Instilling Religious Moral Values in Storytelling Methods during the Covid 19 Pandemic Alkhairaat Kindergarten Taipa Palu City

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Abstrak

Permasalahan dalam penelitian ini yaitu penanaman nilai-nilai moral agama yang belum berkembang sesuai harapan. Tujuan penelitian ini adalah untuk mengetahui pengaruh metode bercerita terhadap nilai-nilai moral agama anak di kelompok B TK Al-Khairaat Taipa Kota Palu. Metode penelitian yang digunakan adalah metode kuantitatif dengan jenis penelitian eksperimen. Subyek penelitian berjumlah 14 anak. Pengumpulan data dilakukan melalui lembar observasi dan dokumentasi. Teknik pengumpulan data dilakukan dengan teknik persentase dan uji-t. Hasil penelitian analisis deskriptif, nilai rata-rata moral agama anak, terdapat 35,71% dalam kategori BSB, 46,43% dalam kategori BSH, 12,50% dalam kategori MB, dan 5,36% dalam kategori BB. Sedangkan, hasil penelitian dari uji-t menunjukkan bahwa nilai t hitung sebesar -14,877 dengan signifikan 0,000, karena sig < 0,05, maka dapat dijelaskan bahwa H0 ditolak dan H1 diterima. Oleh karena itu, dapat disimpulkan bahwa metode bercerita berpengaruh signifikan terhadap moral agama anak.

Abstract

The problem in this research is the instilling of religious moral values that have not developed as expected. The purpose of this research was to determine the effect of the storytelling method on the religious moral values of children in group B of Al-Khairaat Taipa Kindergarten, Palu City. This research used quantitative method with an experimental research type. The research subjects were 14 children. Collecting data were carried out through observation sheets and documentation. The technique of data collection was done by using percentage technique and t-test. It was obtained from the results of descriptive analysis research, the average value of children's religious morals, there were 35.71% in the VWD category, 46.43% in the DE category, 12.50% in the SD category, and 5.36% in the U category. Meanwhile, the results of the research from the t-test showed that the t-count value was -14.877 with a significant 0.000, because of sig <0.05. Thus, it can be explained that H0 was rejected and H1 was accepted. Therefore, it can be concluded that the storytelling method has a significant effect on children's religious morals.

INTRODUCTION

Basically, early childhood education includes all actions taken by educators and parents in the process of caring for, nurturing, and educating children by creating a comfortable and pleasant environment so that children can explore experiences and provide opportunities for children to know and understand from learning experiences obtained in the environment by observing, imitating, and experimenting which take place repeatedly involving all the potential and intelligence of children.

In 2020, Indonesia and even the world has faced a virus called Corona virus disease 2019 or Covid-19 that has infected the whole world until now and it is called the Covid-19 pandemic that can change people's lives. With this virus, according to the government's circular letter No. 4 of 2020 concerning the implementation of Education policies and in an emergency period of which the spread is increasing, all schools from Kindergarten to Higher Education levels are encouraged to study from home or take online learning. With this step, it is possible to break the chain of Covid-19 spread in the community and educational institutions. Through online learning or learning from home, parents play an important role in spending their time in educating and assisting their young children in their childhood through online learning. In addition, according to Mansur (2008:88), "Early childhood is a group of children who are in a unique process of growth and development". Therefore, early childhood has a pattern of growth and development in accordance with the level of their growth and development. Therefore, at this time, early childhood is a golden age. Children experience very rapid growth and development that cannot be replaced in the future.

Furthermore, Sujiono (2009:7) argued that "Early children are children who are just born until the age of 6 years. This is a critical time in the development of a child's character and personality. Early childhood education is a type of education that focuses on building the groundwork for the development of religion, morality, cognitive, linguistic, physical motor, social emotional, and artistic skills in order to attain educational goals.

