

Ralph W. Tyler Curriculum Model in Instilling Islamic Values Through Storytelling Method for Children Aged 4-5 Years at the Early Childhood Education Level

Muhammad Nashrul Haq *¹, Eka Firmansyah², Muhammad Irsyad Setiyawan³, Hendra⁴, Rendika Vhalery⁵

¹Universitas Airlangga Surabaya, Indonesia, Irsyadsetiyawan5@gmail.com

² Universitas Muhammadiyah Palu, Indonesia, ekafirmansyah689@gmail.com

³ Universitas Muhammadiyah Malang, Indonesia, anasmuhammadnh100@gmail.com

⁴ Universitas Muhammadiyah Bima, Indonesia, hendra@iimbima.ac.id

⁵ Universitas Indraprasta PGRI, Indonesia, rendikavhalery31@gmail.com

*Irsyadsetiyawan5@gmail.com

Received: 2026-January-15

Rev. Req: 2026-March-09

Accepted: 2022-April-22

ABSTRACT: *This study aims to examine the application of the Ralph W. Tyler Curriculum Model in instilling Islamic values through the storytelling method for children aged 4-5 years at the Early Childhood Education (ECE) level. This study focuses on how learning objectives, learning experiences, material organization, and evaluation can be integrated in storytelling activities to support the formation of children's moral and religious character. The research method used is a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation at ECE institutions. The results show that the storytelling method is effective in conveying Islamic values such as honesty, discipline, empathy, and respect, in accordance with the stage of children's development. Teachers who design learning based on Tyler's curriculum principles are able to systematically formulate learning objectives and evaluate children's behavioural development in a more directed manner. The conclusion of this research is that the integration of the Tyler curriculum model with the storytelling method contributes to the internalization of Islamic values in early childhood education.*

Keywords: Tyler Curriculum Model, Islamic Values Storytelling, Early Childhood Education

I. INTRODUCTION

The instillation of Islamic values such as honesty, obedience in worship, compassion, and good manners, which requires methods based on the characteristics of children's development, makes the storytelling method an effective medium to present enjoyable learning experiences. Using Tyler's thinking pattern, teachers can formulate the value objectives to be achieved, select age-appropriate Islamic stories (stories of the prophets, daily manners, and examples of good behavior), organize activities sequentially from the introduction of values to simple practice, and carry out evaluation through observation of children's behavior during play activities or classroom routines. This approach ensures that the instillation of Islamic values is not merely informative, but is truly embedded through planned and relevant learning experiences for early childhood.

A problem that often arises in early childhood education at ECE institutions is that learning tends to focus on cognitive aspects, while character formation is often given insufficient attention. Yet good and strong character is the main foundation within a child for their growth process, so that they develop into a person who is disciplined, independent, trustworthy, and capable of socializing well. Some ECE institutions also show that many children still have difficulty controlling their emotions, being disciplined, and habituating good behavior in daily life. This indicates the need for special learning strategies that can instill character values through simple activities, conducted routinely and continuously (Asmy, 2025). In early childhood education, children are in a period of very rapid growth, encompassing the development of thinking, emotions, and spirituality. This period is known as the golden age, which plays a strategic role in shaping the character and personality of the child. Therefore, the instillation of religious values needs to be done from an early age as a solid foundation for the child's life in the future. Religious values are not limited to the performance of religious rituals, but are also reflected in attitudes of honesty, trustworthiness, courtesy, and caring, which are important parts of Islamic teaching (Nur et al., 2025).

Research conducted at TK Santa Maria Fatima Ruteng shows that the learning process for early childhood still focuses on cognitive abilities, such as counting, while the aspects of character formation and spiritual values have not received balanced attention. In that research it was found that the majority of students aged 4-5 years had not been able to independently master mathematics and counting abilities, a condition caused by the learning strategies used by teachers that were still formal and

less engaging for children. This shows that breakthroughs are needed in ECE learning strategies, one of which is through a more enjoyable and meaningful approach, such as the storytelling method for instilling Islamic values in early childhood (Fatima et al., 2023).

