

## Implementation of The 'Talaqiyyan Fikriyyan' Method in Fostering Religious And Moral Aspects in Early Childhood at Al-Akram Early Childhood Education

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**Abstract:** This research aims to explore the application of the "Talaqiyyān Fikriyyān" method in developing moral and religious aspects in early childhood at PAUD Al-Akram. Through a systematic research method focused on collecting valid qualitative data, it is expected to make a significant contribution to the understanding and practice of religious education for young children. The Talaqiyyān Fikriyyān method, which focuses on the integrative instillation of moral and religious values through a reflective thinking approach, is anticipated to provide a strong foundation for character formation in children. This approach emphasizes not only memorization but also a deep understanding that aligns with the cognitive development level of early childhood. This study employs a qualitative approach with a case study method, where data is obtained through observations, interviews with educators, and documentation of learning activities at PAUD Al-Akram. The results indicate that the application of the Talaqiyyān Fikriyyān method is effective in fostering children's basic understanding of moral and religious concepts, such as honesty, responsibility, and respect for others. Additionally, this method enhances children's motivation to apply these values in their daily lives through enjoyable and interactive learning experiences.

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## Introduction

The formation of fundamental character, which serves as the foundation for personality development in the future, is greatly supported by early childhood education. Children experience a golden age during their early years, where their moral, religious, social, emotional, and cognitive growth occurs rapidly. Therefore, to ensure that children develop into moral, honest individuals with a sense of responsibility, it is essential to cultivate moral and religious qualities at this age. According to Mulyasa (2019), religious education for early childhood focuses more on instilling values that children can understand and apply in their daily lives rather than merely teaching dogma or rote memorization.

The term "laqia," which means to meet, is the root of "talaqqi." This term refers to the meeting between students and teachers. One way to learn something is through talaqqi, which is perhaps one of the oldest learning techniques still in use today. One of the teaching techniques left by the Prophet Muhammad (SAW) is talaqqi, which is still employed by scholars, companions, and the Prophet himself, especially in Arab countries such as Egypt, Medina, and Mecca (Shibghatullah Ahmad, March 2013). According to several definitions, the talqiyān fikriyyān approach is a teaching strategy that helps students develop their critical thinking skills. To ensure that students understand the material and utilize it as a foundation for their attitudes and behaviors, knowledge is conveyed to them as a concept, integrating it with facts they comprehend. Thus, every time knowledge is imparted to learners, it is always encouraged to be practiced (HSG Khoiru Ummah, 2013).

The talqiyān fikriyyān approach is one of the best ways to teach religion and morals to young children. This strategy, which focuses on developing children's understanding of religious principles, emphasizes role modeling and cognitive appreciation of values. Nasir (2020) asserts that talqiyān fikriyyān encourages children to understand and contemplate the principles presented so that they can internalize them better, unlike traditional techniques that often emphasize memorization. Furthermore, the importance of moral and religious education has grown in today's world due to the increasing impact of globalization and technological advancements on children's attitudes and behaviors. Thus, according to PAUD Al-Akram, the talqiyān fikriyyān method is a mature step to provide a strong moral and religious foundation for children from an early age, enabling them to grow into morally and religiously upright individuals who can face the challenges of the times.

The talqiyān fikriyyān method is a verbal and reflective approach to religious education, where teachers provide direct explanations of religious concepts to students, followed by periods of contemplation and reflection (Nasir, 2020). In addition to listening to and understanding religious teachings, this method allows children to engage in deep reflection, aiding in the internalization of these ideals. Rahmawati (2019) reinforces that numerous studies have shown that the talqiyān fikriyyān method can effectively foster children's moral and religious awareness by encouraging them to consider the importance of the lessons taught, making these values easier to understand and apply in daily life.

In the context of early childhood education in Indonesia, the talqiyān fikriyyān method is a teaching strategy that places a strong emphasis on fostering intellectual stimulation (fikriyyān) and value formation through integrated learning processes in daily activities. By incorporating Islamic principles into activities that are easily understood by children, this approach aims to nurture children's moral and religious development. This intuitive technique, which involves efforts to simplify children's understanding of the fundamentals of religion through direct instruction and examples, is used in PAUD to reinforce their understanding of fundamental religious and moral values.