According to Suyadi (2009: 109), "The development of religious and moral values for early childhood is carried out so that they are formed with good behavior. Therefore, the formation of behavior in children, especially in early childhood is very necessary. Children who need attention and affection and understanding of the basics and various conditions greatly influence to determine the behavior of character. In addition, there are 3 strategies in the formation of behavior that are in accordance with moral and religious values in early childhood including training strategies, habits, and learning strategies.

According to Dhieni (2008: 6.3), telling stories is "an activity carried out by someone verbally to others with tools or without tools about what must be delivered both in the form of a message, information or in the form of a fairy tale that can be heard well and pleasant. Therefore, people who will present the story can deliver messages interestingly".

Based on the background description, the problem of this research is the instilling of children religious moral values that have not developed as expected. This research aimed to know in depth the instilling religious moral values through telling stories method in the Group B Al-Khairaat Kindergarten Taipa Palu City.

RESEARCH METHODS

The method and type of research used were quantitative method and the type of research was descriptive experiment with a quantitative approach and an experimental research. Therefore, the quantitative approach used in this study was inferential (in order to test the hypothesis). This research applied quantitative research because the analysis of numerical data (numbers) is processed using statistical methods.

The data collection techniques in this study were using observation, documentation techniques, and interviews. The formulation in this research is a one group pre test and post test research design, a modified design from Sugiyono (2013: 83). The design is shown as the following:

$$\boxed{O1 \ X \ O2}$$
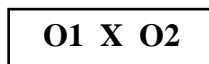
Picture 1 Design Models in Research

Caption :

O1 : Pre -Treatment Observation

X   : Treatment

O2 : Post -Treatment Observation

RESULTS AND DISCUSSION

Tabel 1 Recapitulation of Instilling Religious Moral Values Pre- Treatment

Child Development	Aspects observed								Average (%)
	Prayer Command		Obedience		Politeness		Discipline		
	F	%	F	%	F	%	F	%	
Very Well-Developed	1	7.14	2	14.29	1	7.14	0	0	7.14
Developed as Expected	2	14.29	2	14.29	2	14.29	2	14.29	14.29
Starting to Develop	5	35.71	4	28.57	4	28.57	5	35.71	32.14
Undeveloped	6	42.86	6	42.85	7	50	7	50	46.43
Total	**14**	**100**	**14**	**100**	**14**	**100**	**14**	**100**	**100**

According to table 1 above, it explains that in the aspect of the prayer command in the very well-developed category indicates that there was 1 child (7.14%), while those in the developed as expected category indicate there were 2 children (14.29%), those in the starting to develop category indicate there were 5 children (35.71 %), and those in the undeveloped category indicate there were 6 children (42.86%).

Next, in the obedience aspect, for the very well-developed category, there were 2 children or 1 (4.29%), while for the developed as expected category, there were 2 children (14.29%), and for the starting to develop category, there were 4 children (28, 57%), and for the undeveloped category, there were 6 children (42.85%). Then, in the politenessness aspect in the very well-developed, there was 1 child (7.14%), while in the developed as expected category, there were 2 children (4.29%), in the starting to develop category, there were 4 children (28.57%), and in the undeveloped category, there were 7 children (50%).

Furthermore, in the discipline aspect for the very well-developed category (0%), for the developed as expected category there were 2 children (14.29%), for the starting to develop category there were 5 children (35.71%), and for the undeveloped category there were 7 children (50%).
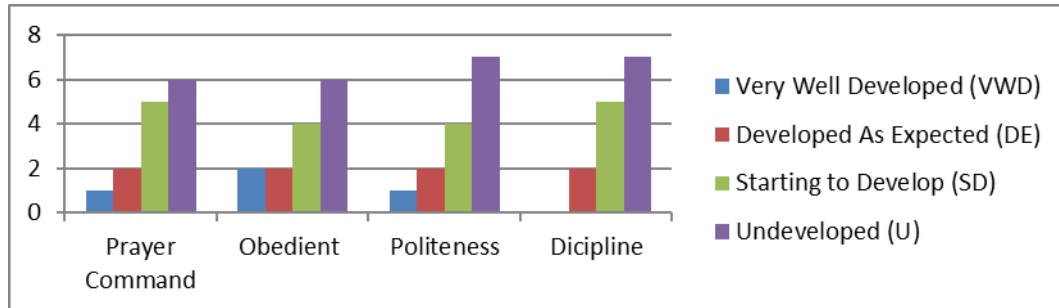
Figure 1 Histogram of Instilling Religious Moral Values Pre- Treatment