The solution to this gap is to systematically apply the Ralph W. Tyler Curriculum Model in the use of the storytelling method at PAUD and TK Surya Gemilang. Teachers need to formulate specific Islamic value objectives before determining which stories to use. Furthermore, learning experiences must be organized sequentially so that children understand values gradually and deeply. Finally, teachers need to conduct structured evaluation of children's behavior to ensure that these values are truly embedded.

Learning in early childhood must be able to comprehensively develop various life skills of children (the whole child). Various abilities need to be trained so that children grow into complete persons. The focus of development is directed at children's growth, ranging from motor, intellectual, ethical, social, emotional, and creative abilities, to language competence. Thus, children are expected to have noble character, intelligence, skills, cooperative abilities, and to be able to live in society, as a nation, and as citizens (Aghnaita, 2017).

The focus of this research aims to design an Islamic Religious Education (IRE) model oriented toward learning Islamic values for children aged 4-5 years at PAUD and TK Surya Gemilang. This study examines the application of the Ralph W. Tyler Curriculum Model in the process of planning, implementing, and evaluating Qur'an learning in the context of early childhood education. Ideally, the development of the Islamic Religious Education curriculum at ECE institutions needs to be based on a planned model oriented toward the formation of the child's Islamic character. According to Ralph W. Tyler (1949), a curriculum must be prepared through four main steps, consisting of determining objectives, selecting learning experiences, organizing experiences, and evaluating. In the ECE context, learning objectives should be directed toward the formation of children who are faithful, pious, of noble character, intelligent, and healthy. The Tyler Model can be a solution in strengthening Islamic values through the storytelling method because it helps educators design learning activities in accordance with the development of early childhood. Research by Tatang Hidayat et al. shows that this model facilitates teachers in systematically planning IRE learning (Hidayat, 2019). Thus, the application of the Tyler Curriculum Model through the storytelling method is

the right way to cultivate Islamic values in children from an early age at PAUD Surya Gemilang Malang.

The reason for choosing this title is because of the importance of instilling Islamic teachings from an early age using a method that is enjoyable and easy to receive. Islamic Religious Education at ECE institutions plays a large role in shaping character, but its implementation is often not yet directed. The Ralph W. Tyler Curriculum Model is considered capable of helping teachers design learning that is measurable and meaningful. The storytelling method is chosen because it is engaging and effective in instilling moral values in children. Thus, this research is conducted to develop the Islamic Religious Education curriculum at ECE institutions to be more meaningful and to shape noble character.

Based on this description, this study affirms the importance of developing an Islamic Religious Education curriculum model that is directed, systematic, and in accordance with the characteristics of early childhood development through the integration of the Ralph W. Tyler Curriculum Model and the storytelling method. This approach is expected to be a solution to the learning problem that still tends to emphasize cognitive aspects, by giving more room to character formation and the instillation of Islamic values in a meaningful way. Therefore, this study is focused on analyzing and developing the implementation of this model in the process of planning, implementing, and evaluating learning at PAUD and TK Surya Gemilang Malang as an effort to strengthen Islamic character education from an early age.

II. METHOD

This study uses a qualitative approach to deeply describe the implementation of the Ralph W. Tyler Curriculum Model in instilling Islamic values through the storytelling method for children aged 4-5 years at PAUD and TK Surya Gemilang Malang. This approach is used to understand the planning, implementation, and evaluation of learning naturally according to field conditions.

The research subjects are teachers and students at the ECE institution. Data collection techniques were carried out through observation, interviews, and documentation. Observation was used to observe the process of storytelling method learning, interviews were conducted with teachers to gather information related to the planning and implementation of learning, while documentation was used to support data in the form of learning tools and children's activities.

