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ANALYSIS OF EARLY CHILDHOOD EDUCATION MANAGEMENT IN THE INTERNALIZATION OF ECOLOGICAL-RELIGIOUS MORAL VALUES AT RAUDHOTUL ATHFAL

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Abstrak

Dalam era perubahan iklim dan kerusakan lingkungan, sangat penting untuk mengajarkan nilai-nilai ekologis untuk meningkatkan kesadaran peserta didik tentang pentingnya menjaga dan melestarikan lingkungan yang berprinsip pada nilai-nilai religius. Dengan internalisasi nilai-nilai religius, peserta didik diharapkan dapat menjalankan ajaran agamanya dengan penuh kesadaran dan komitmen. Ini mencakup nilai-nilai seperti kasih sayang, keadilan, dan kepedulian terhadap sesama, serta bagaimana prinsip-prinsip ini dapat diterapkan dalam konteks lingkungan dan hubungan sosial. Pendidikan anak usia dini di RA Al Muarif Al Mubarok Jember dirancang untuk membentuk karakter anak melalui integrasi nilai-nilai ekologis-religius, yang diharapkan dapat membekali mereka dengan kesadaran lingkungan dan dasar-dasar religius yang kuat. Adapun pendekatan dalam penelitian yakni ualitatif denga jenis penelitian studi kasus. Teknik pengumpulan adtanya menggunakan interview, observasi, dan dokuentasi. Anaisis data menggunakan Miles and Huberman. Hasil penelitiannya adalah Tahapan Perencanaan dari pengelolaan Pendidikan Anak Usia Dini dalam Internalisasi Nilai Moral Ecological-Religius di RA Al Muarif Al Mubarok yakni meliputi perumusan visi dan misi RA Al Muarif Al Mubarok Jember, Pengembangan Modul Ajar yang terintegrasi, Metode pembelajaran dengan pendekatan interaktif dan berbasis pengalaman, Keterlibatan Wali Murid dan merencanakan evaluasi. Tahapan peorganisasian yang dilakukan oleh RA Al Muarif Al Mubarok Jember mencakup berbagai aspek untuk memastikan bahwa kegiatan pendidikan berjalan dengan lancar, efektif, dan sesuai dengan tujuan yang telah ditetapkan. Pengorganisasian termasuk antara lain: Struktur organisasi RA Al Muarif Al Mubarok Jember dan Tatib RA Al Muarif Al Mubarok Jember. Tahapan pelaksanaan dari pengelolaan Pendidikan Anak Usia Dini dalam Internalisasi Nilai Moral Ecological-Religius di RA Al Muarif Al Mubarok Jember yakni melaksanakan kurikulum yang telah dirancang yang muatannya mengintegrasikan nilai-nilai moral ekologis- religius secara menyeluruh. Diimplementasikan melalui berbagai kegiatan yakni Kegiatan Harian, Kegiatan Mingguan, Kegiatan Bulanan, Kegiatan Tahunan. Tahapan evaluasi pendidikan ini dilakukan melalui: 1. Program Regular Supervisi Madrasah; 2. KKG di RA Al Muarif Al Mubarok Jember dilakukan 1 bulan sekali; 3. Pelaksanaan FGD; 4. Evaluasi kurikulum yaitu Evaluasi Harian, Evaluasi Per Semester, Evaluasi Per Tahun; 5. RA Al Muarif Al Mubarok Jember melaksanakan 3 macam asesmen yaitu asesmen diagnostik, asesmen sumatif, dan asemen formatif.