According to the histogram of Figure 1 on the four aspects that have been observed, it can be seen in the first aspect, the purple color diagram or the U category and the green color or the SD category are very prominent, and the blue color of the VWD category and the red color of DE are not too prominent in the diagram color. The third and fourth aspects that stand out are the SD and U categories, marked in green and purple. Meanwhile, the VWD category is not visible, marked in blue.

Based on the description of the observation table from the recapitulation results, the researcher carried out research using the storytelling method to observe children's abilities in relation to religious moral values to develop better and as expected.

**Tabel 2 Recapitulation of Instilling Religious Moral Values Post-Treatment**

Child Development	Aspects observed								Mean (%)
	Prayer Command		Obedience		Politeness		Discipline		
	F	%	F	%	F	%	F	%	
Very Well-Developed	5	35.71	6	42.86	4	28.57	5	35.71	35.71
Developed as Expected	7	50	6	42.86	7	50	6	42.86	46.43
Starting to Develop	2	14.29	1	7.14	2	14.29	2	14.29	12.50
Undeveloped	0	0	1	7.14	1	7.14	1	7.14	5.36
Total	**14**	**100**	**14**	**100**	**14**	**100**	**14**	**100**	**100**

According to table 2, for the very well-developed category of the prayer command, there were 5 children (35.71%), for the developed as expected category there were 7 children or 50%, for the starting to develop category there were 2 children (14.29%), and for the undeveloped category there were 0 (0%).

Furthermore, in the obedience aspect for the very well-developed category there were 6 children (42.86%), while for the developed as expected category there were 6 children or 42.86%, and for the started developing category there was 1 child (7.14%), and for the undeveloped category there was 1 child (7.14%). Then, in the aspect of politeness for the very well-developed category, there were 4 children (28.57%), while for the developed as expected category there were 7 children (50%), for the starting to develop category there were 2 children or 14.29%, and for the undeveloped category there was 1 child (7.14%).

Next, in the discipline aspect for the very well-developed category there were 5 children (35.71%), for the developed as expected category there were 6 children (42.86%), for the starting to develop there were 2 children (14.29%), and for the undeveloped category there was 1 child (7.14%)
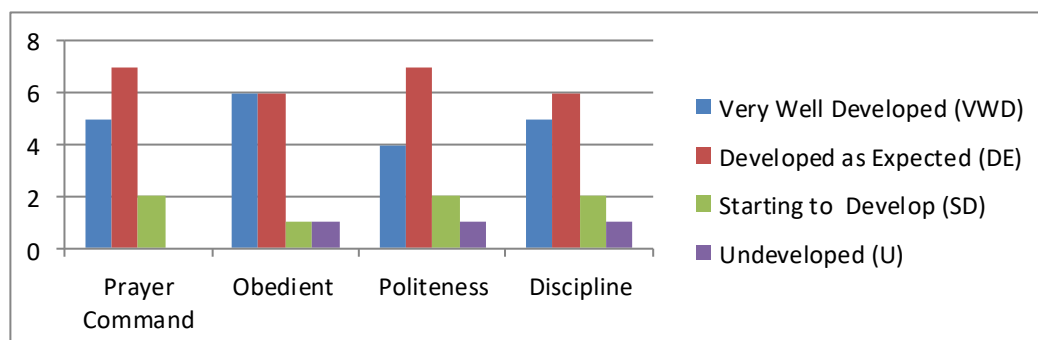
Figure. 2 Histogram of Instilling Religious Moral Values Post- Treatment

According to histogram 2, a difference in the diagram can be seen after being given the storytelling method treatment. On the four aspects that have been observed, it is shown the red color diagram or the DE category is the most dominant or prominent and then the VWD category or blue diagram that stands out. Meanwhile, the SD category is still visible in the aspect of prayer command, indicated with a green diagram, while the U category designated with a purple color diagram is no longer visible.