Research conducted by Aziz (2021) shows that teaching moral and religious principles to young children can help them build religious awareness from an early age and provide a foundation for ethical behavior, both of which will benefit their future attitudes and behaviors. Kurniawan (2022) also emphasizes that for the internalization of these values to succeed in this environment, appropriate teaching strategies that align with children's development are crucial. Since moral and religious education serves as the first step in character formation, values, and children's personalities, it is an essential component of early childhood education. Efforts to teach moral principles to children so that they can understand, absorb, and apply them in daily life are referred to as moral education. Conversely, religious

education aims to cultivate children's spiritual awareness and their relationship with God by introducing and helping them understand religious concepts (Hasanah, 2018).

To shape children's character in accordance with Islamic moral and religious principles, such as honesty, patience, responsibility, and concern for others, PAUD Al-Akram employs the talqiyyān fikriyyān method. It is hoped that this religious education method will not only introduce these principles to children but also enable them to practice them in their daily social interactions. Interactive and contextual learning approaches like talqiyyān fikriyyān can provide children with a deeper understanding of moral and religious concepts, as this approach gives them the opportunity to ask questions, discuss, and consider these principles in the context of their own lives.

Based on this, the aim of this research is to examine how the talqiyyān fikriyyān approach is used at PAUD Al-Akram to instill moral and religious values in young children. It is hoped that this research will assist in creating more relevant and successful religious education strategies for children.

## Method

This research employs a qualitative design. The characteristics of qualitative research models greatly facilitate researchers in identifying research questions, as qualitative research utilizes multiple methods that are interactive and humanistic (Creswell, 2012:167). The qualitative approach has advantages in uncovering phenomena related to the common practices of village governance in development planning. Qualitative research offers high flexibility for researchers when determining research steps. It also allows for greater expression and explanation in the form of interpretations based on logical intuitive certainty. In qualitative research, the researcher can also act as a participant observer, engaging in activities such as note-taking, recording, and observing (Jamaluddin Ahmad, 2015, 52).

The type of this research is descriptive-explanatory, which combines descriptive and explanatory research. Descriptive research aims to answer the question "what," while explanatory research addresses the questions "why" and "how." Both types of research are used to find comprehensive answers to the issues being studied. The subjects or respondents in this research will include teachers, students, and the principal. The research location is PAUD Al-Akram, as this institution has begun using this approach to help children develop moral and religious components through various teaching methods, including the Talqiyyān Fikriyyān method, which is the basis for selecting this location.

The data collection techniques used in this research include the following: a) Observation: This involves observing how the Talqiyyān Fikriyyān technique is applied in learning activities and how children interact with teachers to learn moral and religious lessons. Direct observations are conducted in the classroom and during extracurricular activities; b) Interviews: Conducted with educators, parents, and the management of PAUD Al-Akram to obtain information about the understanding and application of the Talqiyyān Fikriyyān method, as well as assessments of children's moral and religious development; c) Surveys: Parents and educators will be given questionnaires or surveys to measure their opinions on the impact of the method on children's moral and religious development. This survey will include both closed and open-ended questions; d) Documentation: This involves collecting secondary data from various sources, including reports of learning activities, records of children's development, and documentation related to the implementation of the Talqiyyān Fikriyyān method in the institution.

Descriptive qualitative analysis techniques will be used to examine the information collected from observations, interviews, questionnaires, and documentation. The purpose of this analysis is to provide a detailed description of the use of the Talqiyān Fikriyyān method and its impact on the moral and religious development of young children. The steps used for analysis are: (1) Data Categorization: Sorting data according to relevant themes, such as religion, morality, and children's responses; (2) Data Interpretation: Determining the significance of the collected data by relating it to ideas and literature on early childhood education that discusses the use of the Talqiyān Fikriyyān technique; (3) Conclusion: Outlining the main findings of the research and assessing how well this approach promotes moral and religious development in young children.