Kata kunci: *Internalisasi Nilai, Moral Ecological-Religius Pengelolaan*

Abstract

In the era of climate change and environmental damage, teaching ecological values to increase students' awareness of the importance of protecting and preserving the environment based on religious values is very important. By internalizing religious values, students are expected to be able to carry out their spiritual teachings with full awareness and commitment. It includes values such as compassion, justice, and concern for others and how these principles can be applied in the environment and social relationships. Early childhood education at RA Al Muarif Al Mubarok Jember is designed to shape children's character by integrating ecological-religious values, which is expected to equip them with environmental awareness and solid religious foundations. The research approach is qualitative with a case study type of research. The data collection technique uses interviews, observation, documentation, and data analysis using Miles and Huberman. The results of the study are the planning stages of managing early childhood education in the internalization of Moral Ecological-Religious Values at RA Al Muarif Al Mubarok, which includes formulating the vision and mission of RA Al Muarif Al Mubarok Jember, developing integrated teaching modules, learning methods with an interactive and based approach: experience, involvement of parents and planning evaluation. The organizational stages carried out by RA Al Muarif Al Mubarok Jember cover various aspects to ensure that educational activities run smoothly and effectively according to the stated objectives. Organizing includes, among others, The organizational structure of RA Al Muarif Al Mubarok Jember and Tatib RA Al Muarif Al Mubarok Jember. The implementation stages of the management of Early Childhood Education in the Internalization of Ecological-Religious Moral Values at RA Al Muarif Al Mubarok Jember are implementing a curriculum that has been designed whose content integrates ecological-religious moral values as a whole—implemented through various activities, namely Daily Activities, Weekly Activities, Monthly Activities, Annual Activities. This educational evaluation stage is done through: 1. Regular Madrasah Supervision Program; 2. KKG at RA Al Muarif Al Mubarok Jember is carried out once a month; 3. Implementation of FGD; 4. Curriculum evaluation: Daily Evaluation, Semester Evaluation, Annual Evaluation; 5. RA Al Muarif Al Mubarok Jember carries out three types of assessments: diagnostic, summative, and formative.

Key Words*: Internalization of Values, Moral Ecological-Religious Management*

INTRODUCTION

In the era of globalization and rapid environmental change, Early Childhood Education (PAUD) plays a crucial role in forming the basis of children's character and understanding of various values, including fundamental ecological values. Amid increasingly complex environmental challenges, it is essential to introduce and internalize ecological and moral values from an early age so that children can grow into individuals who care and are responsible for the environment. Early Childhood Education (PAUD) emphasizes the development of all aspects of the personality of early childhood and as a facility for the growth and development of the child as a whole. PAUD allows a child to develop into a person with noble character and maximum potential. PAUD institutions need to prepare

several activities that can encourage development in several aspects, for example, the cultivation of moral and religious values, cognition, language and social [1].

In the Early Childhood Education (PAUD) context, integrating moral values, including ecological and religious aspects, is increasingly considered essential to shaping children's character and awareness from an early age. These values form the foundation of a strong personality and prepare children to face future challenges with a responsible and broad-minded attitude. Raudhotul Athfal, as an educational institution focusing on character building in early childhood, seeks to implement a curriculum that combines both values. In this context, ecological moral values teach children about the importance of protecting and preserving the environment and forming an attitude of responsibility towards the ecosystem. Meanwhile, religious and moral values instil spiritual and ethical teachings that guide children's behaviour in everyday life, such as compassion, honesty and discipline. Ecological education focuses on environmental awareness and responsibility; integrating these aspects into curriculum and teaching methods requires a holistic and synergistic approach to ensure children understand and internalize these values .

Effective educational management must be able to harmoniously integrate these two aspects in the curriculum and teaching practices. It must develop methods that not only combine ecological and religious values but also make them relevant and acceptable to children in the context of learning activities. Therefore, conducting an in-depth analysis of how Raudhotul Athfal manages early childhood education is essential, as it emphasizes the internalization of ecological-religious moral values.

Currently, child mortality in Indonesia is very worrying.[2], krisis etika dan moral dipengaruhi beberapa faktor[3]. he decline in ethical and moral awareness of the younger generation can lead to increased crime, rampant drug abuse and increased juvenile delinquency[4]. The Central Statistics Agency (BPS) noted that 188 villages/sub-districts throughout Indonesia became arenas for mass fights between students and university students. The Indonesian Child Protection Commission (KPAI) recorded that 655 children were perpetrators of violence out of the 87 million child population in Indonesia, 5.9 million