Based on the observation table from the recapitulation results, it can be seen that religious moral values are developing better and expected by teachers and researchers, because it can be seen from the results obtained that most of the children are in the DE category.

Furthermore, from the observation of religious moral values obtained from the storytelling method, it is described in the table of first observations and final observations. The following describes the description of the table below.

Table 3 Observations Recapitulation of the first and the final of the Instilling Religious Moral Values

Category	First Observation (O_1)								Final Observation (O_2)							
	Prayer Command		Obedience		Politeness		Discipline		Prayer Command		Obedience		Politeness		Discipline	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
VWD	1	7.14	2	14.29	1	147.	0	0	5	35.71	6	42.86	4	28.57	5	35.71
DE	2	14.29	2	14.29	2	14.29	2	14.29	7	50	6	42.86	7	50	6	42.86
SD	5	35.71	4	28.57	4	28.57	5	35.71	2	14.29	1	7.14	2	14.29	2	14.29
U	6	42.86	6	42.86	7	50	7	50	0	0	1	7.14	1	7.14	1	7.14

In table 3, the results of the recapitulation on the first and final observations of religious moral values before and after treatment are in the form of storytelling methods. In the aspect of prayer command, it can be described: for very well-developed category, it was 7.14% to 35.71%, for the developed as expected category, it was 14.29% to 50%, for the starting to develop category, it was 35.71% to 14.29%, and for the undeveloped category, it was 42.86% to 0%. Meanwhile, the second aspect, namely the obedience aspect, it can be described as the following: for the developed very well category, it was from 14.29% to 42.86%, for the developed as expected category, it was from 14.29% to 42.86%, and for the starting to develop category, it was from 28.57% to 7.14%, for the undeveloped category, it was from 42.86% to 7.14%. Meanwhile, the third aspect, namely the politeness aspect, it is described as the following: for the very well-developed category, it was 7.14% to 28.57%, for the developed as expected category, it was 14.29% to 50%, for the starting to develop category it was 28.57% to 14.29%, for the undeveloped category, it was 50 % to 7.14%. Furthermore, the fourth is the discipline aspect being described as follows: for the very well-developed category, it was 0% to 35.71%, for the developed as

expected category, it was 14.29% to 42.86%, for the starting to develop category it was 35.71% to 14.29%, and for the undeveloped category, it was 50% to 7.14%.

Descriptive Statistical Analysis

In the data description including data obtained to support the discussion of the research results, in this case, it will be seen in the first and final conditions through the formation of children's religious moral values.

Tabel 4. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-treatment	14	4.00	5.00	9.00	7.29	.384	1.437	2.066
Post-treatment	14	4.00	10.00	14.00	12.50	.292	1.092	1.192
Valid N (listwise)	14							

According to table 4 it can be explained that the average religious moral value of children before being given treatment is 7.29 and after being given treatment the average value increases to 12.50. Meanwhile, the highest value before treatment is 9.00 and the highest value after treatment is 14.00. The lowest value before treatment is 5.00 and after treatment increases to 10.00. Furthermore, the standard deviation before being given treatment is 0.14 and after being given treatment it becomes 0.10.

