

The Importance of the Role of Parents and Teachers as

Moral Role Models in Early Childhood Education

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ABSTRACT

Early Childhood Education (PAUD) plays a vital role in shaping a child's character and morals, especially during the **golden age** period which is the peak time for development. This research aims to examine the importance of the role of parents and teachers as moral role models in early childhood education. The method used is a literature review (library research) by examining relevant literature, such as journals and scientific articles. The results of the study show that parents are the main role models in the family who, through emotional closeness and positive parenting styles, are capable of instilling moral and spiritual values in children. Meanwhile, teachers act as role models in the school environment, reinforcing the moral values that have been taught at home through their daily attitudes, words, and actions. Cooperation between parents and teachers is essential to create a conducive, consistent, and harmonious educational

environment. Forms of cooperation include education, nurturing, effective communication, parental involvement in school activities, and monitoring the child's moral development. In conclusion, the role of both parents and teachers as moral role models is very important to shape a generation that is not only intellectually smart but also of noble character.

Introduction

Early Childhood Education (ECE) has an important role in stimulating and maximizing children's development in aspects of religious and moral values, cognitive, social-emotional, language, physical-motor, and art (Nabila & Sit, 2024). Education is a conscious and planned effort carried out by the family, school, and community in providing guidance, knowledge, skills, and character endowment aimed at instilling knowledge, skills, and character capable of producing a competitive generation, intellectually, emotionally, and spiritually intelligent (Sholichah, 2018). The *golden age* is a child's golden period, where the child has many good potentials to be developed. At this stage, it is the precise time to instill good values, such as good morals (*akhlak*), to build a good personality in the future. It is very important at this time to provide education for early childhood to maximize the child's abilities and potential. Utilizing this *golden age* period as a time for fostering, guiding, and shaping good character is done early on so that the child's future becomes one with a good personality and is beneficial for themselves and society (Fadillah &

Khorida, 2020). Moral character (*akhlak*) is the main foundation in forming a complete human personality. Islam, as a religion of mercy to all worlds (*rahmatan lil 'alamin*), pays greater attention to moral character (*akhlak*). Moral character becomes an important provision for humans to behave in accordance with the *shari'a* that has been taught by the Prophet Muhammad SAW to his followers. To realize this good moral character, it is very important to instill moral education from an early age, which will help the child in socializing with their environment, whether in the family, school, or community. Children will become accustomed to behaving in a way that reflects religious values in accordance with Islamic teachings (Olgar & Musa, 2000). The role of parents is very important as the initial shaper of the child's character. The emotional closeness between children and parents makes it easier for children to absorb the behavior being exemplified. Parental parenting styles reflect moral and spiritual values that will shape the child to have good emotional and social intelligence. Therefore, the role of parents is not only as caregivers but also as the primary source of moral learning for children (Desmita, 2005). Meanwhile, teachers also have an important role in the formal education environment, acting as figures respected by children. What the teacher demonstrates in attitude, actions, and speech will have a great influence on the child's character formation. Teachers who can consistently demonstrate noble morals can foster positive attitudes in children and strengthen the moral values that have been instilled at home (Saedah et al., 2020). Therefore, the role of

parents and teachers in providing moral role models for early childhood is very important. Both have complementary roles in forming a consistent and conducive educational environment for the child's moral development. Cooperation between the family and the school can produce a young generation who not only possess intellectual intelligence but also excel in moral attitude and character (*akhlak*) (Saripah et al., 2016).

Methods

This study uses the library research method as the main approach in collecting data and information. This method is carried out by reviewing and examining various literature relevant to the research topic, such as scientific books, academic journals, research articles, proceedings, policy documents, as well as other credible and academically accountable sources (Amruddin et al., 2020). The purpose of using this method is to obtain a deep theoretical understanding, find a strong conceptual foundation, and identify previous findings that can support the analysis and discussion in this research.

The data collection process is carried out systematically, by selecting literature based on the criteria of relevance, actuality, and scientific validity. The obtained data is then analyzed qualitatively, by reading critically, grouping information based on similar themes or topics, and compiling a synthesis of thoughts that can enrich the study. This method is considered appropriate because this research does not aim to collect empirical data directly from the field, but rather to explore,

understand, and reformulate existing ideas and theories to build a complete and deep conceptual framework (Mahanum, 2021). Thus, library research becomes an effective approach to generate comprehensive analysis and support the scientific arguments built in this article.

Result and Discussions

The findings in this study are based on an in-depth review of fourteen scientific articles relevant to the theme of the role of parents and teachers as moral role models in early childhood education. These fourteen articles provide theoretical and empirical contributions in strengthening the argument that the formation of a child's character and morals requires consistent role modeling from the closest environment, namely the family and the school. The analysis was carried out by examining the research focus, study context, and main results of each article, which were then synthesized to show relevance to the theme of this research. The literature review covers various perspectives, ranging from the psychological aspects of child development, the role of the family in instilling moral values, the role of the teacher as a behavioral model, to the importance of synergy between parents and teachers in creating a conducive educational environment. The analysis also highlights the supporting and inhibiting factors for moral role modeling, such as parental involvement, teacher commitment, and the influence of environment and technology on children's behavior. Overall, the fourteen articles provide a conceptual and practical basis

for understanding the role of role modeling in the formation of early childhood morals.