[1] Suyadi and Maulidya Ulfah, "Konsep Dasar PAUD" (Bandung: PT. Remaja Rosdakarya, 2013).
[2] Ade Kurniawan et al., "Krisis Moral Remaja Di Era Digital," n.d.
[3] Ilham Hudi et al., "Krisis Moral Dan Etika Pada Generasi Muda Indonesia," *Jurnal Ilmu Pendidikan Dan Psikologi* 1, no. 2 (2024): 233–41, https://journal.pipuswina.com/index.php/jippsi/about.
[4] Ardiansyah Ardiansyah, Yuliatin Yuliatin, and Muh Zubair, "PERAN KARANG TARUNA DALAM PENUMBUHKEMBANGAN MORAL GENERASI MUDA (Studi Di Desa Maria Kecamatan Wawo Kabupaten Bima)," *Jurnal Pendidikan Sosial Keberagaman* 8, no. 1 (August 16, 2021), https://doi.org/10.29303/juridiksiam.v8i1.247.

of whom were drug addicts. And there is still a lot of environmental damage. For example, forest and land fires, floods, landslides, and illegal felling of trees, even though the environment dramatically affects human life[5].

This research examines how RA institutions manage and implement education that combines ecological-religious moral values. This research focuses on strategies implemented in the curriculum and daily practice and how these can influence children's internalization of ecological-religious moral values.[6] By analyzing the management of Early Childhood Education, it is hoped that an effective model can be found to convey ecological-religious moral values simultaneously and provide recommendations for other educational institutions with similar goals[7].

Mohamad Syahri and Arif Prasetyo Wibowo[8] conducted previous research on moral ecology, internalization of Religious Values in Character Education for Love of the Environment in Students (Case Study at MTs Negeri 5 Blitar) related to environmental love activities and supporting factors in implementing activities. The distinction of this research is the management of the internalization of ecological-religious moral values, which is not only about implementing activities but also includes an integrated curriculum planning process and evaluation as a follow-up to implementing the internalization of ecological-religious moral values.

RESEARCH METHODS

The research approach used in this research is qualitative, with a case study type of research. The case study design used in this research is a single-case study design. This research was conducted at RA Al Muarif Al Mubarok Jember. The research subjects were school principals, RA Al Muarif Al Mubarok Jember teachers, TU staff, and student parents. This research was done through direct observation and interviews with the RA Al Muarif Al Mubarok Jember school.

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[5] Annisa Qodriyanti et al., "Analisis Sikap Peduli Lingkungan Siswa Di Salah Satu MAN Pada Materi Pelestarian Lingkungan," *JURNAL EKSAKTA PENDIDIKAN (JEP)* 6, no. 1 (May 26, 2022): 111–16, https://doi.org/10.24036/jep/vol6-iss1/643.

[6] Sholeh, M. I. (2023). Peran kepemimpinan pendidikan islam dalam meningkatkan kualitas generasi strowberry di madrasah. *Jes (Journal Education and Supervision)*, *1*(1).

[7] Sholeh, M. I., Aziz, A. A., Al-Fatih, M., Pratiwi, E. Y. R., & Masruroh, L. (2024). Implementation of the Pancasila Student Profile Strengthening Project for Preserving Local Traditions at MTsN 17 Jombang. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, *4*(3), 1069-1082.

[8] Mohamad Syahri, Arif Prasetyo Wibowo, "Internalisasi Nilai-Nilai Agama Dalam Pendidikan Karakter Cinta Lingkungan Hidup pada Siswa (Studi Kasus pada MTs Negeri 5 Blitar)", Jurnal Kewarganegaraan 8, No 1 (Juni, 2024): 1274-1289, https://doi.org/10.31316/jk.v8i1.6569

The data revealed in this research is in words, sentences, paragraphs, and documents and not in the form of numbers. The research object is not explicitly treated or manipulated so that the data obtained remains in its natural condition, which is one of the research characteristics. Qualitative. This research's primary data collection technique is interview techniques, supported by documentation and observation studies. The data analysis used is Miles and Huberman, which includes data reduction, data display and verification.