Inferential Analysis (Requirements)

The data must first be checked for normality before being used in the t-test. According to Saepul and Bahruddin (2014: 133), "the normality test performed is to determine if a data distribution is normal or not, which will be crucial to know later in relation to the proper statistical test to employ." The following is a description of the normality test, as follows:

Tabel 5 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Treatment	.169	14	.200[*]	.895	14	.096
Post-Treatment	.252	14	.016	.851	14	.023

a. Lilliefors Significance Correction

According to table 5, there is a Shapiro-Wilk normality test. The Shapiro-Wilk test is a method or formula for calculating the distribution of data created by Shapiro and Wilk. Shapiro Wilk's method is effective and valid, an effective and valid normality test method is used to determine a small number of samples.

Tabel 6 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Treatment	7.29	14	1.437	.384
	Post-Treatment	12.50	14	1.092	.292

Table 6 indicates the average score of children before and after treatment. Before treatment the average score achieved is 7.29, while after being given treatment, the average score achieved is 12.50.

Tabel 7 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1	14	.490	.075

According to table 7, the correlation between the two variables is 0.490 with a significance level of 0.075. The relationship between the two mean scores before and after is strong and significant.

Tabel 8 Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper	T	Df	
Pair 1	Pre-Treatment Post-Treatment	-5.214	1.311	.350	-5.971	-4.457	-14.877	13	.000

According to table 8, it can be seen the value of Sig. (2-tailed) of 0.000 <0.05 and then H0 is rejected and H1 is accepted as follows:

H1 = there is an influence on the storytelling method on the moral values of children's religion at Al-Khairaat Taipa Kindergarten, Taipa Village, Palu City.

The table of "paired Sample Test" above also contains information about the value of "Mean Paired Differences" which is equal to -5.214. This value shows the difference between the average before treatment and the average after treatment or 7.29-12.50=-5.214 and the difference is between -5.971 to -4.457 (95% Confidence Interval of the difference Lower and Upper). Based on the results, t count is -14.877. According to Singgih (2014: 256), the t count is negative because the average value of the results before being given treatment is lower than after being given treatment, a negative t count can be positive. Therefore, because t count 14.877 > t table 1.77093 some of the decisions above can be concluded that H0 is rejected and H1 is accepted.

This shows that using the storytelling method greatly influences the religious moral values of Al-Khairaat Taipa Palu Kindergarten children.

DISCUSSION

1. Storytelling Method Implementation

The implementation of the storytelling method is carried out in the classroom, before starting from preparing props, namely the preparation stage/initial activity, the play/learning stage/core activity, and the closing stage/final activity.

a. Preparation Stage/First Activities

In the preparatory stage, there are several kinds of preparatory activities, namely preparatory activities in using the storytelling method: (1) Initial preparation of teachers and researchers preparing props in this activity using picture media; (2) After everything is ready, the teacher directs the children to sit and listen to the story from the teacher; and (3) The teacher checks every child who is present and absent.

b. Play/Learn/Core Activity Stage

The stages of playing/learning consist of a series of activities, as follows: (1) Children will be asked to listen carefully to the theme of the story from the teacher, (2) The children are shown pictures then the teacher reads the contents of the story, and (3) The children are asked to repeat the story the teacher shares.

c. Closing Stage/Final Activity

The closing stage of the storytelling method consists of activities, namely: (1) asking again the contents of the story told by the teacher and (2) connecting children's experiences in storytelling activities with other activities.

These three stages were carried out by researchers in implementing the storytelling method at Al-Khairaat Taipa Kindergarten, Taipa Village, Palu.

2. Instilling Religious Moral Values

The religious moral value is one aspect of development that is found in early childhood. The religious moral value is one of the things that must be taught to children because it has an important role in determining the success of children to live in society. Religious moral values are a forum that provides opportunities for children to know and to recognize the existence of God and also to form children's behavior so that children can be accepted in society in accordance with values that are considered good and right held by the community.

a. Prayer Command

According to Imam Rafi'i in Shaykh Syamsidin Abu Abdillah, defining the meaning of the word prayer, that prayer in terms of language means prayer and according to the term syara' means speech and work that begins with takbir, and

ends/closes with greetings, with certain conditions. Then, prayer is defined as an act of worship that includes speech and a special body action, starting with takbir and ending with greetings (taslim).

