

Model of Religious Study and Moral Values in TK Putra Harapan Nalumsari Jepara

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Abstract

Religious and moral education from an early age so needs to be invested for the child, so that in the future they will have a strong and deep understanding of the norms and teachings of Islam. Age children early childhood and kindergarten (TK) is a time to play, so education is implemented particularly religious education should be designed properly by the teacher so that the education process into an active and fun activities. Kindergarten (TK) Putra Harapan Nalumsari Jepara is one of the educational institutions that provide education for early childhood, with one lesson material is a moral and religious education. Moral education is one of the materials is very important because in load values, morals and religion, so this will be a guide for students in later life. The research method used is descriptive qualitative research to describe in detail the subjects and issues to be studied. The findings in this study is the cultivation of religious values and morals for children Kindergarten revolves around the activities of daily life. In particular cultivation of religious values with laying the foundations of the faith, personality or character that is commendable and devotional practices, in accordance with the child's ability is implemented. As one of the early childhood education institutions, in conducting the study, have several models of delivery Edutainment, habituation and uswah hasanah as a reference implementation of teaching and learning.

Keywords: Values of Religion, Moral, Habituation, Edutainment, Modeling (Uswah Hasanah)

Abstrak

pendidikan agama dan moral sejak usia dini perlu ditanamkan bagi anak, sehingga di masa depan mereka akan memiliki pemahaman yang kuat dan mendalam dari norma-norma dan ajaran Islam. Usia anak-anak usia dini dan taman kanak-kanak (TK) adalah waktu untuk bermain, sehingga pendidikan diimplementasikan khususnya pendidikan agama harus dirancang dengan baik oleh guru sehingga proses pendidikan menjadi kegiatan yang aktif dan menyenangkan. TK (TK) Putra Harapan Nalumsari Jepara merupakan salah satu lembaga pendidikan yang memberikan pendidikan bagi anak usia dini, dengan satu bahan pelajaran adalah pendidikan moral dan agama. pendidikan moral adalah salah satu bahan yang sangat penting karena di nilai beban, moral dan agama, jadi ini akan menjadi panduan bagi siswa di kemudian hari. Metode penelitian yang digunakan adalah penelitian deskriptif kualitatif untuk menjelaskan secara rinci subyek dan isu-isu yang akan diteliti. Temuan dalam penelitian ini adalah penanaman nilai-nilai dan moral agama untuk anak-anak TK berkisar pada aktivitas kehidupan sehari-hari. Dalam budidaya tertentu nilai-nilai agama dengan meletakkan dasar-dasar iman, kepribadian atau karakter yang praktek terpuji dan kebaktian, diimplementasikan sesuai dengan kemampuan anak. Sebagai salah satu lembaga pendidikan anak usia dini, dalam melakukan pendidikan, memiliki beberapa model pengantar Edutainment, pembiasaan dan uswah hasanah sebagai acuan pelaksanaan belajar mengajar.

Kata Kunci: Nilai-nilai Agama, Moral, Pembiasaan, Edutainment, Modeling (Uswah Hasanah)

Introduction

Education is a conscious and deliberate effort in order to transfer knowledge and values of adults to students. Educational process taking place will greatly affect the outcome including the learning model used. In the daily reality of the problems faced is how the educator (religious teachers) can do their job properly, because lately a lot of students are still lacking in understanding Islam. For a while it was known that an active

learning approach (active learning strategy) is as an alternative to meet the challenges of these problems. Starting from these ideas, the writer is interested in conducting this research.

Religious and moral education from an early age is really important to be invested for the children, so that in the future they will have a strong and deep understanding of the norms and teachings of Islam. Child age, early childhood and kindergarten (TK) is a time to play, so education which implemented particularly religious education should be designed properly by the teacher to the educational process into an active and fun activities.

Zuhairini (1983: 27) says that the Islamic Religious education means systematic and pragmatic in helping students to live in accordance with Islamic teachings.