RESULTS AND DISCUSSION

Education Management, or Education Management, is a systematic and comprehensive collaborative process to realize national education goals. According to management experts, the management process, which is usually described as a cycle, consists of four processes: planning, organizing, actuating, and controlling[9], as depicted in Figure 1 below

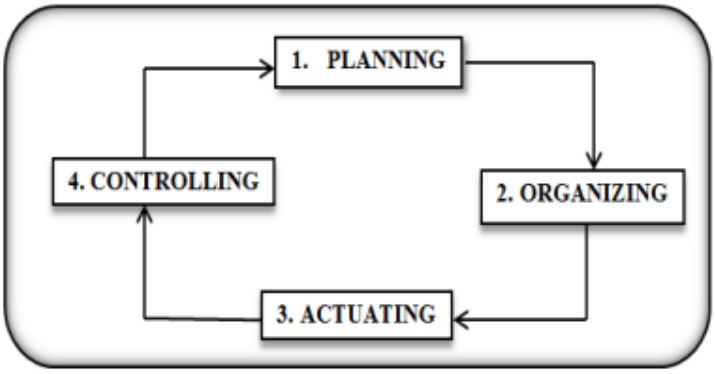

Figure 1. Management Process Cycle

RA Al Muarif Al Mubarok Jember's education management process starts with RA education planning. This educational planning is carried out by formulating the vision and mission of RA Al Muarif Al Mubarok Jember, which has been established since the inception of RA. The vision and mission of RA Al Muarif Al Mubarok Jember was formulated through deliberations with school principals, teachers, TU staff and school committees. Formulate the vision and mission of RA Al Muarif Al Mubarok Jember by referring to the results of the educational unit characteristics and needs analysis of RA Al Muarif Al Mubarok Jember. The following is the vision and mission of RA Al Muarif Al Mubarok Jember: "Creating students

[9] Ashepi Zulham, Alben Ambarita, and Sowiyah, "MANAJEMEN PENGEMBANGAN PROFESIONALISME GURU DI SMP ISLAM TERPADU AR RAIHAN BANDAR LAMPUNG," n.d.

who are devout, have noble character, are intelligent and cheerful". Meanwhile, RA Al Muarif Al Mubarok Jember's mission is: 1) Create a school culture with greetings, greetings, smiles and politeness to students and all school components; 2) Create an environment full of closeness and kinship; 3) Training children to serve themselves; 4) Facilitate fun learning methods.

With RA Al Muarif Al Mubarok's vision, namely the realization of children who are pious, noble, intelligent, and cheerful, it can be explained that pious children are obtained by teaching about taqwa, namely awareness and devotion to God so that children can live life by religious principles, such as honesty, justice, and concern for others. RA Al Muarif Al Mubarok teaches religious practices that teach RA Al Muarif Al Mubarok students' responsibility towards the environment as part of worship and obedience to God. For example, teachings about maintaining cleanliness and preserving nature as part of religious obligations can increase children's spiritual awareness.

From formulating the vision and mission, RA Al Muarif Al Mubarok prepared a well-structured curriculum plan covering ecological and religious themes adapted to the child's development stage. Examples of environmental themes that have been designed include "Keeping the Environment Clean" and "Life Around Us." In contrast, religious themes include "Good Values in Daily Life" and "Moral Stories from the Holy Bible." There are practical activities by RA Al Muarif Al Mubarok, such as gardening, recycling, and environmental-based projects. Activities such as telling moral stories, praying together, and celebrating religious holidays can be integrated into the spiritual aspect.

From the formulated vision and mission, an integrated curriculum will be developed. Specific educational objectives are set to integrate ecological and religious moral values so that RA Al Muarif Al Mubarok Jember students have a responsible attitude towards the environment and spiritual values such as compassion, honesty and social concern. RA Al Muarif Al Mubarok Jember developed a teaching module that combines teachings about the role of humans as caliphs on Earth from a religious perspective. The topics RA Al Muarif Al Mubarok Jember taught are I am the Caliph on Earth with the subtopics Human Duties as Caliph, and I Can Become a Caliph. RA Al Muarif Al Mubarok Jember plans to learn by linking theory with practice, and the learning method used is an interactive and experience-based approach. Techniques such as project-based learning, such as planting plants and watering them daily, modelling, and role-playing, such as art classes featuring environmental themes and group discussions, help RA Al Muarif Al Mubarok Jember students understand

and apply ecological and religious moral values.