To ensure the validity of the obtained data, the following methods will be used: (1) Data Triangulation: Ensuring that the information collected from various sources is consistent by using different data collection methods (such as questionnaires, interviews, and observations); (2) Source Triangulation: To obtain more reliable results, data from various sources (educators, parents, children, and institutional documents) will be compared; (3) Member Checking Validity: Rechecking the results of questionnaires and interviews with participants to ensure that the information collected accurately represents their perspectives

## **Result**

### **Understanding and Application of the Talqiyān Fikriyyān Method by Teachers at PAUD Al-Akram**

The Talqiyān Fikriyyān method used in this context to educate moral and religious principles to young children is well understood by the educators at PAUD Al-Akram. The teachers recognize that the Talqiyān Fikriyyān approach involves the internalization of religious principles through dialogic and interactive teaching, rather than merely memorizing and repeating facts. This approach places a strong emphasis on cognitive and affective strategies to help children integrate and feel the importance of moral and religious principles in their daily lives, in addition to helping them understand these principles. At PAUD Al-Akram, this approach is implemented through various educational activities that cover topics such as teaching moral principles to children, fostering empathy and honesty within them, and introducing religious beliefs. Teachers utilize Islamic stories, direct conversations about positive and negative attitudes, and cooperative games and sharing. Additionally, Christian principles are taught through routines such as group prayers, greetings, and exercises in patience and discipline.

Research findings indicate the beneficial effects of the Talqiyān Fikriyyān approach on children's moral growth. Children are able to identify behaviors that are consistent with the moral principles taught at PAUD and begin to show awareness of fundamental concepts of right and wrong. For example, some children have started to share more frequently and apologize when they make mistakes.

### **Impact of the Talqiyān Fikriyyān Method on the Religious Aspects of Early Childhood**

Early religious education at PAUD Al-Akram is positively shaped and deepened through the Talqiyān Fikriyyān method. Fundamental ideas of Islamic teachings, such as the importance of prayer, the value of gratitude, and the distinction between permissible and prohibited behaviors in religion, gradually become clear to the children. This approach is not only used to teach prayer or memorize verses from the Quran but is also integrated into daily behaviors such as praying before and after activities and showing respect to parents and teachers. The children's ability to follow and understand the routine religious activities taught

at PAUD, such as performing ablution, praying, and reciting the names of Allah, is another indication of their growing religious understanding. Children begin to realize that worship is a way to express gratitude and devotion to Allah, not just a series of rituals. They can easily recite short prayers and understand the context when they practice them.

The Islamic educational approach known as the *Talqiyān Fikriyyān* technique focuses on nurturing religious ideals in young children through intellectual discourse based on their thinking. This approach aims to provide a comprehensive understanding of religious beliefs in a manner that aligns with their cognitive capacities. The application of this technique can significantly influence how religious aspects are developed.

### **Impact of Parental Involvement on the Effectiveness of the *Talqiyān Fikriyyān* Method**

The importance of parental involvement in enhancing the effectiveness of the *Talqiyān Fikriyyān* approach is another finding of this research. To reinforce the moral and religious values taught, PAUD Al-Akram involves parents in various activities. For instance, regular meetings and group discussions are held about the importance of upholding moral principles at home. Children find it easier to incorporate moral and religious principles into their daily lives—both at home and in class—when parents actively participate.

Consistent support is needed at home and at school for the *Talqiyān Fikriyyān* method, which emphasizes the development of religious awareness through intellectual and dialogic approaches. Given their influence on the child's learning environment outside the classroom, parental involvement in the implementation of this strategy is crucial. The following results demonstrate how parental participation affects the effectiveness of this method: (a) *How Parents Can Help Their Children Develop Religious Values at Home*: Parents are the first teachers of their children, especially in terms of religious education. Children's understanding will be stronger when the religious principles taught using the *Talqiyān Fikriyyān* technique are reinforced at home. If children observe consistency between teachings at school and practices at home, they are more likely to absorb religious values; (b) *Supporting the Reflection and Dialogue Process*: Parents can continue conversations about the religious teachings their children have received at school at home. For example, parents can tailor their questions or discussions about religious lessons to their child's cognitive style; this helps children develop their critical thinking skills and gain a deeper understanding of religious beliefs; (c) *Providing Useful Examples from Daily Life*: Children are given real-life examples by parents who uphold religious principles in their daily lives. For instance, praying together before meals or acting honorably in daily interactions. These authentic examples provide children with real experiences, ensuring that religious principles are not only understood theoretically but also applied practically; (d) *Motivation and Emotional Support*: For children learning about religion, parental involvement offers essential emotional support. Children are more likely to learn and apply religious lessons when they feel valued and supported. Children who experience acceptance and support are more likely to feel comfortable sharing what they know about religion. However, not all parents can fully participate. Common difficulties faced include: time constraints, working parents may struggle to find time to engage with their children; lack of knowledge: not all parents have the theological understanding or knowledge necessary about the *Talqiyān Fikriyyān* technique to continue learning at home. Parental participation has a significant impact on the effectiveness of the *Talqiyān Fikriyyān* method. Parents can help children develop a deeper and more sustainable understanding of religion by encouraging