III. RESULT AND DISCUSSION

Curriculum Planning in the Instillation of Islamic Values in Children Aged 4-5 Years at PAUD and TK Surya Gemilang

Analysis of Learner Needs in the Instillation of Islamic Values

The Ralph W. Tyler Curriculum Model analyzes the instillation of Islamic values through the storytelling method by first emphasizing the formulation of clear learning objectives. For children aged 4-5 years, learning objectives are not directed at mastering abstract religious concepts, but at forming Islamic attitudes and habits, such as praying, being polite, honest, and respectful. The storytelling method is chosen because it is suited to the characteristics of early childhood, so that Islamic values can be conveyed in a simple, concrete, and easily understood manner through characters and storylines close to the children's lives.

Tyler emphasizes the importance of selecting and organizing learning experiences so that learning objectives can be achieved effectively. In ECE learning, learning experiences through stories are organized in opening, core, and closing activities, and are reinforced with media such as pictures or puppets. Stories delivered repeatedly and consistently help children imitate the good behavior displayed in the stories. With planned organization of learning experiences, the storytelling method functions as an effective medium for strengthening Islamic values in children aged 4-5 years at the ECE level.

Preparation of Teaching Modules for the Instillation of Islamic Values

The preparation of teaching modules must follow the principles established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to ensure that learning runs effectively and is structured. Teaching modules are based on Learning Outcomes (CP) and Learning Achievement Pathways (ATP) established in the curriculum, so that learning objectives are clear and measurable. In the teaching module, materials are presented systematically covering the introduction, core activities, and closing, and are equipped with learning media and appropriate assessment instruments to measure students' competency achievement. The preparation of teaching modules also considers the characteristics of students and the context of learning so as to be more relevant and meaningful. Teachers are given the freedom to adapt teaching modules to needs, so that the learning process can run flexibly while still oriented toward the achievement of educational goals (Kemendikbudristek, 2024).

Based on the results of observations at PAUD Surya Gemilang, the teaching tools used are prepared based on the Merdeka (Freedom) Curriculum and the guidelines of the Ministry of Education, Culture, Research, and Technology. The module contains structured learning activities from opening, core activities, to closing with a play-based learning approach in line with the developmental stage of early childhood. The opening activity usually begins with greetings and collective prayer, aiming to instill religious values and build a psychologically and emotionally conducive atmosphere. The teaching module at this ECE institution also integrates character and social values through interactive and creative activities, and provides varied learning media to support children's cognitive and motor development. In addition, the module is flexible and allows teachers to adjust learning activities according to the needs and conditions of students in the class.

Implementation of the Curriculum for the Instillation of Islamic Values in Children Aged 4-5 Years

In the conduct of education, the strengthening of character education requires an effective approach in internalizing religious and moral values in students, which does not merely stop at the level of understanding (moral knowing) but must also be manifested in real behavior (moral action) as the main goal of character education. Therefore, educators need to consider the use of appropriate methods in internalizing character values, one of which is through the application of the habituation method. One habituation strategy that can be applied to early childhood is training them to get used to greeting others, which contains the meaning of a prayer for others' safety with the Arabic greeting "*Assalamu'alaikum warahmatullahi wabarakatuh*," meaning "May peace, the mercy of God, and His blessings be upon you." This habituation is a very good behavior and important to teach from an early age because it is capable of forming religious character in the child (Indriyani et al., 2023).

Religious character at PAUD Surya Gemilang is cultivated from the beginning of activities by accustoming children to recite daily prayers, pre-learning prayers, salawat, and greetings as part of classroom routines. These activities are not merely symbolic, but become a meaningful learning process for children in instilling religious values from an early age. Through these habits, children learn to know God, to be grateful, and to build polite and courteous attitudes in interacting. This habit also trains children's discipline and responsibility toward the rules in the school environment. In addition, the religious atmosphere created makes children feel safe, comfortable, and ready to follow learning. Thus, religious values are not only understood cognitively, but are also practiced in daily behavior. This shows that habituation at PAUD Surya Gemilang plays an important role in forming the religious character of children consistently.

