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EDUCATORS' EFFORTS IN IMPLANTING RELIGIOUS VALUES IN EARLY CHILDHOOD AT PPT MELATI MENANGGAL SURABAYA

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Abstract

This research is a type of field research with a qualitative descriptive approach. This study aims to describe the religious values implanted in early childhood at PPT Melati Menanggal Surabaya, the educators' efforts in implanting religious values in early childhood in PPT Melati Menanggal Surabaya, as well as supporting and inhibiting factors in implanting religious values in PPT Melati Menanggal Surabaya. This research attempts to look deeply and explain the educators' efforts in implanting religious values in PPT Melati Kelurahan Menanggal Surabaya. Data collection techniques are carried out by observation, in-depth interviews, and documentation. Data analysis was carried out in three stages, namely data reduction, data presentation, and conclusion drawing/verification. The results of this study are that the religious values implanted in early childhood at PPT Melati Menanggal Surabaya include the values of aqidah, syari'ah, and akhlak. The educators' efforts in implanting religious values in early childhood at PPT Melati Menanggal Surabaya is carried out in various ways including play, story, exemplary, habituation, demonstration, and question and answer activities. Supporting factors in the cultivation of religious values include educators having the ability to convey Islamic teachings, students can imitate movements in ablution and prayer even though they are not organized, and have Islamic books as a support. While the inhibiting factors are students who are easily unfocused, the limited number of educators that causes the class to be less conducive, and differences in the family background in religious understanding.

Keywords: Educators' Efforts, Implanting, Religious Values, PPT Melati.

Introduction

Education that is increasingly changing makes educators creative and innovative so that students can get good religion, especially in early childhood. Pos Paud Terpadu (PPT) Melati is one of the early childhood education institutions located on Jl. Date 1 No. 21 Menanggal village, Gayungan sub-district, Surabaya city. Planting religious values in this institution is a major concern in learning. The religious material taught is not only in the form of theory but also practically.

PPT Melati is one of the schools for early childhood education which consists of several educators who are not only tasked with providing instruction to children but also providing protection or care to these children representing the role of parents. In school, educators teach their students about aqidah, daily prayers, akhlak, prayer, and others. In addition, educators also advised their students to diligently study in the place of al-Qur'an education (TPA). From the description above, the author is interested in knowing more about the efforts of educators in implanting the religious values of students, through research entitled "Educators' Efforts in Implanting Religious Values in PPT Melati Menanggal Surabaya".

Research Methods

This research is a type of field research with a qualitative descriptive approach. Data collection techniques are carried out by observation, in-depth interviews, and documentation. Data analysis was carried out in three stages, namely data reduction, data presentation, and conclusion drawing/verification.

Research Results and Discussion

The values implanted in early childhood education in PPT Melati are the values of aqidah, syari'ah and

akhlak. All that is covered in some material, namely aqidah, fiqh, akhlak, asmaul husna, daily prayers, Islamic history, and reading the Qur'an. This means that PPT Melati has taught all dimensions of the teachings of Islam in accordance with the opinion of Musleh Herry and Tholkhah Hasan. According to Musleh Herry among the very fundamental values of the Islamic religion are faith, Islam, ihsan, taqwa, and sincerity. Meanwhile, according to Tholkhah Hasan, Islamic religious education includes the values of faith, worship, and religious morality.¹ The efforts of educators in implanting religious values in early childhood in PPT Melati are as follows:

a. Playing

Playing is the best way to develop students' abilities. Before going to school, playing is a natural way for children to discover the environment of others and themselves. In principle, playing has a sense of pleasure and is more concerned with the process than the end result.² Based on the results of interviews, the method of playing as an effort for PPT Melati educators in cultivating religious values is a game activity that is classified from several centers. The centers used in PPT Melati are preparation centers, centers of religion, centers of music, centers of natural materials, centers of role playing and centers of beams. Thus PPT Melati is very concerned about the world of children, namely learning while playing so that students feel happy and comfortable in learning.

b. Story

Learning success of children is strongly influenced by the creativity of teachers to make variations and diversity in learning methods. The story is one of the fun learning methods, besides because it contains aspects of entertainment (entertainment), the story is also a learning method that is not patronizing and flexible, where children can find an exciting atmosphere as the atmosphere of play.³ The story method conducted by educators at PPT Melati is by telling stories using illustrations of serial stories from several books. The delivery of stories like this will make it easier for students to understand Islamic life within the family and community. Stories conveyed include stories about Apostles, parents, and others. The story method that is done is very precise because then learning becomes easier and more fun and can make students remember more about the material that has been delivered.

c. Exemplary

An exemplary method is a method of learning by showing exemplary, both of which take place through the creation of intimate social conditions between school personnel, the behavior of educators and other educators that reflect laudable and indirect morals through a number of examples of exemplary illustrations.⁴ In exemplifying the example of PPT Melati, educators try to avoid prohibited sentences, such as "don't fight!". Broadly speaking, any negative form, may not be shown in front of students. Through this example, the educators at PPT Melati are more careful and selective in behaving in front of their students so that what is done by educators can be imitated and practiced by their students.

