of an interview with the principal of PAUDQu Annisa Depok, Mrs. Deny Wita Juwita S.E., who said: "At our school, we create communication books for teachers to parents and vice versa. The communication book is given to parents at the end of each school week and returned to us at the beginning of the following week so we can see the parents' responses to what we have communicated about their

children during the school week. However, in addition to using the book, we also communicate directly with parents, usually at the school."

This was confirmed by the kindergarten B teacher, Mrs. Hesty Prananingrum, S.Pd.I, who said: "We try our best to set a good example for the children because their role models at school are their teachers. We make it a habit to set examples in small things, such as speaking kindly and honestly and behaving well towards everyone." In addition, the author also interviewed several parents of PAUDQu Annisa Depok students regarding examples or role models, as follows: "Of course, we provide guidance, advice, and good examples. So, usually, during Ramadan, we intensively worship together at home. Alhamdulillah, we try to recite the Quran and pray in congregation at home, so the children usually follow their father's example."

Based on the interview results, the role of teachers at school in providing good examples and role models for children can have a positive impact on the formation of religious and moral values. Because children are skilled imitators, teachers at school serve as role models for them. However, at home, the examples and role models are the parents, namely the father and mother. In line with Purnamasari et al. (2022), the first and foremost education for children is education that comes from an environment that shapes their success and achievements. If the parenting program and process, especially in terms of setting a good example, is carried out consistently between school and home, then the development of children's character will proceed well and produce children who are competent in both words and deeds.

The second indicator is finding the right time to give guidance, because choosing an effective time also eases the burden on parents in educating their children. This is because children can accept advice at any time, but sometimes they also reject it outright. If both parents are able to guide their child's heart to accept it, the guidance given will be successful.

Based on the results of interviews about finding the right time to give guidance, choosing the right time to give advice or guidance has a significant impact on children. Whether it is successful or not can be seen from how and when we convey it. Choosing the right time, such as during

meals or when gathering together, can make children listen to and understand the advice and guidance given by both teachers at school and parents at home. However, in practice, sometimes the child's emotional state can be a factor. But basically, teachers and parents understand when is the best time to give advice and guidance to children. This is reinforced by the statement of the kindergarten B teacher, Mrs. Hesty Prananingrum, S.Pd.I, who said: "Usually during circle time after tahfidz activities, before school ends, or when eating together, because when giving advice to children when their stomachs are full or when they are in a stable emotional state, children can listen and apply it. That is our hope."

This was also conveyed by several parents of PAUDQu Annisa students whom the author interviewed, namely: "Usually during meals or before bedtime. So, we usually ask for forgiveness before sleeping. From this, when giving guidance or advice to children, it becomes more effective."



Figure 2. Teachers give directions and advice during circle time.

The third indicator, namely being fair and fulfilling children's rights, according to the theory explained by Dr. Muhammad Nur Abdul Hafizh, being fair to children will foster a sense of joy and happiness. Children will feel that their parents love them. In Islam, parents are encouraged to be fair and not show favoritism.

PAUDQu Annisa Depok strives to provide children with their rights and good facilities to support their growth and development. This is evidenced by the statement of the principal of PAUDQu Annisa Depok, Mrs. Denny Wita Juwita S.E., who said that: "Praise be to God, we strive to the best of our ability to provide learning and teaching facilities at school, especially those that foster creativity, critical thinking, and moral values as Muslims.

This was also expressed by several parents of PAUDQu Annisa students whom the author interviewed, namely: “We just focus on what the child needs. If it’s a desire, we usually make them do something good first before giving it to them. We hope that it is fair, but because these children are close in age, the items from Madina should be for Mahira, but because if we buy one, we have to buy another one, even though the items from Madina for Mahira are still usable, but to be fair, we buy them too.”

Based on the interview results regarding fairness and fulfilling children's rights, in practice, schools, teachers, and parents strive to provide the best for children's needs and maximize fairness. With this, children's growth and development will proceed well with many supportive factors. Thus, children learn to give and receive, as well as to appreciate everything given to them. “



Figure 3. Teachers assist children individually in activities.

The fourth indicator, imposing punishment, is based on the theory presented by Muhammad Nur Abdul Hafizh Suwaid that the method of imposing punishment is actually another way of educating children, if it is no longer possible to do so by giving advice, guidance, gentleness, or setting an example. In such cases, punishment can be applied, but it should be remembered that there are several ways to punish and it is not limited to hitting. The kindergarten A teacher conveyed his statement in the children's daily activities at school, namely: “At school, usually when a child makes a mistake, we do not reprimand them directly in front of their friends. Alhamdulillah, so far there have been no fatal mistakes made by the children. Usually, we call the child, listen to their explanation, and only then give advice to the child. So, we do not immediately blame them but find out the cause of the mistake and give the child an understanding of what should be done.”

Based on the results of interviews about punishment, it was found that punishment, especially for young children, is not only about hitting, but also about advising, guiding, and explaining what is good and bad, as well as cause and effect. This is because in the process of self-development, the environment and the role of parents are very influential. In practice, PAUDQu Annisa emphasizes positive ways of disciplining children so that they acknowledge and learn from their mistakes, both at school and at home. Effective and wise discipline can shape children's personalities in a better and more desirable direction.



Figure 4. Teachers advise children after they make mistakes.

The fifth indicator in the Prophetic Parenting program is helping children to be devoted and obedient, based on the theory presented by Muhammad Nur Abdul Hafizh Suwaid that preparing all kinds of means for children to be devoted to their parents and obey the commands of Allah Ta'ala can help children to be devoted and obedient and encourage them to always obey and carry out commands. Creating a comfortable atmosphere encourages children to take the initiative to become praiseworthy individuals. In addition, both parents have given their children the greatest gift to help them achieve success.