From the results of observations, it is explained that before using the storytelling method, it can be seen that out of 14 children who were the subject of the research, in term of the aspect of the prayer command, there was 1 child (7.14%) included in the very well-developed category, 2 children (14.29%) were in the developed as expected category, 5 children (35.71%) was in the starting to develop category, and 6 children (42.86%) were in the undeveloped category. Furthermore, after doing the storytelling method on the aspect of the prayer command, the results obtained were there were 5 children (35.71%) in the very well-developed category, 7 children (50%) were in the developed as expected cantegory, 2 children (14.29%) were in the starting to develop category, and none of the children (0%) was in the undeveloped category.

b. Obedience

Obedient was a commendable behavior and it is recommended to be done by a Muslim. Therefore, this obedient behavior must be applied to every child. In addition to being obedient to Allah and His Messenger, it must be instilled in children, namely being obedient to parents, teachers, and others. Therefore, the children can get used to applying an obedient attitude when they have entered a higher level of education and in social life.

According to Blass, obedience is taking orders from others. Obedience can occur in any form, as long as the individual shows obedient behavior towards something or someone. For example, obeying to what the teacher said.

From the results of observations, it is explained that before using the storytelling method, there were 14 children who became subjects in the study: 2 children were obedient (14.29%) in the developed very well category, there were 2 children (14.29%) in the developed as expected category, 4 children (28.57%) were in the starting to develop category, and there were 6 children (42.86%) in the undeveloped category. Then, after using the storytelling method, there was an

increase in the obedience aspect of the 14 children who were the research subjects: there were 6 children (42.86%) in the very well-developed category, 6 children (42.86%) were in the developed as expected category, 1 child (7.14%) was in the starting to develop, and there was 1 child (7.14%) in the undeveloped category.

c. Politeness

Politeness is an individual attitude or behavior who is respectful and friendly by the person who is interacting with him. Meanwhile, polite behavior is very urgent to be taught or habituation to children from an early age. Teachers as educators in kindergarten, carry out routine daily habits for children to be taught good behavior and bad behavior, especially in terms of manners in everyday life.

Moreover, according to Wikipedia, "the norms of politeness are very important to apply, especially in society, because these norms are very closely related to society." Polite behavior really needs to be taught and habituation to children from an early age. Therefore, it is the responsibility of the teacher as an educator in kindergarten, to familiarize children with always being polite in everyday life.

 The importance of instilling religious moral values in the habit of behaving politely which is owned by each individual. Through the storytelling method, teachers can convey moral messages to children by behaving politely. If the story is related to the world of children's lives in kindergarten, then the child can understand the content of the story. The child will listen to it attentively and the child can easily capture the content of the story.

This can be seen from the results before and after using the storytelling method, that the instilling of children's religious moral values before using the storytelling method can be seen that there were 14 children who were the subject of research, the polite aspect was 1 child (7.14%) in the very well-developed category, there were 2 children (14.29%) in the developed as expected category, 4 children (28.57%) were in the started to develop category, and 7 children (50%) were in the undeveloped category. Then, after using the storytelling method, there was an increase in the politeness aspect of the 14 children who were the research subjects

as the following: there were 4 children (28.57%) in the very well-developed category, 7 children (50%) were in the developed as expected category, 2 children (14.29%) were in the starting to develop, and there was 1 child (7.14%) in the undeveloped category.

d. Discipline

In applying habituation in disciplined behavior to children, it is very important to be taught and accustomed to every day in the daily lives of children both in the family, school and community environment, both individually and in groups. Islamic teachings about prayer, fasting, zakat, hajj and others are associated with the time and technical implementation that has been determined, containing a powerful disciplinary behavior education if it is actually carried out on time and according to the rules that have been exemplified by the Prophet Muhammad. Disciplined behavior is very urgent in the educational process, in learning activities so that learning activities carried out by children both inside and outside the classroom can run as expected.