them to learn at home through conversations, real-world examples, and incentives. The key to the success of this strategy is collaboration between families and schools.

### **Challenges in Implementing the Talqiyān Fikriyyān Approach**

Additionally, this research identifies several challenges faced by teachers at PAUD Al-Akram when implementing the Talqiyān Fikriyyān technique. One of the main issues is that each child has different levels of understanding and emotional development, which affects how well they can accept and comprehend moral and religious ideas. Some very young children sometimes struggle to grasp the ideals being taught, requiring teachers to be more sympathetic and patient with them. Not all teachers have sufficient knowledge of the Talqiyān Fikriyyān concept and how to use it successfully. Due to these difficulties, the approach may not be implemented correctly or may even fall below standards; (b) It Requires a Long Time to Talk, Listen, and Gradually Enhance Children's Understanding: This approach often lacks sufficient space within the constraints of formal learning time. Some children may not receive the same level of support at home, hindering the process of internalizing moral and religious values. Young children have short attention spans, making it difficult to maintain focus during in-depth discussions; (c) Varying Cognitive Abilities of Children Make It Difficult to Convey Material According to Their Understanding Levels; (d) Educators Also Face Challenges in Terms of Consistency in Applying the Values Taught at PAUD and the Family Environment: The effectiveness of this approach depends on parental support at home and teachers at school. (e) Some Children May Not Receive the Same Level of Parental Support, Hindering Their Ability to Internalize Moral and Religious Principles: The effectiveness of this approach depends on parental support at home and teachers at school. However, not all parents recognize the importance of this approach or have the time to help their children learn about religion; (f) Children Come from Various Social, Cultural, and Family Backgrounds, Affecting How Well They Understand Religious Beliefs: These differences can complicate the implementation of a dialogic approach; (g) To Help Children Understand Religious Content, This Approach Requires Engaging and Relevant Supporting Media: However, limited media or a lack of originality in media production can be obstacles. To access broader materials, educational media development organizations can collaborate with schools. The Talqiyān Fikriyyān approach emphasizes communication and understanding, two aspects that are not always easily measured using traditional assessment methods. This poses challenges when evaluating how well the approach is implemented. Techniques that include teacher training, efficient time management, parental support, and adaptation of learning media can help address the challenges when implementing the Talqiyān Fikriyyān method. The moral and religious development of young children can still be positively influenced by this strategy if used correctly.

### **Discussion**

This discussion will delve deeply into how the Talqiyān Fikriyyān approach is used at PAUD Al-Akram to foster moral and religious development in early childhood. The debate focuses on how educators understand the Talqiyān Fikriyyān approach, how it is used in learning activities, how this approach affects children's moral and religious growth, and the difficulties faced when implementing this technique. The Talqiyān Fikriyyān technique is a teaching strategy that emphasizes the internalization of values through understanding and discussion, rather than just memorization or repetition. Through deep and participatory experiences, this approach is applied in early childhood education programs at PAUD Al-

Akram to help children develop fundamental moral and religious values. The findings of this study indicate that the teachers at PAUD Al-Akram are aware that this methodology requires cognitive and affective approaches. This indicates that the learning process focuses on enhancing children's awareness of the values being taught as well as on delivering knowledge.