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¹ Tholkhah Hasan, *Pendidikan Anak Usia Dini Dalam Keluarga*, (Jakarta: Mitra Abadi Press, 2009), hal.92

² Ansar, *Pendidikan Anak Usia Dini dalam Islam*, (Yogyakarta: Pustaka Pelajar, 2005), hal. 133-134

³ Gusfiroh Tadkirotun, et.al., *Cerita dan Perkembangan Anak*, (Yogyakarta: Navila, 2005), hal. 83.

⁴ Ramayulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2002), hal. 154.

d. Habituation

Habit is a way that can be done to get used to thinking, acting and acting in accordance with the demands of the teachings of Islam.⁵ With this method, educators at PPT Melati make positive things a habit. They are accustomed to behaving according to what is taught by religion, such as eating and drinking using the right hand, praying together, greeting and shaking hands to parents and teachers, reading a prayer before and after doing activities, saying honestly, mutual love and respect each other. Planting religious values with habituation methods conducted by PPT Melati can make students able to apply Islamic values in daily life easily and without feeling forced.

e. Demonstration

The demonstration is teaching by demonstrating goods, events, rules, and order of doing activities, either directly or through the use of teaching media that are relevant to the subject matter or the material being presented.⁶ PPT Melati educators use this demonstration to provide illustrations in explaining information to

children because for children to see how an event takes place is more interesting than just listening to the teacher's explanation. This demonstration is used in learning about the movements of prayer, ablution, worship to parents, and others. With this demonstration, PPT Melati can demonstrate the movements of ablution, prayer, etc. directly that can be observed by students so that they can easily understand and practice it.

f. Question and answer

Question and answer is the delivery of lessons by educators asking questions and students answering or a method in education where the teacher asks while the student is answering the material or material he wants to get.⁷ This question and answer are often used in PPT Melati at the time of the closing activity which is often referred to as recalling, which is reviewing the material previously taught. With this method, educators at PPT Melati are easier to know the ability of their students.

In implanting the values of equality in PPT Melati is not independent of the supporting and inhibiting factors in its implementation. Based on observations and interviews conducted by researchers which are supporting factors for the cultivation of religious values including educators having the ability to convey religious teachings, students can imitate ablution movements and pray even though they are not organized, and have Islamic books as a support. While the factors that hinder the management process of planting religious values, namely students are easily unfocused, the limited number of educators that causes the class is less conducive, lack of supplies of facilities and infrastructure that support the learning process, and differences in the family background in religious understanding.

To overcome the obstacles faced in implanting the value of equality in early childhood, the educators at PPT Melati take strategies that can change children's learning to be optimal, among others, educators try to present religious education material that is varied and relevant to children's lives and raises interest in children, educators always show compassion and patience in guiding children, and educators try to guide children by getting used to behave in accordance with religious values both in class and outside the classroom.

⁵ Arif Armai, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, (Jakarta: Ciputat Press, 2002), ha.122.

⁶ Syah Muhibbin, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: Rosda Karya, 2000), hal.203

⁷ Moh. Syafuruddin, *Metode Tanya Jawab*, Diakses dari <http://www.syafir.com/2011/01/08/metode-tanya-jawab>

Conclusions and Recommendations

Based on the results of research and discussion, it can be concluded that: The religious values implanted in early childhood at PPT Melati Menanggal Surabaya is covering the values of aqidah, syari'ah, and akhlak. These three values are covered in several materials, namely aqidah, fiqh, morals, asmaul husna, daily prayers, Islamic history, and reading the Qur'an. The educators' efforts in implanting religious values in early childhood at PPT Melati Menanggal Surabaya is carried out in various ways including play, story, exemplary, habituation, demonstration, and question and answer activities. Supporting factors in the cultivation of religious values include educators having the ability to convey Islamic teachings, students can imitate movements in ablution and prayer even though they are not organized, and have Islamic books as a support. While the inhibiting factors are students who are easily unfocused, the limited number of educators that causes the class to be less conducive, and differences in family background in religious understanding.

After conducting research at PPT Melati Menanggal Surabaya, there are some suggestions regarding the activities of implanting religious values in early childhood, including: Need for improvement and maintenance of facilities and infrastructure to support the cultivation of religious values in early childhood, need for the development of competencies for educators and education personnel as an improvement in the quality of education, for PPT Educators Melati Menanggal Surabaya, the need for development and improvement of educator creativity and innovation as an effort to cultivate religious values in early childhood, and the need for appropriate interaction and synergistic in conveying the cultivation of religious values.

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