



Six Character Education Strategies for Early Childhood the Quranic Perspective

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Abstract

This article aims to examine learning strategies for early childhood education in instilling character education from the perspective of the Quran. The focus of this article is on how strategies such as habituation, role modeling, storytelling, educational play, rewards, and integration of daily activities can shape Quranic values such as religiosity, discipline, honesty, responsibility, empathy, and cooperation. This article was written using a qualitative method with content analysis. The data sources were taken from the Quran and supported by literature sourced from theories, expert opinions, books, and related journals. All data were analyzed thematically using the Miles and Huberman technique. The results of the analysis show that habituation and role modeling are the most effective methods, while other strategies serve as reinforcements. Overall, this article confirms that Quranic value-based learning strategies can shape children's character holistically from an early age, thereby providing a solid foundation for the formation of Muslims with good character.

INTRODUCTION

Islamic education specifically refers to physical and spiritual guidance (Aziz et al., 2025). Islamic education plays an important role in the context of national education (Aziz, 2020). Children at an early age have a strong ability to absorb education. They have a tendency to be curious or observe everything around them (Aziz et al., 2022; Oktavia et al., 2025).

Early childhood is a stage of life that is crucial and decisive in human development. It is during this stage that children experience rapid growth in physical, cognitive, linguistic, social, emotional, and spiritual aspects (Aziz et al., 2025). Education experts refer to this as the golden age, where all stimuli and experiences provided will leave an impression and influence the child's development in later stages. Therefore, early childhood education is not only aimed at mastering basic skills or academic intelligence, but more than that, it is about shaping character, personality, and moral values that will become provisions for life.

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The phenomenon that has emerged in society today shows a shift in the behavior of the younger generation. Cases related to low manners, a decline in respect for parents and teachers, an increase in consumerist behavior, and various social deviations are signs that character education has not been fully implemented since early childhood (Cici & Supriadi, 2024). In fact, failure to instill character values in the early stages of life can have a long-term impact on a child's personality development into adulthood. This issue becomes even more important to consider in the context of Islamic education, because Islamic education emphasizes not only the mastery of knowledge, but also the cultivation of noble character based on the Quran and Sunnah.

The Quran is a guide for human life (Aziz et al., 2025; Oktavia et al., 2023). As the main source of Islamic teachings, the Quran has paid great attention to character building (Aziz, 2020). The story of Luqman in Surah Luqman verses 12–19, for example, describes how a father instills the values of monotheism, worship, patience, and social ethics in his son. Similarly, other verses, such as Al-Isra' verses 23–24, which emphasize the importance of being devoted to parents, or Al-Hujurat verse 13, which affirms human equality and the importance of mutual respect, all contain moral messages that are highly relevant to early childhood education (Wibowo et al., 2025). By using the Quran as a foundation, character education from an early age can be directed towards the formation of individuals who are faithful, have noble character, and have social responsibility (Wibowo et al., 2025).

To solve the problem of weak character building, one of the steps that needs to be taken is to formulate a learning strategy that is in line with the child's stage of development and in harmony with Quranic values. The learning strategy in question is not merely a formal teaching method, but ways of educating that touch on the affective, psychomotor, and cognitive aspects of children. Approaches such as habituation, role modeling, storytelling, educational play, and simple rewards are appropriate for young children. With these strategies, the values derived from the Quran can be internalized naturally in children through daily experiences, rather than simply through memorization or verbal advice.

Based on this background, this study aims to identify the character education values contained in the Quran and describe effective learning strategies for instilling these values in early childhood. This objective is expected to contribute to the development of early childhood education, both within the family, educational institutions, and society, so that Quranic values can be instilled from the beginning of a child's life. Thus, education will not only produce children who are intellectually intelligent, but also have strong character, noble morals, and are ready to face the challenges of the times.

Theoretical studies related to this issue show that character education is an integral aspect of early childhood education. Education experts emphasize the importance of instilling moral values through habit formation, role modeling, and a conducive environment. In the Indonesian context, the Ministry of Education has also formulated the main values of character education, including religiousness, honesty, discipline, responsibility, caring, and love for the country. Piaget and Vygotsky's theories of child development emphasize that children learn best through social interaction, play, and real experiences that are close to everyday life.