Teachers can create activities that align with the goals of the Talqiyān Fikriyyān method due to this comprehensive understanding. They realize that children need more than just a rational understanding of laws; they also require moral and religious education that speaks to their inner selves. To make children feel comfortable and emotionally engaged and to facilitate the process of internalizing values, this also motivates teachers to create a supportive learning environment. The teachers at PAUD Al-Akram create engaging activities that can be applied in children's daily lives to implement the Talqiyān Fikriyyān technique. Islamic stories, morality-based games, and routine opportunities for prayer and worship are used to teach lessons. For example, teachers teach children about noble values such as patience, honesty, and sensitivity to others by telling stories about admirable Islamic qualities. The goal of these exercises is to provide practical examples of appropriate behavior in everyday situations to children.

Furthermore, the Talqiyān Fikriyyān approach is applied by involving children in direct activities such as greeting each other or praying before starting an activity. Children are directly taught religious ideals through these direct activities, such as the importance of praying and being grateful to God. Teachers also use dialogic methods, encouraging children to consider and experience the importance of these tasks rather than merely performing them as habits without understanding. Children's awareness of fundamental moral principles such as honesty, empathy, and generosity increases as a result of the application of this method. Children begin to act in ways that demonstrate how they understand the difference between right and wrong. For instance, they become more sensitive when expressing regret for their mistakes or showing empathy by supporting friends in need. Moral development in early childhood education often emphasizes direct experiences that make children feel the consequences of their behavior. Children are trained to understand that every action they take affects others through the Talqiyān Fikriyyān approach. Teachers take advantage of these opportunities to instill moral ideas in various activities so that children can naturally and immediately discover these ideals.

Additionally, the use of the Talqiyān Fikriyyān approach at PAUD Al-Akram significantly contributes to children's religious development. Religious ideas are presented to children gradually and in an approachable manner. They begin to learn the basics of Islamic teachings, such as the values of prayer, gratitude, and moral behavior. Children are taught to engage in simple worship through group prayer activities, which will further serve as a strong foundation for their religious lives. Children also begin to show interest and awareness of the importance of religious ethics and prayer. They become accustomed to religious values and incorporate them into their daily routines through regular worship activities. In practice, children are also taught basic worship practices such as prayer and ablution, which are presented in ways that are appropriate for their cognitive and emotional developmental stages. Children's awareness of fundamental moral principles such as honesty, empathy, and generosity increases as a result of the application of this method. Children begin to act in ways that demonstrate how well they understand the concepts of right and wrong. For

example, they become more likely to express empathy by supporting friends in need or apologizing when they make mistakes.

Moral development in early childhood education often emphasizes direct experiences that make children feel the consequences of their behavior. The Talqiyān Fikriyyān method encourages children to realize that what they do affects others. Teachers take advantage of these opportunities to instill moral ideals in various activities so that children can experience them naturally and directly. Furthermore, the use of the Talqiyān Fikriyyān approach at PAUD Al-Akram significantly contributes to children's religious development. Religious ideas are conveyed to children gradually and in an easily understandable manner. They begin to understand the basics of Islamic teachings, such as the importance of prayer, gratitude, and moral behavior. Children are encouraged to engage in simple worship through group prayer activities, which will further serve as a strong foundation for their religious lives.

Teachers face several difficulties in implementing this approach, particularly concerning differences in family backgrounds and children's levels of understanding. Children from families with weak religious education support, for example, may find it more challenging to adjust to the values being taught. Teachers must adjust their teaching methods to each student's level of understanding, which certainly requires patience and specific knowledge. Additionally, a key element influencing how well this approach is implemented is the level of consistency between PAUD teachings and the home environment. The internalization of the ideals taught at PAUD is less than ideal if families do not support them. For children to consistently apply the moral and religious principles they have learned in various environments, cooperation between parents and children is essential. Parental involvement is also identified in this research as a component that enhances the efficiency of the Talqiyān Fikriyyān method. By holding regular meetings and educating parents about the importance of moral and religious education at home, educators at PAUD Al-Akram actively involve parents in the educational process. This makes the values taught at PAUD more likely to be applied in the family environment, which has a greater impact on children's development. Children are more likely to absorb and embody the principles taught when they receive support from their parents. Because they receive reinforcement of these principles from two different but complementary environments, children's moral and religious development is also accelerated.

