

Motivational Factors of Parents in Choosing Islamic-Based Kindergarten and Its Relationship with Strengthening Religious Moral Values in Early Childhood

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Article Info

Abstract

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This study was motivated by the emergence of a decline in moral attitudes and lack of religious awareness, especially Islamic religion in children and adolescents in Indonesia. The purpose of this study was to determine the motivational factors and strengthening of moral and religious values provided by Islamic-based Kindergarten. The research approach used was qualitative with descriptive method. This research was conducted in one of the Islamic-based Kindergarten in Cimahi City with eight research participants of parents of students. Data collection techniques were conducted through interviews, observation and documentation. The results show that the intrinsic factors motivating parents to choose Islamic-based Kindergarten are the desire for children to understand religion, close to the Qur'an, pious, have good manners and be able to take care of themselves. The extrinsic factors are strategic school location, alumni achievement, good environment, alternative activities for student guardians and quality of religious learning programmes. The implication of this research is expected to provide recommendations to the school to optimise the factors that are proven to influence the motivation of parents in choosing Islamic-based schools for their children.

1. INTRODUCTION

All parents certainly aspire to provide the best education for their children. Choosing the best education is a responsibility of parents to safeguard and enhance their children's development and well-being for a better future (Utami & Prasetyo, 2021). Parents have the right to express their preferences or choices regarding specific schools they desire for their children's learning environment. When selecting an educational institution, parents can utilize their personal knowledge and experiences, as well as their observations of the surrounding circumstances, as references in choosing a school. Thus, the most effective form of parental involvement is one that engages parents in selecting a school that can support and facilitate their children's development towards a better and more positive direction.

The environment is the place where a child grows and develops, thus it plays a significant role in shaping the personality and character of the child. The family environment is the first environment that influences a child's development, followed by school and then the community environment. In this era, where information and technology are rapidly advancing, we can observe the current state of the environment where moral and religious issues are prevalent among children. As stated by Mau'idah et al. (2022), the current generation is experiencing a decline in morality due to the development of science and technology, parenting patterns, the environment, and other factors. This can be seen in various problems occurring today, such as promiscuity, media consumption, and information that leads to a decline in moral attitudes, the emergence of poor moral character, and a diminishing awareness of religious values from an early age.

The moral and religious development of early childhood is very important to be developed early in life to equip children with the values of goodness, distinguishing between good and bad, justice, manners, simplicity and courage (Ariani, 2021). According to Suranata (2010), problems that are not resolved properly can cause obstacles and problems for children in the present, or after the child continues to the next level. In addition, according to Lickona (2013) there are 10 indications of symptoms of moral decline that need attention in order to change for the better; violence and anarchy, theft, cheating, ignoring applicable rules, brawls between students, intolerance, use of bad language, premature sexual maturity and its deviations, self-destructive attitudes, drug abuse.

Moral and religious problems in children can become even bigger if serious steps are not taken to anticipate and correct them. The shift in moral and religious values can be evidenced by several cases, including reports from kumparan.com (March 30, 2023) indicating numerous incidents of minors bullying others, resulting in coma; students bringing sharp weapons to school; and children involved in murder cases. Another case is reported by UNICEF Indonesia in 2020 from the National Survey on the Life Experiences of Children and Adolescents (SNPHAR) conducted by the Ministry of Women's Empowerment and Child Protection (KPPPA) in 2018, which states that 3 out of 4 children and adolescents who have experienced one or more types of violence reported that the perpetrators were friends or peers. The phenomenon of moral and religious issues affecting children today raises parental concerns about their children's interactions, which are increasingly dynamic and global, as well as the decline in children's moral behavior due to the rapid changes of the times. This results in numerous deviant behaviors that stray far from norms and religious values, compounded by parents' lack of understanding of religious teachings. Additionally, parents often have limited time to instill moral and religious values at home due to various reasons, such as busy work schedules and their inability to impart moral education effectively.

Consequently, parents seek alternatives in Islamic-based schools that can provide religious understanding, instill values of goodness, and develop Islamic character through teaching, school programs, and the exemplary behavior of teachers. This is also due to the majority of the population in Indonesia being Muslim. By facilitating moral development from an early age, there is hope that children will grow into strong individuals in adulthood. Therefore, many parents are increasingly facilitating their children's education in Islamic institutions, aiming for children to understand their religious teachings and behave according to religious values, norms, and customs prevalent in society. This motivation drives parents to enroll their children in Islamic-based schools.