The principal, Mrs. Deny Wita Juwita, S.E., made the following statement: "Alhamdulillah, because our school prioritizes Islamic education, including tahfidz, daily prayer habits, prayer practice, charity, and teachers also exemplify good attitudes, daily habits at school seem to make students more familiar with manners and religion. Additionally, every Friday we have infaq activities and sessions on the Prophet's biography, hoping that the children will get to know their Prophet better and can emulate the good manners and character of the prophets.

This was also conveyed by the parents of PAUDQu Annisa students whom the author interviewed, namely: “Alhamdulillah, I'm happy, when the call to prayer sounds, he immediately prays. Usually, he and his father pray immediately when the call to prayer sounds, and sometimes he reminds me and asks if I have prayed yet, so he takes the initiative himself.”

Based on the interview results, helping children in worship and obedience is the responsibility of parents and teachers, because children are the greatest trust, so in educating them, it is necessary to teach them about worship, love for the Creator, and for His Messenger. In practice, fostering initiative and awareness in performing acts of obedience requires good habits that are established from a young age, as early childhood is the golden age for shaping one's character in the future.



Figure 5. Practice of congregational prayer

Improving Religious and Moral Development in Early Childhood

Ministry of Education and Culture Regulation (Permendikbud) No. 137 of 2014 concerning National Standards for Early Childhood Educators, Article 1 concerns the Early Childhood Development Achievement Level Standards (STPPA), which are criteria for the abilities achieved by children in all aspects of development and growth, including religious and moral values, physical-motor skills, cognitive skills, language skills, social-emotional skills, and artistic skills. In addition, the Early Childhood Development Achievement Level Standards (STPPA) refer to the growth and development that children can achieve within a certain age range. (Kemendikbud, 2014) Of the six aspects of development, the author only examined one aspect, namely the religious and moral values of children aged 4-6 years, as referred to in the Regulation of the Minister of Education and Culture (Regulation of the Minister of Education and Culture of the

Republic of Indonesia) No. 137 of 2014 in article 10, that religious and moral values include the ability to recognize the religious values embraced, perform worship, behave honestly, be helpful, polite, respectful, sportsmanlike, maintain personal and environmental hygiene, know important religious days, and respect and be tolerant of other people's religions (Kemendikbud, 2014) .

First, knowing the teachings of the religion they adhere to, such as being able to understand worship movements, being able to imitate worship movements, being accustomed to saying prayers before and after doing something, saying greetings and responding to greetings, and knowing the important days of their religion. According to Adyani & Purnamasari (2023), Hairina (2021) The role of parents and teachers in the moral development of early childhood is the foundation for shaping children's character.



Figure 6. Parade to welcome the holy month of Ramadan

Based on interviews with the principal, kindergarten A and B teachers, and six parents of kindergarten A and B students, it was found that the activities and habits practiced enable children to learn about religion and enjoy various forms of worship in their daily lives. Teachers and parents apply these practices at home so that children's religious and moral development can continue to improve.

The second indicator is honest behavior, where children reflect honesty and sportsmanship as well as humility.



Figure 7. The child was brave enough to be honest and apologize.

Based on interviews with the principal, kindergarten A and B teachers, and six parents of kindergarten A and B students, it was found that honesty instilled from an early age will shape children's character in the future. If honesty and the courage to admit mistakes and ask for forgiveness become habitual through experience and practice, they will become ingrained in children. The role of teachers and parents is very important in shaping honesty, which is a key asset in daily life. In their daily practices, children are accustomed to being honest, admitting their mistakes, and apologizing.

The third indicator is healthy living behaviors, such as reflecting healthy living behaviors and maintaining personal and environmental hygiene. These healthy living behaviors become a good daily habit in carrying out any activity, because maintaining personal and environmental hygiene is one way to improve learning abilities. Healthy habits also affect physical and mental health and build a foundation for children's future. Through these experiences and habits, children can become healthy and productive individuals.



Figure 8. Eating lunch together

The healthy lifestyle practices implemented by PAUDQu Annisa school in its daily activities have had a positive impact, because they are practiced by all members of the school community, thereby fostering healthy habits that support the continuity of teaching and learning activities at the school. In addition, parents can cooperate by bringing healthy snacks for their children.

The fourth indicator is self-adjustment, such as reflecting a humble and polite attitude towards parents, teachers, and friends, being able to reflect a helpful attitude towards others, understanding daily rules, and understanding a responsible attitude.



Figure 9. Children learn to share with others

Self-adjustment indicators can be applied by children both at school and at home, because with good habits and training, children are able to adjust and become accustomed to obeying the rules. In practice, this means that the religious and moral development of young children can improve as a result of maximizing these habits.

CONCLUSION

The implementation of prophetic parenting has been successful and effective, as evidenced by the improvement in the moral and religious development of early childhood. This is because children are enthusiastic and have developed good habits. In addition, teaching and learning activities are designed by teachers based on the semester program and a parenting program grounded in Islamic values in everyday life. However, there are obstacles in its implementation caused by external factors, namely the environment setting a bad example and peer influence, as well as a lack of understanding and involvement of parents in the process of developing their children's religious and moral values. However, this does not cause a decline in the development of religious and moral values, as seen from the daily activities and increasing report card results of students. Parents need to increase their involvement in supporting the development of their children's religious and moral values by applying prophetic parenting in the family environment. Parents can set a good example, accustom their children to pray, behave politely, and create a home environment that supports the formation of Islamic character. In addition, parents need to establish active communication with teachers to monitor and harmonize parenting patterns at home and at school.

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