Meanwhile, the Islamic perspective through the Quran reinforces this view by providing a normative and spiritual basis. Quranic verses related to monotheism, worship, social morals, and social ethics provide a solid value framework for character building in children (Aziz et al., 2025). Previous

studies have also shown that Quran-based learning strategies can improve children's positive behavior, such as respect, discipline, and concern for others. Thus, this study positions the Quran not only as a normative text but also as a source of pedagogical inspiration in formulating learning strategies for early childhood.

With this theoretical foundation and empirical reality, research on learning strategies for early childhood education in instilling character education from the perspective of the Quran becomes important and relevant. This article is expected to contribute ideas and practical solutions in facing the challenges of character education in the modern era, as well as serve as a foundation for shaping a Quranic generation with noble character that is able to play a positive role in society (Arifin et al., 2023; Engkizar et al., 2024; Oktavia et al., 2024).

This article differs fundamentally from other articles in that it emphasizes the integration of divine values as the basis for character building in children from an early age. This article not only discusses general character education strategies, but also explores the philosophical and normative foundations of relevant verses from the Quran that relate to children's moral and spiritual development. Thus, its approach is transformative and comprehensive, combining theological, psychological, and pedagogical aspects. While many other articles focus only on empirical methods or modern educational theories, this article offers a religious perspective that strengthens children's character within the framework of faith, morals, and revelation-based role models.

METHODS

This study uses a qualitative approach with content analysis (Asril et al., 2023; Engkizar et al., 2025; Hamdi & Desvia, 2025; Putri et al., 2025). This approach was chosen because it is suitable for examining the meanings and values contained in the holy text of the Quran and relating them to the concept of early childhood character education. The focus of the research was directed at exploring verses of the Quran related to character education values such as honesty, responsibility, compassion, discipline, cooperation, and independence. The data used came from two types of sources, namely primary and secondary sources. Primary sources come from Quranic texts relevant to the theme of early childhood character education, while secondary sources come from supporting literature such as tafsir books, Islamic education theories, previous research results, scientific journals, and the views of education experts who discuss children's character from the perspective of the Quran.

The data analysis technique used in this study was thematic analysis using Miles and Huberman's interactive model, which consists of three main steps, namely data reduction, data presentation, and conclusion drawing or verification. In the data reduction stage, researchers selected and grouped verses from the Quran and literature relevant to the theme of character education. The data presentation stage was carried out by compiling the findings in the form of thematic descriptions based on the six identified character education strategies. Next, the conclusion drawing stage was carried out by interpreting the meaning of the verses and supporting theories to produce a new understanding of character education strategies for early childhood from the perspective of the Quran. With these systematic steps, the study is expected to contribute theoretically and practically to the development of a character education model based on Quranic values (Oktavia et al., 2023;

Putri et al., 2021; Sabrina et al., 2022).

RESULT AND DISCUSSION

Analysis of character education values in the Quran

Based on the results of a literature review, it was found that the Quran has many verses directly related to character education (Hazrullah, 2024). These verses not only contain commands or prohibitions, but also exemplary stories that can be used as learning materials for early childhood. From the data collection results, there are at least four major categories of character education values that are dominant in the Quran, namely: i) spiritual-religious values, ii) individual moral values, iii) social values, and iv) values of justice.

Spiritual-religious values emphasize faith in Allah and the habit of worship from an early age. QS. Luqman verse 13, for example, emphasizes the prohibition of associating partners with Allah (Sulaiman, 2020). This value is very relevant for early childhood because it can be manifested in the form of simple prayers, introduction to the names of Allah, and the habit of light worship such as praying together with the family.

Individual moral values include honesty, responsibility, patience, and humility. QS. Luqman verses 17–18 emphasize the importance of patience in facing trials and prohibit arrogance (Al Ayyubi et al., 2024). For early childhood, these values can be instilled by training children to admit their mistakes, be patient in waiting for their turn, and learn to respect their friends and teachers.

Created into nations and tribes to know one another (Nikmah, 2023). This contains a message of tolerance and respect for differences. For early childhood, this value can be realized through playing together, sharing food, or respecting friends from different backgrounds.

The value of justice is strongly emphasized in QS. Al-Maidah verse 8, which is to be fair even to those who are hated (Aziz et al., 2025). For early childhood, justice can be taught through the same rules of play for all children, not showing favoritism, and training children to take turns.