Parents play a crucial role in facilitating their children's moral education. They are responsible for observing their children's potential, interests, and talents, providing the necessary resources for education, and ensuring that their children are protected from various moral and religious issues. Parents who recognize the importance of quality education for their children, especially in religious education, understand the need for educational institutions that consider moral and religious values from an early age. This is evident in the choice of early education for children, specifically in Early Childhood Education, which can strengthen moral and religious values. Nowadays, parents are selective in choosing Kindergarten institutions, often opting for those based on Islamic values and the Qur'an. Many parents are beginning to choose Qur'an-based Kindergarten as a means to fulfill their children's Islamic education. In Indonesia, numerous educational institutions are based on Islamic values and the Qur'an. According to data from the Ministry of Religious Affairs of the Republic of Indonesia on the alif.id website (December 8, 2021), there are 3481 Qur'an Kindergartens (TKQ), 1075 Qur'an Early Childhood Education (PAUDQU) and 540 Qur'an Memorization Houses. Additionally, there are other non-formal institutions, such as TQA and Tarbiyatul Quran lil Awlad. A significant number of children 2.552.513 are introduced to Islamic and Qur'an education through TPQ, TKQ and PAUDQU. This indicates a high public interest in choosing Islamic-based schools and illustrates that Islamic Kindergarten institutions can be a viable solution for strengthening moral and

religious values in children.

Based on the topic raised in this study, the author has conducted a search for several studies with relevant studies, so that there is no repetition. Based on the results of the author's search, there have been no researchers who have specifically discussed this theme specifically and comprehensively. However, there are several scientific works related to the research that will be studied, including: research by Rahmi et al., (2023) which discusses the motivation of parents who send their children to Islamic-based schools. While the difference is that this study uses a case study method and the research is not specifically carried out in Kindergarten institutions. Then research by Septiani & Ghofur., (2022) which examines the motivation of parents in choosing Islamic-based schools. The difference is that the object of this study is the Madrasah Ibtidaiyah or Elementary School institution, while what the author is studying is the Kindergarten institution, and the study focuses on implying it with the factor of tranquility. Then, research by Izzani et al., (2019) which examines Islamic-based Kindergarten institutions. While the difference is that this study uses a case study method and examines more about the self-image of parents in choosing early childhood education. The novelty of this research is to provide an analysis of parental motivations in selecting Islamic Kindergarten and its relation to strengthening moral and religious values in early childhood. This topic has not been previously studied in the area and location chosen by the author, although this research is an extension of earlier studies with similar themes, focusing more on parents' perspectives and their connection to the strengthening of children's moral and religious values. The contribution of this research is expected to provide information as a basis for consideration, support, and input for educators and parents in enhancing Islamic Kindergarten services to strengthen moral and religious values in early childhood.

2. METHOD

This study uses a qualitative approach with a descriptive method. Qualitative approach are research procedures that produce descriptive data in the form of words from human sources that have been observed and documents related to events or phenomena experienced by research subjects, for example behavior, perception and motivation. This descriptive qualitative research was conducted because the researcher will create a narrative description according to the topic to be studied to analyze the factors that support the motivation of parents of students in choosing Islamic-based Kindergarten and its relationship to strengthening children's moral and religious values. According to Sugiyono (2022), the qualitative descriptive method is a research method based on the philosophy of postpositivism to examine the natural conditions of objects and researchers as key instruments and data collection techniques are carried out in a combined manner and the results of this qualitative research emphasize the meaning of generalization. The qualitative approach was chosen in this study because it is intended to describe events as they occur naturally, through data collection carried out by the researcher himself.

This study intends to understand the phenomenon of what is experienced by the research subjects, research that collects data is carried out in the field directly at the research location. So the author chose the qualitative descriptive method considering its benefits, namely as reference material for conducting similar and further research in the same field, namely related to parental motivation in choosing Islamic-based Kindergarten and its relationship to strengthening children's moral and religious values. The participants in this study were eight mother (Table 1). The determination of the subjects of this study was based on the established criteria, namely parents of students who send their children to selected Islamic-based Kindergarten and are active in religious activities at school. The following is an explanation of the identity and general description of the research subjects.

Table 1. Research Participant Profile

| No. | Initial Name | Age | Profession |
|-----|--------------|--------------|-------------|
| 1. | NL | 39 years old | A housewife |
| 2. | VL | 33 years old | A housewife |
| 3. | LMD | 42 years old | A teacher |
| 4. | RN | 27 years old | A housewife |
| 5. | NT | 32 years old | A housewife |
| 6. | LL | 47 years old | A housewife |
| 7. | YT | 35 years old | A teacher |
| 8. | RY | 29 years old | A teacher |

Participants in this study were eight parents of students from an Islamic-based Kindergarten institution, namely Kindergarten X in Cimahi City, West Java. The location of this research is an Islamic-based Kindergarten institution, TK X in Cimahi City, West Java. The author's consideration in determining the location of this research is because the Kindergarten institution is an institution that organizes Islamic-based childhood education so that it is in accordance with the objectives of the research that the author has compiled. In addition, access to conduct research at this school is also quite easy so that the research conducted by the author can run smoothly.