Meanwhile Tayar Joseph (1986: 35) defines the Islamic Education is a conscious effort to transfer the experience of the older generation of knowledge, expertise and skills to the younger generation so that later they will became Muslim man, devoted to Allah SWT. Virtuous and have noble personality who understand, appreciate and practice the teachings of Islam in their lives. On the other hand, Ahmad Tafsir (1992: 32) gives the sense that Islamic education is the guidance given by someone to someone so that he grows up optimally in accordance with the teachings of Islam. When abbreviated, Islamic religious education is guidance to a person in order to become the best Muslims.

This education will be a good result just like a building, which will be a solid foundation underlying dependent, so if it is applied in education, early education is very important as a foundation for their education to the next level. Early childhood education is one form of organization of education that focuses on laying the foundation toward 5 growth and development, namely: the development of moral and religion physical development (coordination of fine and gross motor), intelligence/ cognitive (thinking, creativity), socio-emotional (attitudes and emotions) language and communication, according to the uniqueness and stages of development of the appropriate age group traversed by younger children as stipulated in the Ministerial Regulation No. 58 of 2009.

Furthermore, according to Byrnes, early childhood education is important, because at this age children form the best education. At this age children should establish himself facing a future school readiness and future. The best investment you can give to children is the preparation of their education at an early age (<http://belajarpsikologi.com/pentingnya-pendidikan-anak-usia-dini/>).

Kindergarten (TK) Putra Harapan Nalumsari is one of the educational institutions that provide education for early childhood, with one lesson material is a moral and religious education. Moral education is one of the materials which is very important because it is full of values, morals and religion, so this will be a guide for students in later life.

Kindergarten Education (TK) is one form of education foundation before they go to school to a higher level, so that what is gained during their child's education here will proceed to secondary school.

The problem in this research is that how is Learning Model of Religious and Moral Values In TK Putra Harapan Nalumsari? While the objectives and benefits of this research are to contribute thoughts on learning models and moral values in kindergartens as well as to provide a frame of reference for the parties with an interest in education, especially early childhood education (ECD) and kindergarten. Besides, the research is expected to be used as input to manage values and moral education for early childhood education (ECD) as well as to provide input for the children early age in order to realize themselves, understand their existence as human beings, so that they can behave as well as their personality is always based faith and devotion to God Almighty, and does not violate the norms prevailing in society. On the other hand, this research can also be used as a consideration in determining policy on the management of early childhood education institutions (ECD).

This research is a field research which is a research or studies in which direct inquiry coming on the scene to look for evidence to approach the truth. The field research (field research) that the author did was in TK Putra Harapan Nalumsari Jepara. As in this study the authors used a qualitative approach which does not use the calculation but using the phrase description Sugiono (2007: 283).

The study also included the qualitative descriptive research because it aims at creating a description, the picture or painting in systematic, factual and accurate information about the phenomenon or the relationship among phenomena investigated.

Research Finding and Discussion

TK Putra Harapan Nalumsari Jepara is one of the institutions for early childhood learning which is located on the edge of Highway Nalumsari, so easy to access. In addition, to the TK Putra Harapan is also near the office of the village hall, primary school Nalumsari one or two. It also facilitates coordination with relevant agencies. Besides, the distance is not so far away there is also a sub-district office, KUA Office of Education, Youth and Sports or a national education agency.

As a kindergarten in the village, then its existence is dependent on community resources that exist in the vicinity, as well as managers and the teachers.

Although relatively simple, it already has the facilities and infrastructure that support learning. TK has had an educational building consisting of two classrooms for teaching the class A and class B, the kindergarten head room, the teachers' lounge and power runner, one bathroom, one wudhlu, and the practice of worship in the form musolla al-Muttaqin.

1. Learning Model of Religious and Moral Values in TK Putra Harapan Nalumsari Jepara

In effect, since man is born he will continue to grow and develop to achieve perfection. The process of human growth and development is influenced by factors of the (internal) and external or environmental (external). One of the factors that affect the growth of children is the education of children. Education can help the process of developing them towards self-perfection stage, as well as education for children. Education for children is very important and the need for serious treatment, this is due to the education of children at an early age is the early formation of the foundation for the development at a later stage. Like building a house, the stronger the foundation built, the more powerful it results obtained building. Thus, the better the education system practiced in the child it will be better the results obtained, ie students educated with superior quality.