Considering all of this, this discussion demonstrates the benefits of the Talqiyān Fikriyyān method in fostering moral and religious development in early childhood. Through interactive strategies relevant to children's lives, educators at PAUD Al-Akram have effectively adopted this method. By using this approach, children's moral and religious values are better understood, and their character is formed from an early age. However, parental participation and consistency between the instruction received at PAUD and at home are also necessary for this strategy to succeed. To optimize the beneficial effects of the Talqiyān Fikriyyān approach on children's development, collaboration between parents and educational institutions is crucial. It is believed that by taking a comprehensive approach, children will grow into moral adults with a strong theological foundation.

Additionally, this research identifies several challenges faced by teachers at PAUD Al-Akram when implementing the Talqiyān Fikriyyān technique. The reality that each child has different levels of understanding and emotional development makes it difficult for them to accept and understand moral and religious ideas as well as possible. Some very young children sometimes struggle to grasp the ideals being taught, requiring a more accommodating and patient approach from teachers. The Talqiyān Fikriyyān concept and its

practical application are not fully understood by all instructors. These difficulties can result in the improper or substandard implementation of procedures. Consequently, teachers often need training and guidance to understand the fundamentals of this approach, how to incorporate it into lessons, and discussion strategies appropriate for the age group.

This approach requires a long time to listen, discuss, and gradually enhance children's understanding. It often lacks sufficient depth within the constraints of formal learning time. To make the most of time, educators must create an integrated learning schedule that combines this approach with other activities such as storytelling or play. Due to their short attention spans, young children find it challenging to remain focused during lengthy conversations. Additionally, it may be difficult to adapt content to each child's level of understanding due to their varying cognitive capacities. Therefore, teachers must take a creative approach to make conversations more engaging and developmentally appropriate, such as by utilizing interactive storytelling, games, or visual media.

Furthermore, educators face challenges in consistently applying the values taught at PAUD and in the family environment. The process of internalizing these moral and religious principles is hindered for certain children because they may not receive the same level of support at home. To ensure that the values taught at PAUD are also practiced at home, educators and parents must work more closely together. Parental assistance at home is as crucial as that of teachers at school for the success of this approach. However, not all parents have the time or see the value of this approach in helping their children learn about religion. Therefore, schools should organize parenting programs or socialization efforts to engage parents in the educational process, for example, by offering helpful suggestions on how to implement this approach at home. Children's understanding of religious values is influenced by their diverse social, cultural, and family backgrounds. The implementation of a dialogic method can be hindered by these differences. Therefore, when teaching religious beliefs, educators should promote diversity and tolerance while also modifying their content delivery to be relevant to the children's cultures.

To help children understand religious content, this approach requires engaging and relevant supporting media. However, limited media or a lack of originality in media production can be obstacles. Educators should be able to create basic teaching tools such as interactive applications, picture cards, and puppets. To access broader materials, educational media development organizations can collaborate with schools. The Talqiyān Fikriyyān approach emphasizes communication and understanding, two aspects that are not always easily measured using traditional assessment methods. This poses challenges when evaluating how well the approach is implemented. One possible solution is for teachers to monitor changes in children's understanding and behavior overall using qualitative assessment techniques such as observations, anecdotal records, or interviews with parents and children. Parental support, efficient time management, teacher training, and adaptation of learning media are some ways that can help address challenges when implementing the Talqiyān Fikriyyān method. The moral and religious development of young children can still be positively influenced by this strategy if used correctly.

## **Conclusion**

The success of the Talqiyān Fikriyyān method as a creative and appropriate approach for moral and religious education for young children is demonstrated by the implementation of the Talqiyān Fikriyyān Method in Developing Moral and Religious Aspects in Early Childhood at PAUD Al-Akram. According to this research, children can learn deeply using the Talqiyān Fikriyyān approach, which emphasizes education based on

the internalization of principles through dialogue and understanding. This approach helps children feel and understand moral and religious principles at an internal level in addition to learning them superficially.