Figure 1. Interview with The Participants Section One



Figure 2. Interview with The Participants Section Two

The data collection techniques and instrument aids used in this study are interview guidelines (Table 2), observation guidelines and documentation guidelines. The procedure in this research was carried out in several stages, such as planning, implementation and reporting

Table 2. Interview Guidelines

| Variabel | Subvariabel/Aspek | Indikator |
|--|----------------------------------|--|
| Motivasi Orang Tua dalam Memilih PAUD Berbasis Islam | 1. Motivasi | a. Sistem Pembelajaran b. Prestasi Anak c. Pemahaman Nilai Agama d. Anal dekat dengan Al-Qur'an e. Anak Berakhlak Mulia f. Anak Menjadi Shalih g. Aktivitas untuk Wali Siswa |
| | 2. Pandangan | a. Membantu Orang Tua b. Sebagai Pondasi Anak c. Kebutuhan Pokok d. Porsi Pembelajaran Agama |
| | 3. Faktor Pendukung | a. Faktor Intrinsik b. Faktor Ekstrinsik |
| Penguatan Nilai Moral dan Agama AUD | 1. Peningkatan perkembangan anak | a. Sebelum bersekolah b. Setelah bersekolah |
| | 2. Aspek Penguatan | c. Aspek Ibadah |
| | | d. Aspek Al-Qur'an Hadist |
| | | e. Aspek Adab Akhlak |
| | | |

The data analysis technique used in this study uses the concept given by Miles and Huberman who stated that activities in qualitative data analysis are carried out interactively and continuously at each stage of the study until it is complete, and the data is saturated (Figure 3). Activities in data analysis include data collection, data reduction, data display and conclusion/verification.

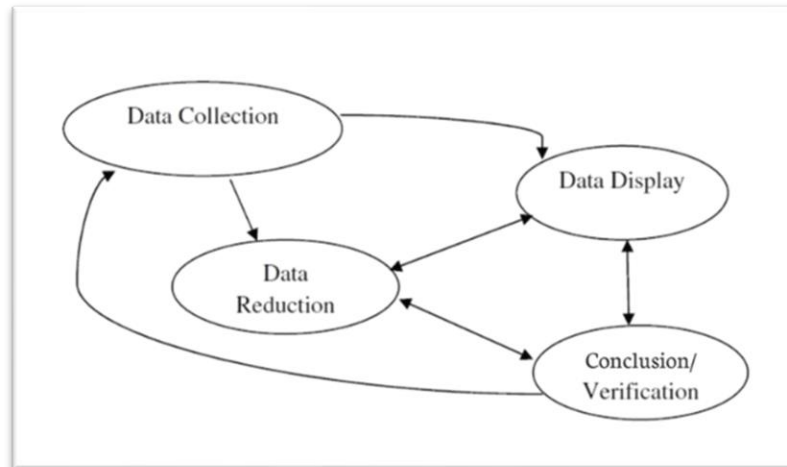


Figure 3. Components of Data Analysis
(Source: Miles and Huberman,1984 in Sugiyono, 2020)

It is important for researchers to pay attention to ethical issues while conducting research for the benefit of all parties. Here are some ethical clearances used in this study.

a. Research Permission and Approval.

In research, data and information collection is carried out with the permission and approval of the people involved in the research. The consent given shows that participants are aware of the form of information needed, why their information is needed, and the purpose for which the information is used. Therefore, researcher must ensure that they obtain permission and approval willingly and without pressure in any form and from any party.

b. Confidentiality of Participant Identity

In conducting research, the researcher ensures to maintain and respect the identity and confidentiality of each party involved in the research. In addition, the author also applies caution and maintains the safety of participants during the research process. This is done when collecting data by giving only initials in the research so as to better maintain the confidentiality or privacy of participants.

c. Care in Collecting and Processing Data

In research, researcher emphasize the data collection process such as in interviews to obtain information/data related to the research theme. So, in this case the author avoids sensitive and ambiguous questions that can offend participants. In addition, in this study, the author ensures to re-examine the data obtained during the study, so that it shows the truth, avoids bias and does not constitute a modification that is considered to benefit the author. Overall, the flow or procedure in this research is presented in the following Figure 3.