Table 1. Description of character education values in the Quran

No	Quranic Verse	Character Values	Relevance for Early Childhood Education
1	QS. Luqman 12–19	Monotheism, Worship, Patience, Courtesy	Practicing simple prayers and worship, speaking politely
2	QS. Al-Isra' 23–24	Filial Piety	Respecting parents/teachers, showing affection
3	QS. Al-Hujurat 13	Brotherhood, Tolerance	Learning to share, playing together, appreciating differences
4	QS. Al-Maidah 8	Justice, Honesty	Playing fairly, taking turns, avoiding favoritism

The table shows that Quranic values are closely aligned with the learning needs of early childhood.

Six character education strategies for early childhood in the Quran

After identifying character values in the Quran, the next step is to formulate learning strategies that are appropriate for the developmental stage of early childhood. The results of the literature review show that there are at least

six main strategies that are relevant:

First, habituation. Habituation is an important strategy in early childhood education. Behaviors that are repeated will stick with children and become good habits (Khofifah & Sofa, 2025). For example, accustoming children to say greetings, read prayers, and tidy up their toys. QS. Luqman verse 17 emphasizes the command to establish prayer, which can be interpreted as an effort to accustom children to worship from an early age.

Second is exemplary behavior. Young children learn primarily by imitating the behavior of adults (Sholeh, 2018). Teachers and parents must be role models in terms of honesty, discipline, and patience (Umar et al., 2021). QS. Al-Ahzab verse 21 emphasizes that the Prophet Muhammad is a good role model (*uswah hasanah*). With role modeling, children will easily imitate and internalize positive values.

The third is storytelling. The storytelling method is very effective for early childhood because it suits their imaginative world (Nurlaela et al., 2024). The story of Prophet Yusuf about patience, the story of Prophet Ibrahim about obedience, and the story of Luqman about wise advice can be conveyed in simple language so that it is easy to understand.

Fourth is educational play. Children learn most effectively through play. Games that involve rules, cooperation, and sportsmanship can instill values of honesty, responsibility, and tolerance (Cici & Supriadi, 2024). For example, relay races can be used to practice cooperation, or picture guessing games can instill honesty and patience.

Fifth is rewards and reinforcement. Simple rewards, such as praise, stickers, or hugs, can motivate children to continue doing good deeds (Aziz et al., 2025). This strategy is in line with the principle of reinforcement in behavioral psychology.

The sixth is integration of daily activities. Quranic values can be integrated into daily activities (Umar et al., 2021). For example, teaching children to be grateful when eating, sharing toys with friends, or being patient when waiting for their turn to play.

Table 2. Character learning strategies for early childhood

No	Strategy	Example Activities	Related Character Values
1	Habituation	Daily prayers, greetings, congregational prayer	Religious, discipline
2	Role Modeling	Teacher demonstrates patience	Patience, responsibility
3	Storytelling	Story of Prophet Yusuf about patience	Patience, honesty
4	Educational Play	Group games with rules	Cooperation, sportsmanship
5	Reward & Reinforcement	Giving praise when a child is honest	Positive motivation, honesty
6	Daily Integration	Practicing gratitude during meals	Religious, gratitude

Early childhood education requires appropriate learning strategies so that character values can be instilled effectively (Khofifah & Mufarochah, 2022). From the perspective of the Quran, the character developed includes religious, individual moral, social, and justice dimensions. Learning strategies serve as a means to bridge Quranic values into children's real-life experiences, so that children not only understand values theoretically, but are also able to practice

them in their daily lives.

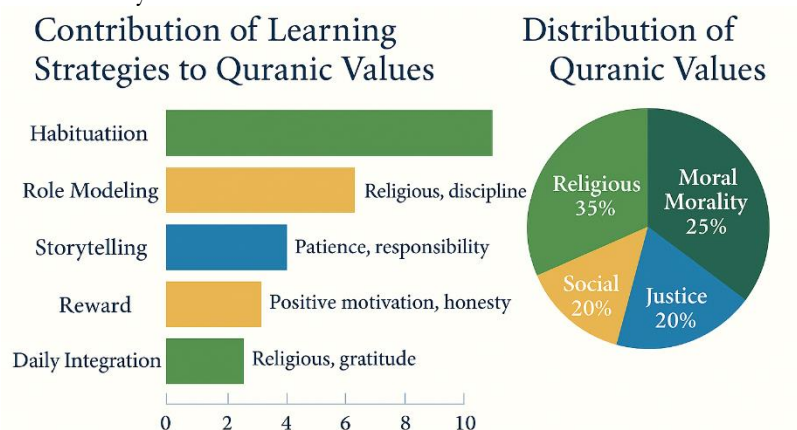


Diagram 1. The relationship between learning strategies and Quranic character values

Based on the literature review, six main strategies are relevant for early childhood, namely: habituation, modeling, storytelling, educational play, reward/reinforcement, and integration of daily activities. Each strategy has a different role in internalizing Quranic values, depending on the characteristics of the child and the learning context.