Planning Education plans must be carried out carefully by conducting systematic studies based on organizational conditions and resource capabilities to achieve goals[10]. Educational planning carried out by RA Al Muarif Al Mubarok Jember also plans to involve student parents. The parent involvement program is designed to support home teaching. For example, we hold seminars and workshops for parents on applying ecological and religious values in everyday life. Apart from that, it also plans evaluation and monitoring to evaluate the achievement of set educational goals. The evaluation method used by RA Al Muarif Al Mubarok Jember includes observation and project assessment.

Designing learning includes previously created learning objectives, steps, and assessments prepared as flexible, simple, contextual documents. In designing learning, the RA Al Muarif Al Mubarok Jember teacher independently developed a flow of learning objectives and learning plans. Next, a learning plan and teaching module are prepared. RA Al Muarif Al Mubarok Jember uses teaching modules for several materials. To maintain the quality of the learning plans that have been prepared, RA Al Muarif Al Mubarok Jember holds a Teaching Module review activity, which is carried out in the school's Micro Teaching once every month.

The organizational stages carried out by RA Al Muarif Al Mubarok Jember cover various aspects to ensure that educational activities run smoothly and effectively according to the stated objectives. Organizing includes the organizational structure of RA Al Muarif Al Mubarok Jember. The organizational structure comprises the Principal, Teachers, Organizational Staff, and School Committee. The Head of RA, Al Muarif Al Mubarok Jember, oversees the institution's overall operations and supervision. The Head of RA coordinates various educational, managerial, and administrative aspects and makes strategic decisions. Our interviews with school principals show that the organizational structure has carried out its duties appropriately. One person holds two positions/tasks, such as serving as a teacher and TU staff.

When organizing RA Al Muarif Al Mubarok Jember, the rules for teachers and employees were organized so they knew the rules for each element. The RA Al Muarif Al Mubarok Jember teacher must be in class at 07.00 WIB every day. Before entering class, RA Al Muarif Al Mubarok Jember students greeted the teachers, read the Qur'an, and watered the

[10] Arianto et al., "PERENCANAAN TENAGA PENDIDIK DAN KEPENDIDIKAN DI SD PANCA BUDI MEDAN," *Jurnal Sabilarrsyad* 4, no. 1 (2019).

plants. When studying, RA Al Muarif Al Mubarok Jember teachers have to use APE; at the end of the learning activity, the teacher has to take the students to the door and hand them over to their pick-up; for children who are picked up late should be looked after until their pick-up arrives.

With effective organization, RA Al Muarif Al Mubarok Jember can carry out educational programs systematically and ensure that all educational elements function well to support student development regarding ecological and religious values.

The organizational structure at RA Al Muarif Al Mubarok Jember is the Head of RA Al Muarif Al Mubarok Jember, RA A teacher, RA B teacher, and TU. For this reason, TU also serves as a teacher. The duties and responsibilities of the head of RA Al Muarif Al Mubarok Jember include: 1. General Management: Leading and managing all operational aspects of RA Al Muarif Al Mubarok Jember, including administration, finance, and policy; Strategic Planning: Develop and implement strategic plans by the vision and mission of RA Al Muarif Al Mubarok Jember, including educational programs and facility development; Supervision: Monitor and evaluate the implementation of curriculum, activities, and policies to ensure quality standards; Relations with Parents and Community: Communicate with parents and the community and build partnerships to support the RA Al Muarif Al Mubarok Jember program. Meanwhile, the duties and obligations of RA Al Muarif Al Mubarok Jember teachers include teaching, managing classes, planning, and evaluating. TU RA Al Muarif Al Mubarok Jember's job is to help with small administrative tasks, such as inventory management and document preparation.