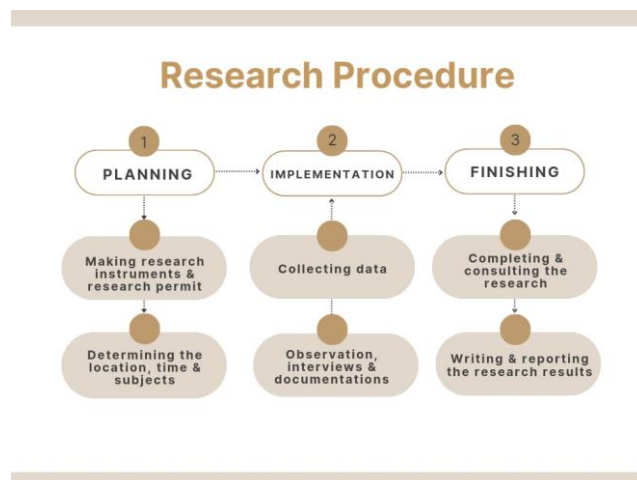


Figure 3. Research Procedure

3. RESULTS AND DISCUSSION

This research was conducted in one of the Islamic-based Kindergarten institutions in Cimahi City. After obtaining permission from the relevant school principal, the author immediately determined the research subjects who would be the source of data in this study. The author held a discussion with the principal regarding the research subjects, namely the parents of students whose selection was based on the research subject criteria that had been determined in the previous chapter. Based on the analysis of data collected through the interview and observation process using careful data analysis techniques through data reduction, data display and drawing conclusions, then the following data is described and obtained.

Parental Motivation in Children's Education

Motivation is an urge that arises due to stimulation from within a person (intrinsic) or from outside (extrinsic) to make a certain behavioral change to be better than the previous state. According to Dewi (2015), motivation can occur when someone has a desire to do an activity or action in order to achieve a certain goal. This desire and will can arise because of a need that wants to be fulfilled so that it encourages someone to behave towards that goal. Changes in behavior in terms of motivation such as the desire to do activities, the drive and need to do activities, the existence of hopes and ideals, appreciation and respect for oneself, the existence of a good environment and the existence of interesting desires. According to Prihartanta (2015), the theory that discusses motivation is Herzberg's Two-Factor Theory of Motivation. There are two types of factors that drive a person to strive to achieve satisfaction and stay away from dissatisfaction. The two factors are called hygiene factors (extrinsic factors) and motivator factors (intrinsic factors).

Parents are part of the family whose job is to facilitate, care for and ensure that the growth and development of children can run well according to expectations. According to Harfiya et al., (2022), parents are people who are responsible in a family or household in providing the best for their family, especially children. So in their responsibilities, parents have hopes or motivations for children both in terms of health, future and education of children. Parental motivation means a parental drive to take action or decide on a choice.

Factors that Support Parents in Choosing Islamic-Based Kindergarten

When choosing a school, there are factors that underlie the motivation of parents in determining their choice. According to Dewi (2015), there are two factors that support the motivation of parents in choosing a school, namely intrinsic factors and extrinsic factors that influence parents in choosing a school. Intrinsic factors are those related to parental expectations. Some factors that cause parents to be motivated to send their children to school are having good morals, understanding the fiqh of worship, understanding the Qur'an, having religious knowledge, and achieving. Extrinsic factors are due to the school profile such as school order, portion of religious education, having religious knowledge, school vision and mission, location and environment, educator profile, physical facilities, costs, school order, alternative activities, learning curriculum, encouragement from the family, encouragement from the community environment.

Based on the findings above, the factors that support parents in choosing Islamic-based Kindergarten are divided into intrinsic and extrinsic factors. There are several intrinsic factors that support parents in choosing Islamic-based Kindergarten, including the following. First, children understand religion from an early age. Every parent certainly wants their child to be a generation of believers and have a basic knowledge of religion that is straight. Judging from the intrinsic factors, the most dominant factor in the motivation of parents to send their children to Islamic-based schools is so that children understand religion from an early age, because parents want their children to be children with noble morals and understand religious teachings. Through Islamic religious knowledge, children will have good attitudes and behaviors towards their parents and others around them (Rizky & Moulita, 2017). With that, it is certain that parents will look for schools that really provide educational content and portions of religious education that are appropriate and can meet the expectations of parents. Therefore, parents choose Islamic-based schools as educational institutions for children that provide a fairly broad portion of religious knowledge with basic religious lessons for early childhood.

"Ya kalau faktor internal sudah pasti gitu ya mengharapkan anak-anak memiliki dasar pengetahuan dasar keterampilan mengenai hal-hal yang bersifat keagamaan..."(LMD, 2024).