As other learning, learning in kindergarten (TK) Putra Harapan Nalumsari Jepara also uses the following steps:

Learning steps are sometimes called learning scenario which consist of a series of activities that will and must be taken by teachers in teaching the material to learners. Learning steps are based on competencies and learning objectives to be achieved in the face of teaching and learning at the time. The function of the learning steps is to direct the teachers to keep out of the learning objectives.

Basically, learning steps are arranged in three (3) stages: initial activities, core activities, and final activities. As one method of learning the religious and moral values that are used in TK Putra Harapan Nalumsari is habituation, so that the model of the learners (students) will become familiar and routine in doing good, so no need to wait for instructions from the teacher.

Accustom students to always be active in learning is a must for every faculty, the purpose of the conditioning is to make students familiar which can then be embedded in their mindset that anything has been taught can be the foundation of their knowledge in the further learning stages.

Zakiyah Darajat said that habituation and training form a certain attitude in children in which eventually attitude will grow clearer and stronger, finally not shaken again because it has been held as part of their personality.

These explanations may mean that someone who used to be trained will form a trained (expert), in this case is the protege becomes a student clever because it has been trained continuously so that what has been taught ingrained in him and make protege more have the ability to undergo a learning process at a later stage.

Practice carried out by the students each day will form strong personality, so that what is common is not easily forgotten, even will always be remembered. Getting practice continuously can affect to their reflexes, so without thinking deeply ordinary activities already carried out in each student activity.

2. *The Development of Habituation in Kindergarten*

The development of habituation is an activity performed continuously in everyday life so that the child has a good habit. The development of habituation include the developmental aspects of moral and religious values, and the development of social, emotional, and self-reliance. From the aspect of the development of moral and religious values expected to increase piety of children to God Almighty and foster children's attitudes in order to lay the groundwork for children to become good citizens. Aspects of social development and self-reliance are intended to foster a child to be able to control his emotions naturally and can interact with peers and with adults well and can help themselves in the context of life skills. The development of habituation can be done in the following way:

Routine activities are activities undertaken in kindergarten every day, such as marching, praying before and after an activity, singing songs that can evoke patriotism, singing religious songs, brushing teeth, shaking hands and greeting well to other children and teachers, and return the toys in the place.

The more experience, the more children familiarize themselves with in daily life. Habituation done since childhood will be attached firmly in his memory and becomes a habit that can not be changed easily. Thus habituation is an excellent method in order to educate children's morals.

The activities of a well-planned habituation certainly affect the results obtained in educating students, so that students can understand and be familiar with activities that have been taught.

Religious and moral values are taught in TK Putra Harapan Nalumsari material covering faith and worship materials. The material includes material faith namely knowledge of God, the introduction of the angels of God, the introduction of the Books of Allah, and the introduction of the Messengers of Allah.

Worship habituation material presented in TK Putra Harapan Nalumsari among others are: the material and the material pillars of Islam pillars of faith. The practice of habituation of pillars of Islam

a. Habituation of reciting two sentences creed

Habituation of reciting two sentences creed begins by introducing advance to students using rote methods. The initial stage of the teacher explains that the two sentences creed is often spoken in everyday activities, such as obligations five times prayers and the *kalimat toyyibah* should often pronounced. The next stage of teachers to recite these two sentences creed eloquently and correctly followed by the students. These are done repeatedly so that students were able to memorize and recite the *kalimat toyyibah* properly, correctly and smoothly.

b. The ablution

Before performing the obligatory prayers and the optional prayers, it is obligatory for every Muslim to ablutions beforehand that serves to remove impurities that can hinder the validity of prayer.