Table 1. Analysis of Scientific Articles

No.	Author's Name	Article Title & Year Published (Translation)	Journal Name	Narrative of Relevant Findings (Translation)
1	Susanti, E. (2012)	Moral Development in Early Childhood	Universitas Muhammadiyah Purwokerto	The formation of early childhood morals is a moral process that must be guided early on so that children's behavior is formed according to Islamic values.
2	Jelita, A. V. (2024)	The Importance	Jurnal Penelitian	Moral education

		of Moral Education for Early Childhood	Multidisiplin Terpadu	becomes the foundation of a child's character so that they get used to behaving honestly, politely, and responsibly.
3	Nirmalasari, S., Asiyah, N., & Universitas S. (2022)	Stimulation for Increasing Religious and Moral Values in Early Childhood	Hibrul Ulama: Jurnal Ilmu Pendidikan dan Keislaman	Moral education forms moral habits through habitual activities in the PAUD environment.
4	Saedah, Masruroh, & Aziz (2020)	The Role of Teachers in Educating Early Childhood	Kiddo: Jurnal Pendidikan Islam Anak Usia Dini	Teachers play an important role in accustoming children to

		Morals		<i>akhlakul karimah</i> (noble morals) behavior through role modeling in school.
5	Henny, Marwah, Arifin, & Rachmi (2024)	Increasing the Role of Parents in Early Childhood Education: Workshop Analysis in Winning Village	Ceria: Jurnal Pendidikan PAUD	Effective parenting training increases parents' understanding of supporting children's moral development.
6	Arifin, F. A. R., & Tjahjono, A. W. (2020)	The Role of Parents in Children's Moral Education in the Family	Prosiding Konstelasi Ilmiah Mahasiswa Unissula (KIMU)	The family is the first place for character formation, and parental role modeling

				is the main key to a child's attitude.
7	Inmas (2013)	Parental Role Modeling in the Family	Kementerian Agama Aceh	Parental role modeling in daily behavior forms a child's character to be faithful and of good morals.
8	Busra, A. (2019)	The Role of Parents in Fostering Children's Morals	Al-Wardah: Jurnal Kajian Perempuan, Gender dan Agama	Parents' religious behavior directly influences the formation of children's moral and social behavior.

9	Fitriya, A., & Nisfiah, L. (2021)	The Role of Teachers in Building Early Childhood Character in PAUD Kamboja 69 Sukowono Jember	Childhood Education: Jurnal Pendidikan Anak Usia Dini	Teachers play a role in shaping children's character through habituation, role modeling, and positive interaction at school.
10	Wardhani, N. W., & Wahono, M. (2017)	Teacher Role Modeling as a Reinforcer of the Character Education Process	Unitra Civic Education Journal	Teachers become the main role model in the formation of students' character and morals.
11	Lubis, N. A. (2024)	Cooperation Between Parents and Teachers in	Universitas Islam Negeri Ar-Raniry	Collaboration between parents and teachers

		Fostering Morals		strengthens children's moral habituation in the home and school environment.
12	Kurnianto, A., Febrianti, G. V., & Krismanti (2024)	Collaboratio n Between Teachers and Parents in Improving Early Childhood Developmen t at TK Pertiwi XXV Karangmojo	Jurnal Literasiologi	The concrete form of cooperation between teachers and parents in instilling moral and social values in early childhood.
13	Shidiq, H. S. A., & Susilo, M. J. (2025)	Supporting and Inhibiting Factors for Student Character	Ta'lif: Jurnal Pendidikan dan Agama Islam	A positive school environment and consistent teachers are

		Formation at MI Pelita Insani Banjarnegara Regency		the main supporting factors for character formation.
14	Nurjanah, S. (2020)	Moral Formation Based on Habituation and Role Modeling (Case Study at MAN 2 Kuningan, West Java)	OASIS: Jurnal Ilmiah Kajian Islam	Explains obstacles to moral formation such as lack of teacher commitment and low awareness of children.

Discussion

The fourteen analyzed articles show a unified theme regarding the importance of role modeling in the formation of early childhood morals, both in the context of the family and the school. Articles from Susanti (2012) , Jelita (2024), and Nirmalasari et al. (2022) emphasize that moral formation must begin early through the habituation of positive behavior and moral values education. This study serves as a theoretical basis which is then reinforced by the research of Arifin & Tjahjono (2020), Busra (2019), and Inmas (2013) which consistently show that parents act

as the first role models who are most influential on the child's moral behavior. On the other hand, the articles by Saedah et al. (2020), Fitriya & Nisfiyah (2021), and Wardhani & Wahono (2017) highlight the role of teachers as exemplary figures who reinforce moral values in the school environment. Teacher role modeling functions to complement the moral education given at home.

Meanwhile, the research by Lubis (2024) and Kurnianto et al. (2024) confirms the importance of synergy and communication between parents and teachers so that children's character formation is consistent and sustainable. Furthermore, Shidiq & Susilo (2025) and Nurjanah (2020) provide an evaluative view regarding the supporting and inhibiting factors of moral role modeling, such as teacher commitment, parental support, and the influence of technology on children's behavior. Thus, all these articles complement each other and form a complete common thread: that the formation of early childhood morals requires harmonious collaboration between parents and teachers as the two main role models. Both have a mutually reinforcing role in building a child's moral foundation, while the success of this process is influenced by the environment, communication patterns, and consistency of the behavior exemplified to the child every day.

Conclusion

The role of parents and teachers as moral role models is very important in early childhood education. Parents become the main foundation in shaping children's character and behavior through real-

life examples in daily life, while teachers act as role models in the school environment who strengthen the moral values taught at home. Harmonious cooperation between parents and teachers will create a consistent educational environment, making it easier for children to absorb and apply noble moral values in their lives. The success of instilling morals in children is supported by the active involvement of parents in school activities, a conducive school environment, and teachers who consistently provide positive examples. However, this process also faces various challenges, such as lack of teacher commitment, low awareness and concern of parents and children, as well as the influence of gadget use. Therefore, the role of both parents and teachers is essential to create an effective educational environment in instilling moral and ethical values in children.

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