"Faktor agama karena PAUD adalah pendidikan dasar dimana apapun itu harus dibangun dari dasar dan anak tau bahwa agama Islam haruslah seperti ini"(RY, 2024).

Second, children are closer to the Quran. Another intrinsic factor is to get children closer to the Qur'an. The learning the Qur'an is something that is done every day, where children are guided to be able to love the Qur'an by memorizing it and understanding its meaning. This is in line with the opinion of Sholeh & Suhendi (2021), that one of the efforts to educate children to be pious is to get them closer to the Qur'an from an early age through memorizing the Qur'an so that a sense of love arises and they become accustomed to the routine with the Qur'an,

both from reading and memorizing. When children memorize the Qur'an with good manners, the verses of the Qur'an that they memorize will be applied in their lives. In this case, parents really want their children to be able to memorize and practice the contents of the Qur'an in their lives.

"Kalau faktor internal ya biar si anak tuh lebih dekat dengan Al-Qur'an khususnya yah, jadi dia lebih banyak hafalannya alhamdulillah, biar tambah shalihah dan lebih tau banyak tentang ilmu-ilmu agama..."(NL, 2024).

Third, becoming a pious child. The next intrinsic factor is because they want their children to be pious children. Parents send their children to school because they clearly want their children to be pious and pious children. This is in line with Bakhtiar's opinion (2015), that pious children are children who are faithful and civilized, uphold humanitarian values, and are advanced in mastering science and technology and these pious children are desired by all mankind. Parents assume that through the content of learning manners, strengthening worship and faith by teachers at school will form pious children. This further strengthens the motivation of parents so that they choose Islamic-based Kindergarten for their children.

"Karena untuk membangun karakter juga untuk menjadikan anak yang sholih sholihah. Semoga dengan bersekolah di PAUD berbasis Islam itu bisa menjadikan anak penghapal Al-Qur'an juga".(RN, 2024).

Fourth, have good attitude and manners. Parents believe that Islamic-based schools can realize their hopes by producing students who uphold the principles of noble morals in accordance with Islamic law. This is because in Islamic-based schools, children are accustomed and guided to carry out all activities with good manners. This is in line with the opinion of Namira & Sabiq (2021), that Islam emphasizes manners above all else and that manners cannot be taught in an instant. So it needs to be sustainable so that with habituation and the sooner it is taught, the sooner it can be instilled in the child.

"Kalo internal berarti eee ... tidak hanya secara pendidikan duniawinya tapi pengen secara adab akhlakunya juga terjaga gitu kalau di sekolah islami..." "Harapannya menjadi eee ... apa ya manusia yang lebih punya adab dan akhlak yang baik aja lah." (NT, 2024).

Fifth, able to protect oneself from external environmental influences. Another intrinsic factor is because parents want their children to be able to protect themselves from bad influences. According to Mardiani & Nisa (2023), along with the increasing number of delinquency and social deviations by children and adolescents, parents are becoming more selective in choosing and preparing education for their children, thus placing Islamic-based basic education institutions at the top. This is because religion is considered the main basis and guide in life, so that religion is expected to accompany the growth and development of children from time to time and continue to implement Islamic law. Religious education that is instilled from an early age is considered a preventive step in anticipating juvenile delinquency in the future.

"Eee ... faktornya banyak sekali, apalagi sekarang zaman sekarang kan apa dengan perkembangan eee pergaulan zaman sekarang seperti ini apa-apa apabila anak kita sudah dididik untuk agama islam aqidahnya kuat in syaa Allah lah mereka bisa gitu, bisa eee ... menanganinya" (LL, 2024).

There are several extrinsic factors for parents in choosing Islamic-based Kindergarten, including the following. First, strategic location of the school. Location is one of the extrinsic factors for parents in choosing a school. Parents stated that the distance from the parents' workplace to the school and the distance from home to the school that is quite close are the motivations for parents to choose an Islamic-based Kindergarten institution. According to Krisbiyanto & Nadhifah (2022), location is one of the considerations in determining decisions, schools that have easy access, a comfortable place and can guarantee the safety of their students will be an added value for a school. A strategic location makes parents feel calmer because it is easy to reach and its security is considered more secure. With a strategic school location, it will certainly make it easier for parents to supervise their children even from a far.

"... kalau eksternal mungkin karena tempatnya terjangkau gitu gak terlalu jauh" (NL, 2024).

"... kalau eksternalnya ya itu memang lebih dekat alhamdulillah .(NT, 2024).