The first stage in the practice of habituation ablution done by teachers to provide information in advance about the intent and purpose of ablution, wudu pillars, and the legitimate requirements of ablution to all learners. In further details, teacher practice how to perform ablution is good, true, and valid according to the provisions of the religion which began with the intention of reading ablution followed the movements taking ablution water used to clean ablution members as well as the reading of prayers after ablution is completed.

At a later stage the students practice the observations of ablution practices that have been carried out by teachers, ranging from reading the intention of ablution performed repeatedly until memorized, then a sequence of movements in a purification ritual, and concluded with the reading of prayers after ablution process is completed.

This activity is carried out continuously together every Monday until Saturday before practice habituation obligatory prayers are done, guided by a teacher and us accompanied by all the other teachers so that every student does what can be justified when they make a mistake in practice.

c. Prayer

Prayer is the pillar of religion, if praying five times executed in accordance with the time and then coupled with optional prayers, it is believed that a person's faith will become stronger. The practice of prayer in worship habituation at TK Putra Harapan Nalumsari has been introduced with the aim at building a foundation of religious students. The initial stage in the practice of the conditioning method is similar to the steps being taken in the habituation of ablution, the teacher demonstrates each movement and its first reading which should be pronounced that begins with reading intentions when they want to pray. Henceforth, students mimic every passage and movement that practiced by the teacher in congregation.

The practice of prayer habituation is divided into two kinds, namely the practice of obligatory prayers in five times habituation which are held every Monday through Saturday and the practice of Dhuha prayer performed every Friday. This habituation practice activities are also guided by a teacher, while other teachers participate as a companion to help if something goes wrong during practice and serves as guards of habituation practice in the implementations of prayers performed by students.

d. Fasting

The third pillar of Islam is fasting. In practice, habituation of fasting is held in the month of Ramadhan. Teachers require students to fast during the school day,

which begins at 07:30 until 10:00 pm. In addition, teachers also forbid students to bring food and buy food when it enters school hours.

e. **Zakat**

The method used to deliver material of zakat is implemented using story telling. Zakat which is introduced in the material here is zakat fitrah. In presenting the material, the teacher tells the ordinance pay of zakat fitrah, which includes the time to pay, instances of objects for charity, and mention among those entitled to receive zakat. In addition, teachers also explain the intent and purpose of zakat.

The teacher explains the material of zakat by linking reality that occurs in the environment occurring in society. This is so that the child can understand the material presented. For example class is eligible to receive zakat is a group of poor people who cannot afford meet.

In addition, in habituation also given materials prayer. Benediction should be taught to children at an early age, it is very necessary for children to initiate activity with a good start. Prayer to teach students at TK Putra Harapan Nalumsari associated with the theme presented.

Other material is the introduction letter of hijaiyah using qiroati book. From the previous description can be seen, besides habituation, religious and moral values are also taught using good examples/ *uswah hasanah*, because by giving good examples, it will be easier for the children to understand the learning materials, in addition to just a command or call given by the teacher to participants learners (students).

This modeling is an activity undertaken by examples to children, for example: picking up trash that is found in the neighborhood of kindergarten, greeting when meeting with others, being neat in dressing, arriving at kindergarten on time, being polite in spoken word, smiling when meeting anyone.

As an exemplary known any action or something that can be imitated or followed by someone from other people who do or make it happen, people who attended called by example. But the example is meant here is the example that can be used as an educational tool of Islam, which are good examples. So it can be defined that the exemplary method (*uswah*) is a method of education that is applied by giving examples in the form of real behavior, especially worship and morals.

Conclusion

Establishing religious values and morals for children at Kindergarten revolves around the activities of daily life. Specifically establishing religious values to children of kindergarten is laying the foundations of the faith, personality or character commendable and habits of worship according to their ability.

As one of the early childhood education, TK Putra Harapan Nalumsari also pursues the implementation of educational activities for children in the neighborhood. In conducting the study, TK Putra Harapan Nalumsari has some methods as the reference of implementation in the teaching and learning.

Among them is the habituation learning model and exemplary method (*uswah hasanah*) used in carrying out the teaching and learning activities at TK Putra Harapan Nalumsari especially an application method of habituation to the values of worship.

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