This research specifically shows that the Talqiyān Fikriyyān approach has been successfully implemented at PAUD Al-Akram through structured and engaging activities that can be applied in children's daily lives. Children can learn the importance of positive attitudes, empathy, and gratitude through activities such as role-playing that incorporate moral principles, listening to Islamic stories, and engaging in basic worship rituals such as group prayers. This has proven successful in building important religious ideals for children's personality development as well as moral awareness at a young age. Furthermore, this conclusion highlights the importance of teachers' knowledge and skills in implementing the Talqiyān Fikriyyān approach. The teachers at PAUD Al-Akram are able to support a learning process that prioritizes a deep understanding of moral and religious values alongside memorization or repetition. This requires patience, adaptability, and dedication from educators to foster communication skills.

Nevertheless, this research also indicates that the steadfastness of the values learned by children in their home and school environments has a significant impact on the effectiveness of the Talqiyān Fikriyyān method. Parental participation in the moral and religious education process is crucial because of this. At PAUD Al-Akram, cooperation between parents and educational institutions is essential to ensure that children assimilate the values taught as effectively as possible. Families can help promote the overall character development of children by ensuring that the values taught at school are upheld at home. The overall findings of this research indicate that the moral and religious development of young children greatly benefits from the application of the Talqiyān Fikriyyān technique at PAUD Al-Akram. In addition to successfully instilling moral and religious principles, this approach lays a strong foundation for children's character development in the future. The Talqiyān Fikriyyān technique has great potential to become a model for early childhood character education based on moral and religious principles if approached holistically and receives full support from parents and educational institutions.

### **Recommendations**

Based on the findings of this research, PAUD Al-Akram and other similar educational institutions are advised to enhance parental participation in early childhood moral and religious development initiatives. Additionally, more training is needed for teachers to become more proficient in effectively implementing the Talqiyān Fikriyyān approach in a manner that is flexible enough to meet the needs of individual students. Finally, further research can be conducted to examine in more detail how this approach can be modified to suit different family situations and children's histories. In addition to offering helpful suggestions for optimizing its use in early childhood education settings, this research provides important insights into how the Talqiyān Fikriyyān approach can serve as an efficient teaching instrument in fostering the moral and religious development of young children.

The challenges faced by teachers at PAUD Al-Akram when implementing the Talqiyān Fikriyyān technique include: (a) Each child has different levels of understanding and emotional development, which affects how well they can accept and understand moral and religious ideas. Some children sometimes struggle to grasp the ideals being taught, requiring teachers to be more sympathetic and patient with them. Not all teachers have

sufficient knowledge of the Talqiyān Fikriyyān concept and how to use it successfully. Due to these difficulties, the approach may not be implemented correctly or may even fall below standards; (b) It requires a long time to talk, listen, and gradually enhance children's understanding. This approach often lacks sufficient depth within the constraints of formal learning time. Some children may not receive the same level of support at home, hindering the process of internalizing moral and religious values. Young children have short attention spans, making it difficult to maintain focus during in-depth discussions; (c) Varying cognitive abilities of children make it difficult to convey material according to their understanding levels; (d) Educators also face challenges in terms of consistency in applying the values taught at PAUD and in the family environment. The effectiveness of this approach depends on parental support at home and teachers at school. (e) Some children may not receive the same level of parental support, hindering their ability to internalize moral and religious principles. The effectiveness of this approach depends on parental support at home and on teachers at school. However, not all parents recognize the importance of this approach or have the time to help their children learn about religion; (f) Children come from various social, cultural, and family backgrounds, which affects how well they understand religious beliefs. These differences can complicate the implementation of a dialogic approach; (g) To help children understand religious content, this approach requires engaging and relevant supporting media. However, limited media or a lack of originality in media production can be obstacles. To access broader materials, educational media development organizations can collaborate with schools.

The Talqiyān Fikriyyān approach emphasizes communication and understanding, two aspects that are not always easily measured using traditional assessment methods. This poses challenges when evaluating how well the approach is implemented. Techniques that include teacher training, efficient time management, parental support, and adaptation of learning media can help address challenges when implementing the Talqiyān Fikriyyān method. The moral and religious development of young children can still be positively influenced by this strategy if used correctly.

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