Islamic value materials designed for children aged 4-5 years focus on basic values related to the formation of good character and habits. Values such as honesty, compassion, helping others, courtesy, and the habit of prayer are chosen because they are relevant to children's daily lives. The stories used are taken from exemplary stories of the prophets, everyday children's stories, and examples of simple Islamic manners. Through the storytelling method combined with various play activities and habituation, it is hoped that Islamic values will not only be understood cognitively, but will also be embedded in children's attitudes and behavior on an ongoing basis. This material is delivered gradually and contextually so that children can understand and apply it in both the school and home environments (Fahriansyah et al., 2025).

The delivery of Islamic value materials at PAUD Surya Gemilang is not done through rote memorization or abstract explanations, but through enjoyable learning experiences. Teachers connect the material with real situations experienced by children, such as sharing toys or helping friends. This approach helps children understand the meaning of Islamic values concretely and cultivates the awareness to practice them in daily life.

The application of the storytelling method in learning Islamic values is an effective strategy for children aged 4-5 years because it suits children's imaginative world. Stories are delivered with simple language, engaging plot, and characters that children can easily identify with. Through stories, children are able to recognize the difference between positive and negative attitudes and to emulate the positive attitudes of the characters in the stories. In addition to serving as a medium for conveying moral messages, the storytelling method also encourages active involvement of children in learning. Teachers can invite children to ask, answer, or imitate the behavior of characters in the story. In this way, children do not only listen to the story, but also internalize the Islamic teachings contained therein more deeply and meaningfully (Fatmasari et al., 2025).

Learning at TK and PAUD Surya Gemilang is directed at strengthening Islamic values integrated with the development of children's thinking, language, and socio-emotional aspects. The curriculum is developed thematically with a play-while-learning approach, and emphasizes the habituation of manners and good character in daily activities. Based on the results of field observations, morning activities begin after prayer with an opening in the form of storytelling containing moral messages, eating manners, school manners, and love for God's creation such as the sun, nature, and the environment.

The use of learning tools appropriate to the child's age plays an important role in supporting children's understanding of Islamic values. Media such as picture storybooks, story cards, and educational play tools help children understand the story's

message visually and concretely. Engaging media can increase children's attention and interest in learning, making learning more enjoyable. In addition to increasing the appeal of learning, appropriate media also help children remember and apply Islamic values in daily life. The media used should be safe, simple, and adapted to the child's level of development. With the right choice of media, the process of learning Islamic values can take place effectively and present significant learning experiences for children aged 4-5 years (Nazhifa et al., 2023).

The learning media used at TK and PAUD Surya Gemilang are dominated by Islamic picture storybooks and Qur'anic Science (Sains Qur'an) books that contain stories about God's creation and moral messages. These books are chosen because they are in line with the developmental characteristics of early childhood, who enjoy pictures, colors, and engaging stories. In addition, the teacher also serves as a verbal medium through the storytelling method, namely delivering stories orally in simple and expressive language. This media is combined with light discussion activities at the end of the story so that children understand the content of the story and are able to connect it with daily behavior, such as eating manners, courtesy, and caring for others. With the use of visual, narrative, and contextual media, the learning of Islamic values at Surya Gemilang is more concrete, relevant, and easily understood by children.

In this process, the teacher instructs children to do simple reflection through light question and answer sessions, such as asking about the message from the story or what good behavior can be done after learning. This reflection helps children recall the learning material and understand Islamic values simply according to their level of development.

In addition to reflection, the closing activity ends with collective prayer and greetings as a form of religious habituation. The closing prayer teaches children to always end activities with gratitude to God, while the greeting instills the manners of interaction and an attitude of mutual respect. Through the structured and meaningful closing activity, children are directed so that they can apply the Islamic values obtained in daily life, both in the school and home environments.

Evaluation of IRE Learning in the Instillation of Islamic Values in Children Aged 4-5 Years

The types of IRE learning evaluation for early childhood generally consist of formative evaluation and summative evaluation. Formative evaluation is carried out throughout the learning process, for example through observation of children's attitudes when participating in prayer activities, listening to stories, and interacting with friends. This evaluation aims to monitor children's development gradually and provide direct feedback for teachers. Meanwhile, summative evaluation is conducted at the end of

the learning period to see the general picture of the development of Islamic values in the child. Summative evaluation is not in the form of written tests, but in the form of a summary of teacher observations regarding children's religious behavior and habits. Both types of evaluation complement each other in providing comprehensive information about the development of IRE learning (Nofrizal et al., 2025).