The implementation stages of the management of Early Childhood Education in the Internalization of Ecological-Religious Moral Values at RA Al Muarif Al Mubarok Jember are implementing a curriculum that has been designed whose content integrates ecological-religious moral values as a whole. These ecological-religious moral values are essential for forming children's characters who care about the environment and have a solid religious foundation. This curriculum is implemented through various activities, namely:

1. Daily Activities
    a. Welcoming students is done with a greeting before entering class
    b. Refraction of reading the Al-Qur'an guided by the class teacher
    c. Refraction reading of Asmaul Husna led by students in turns
    d. Environmental care movements include planting plants and watering them every day

e. Charity movement/caring for others

2. Weekly Activities
   a. Duha Friday
      1) Students and school residents perform Dhuha prayers in congregation at the school
      2) Practice the call to prayer and become a prayer leader alternately
      3) Practice ablution'
   b. Charity Friday Movement, charity Friday for people who cannot afford it
3. Monthly Activities
   a. Topic Culminating Activity
   b. Outbound
4. Annual Activities

   This annual activity is carried out once a year to instil and increase the awareness of RA Al Muarif Al Mubarok Jember students to carry out the commands of God Almighty, foster care for others and the environment, be devoted to God Almighty and develop students' interests, talents, grow self-confidence, and behave politely, such as:
      a. Distribution of zakat fitrah to mustahiq
      b. Ramadan Cottage
      c. Practice Eid Al-Adha Prayers and Eid Al-Fitr Prayers
      d. Commemoration of Islamic holidays

In learning, RA Al Muarif Al Mubarok Jember has several strategies that schools and teachers implement. The learning strategies implemented by RA Al Muarif Al Mubarok Jember are as follows:

1. Learning modules that include stories, activities and assignments that teach about environmental conservation and religious values, such as kindness, honesty and responsibility.
2. The teaching method at RA Al Muarif Al Mubarok Jember adopts an interactive and experience-based approach, including:

   a. Project Based Learning, such as creating school gardens and recycling waste;
   b. Educational Games: Games designed to teach ecological-religious moral values in a fun way. For example, a game that teaches about the importance of keeping the environment clean with the mission of saving animals from pollution

3. RA Al Muarif Al Mubarok Jember sets the standards for learning media that will be used. The learning media standards set refer to integrating technology into learning and providing rich learning experiences for students. The standard types of learning media for RA Al Muarif Al Mubarok Jember are divided into mandatory and optional media. Compulsory media is learning media that must be used in every lesson, such as laptops, cellphones, and active speakers. Meanwhile, selected media are learning media that may be used in learning, such as educational teaching aids, whiteboards, the internet, and direct objects (natural materials based on the surrounding environment).

The final stage is Evaluation. Evaluation is a crucial part of the educational process to assess the effectiveness and impact of the programs that have been implemented. At RA Al Muarif Al Mubarok Jember, the Evaluation of the internalization of ecological and religious moral values aims to ensure that educational goals are achieved and provide feedback for improvement. Education evaluation at RA Al Muarif Al Mubarok Jember is carried out in stages and independently to improve quality. This educational evaluation process is carried out through:

1. Regular Madrasah Supervision Program, which is carried out at least once a semester by the Principal;
2. Teacher Working Group (KKG) activities at RA Al Muarif Al Mubarok Jember are carried out once a month, which are carried out according to the regular KKG work program, such as weekly activities to assist in the preparation or revision of the flow of learning objectives and teaching modules. The Head of RA and competent teachers accompany this activity.
3. Implementation of Focus Group Discussions (FGD), carried out at least once every six months or as needed by inviting competent resource persons, related agencies and education practitioners;
4. Curriculum evaluation is carried out based on the results of learning evaluations carried out reflectively, namely: a. Daily Evaluation, carried out individually by the RA Al Muarif Al Mubarok Jember teacher after learning based on anecdotal notes during the learning process, assessment and reflection on the achievement of learning objectives; b. After completing one semester, per-semester evaluation is carried out in groups (team teaching). This evaluation is based on learning reflections and student assessment results, which have been submitted to the student learning results report; c. Annual

Evaluation reflects the achievements of the graduate profile, school goals, mission and vision achievements of the graduate profile, school goals, mission and vision

5. RA Al Muarif Al Mubarok Jember carries out three types of assessments: diagnostic assessments, summative assessments, and formative assessments.