Second, alumni achievements and successes. The existence of achievements and successes in alumni of Islamic-based Kindergarten students is one of the extrinsic factors for parents to choose Islamic-based Kindergarten. In this case, trust in the institution is an important thing in choosing a school. This is in line with the opinion of Aini

(2018), that parents tend to choose schools by looking at the results of the success of the school's output, namely the success of alumni in continuing their education to the next level and the success of this education can be seen from various things such as student achievement, learning process, the ability of graduates to develop their potential in society, and in terms of solving problems and thinking critically. Parents see good developments in aspects of strengthening the memorization of daily prayers, hadiths in children who previously attended Islamic-based Kindergarten, so they consider this to be one of the added values of the school.

"Kalau dari sekolah ini kebetulan kan kakanya pernah sekolah disini sebelumnya. Jadi saya melihat tuh kakaknya waktu itu untuk doa-doa harian, hadist alhamdulillah maa syaa Allah perkembangannya tuh pesat gitu untuk 6 bulan pertama pun udah kelihatan gitu. Jadi saya tuh melihat oh kayaknya adiknya harus kesini juga nih"(VL, 2024).

Third, good environment. Another intrinsic factor is because Islamic-based Kindergarten is considered to have a good environment. This can be seen from teachers, friends, parents of students and a learning environment that supports each other so that children can be better. According to Revita & Hartati (2020), a good environment for children is an Islamic environment so that children better understand and appreciate what Islam really is so that from this environment children learn more about Islam. Not only knowing the basics but deeper than that. Seeing the current situation where the environment greatly influences the social and moral development of children, parents should choose a school environment that is considered adequate and positive. Parents also want their children to get a good environment so they choose Islamic-based Kindergarten.

"Karena ingin salah satunya memfilter teman gitu ya. Jadi kau misalkan ke sekolah umum eh orang tua juga kan berhak untuk memfilter teman-teman ya. Jadi eee ya itu memilih ke PAUD berbasis Islam" (RN, 2024).

Fourth, alternative learning activities for parents of students. Another extrinsic factor is because of the alternative learning activities for parents of students provided by the school. According to parents, the existence of learning activities such as funeral management training and Hajj rituals for parents is a means for parents to be able to participate in learning. According to Juhari (2018), parental involvement in children's learning greatly influences children's behavior and development so that parents can be involved not only at home, but their involvement in school activities is also very necessary and recommended. Therefore, parents feel involved and enthusiastic because the school facilitates parents of students to gain knowledge from the school.

"... kita kan sebagai orang tua jadi belajar ya untuk lebih baik, misalnya dulu kita gak dapet pelajaran ini waktu kecil, mungkin setelah kita sekolahkan anak kita di ap... pendidi... di TK yang berbasis Islam mungkin anaknya bisa lebih tahu bahkan kita tuh jadi seperti ikut belajar gitu orang tuanya jadi seperti ikut belajar gitu. Jadi tahu eee ... ikut menghafal juga apa yang anaknya hapalkan gitu, ikut belajar juga apa yang anak-anak pelajari di sekolah gitu" (YT, 2024).

Fifth, quality of religious learning programs. Parents view that the quality of religious learning programs in Islamic-based Kindergarten is more than general Kindergarten as one of the extrinsic factors in choosing Islamic-based Kindergarten. According to parents, in Islamic-based Kindergarten children can learn more about Islam from the basics, such as learning about light manners, daily prayers, short surahs and the Qur'an. According to Rosha, et al. (2017), the existence of educational institutions that teach religious education provides assistance to parents in teaching religion to children so that they become one of the parents in choosing the school institution. With this, parents are more confident in choosing religious-based Kindergarten institutions because they are considered to have stronger moral and religious learning programs.

"Balik lagi atuh ya hehe, yang pertama kalo disini kan TK Islam basisnya udah berbasis sunnah gitu, mengikuti sunnah. Terus untuk ajaran agamanya juga kan kalo untuk eee ... apa islam TK Islam itu lebih banyak, sedangkan kalau umum kan seolah-olah cuman sedikit lah gitu persentasenya" (LL, 2024).

Strengthening Moral and Religious Values Provided by Islamic-Based Kindergarten

Moral and religious values are important things that must be instilled in children. One form of this reinforcement can be done by providing education. The role of parents in moral and religious value education is very important because the first and foremost learning comes from our own parents. According to Lestarinigrum (2014), Early Childhood Education is the best and most appropriate time to lay the foundations for value, moral, and religious education for children. Parents should provide examples of good behavior for their children, because children will see from their parents and then imitate them. According to Azis (2018), basically children's religious behavior can be formed through education and teaching. Therefore, strengthening moral and religious values is very important to be instilled as early as possible to anticipate problems in the development of children's moral and religious values.