The types of IRE learning evaluation at PAUD Surya Gemilang are conducted in a simple and continuous manner adapted to the developmental characteristics of early childhood. The evaluations used include formative and summative evaluation. Formative evaluation is carried out during the learning process through direct observation of children's behavior, such as when praying, listening to Islamic stories, participating in Dhuha prayer activities, and when interacting with friends. Teachers record the development of children's religious attitudes, discipline, and manners as material for learning reflection. Summative evaluation, on the other hand, is conducted at the end of a theme or certain period to measure the achievement of IRE learning objectives in general. The results of this evaluation are used by the PAUD Surya Gemilang teachers as a basis for improving methods, media, and learning strategies so that the instillation of Islamic values can run more optimally.

IRE learning evaluation in early childhood is conducted using authentic assessment adapted to the developmental characteristics of children. Common forms of evaluation used include observation, anecdotal records, performance assessment, and portfolios. Through observation, teachers can assess children's behavior directly in daily activities, such as the habit of praying, polite attitudes, and the ability to share with friends. Portfolios contain documentation of children's activities and work products that reflect their learning process. This form of evaluation enables teachers to obtain a complete and continuous picture of children's development without putting academic pressure on children.

Based on the results of field observations, IRE learning for kindergarten-aged children is conducted in the morning after prayer, which is utilized as the time for opening activities through the storytelling method. At this stage, the teacher delivers stories containing moral messages and manners, such as school manners, eating manners, and introduction to God's creation, for example the sun and natural events such as landslides. Stories are not only delivered as narration, but are also linked to the hadiths of the Prophet and Islamic values relevant to children's daily lives.

In practice, educators utilize Islamic value instillation books equipped with many engaging pictures and Qur'anic Science books so that children are more enthusiastic and focused. Visual media that are colorful and contextual make it easier for children to understand the content of the story and show high interest. Before the story begins,

the teacher makes an agreement with the children, such as sitting neatly and listening well. At the end of the story, the teacher invites children to have a light discussion by asking simple questions to assess the extent to which children are able to focus in listening to and understanding the story's message. This practice shows that the storytelling method accompanied by visual media and Islamic value reinforcement is able to help children understand and internalize moral values and manners naturally and enjoyably.

The Ralph W. Tyler Curriculum Model in Instilling Islamic Values Through the Storytelling Method for Children Aged 4-5 Years

The syntax of the Ralph W. Tyler Curriculum Model in Islamic Religious Education (IRE) learning at ECE institutions: the first stage involves determining educational objectives. At this stage, the teacher formulates IRE learning objectives in accordance with the developmental stages of children in the age range of 4 to 5 years, focusing on the instillation of basic Islamic values, such as the habit of praying, honesty, courtesy, and compassion. Educational objectives are designed not only to develop cognitive aspects, but primarily to form religious attitudes and behavior in children as part of habituation from an early age.

The second stage is selecting learning experiences relevant to the educational objectives that have been set. In the ECE context, IRE learning experiences are chosen in the form of concrete, enjoyable activities close to children's lives, such as Islamic storytelling methods, role-play, singing, and simple worship practices. The third stage, namely organizing learning experiences, is carried out by systematically and sequentially arranging learning activities, starting from the introduction of values through stories, the provision of role modeling by teachers, to the application of values in children's daily activities. This organization aims so that learning experiences are interrelated and support the process of internalization of Islamic values gradually.

The fourth stage is evaluating the achievement of educational objectives. IRE learning evaluation at ECE institutions is conducted on an ongoing basis through observation of children's attitudes and behavior during learning activities and daily routines. Teachers assess the extent to which children are able to understand and practice the Islamic values they have learned, such as attitudes when praying, interacting with friends, and demonstrating polite and caring behavior. The results of this evaluation are used as a basis for reflection to improve the planning and implementation of subsequent IRE learning, so that the application of the Ralph W. Tyler Curriculum Model can run effectively and sustainably.