Diagnostic assessments are carried out at the beginning of the new school year. At the start of the school year or when a new child enters, an initial evaluation is carried out to identify the child's basic abilities, including motor, language, cognitive, and social-emotional abilities. The methods used by RA Al Muarif Al Mubarok Jember include observation and interviews with parents. Formative assessments are carried out periodically during the learning process to monitor student progress and provide constructive feedback. This helps RA Al Muarif Al Mubarok Jember teachers adapt teaching methods and provide additional support if needed. The method used is through daily observations; RA Al Muarif Al Mubarok Jember teachers continuously observe children's development through daily activities and interactions in the classroom.

Meanwhile, summative assessments are carried out at the end of the learning period to assess student achievement and overall learning outcomes. The goal is to provide a final evaluation of how well students have achieved the learning objectives. Summative assessment at RA Al Muarif Al Mubarok Jember is carried out at the end of the semester or learning period to assess children's overall learning achievement. Assessment methods include final tests and projects such as making posters on certain themes.

The research results of Early Childhood Education Management in the Internalization of Ecological-Religious Moral Values at RA Al Muarif Al Mubarok can be seen in the diagram below:

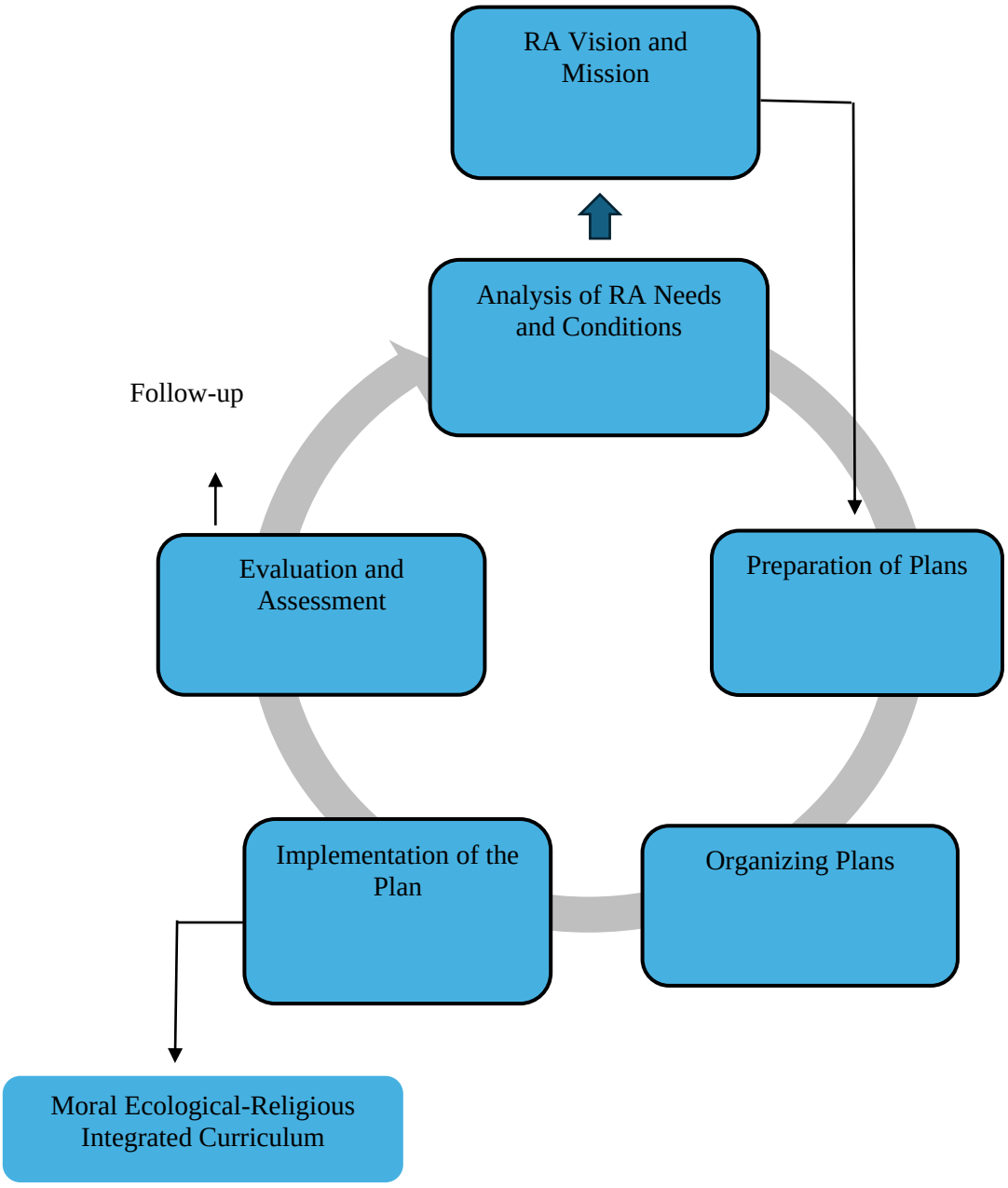

Figure 2. PAUD Management in Internalizing Ecological-Religious Moral Values

From the results of observations and interviews conducted by researchers, there are several challenges faced by RA Al Muarif Al Mubarok, including facilities and teacher skills. Integrating ecological and religious values at RA Al Muarif Al Mubarok requires additional

resources such as appropriate teaching materials, books, and aids. To teach ecological values, the challenge RA Al Muarif Al Mubarok faces is that educational facilities must support environmentally friendly practices, such as using recycled materials, waste management, and energy efficiency. These challenges include the costs and planning of changing or adapting facilities. RA Al Muarif Al Mubarok teachers must have sufficient knowledge and skills to teach ecological and religious values effectively . RA Al Muarif Al Mubarok's challenge is to provide adequate training for teachers to deliver material in an interesting way appropriate to the child's developmental stage. Facilities and teacher skills training must be provided continuously by RA Al Muarif Al Mubarok.