Parents who chose Islamic-based Kindergarten institutions in Kindergarten X assumed that by sending their children to Islamic-based Kindergarten, they could form and develop moral and religious values in children through religious learning and activities held at school. All participants stated that there was a significant increase in children's moral and religious development before and after attending Islamic-based Kindergarten. This is evidenced by the strengthening of moral and religious values provided by Islamic-based Kindergarten, including:

There is significant reinforcement in the development of religion, namely in the aspects of fiqh and children's worship. Through religious activities that are close to the daily lives of children at school, children are taught about their obligations and responsibilities as Muslims. This is evidenced by the reinforcement from teachers to perform the five daily prayers and sunnah prayers in an orderly manner, carry out fasting, taharah procedures, introduction to the pillars of faith and the pillars of Islam, correct buying and selling transactions and other coverage. Of course, this habituation is carried out in a way that is in accordance with the concept of early childhood education, namely through learning while playing (Zaini, 2015). Parents feel that their children get a lot of reinforcement in the aspect of worship from school so that it produces good habits at home.

"Perkembangannya cukup baik ya. Dulu sebelum sekolah mau diajarin sholat itu agak susah. Tapi kalau misalkan udah sekolah agak cepet gitu, mungkin di sekolah juga diajarin dan bareng teman-teman gitu". (RN, 2024).

"Alhamdulillah lebih meningkat karena kayak itu tadi, misalkan gak sholat gitu kalo di sekolah kan ada ceklisannya gitu akhirnya nanti kalau misalkan gak sholat diceklisnya bolong gimana. Lebih meningkatnya mungkin awalnya terpaksa dengan ceklisannya tapi ya jadi terbiasa". (NT, 2024).

Teachers in Kindergarten X also always instill knowledge about Allah and the importance of worship, so that children are always nurtured in their faith to understand aspects of worship but still in a light and simple way. The habit of worship from the beginning will foster children's love for worship and good deeds. This is in line with research by Mulia (2021), that fostering a sense of love for Allah through worship is by getting used to worshipping and supporting children in implementing it, such as providing examples and habits for children so that children are happy and always get used to doing worship by themselves without needing to be reminded. Parents feel that there is a fairly good difference in the aspect of children's worship after attending Islamic-based Kindergarten. This also supports children's independent and responsible attitudes with the growth of awareness of worship.

This shows that parents also really want their children to have a good and correct understanding of worship, to make them children who are faithful, pious and pious. The main purpose of humans being created by Allah is none other than to worship Him, so of course worship is the goal of human life (Zaim, 2019). Therefore, parents choose Islamic-based Kindergarten so that their children understand the procedures for worship and carry out worship according to its evidence. In line with that, schools first instill a sense of love in children in carrying out their obligations through good habits and can be accepted by children.

Other reinforcement provided by Islamic-based Kindergarten is in the aspect of the Qur'an and Hadith. Learning the Qur'an and Hadith in Islamic-based Kindergarten emphasizes the ability to memorize readings, understand the meaning and practice its contents in children's daily lives. According to parent participants, teachers always guide children every day in understanding the Qur'an, so that children have better memorization of the Qur'an than children of the same age. In addition, children can also memorize short verses such as prayers for entering and exiting the toilet, before and after eating, before and after studying, waking up and going to bed, prayers for both parents, prayers when it rains, when riding in a vehicle and many others. Children in Kindergarten X also have knowledge and memorization of selected hadiths such as hadiths prohibiting anger, maintaining cleanliness, saying good words, giving gifts, seeking knowledge, spreading greetings, encouraging smiling, hadiths saying thank you and the answers and many more.

"... hafalan surat udah berapa yah, udah sampe surah al bayyinah sekarang juz 30. Jadi ada perubahan banget gitu". (NL, 2024).

"... saya pun sendiri gak terlalu berekspektasi lebih sebenarnya sama adiknya ini, karena tipe anak yang sulit untuk diajak belajar sebenarnya. Tapi ternyata alhamdulillah bi' idznillah Allah mudahkan semuanya jadi yaa bisa mengikuti semua pelajarannya dengan baik terutama di hafalan". (VL, 2024).

Learning and instilling a sense of love for the Qur'an will be better done from an early age than after adulthood. This is in line with the opinion of Azhar et al., (2021), that learning to read the Qur'an and instilling a sense of love for the Qur'an in children that is done from an early age will leave an impression on the child's soul and will later affect their behavior in life. Participants hope that their children will become a generation that keeps the verses of Allah in their hearts, who have a Qur'anic personality, who take the Qur'an as the main source of their life through reading, studying, understanding and practicing the Qur'an in every aspect of life (Hidayati, 2020). Islamic-based schools provide good reinforcement in the aspects of the Qur'an and Hadith for children.