According to Thomas Gordon, disciplined is behavior and order in accordance with rules and regulations, or behavior that is obtained from training that is carried out continuously.

In this case, the results before treatment and after using the storytelling method, in instilling children's religious moral values before using the storytelling method indicated that there were 14 children who were research subjects, in the discipline aspect there were no children in the very well-developed category, there were 2 children (14.29 %) in the developed as expected category, 5 children (35.71%) were in the starting to develop, and there were 7 children (50%) in the undeveloped category. Furthermore, after using the storytelling method, there was an increase in the discipline aspect, there were 14 children who became the research subjects; there were 4 children (28.57%) in the very well-developed category, 8 children (57.14%) were in the developed as expected category, 2 children (14.29 %) were in the starting to develop category, and there was 1 child (7.14%) in the undeveloped category.

3. The Influence of Storytelling Methods on Religious Moral Values

Based on the results of instilling religious moral values before applying the storytelling method and after applying the storytelling method, there were significant differences. After using the storytelling method, the children's religious moral values were increased from the results of the teacher's activities. Storytelling is seen as one of the appropriate methods of developing religious moral values to be applied in Early Childhood Education. One of the methods of storytelling is to develop the moral aspect of religion, while the function of storytelling is also to help the development of children's religious moral values, so that children are able to know and understand about the command to pray, obedient, polite, and disciplined according to the child's developmental stage.

According to Salha Umar in Otib Satibi Hidayat, storytelling method can change children's ethics because a story is able to attract children to like and pay attention and record events in the story, and imagination in the story. In addition, the story can also provide experience and learning of morals and religious values through the attitudes of the characters in the story.

Based on the research data, there is an influence between the storytelling method in instilling the moral values of children's religion in Group B of Al-Khairaat Taipa Kindergarten, Taipa Village, Palu City.

CONCLUSION

Based on the results of research at Al-Khairaat Taipa Kindergarten, Palu City, there are several conclusions, namely:

1. The storytelling method after being given treatment to children at Al-Khairaat Taipa Kindergarten has increased. This is marked by a change in the behavior of religious moral values before using the storytelling method, which has not developed as expected. However, after being given a story, the child changes to develop as expected.

2. Before the research, the use of the storytelling method was rarely carried out by teachers, but after the storytelling method was applied it was carried out

properly and correctly which made the child fun and the child was able to follow it because the purpose was beneficial for the child's life.

3. There is an influence of the storytelling method on the instilling of children's religious moral values. This is based on the t-test. It can be explained that the t-count value is -14,877 with a significance of 0.000. Because sig < 0.05, it can be concluded that H0 is rejected and H1 is accepted, meaning that there is an influence of the storytelling method on the instilling of children's religious moral values. Meanwhile, from descriptive analysis, the average value of the development of children's religious moral values, there was 35.71% in the VWD category, there was 46.43% in the DE category, there was 12.50% in the SB category, and there was 5.36% in the U category.

Based on the results of research that has been carried out at Al-Khairaat Taipa Kindergarten, Palu City, namely about instilling religious moral values through the storytelling method, there are several suggestions, namely:

1. For children: they can be motivated and more enthusiastic in learning, listening to stories conveyed by teachers with several approaches, and it can improve religious moral values even through online learning.

2. For teachers: in order to attract children's attention in listening to stories, teachers can take advantage of their vocal skills in bringing out the characters in the story. Meanwhile, to deal with children who are still in the concrete-operational thinking stage, teachers should use the help of props, such as hand puppets, plants, artificial objects or picture stories that children really like.

3. For school principals or foundations: they have to always educate children to be more active in instilling children's religious moral values, by using many other activities that can develop children's religious moral values, in addition to using the storytelling method.

4. For Parents: they can make children familiar at home to behave well, disciplined and polite, so that the habituation carried out at home is also carried out at school to improve the moral values of children's religion.

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