The habituation strategy emphasizes the repetition of positive behaviors until they become habits. In the context of Quranic values, habituation can include daily prayers, greetings, congregational prayers, and organizing toys. QS. Luqman verse 17 emphasizes the importance of establishing prayer as a form of religious habituation (Al Ayyubi et al., 2024). Children who are accustomed to religious activities will develop spiritual awareness from an early age, as well as discipline. Habituation also helps children recognize cause-and-effect relationships in behavior, so that moral values such as honesty and responsibility can be instilled more strongly.

Young children learn a lot by imitating adult behavior. The example set by teachers or parents is a crucial strategy in instilling Quranic values such as patience, responsibility, and honesty. QS. Al-Ahzab verse 21 states that the Prophet Muhammad is *uswah hasanah* (the best example). By imitating the consistent behavior of adults, children learn to apply character values in concrete ways (Tadjuddin, 2018). For example, teachers who are always honest in their assessments and patient with children teach children to imitate similar behavior.

Storytelling is an effective strategy for teaching moral and social values through stories about the Prophet or his companions. The story of Prophet Yusuf, who was patient in facing trials, or Luqman's advice to his son, provides examples of behavior that can be emulated. Stories told in simple and interactive language can foster empathy, patience, and honesty in children. This strategy utilizes children's ability to imagine, making it easier for them to accept character values (Aziz et al., 2025).

Play is the primary learning medium for early childhood (Yunaida & Rosita, 2018). Media has a close relationship with success in instilling character education in early childhood (Aziz et al., 2025). Through group games that involve rules, children learn cooperation, sportsmanship, and tolerance (Zulfa et al., 2024). For example, relay races or picture guessing games can foster honesty, patience, and the ability to work together. This strategy is in line with Vygotsky's principle, which emphasizes the importance of social interaction in children's learning.

Reinforcing positive behavior through simple rewards such as praise, stickers, or hugs can increase children's motivation to apply Quranic values (Aziz

et al., 2025). Rewards help children understand that good behavior has positive consequences. This strategy is particularly effective for instilling the values of honesty, discipline, and responsibility (Aziz et al., 2025).

Integrating Quranic values into daily activities allows children to experience contextual learning (Zain et al., 2024). For example, teaching gratitude when eating, patience when waiting for a turn to play, or sharing toys with friends. This strategy bridges learning theory with Quranic practice, so that children learn character values in a real context.

Habituation and modeling have the greatest contribution because children learn through real experiences and observation. Storytelling, educational play, rewards, and integration of daily activities are complementary strategies that reinforce character values contextually. The relationship between learning strategies and Quranic values shows the compatibility between modern educational theory and the Quranic approach (Aziz et al., 2025).

These findings show the compatibility between Quranic-based learning strategies and modern educational theory. In addition, the Quranic approach that uses stories (*qashash*) is in line with storytelling methods in early childhood education. Rewards or reinforcement are in line with behaviorist theory, while the integration of Quranic values into daily activities supports contextual learning that emphasizes the relevance of the material to children's real lives.

CONCLUSION

Based on the results of the study, it can be concluded that learning strategies play an important role in instilling Quranic character education in early childhood. Habituation and role modeling strategies have proven to be most effective in shaping religious, disciplined, honest, and responsible behavior. Storytelling, educational games, rewards, and integration of daily activities serve as reinforcements in instilling the values of empathy, cooperation, tolerance, and gratitude. Overall, the research findings show that the application of strategies that are in line with child development and based on Quranic values can produce a well-rounded, balanced, and contextual character in everyday life. Based on the research results, several suggestions can be made. First, for early childhood educators, it is important to consistently apply learning strategies based on habit formation and role modeling because both have been proven to be most effective in instilling Quranic values. Second, teachers need to be creative in combining other strategies such as storytelling, educational games, and rewards to make learning more enjoyable and less monotonous. Third, parents at home are expected to continue the habits and examples instilled at school, so that there is continuity between the educational environment and the family. Fourth, for future researchers, it is recommended to expand the study to an empirical approach with field observations to strengthen the theoretical findings of this literature study.

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