The solution that RA Al Muarif Al Mubarok can use to face these challenges is to hold a structured training program with specific modules regarding teaching ecological and religious values because the results of the researcher's interviews show that not all RA Al Muarif Al Mubarok Jember teachers or staff have sufficient knowledge or awareness of the ecological and religious values that should be taught. And ensure there is ongoing support and opportunities for teachers to share experiences. RA Al Muarif Al Mubarok can utilize local resources and community networks to obtain additional support.

Some suggestions can be implemented by Early Childhood Education institutions, especially in integrating ecological-religious values and designing activities and projects that focus on environmental preservation by involving religious principles, such as tree planting and environmental cleanup programs. And incorporate activities such as ecological clubs or study groups with spiritual values. For example, PAUD institutions can hold "Green Day" events at school, which include gardening activities, recycling, and prayers of thanks for the environment.

CONCLUSION

Based on the results of interviews, observations and documentation studies, it can be concluded as follows:

The planning stages of managing Early Childhood Education in the Internalization of Moral Ecological-Religious Values at RA Al Muarif Al Mubarok include formulating the vision and mission of RA Al Muarif Al Mubarok Jember, developing integrated teaching modules, learning methods with an interactive and experience-based approach, involvement Parents and planning evaluations. The organizational stages carried out by RA Al Muarif Al Mubarok Jember cover various aspects to ensure that educational activities run smoothly and

effectively according to the stated objectives. Organizing includes, among others, The organizational structure of RA Al Muarif Al Mubarok Jember and Tatib RA Al Muarif Al Mubarok Jember. The implementation stages of the management of Early Childhood Education in the Internalization of Ecological-Religious Moral Values at RA Al Muarif Al Mubarok Jember are implementing a curriculum that has been designed whose content integrates ecological-religious moral values as a whole—implemented through various activities, namely Daily Activities, Weekly Activities, Monthly Activities, Annual Activities. This educational evaluation stage is done through: 1. Regular Madrasah Supervision Program; 2. KKG at RA Al Muarif Al Mubarok Jember is carried out once a month; 3. Implementation of FGD; 4. Curriculum evaluation: Daily, Semester, and Annual Evaluation; 5. RA Al Muarif Al Mubarok Jember carries out three types of assessments: diagnostic, summative, and formative.

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