With the good development in strengthening the Qur'an, there are many benefits that children will get. According to Umami et al., (2023), the benefits of memorizing the Qur'an, especially short surahs, have many benefits such as sharpening memory, training concentration and focus, and fostering self-confidence. Reciting something that has been memorized is an achievement in itself, thus creating pride for the child. In addition, in terms of language, children's mastery of speaking will be better and more importantly, in terms of religion and morals, a noble character will be formed in children if children.

The last reinforcement is the reinforcement in the moral development of children such as in the aspect of strengthening good manners in everyday life and noble morals. Through in-depth research through the hadiths of the prophet, there are nine manners or politeness that must be taught to children, namely politeness to parents, politeness to scholars, politeness of respect, politeness of brotherhood, politeness in neighbors, politeness in asking permission, eating etiquette, politeness in children's appearance and politeness in listening to the recitation of the Qur'an (Erhamwilda, 2021). According to parents, in Islamic-based Kindergarten children are instilled with politeness such as politeness to parents, teachers, friends, siblings and even to animals and the environment. Children also get reinforcement from everyday manners such as politeness when eating, politeness when studying and politeness with older people.

"Ada, sangat kerasa maa syaa Allah. Jadi kalau setiap apa-apa tuh selalu diiringi dengan doa gitu. Kayak misalnya doa melepas pakaian selalu ucapkan bismillah atau misalkan kalau mau ke kamar mandi kadang suka lupa yaa suka nanya dulu doa ke kamar mandi apa ya, tadi bu guru ngajarin tapi lupa awalnya, diajarin lagi gitu". (RN, 2024).

"Alhamdulillah, sangat ada karena pendidikan agama Islam salah satunya mengajarkan bagaimana seharusnya akhlak kita, adab kita kepada Allah, manusia, hewan, lingkungan. Sudah diatur sedetail mungkin, jadinya ana lebih tenang hehe". (RY, 2024).

Parents stated that by attending Islamic-based Kindergarten, there was a visible development of good moral habits demonstrated by the children. According to Hamim et al., (2021), if a habit results in a good deed, it is called akhlakul karimah. Character education based on the Qur'an is basically built through three dimensions of morality, namely; morality towards Allah, morality towards oneself, and morality towards fellow human beings and the environment. Because learning in Islamic-based Kindergarten is close and in line with the contents of the Qur'an, it is certain that there is a lot of reinforcement of moral values provided by the school institution. According to parents, learning morals and manners in schools is very helpful in strengthening moral values in children.

Religious and moral values of early childhood are obtained through good habits and examples. Parents feel that in Islamic-based schools children get an environment and models that can help children develop their moral values, namely from teachers, friends and other aspects of the school. According to Rosikum (2018), children with character are seen when their daily behavior is based on belief in God, they are willing to carry out worship, have sufficient religious knowledge and are able to actualize religious teachings in everyday life. Instilling moral and religious values for children at an early age is done by creating an environment with Islamic cultures, getting used to Islamic behavior and keeping them away from un-Islamic behavior, in the process of instilling Islamic teachings values is done gently, lovingly and attentively. The strengthening of moral and religious values provided by Islamic-based Kindergarten is a reason and motivation for participants to choose Islamic-based Kindergarten for children. However, this study still has limitations, namely that more analytical methods are needed to confirm the findings and measure parental motivation more effectively. For future research, it is recommended to expand other variables that theoretically and empirically influence school choice for parents and use various other data collection techniques so that the results obtained can be even broader.

4. CONCLUSION

Based on the results and discussions that have been described above, it can be concluded that the motivation of parents in choosing Islamic-based Kindergarten is caused by intrinsic and extrinsic factors. Some intrinsic factors that motivate parents to choose Islamic-based Kindergarten include: (1) the desire for children to understand religion from an early age, (2) the desire for children to be closer to the Qur'an, (3) the desire for children to become pious, (4) the desire for children to have good attitudes and manners, (5) the desire for children to be able to fortify themselves from the influence of the external environment. While some extrinsic motivational factors for parents include: (1) strategic school location, (2) alumni achievements and successes, (3) a good environment, (4) alternative learning activities for parents of students, (5) the quality of religious learning programs. Then the strengthening of moral and religious values provided by Islamic-based Kindergarten is very much, including significant strengthening in the aspect of children's worship, strengthening in the aspect of the Qur'an and Hadith, and strengthening in the aspect of strengthening good daily manners such as starting activities with prayer, doing good to others and good morals. The strengthening of moral and religious values provided by Islamic-based Kindergarten and the significant increase in development are reasons and motivations for parents to choose Islamic-based Kindergarten for their children.

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