IV. CONCLUSION

The application of the Ralph W. Tyler Curriculum Model in Islamic Religious Education (IRE) learning at ECE institutions emphasizes the formulation of objectives that are in accordance with the developmental stage of children aged 4-5 years, focusing on the instillation of basic Islamic values such as prayer, honesty, courtesy, and compassion. These objectives are directed not only at cognitive aspects, but more toward forming religious attitudes and behavior through habituation from an early age. To achieve these objectives, teachers choose learning experiences that are concrete, enjoyable, and close to children's lives, such as Islamic stories, role-play, singing, and simple worship practices.

Learning experiences are organized systematically and sequentially so that the process of value internalization takes place gradually, from introduction, role modeling, to application in daily life. Evaluation is conducted on an ongoing basis through observation of children's attitudes and behavior during learning and daily routines. The results of this evaluation become the basis for reflection to improve subsequent learning planning and implementation, so that the application of the Tyler Model in IRE at ECE institutions can run effectively, in a directed manner, and continuously in forming the religious character of children

V. REFERENCES

- Aghnaita. (2017). Perkembangan fisik-motorik anak 4-5 tahun pada permendikbud no . 137 tahun 2014 (kajian konsep perkembangan anak) aghnaita. 3(137).
- Asmy, p. N. (2025). Character building anak usia dini melalui pembiasaan kegiatan rutin : studi pada paud janji bunda marbau. 02(02), 883–893.
- Fahriansyah, f., ruslan, m., & rahman, a. (2025). Implementation of islamic values in the education of children aged 4-6 years. *Thawalib: jurnal kependidikan islam*, 6(1), 17–26. <https://doi.org/10.54150/thawalib.v6i1.599>
- Fatima, m., angkur, m., sum, t. A., & nahim, v. C. (2023). Upaya mengembangkan kemampuan kognitif anak usia 4-5 tahun melalui permainan ular tangga. 7(2), 2443–2452. <https://doi.org/10.31004/obsesi.v7i2.3190>
- Fatmasari, i. D., kurniawan, n., & puspita, w. (2025). Implementasi storytelling dalam menanamkan nilai agama dan moral pada anak usia 4 -5 tahun di tk nurul kartika tegalharjo. 10(september), 347–361.
- Hidayat, t. (2019). Model pengembangan kurikulum tyler dan implikasinya dalam pembelajaran pendidikan agama islam di sekolah. *Jurnal kependidikan islam*, 5(2).
- Indriyani, k., zaki akhbar hasan, m., tarlam, a., & miftahul huda subang, s. (2023). Menumbuhkan karakter religius melalui metode pembiasaan mengucapkan salam dan kreativitas prakarya pada anak usia 4-5 tahun kelompok a di tk tunas

nu patrol indramayu. Jurnal pendidikan islam anak usia dini miftahul huda, 1, 13–27. <https://ejournal.stai-mifda.ac.id/index.php/jupida>

Kemendikbudristek. (2024). Kementerian pendidikan, kebudayaan, riset, dan teknologi (issue 021).

Nazhifa, r., soraya, n., dewi, k., & murtopo, a. (2023). Pengembangan media buku cerita bergambar untuk menanamkan nilai-nilai agama anak 4-5 tahun di raudhatul athfal melati ogan komering ulu. Jurnal pendidikan dan konseling, 5(2).

Nofrizal, n., faisal, m., mitra, fitria, nofrizal, e., & julhadi, julhadi. (2025). Evaluasi pembelajaran pendidikan agama islam di paud: analisis kritis kurikulum merdeka untuk pendidikan masa kini. Al-athfal: jurnal pendidikan anak, 6(1), 1–12. <https://doi.org/10.46773/alathfal.v6i1.1618>

Nur, a., salsabila, p., tinggi, s., islam, a., & mandailing, n. (2025). Menanamkan nilai religius anak usia dini dengan pembelajaran kisah anak dalam al-quran.