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PASURUAN
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RELATIONSHIP METHOD USWAH (EXEMPLARY) WITH MORALS ON EDUCATION EARLY CHILDHOOD IN GROUP PLAY HASAN MUNADI I BANGGLE GUNUNG SIR BEJI PASURUAN

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Abstract

Moral education is one part of the subjects material taught in Play Group Hasan Munadi Banggle Beji Pasuruan, with the aim of preserving aspects of attitudes and norms of religion in everyday life. Among the factors that could affect the character is exemplary. The purpose of this research is to study the relationship with the exemplary methods of moral education in early childhood Play Group Hasan Munadi Banggle Beji Pasuruan. This study design is a kind of analytical approach used while the cross sectional. The population in this study were students who were in Play Group I Hasan Munadi I Banggle Beji Pasuruan is 27 students with a large sample of all students numbering 27 children (total sampling). Data were collected from questionnaires were analyzed using statistical test of Rank Spearman $\alpha < 0.05$. From the statistical test of Rank Spearman with SPSS acquired $P = 0.000 < \alpha = 0.05$ so that H_1 accepted meaning there exemplary method with moral education in early childhood play groups Hasan Munadi Banggle Beji Pasuruan. The conclusion is almost all morals students in Play Group Hasan Munadi Banggle I Beji Pasuruan is good. It is expected that students can emulate the behavior of the teacher, so that his behavior for the better.

Keywords: *exemplary, moral education*

Introduction

In the implementation of the education of children, parents and teachers (educators) have a responsibility in educating children, both with regard to the education of faith, morals, intellect, physical, psychological and social education (Abdullah Nasih, 2006: 100). This is as described in Prophetic history of Ibn Majah, he saw has said:

{لِّمَوَا أَوَّالِدِكُمْ وَاحْسِنُوا إِدَابَهُمْ
رواه ابن ماجه}

"Honor your children and be nice their manners." (HR. Ibn Majah)

Moral education within the meaning of Islam is a part that can not be separated from religious education, which is good in morals is what is good according to the teachings of religion and the bad is what is considered bad by religious teachings (Asnelly Ilyas, 1996: 72). Planting early in the child's character will determine the next child's moral development.

Early childhood for the children is a unique time in their lives, namely a period of growth and development of the most powerful and the most busy. The importance of early childhood education requires approaches that will be used in learning activities that focus on children. (Mansur, 2005: 8).

In carrying out the moral education of children needed proper manner or in its delivery methods. The method is a method used to achieve the goals set. According to Paul Suparno, et al (2002: 45-52) There are several methods that can be offered or used for character education (morals), among others, the democratic method, the method of active students, the method of demonstration and exemplary method (Nurul Zuriah, 2007: 91),

Relating with moral education, an exemplary method is the most appropriate method, because without the example of what is being taught to children will only be a theory. Uswah exemplary method is also called al-Hasanah, a method that is defined as "exemplary good". (Abdul Majid, 2006: 150).

Based on the preliminary study of the author Hasan Munadi Play group in Banggle Beji Pasuruan and the interview with the head of Group Play, namely mother Nunik that Hasan Munadi preschool children (students) is equipped with a scope morals moral education in spoken word and behave. But in reality they found the children

who speak poor and behave decently well with peers, parents and teachers. This is because the child's age can not distinguish between good and bad, still imitating something like what they see, hear and experience.

Reality above shows the need for intensification of religious teaching and coaching morals for students in preschool through keteladanan of teachers, exercises and habituation good behavior, mauidah (advisory), and discipline, which can be done in teaching and learning activities and in outside of the process of teaching, with the hope students become better morals. Based on the above-mentioned phenomenon, the authors are interested in doing research on the relationship uswah method (exemplary) with moral education in early childhood play groups Hasan Munadi I Banggle Gunung Gangsir Beji Pasuruan.

Research Methods

This research is an analytic observational and cross sectional study design. The population in this study were students who were in preschool Hasan Munadi I Banggle Beji Pasuruan as many as 27 students at a large sample of all students numbering 27 children (total sampling). Collecting data in this study is the observation on student morals Playgroup, then respondents (carers) are given a questionnaire to be filled in order to identify exemplary methods and morals of students. The data collected from the questionnaire were analyzed using statistical test of Rank Spearman <0.05 .

Results and Discussion

From the observation that the authors do note that the implementation of an exemplary method in moral education in early childhood play groups Hasan Munadi I Banggle Gunung Gangsir Beji Pasuruan is able to run effectively. It can be seen from the results showed that out of 27 respondents obtained exemplary implementation of the method, most are good (88.9%), obtained the planting of moral education for young children, mostly good (81%). While the results of the cross tabulation shows of 27 students, it was found that 3 respondents who considered it sufficient uswah method, there are two students who have sufficient moral cultivation (7.40). Meanwhile, from 24 respondents who uswah method was good, there were 24 students who have good moral cultivation.

After data analysis using Spearman rank test obtained probability value obtained $P = 0.000 < \alpha = 0.05$ so that H_1 accepted meaning there exemplary method with moral education in early childhood play groups Hasan Munadi Banggle Beji, Pasuruan.

Behavior is a trait that is deeply embedded in the human psyche, which is transformed into a real acts without thought and consideration (Ali Anwar Yusuf, 2003: 134). An act can be judged as a character when it is done sincerely, sincerely, without any coercion, pressure and self-interest, without thinking long, and would please Allah SWT.

Moral education in early childhood is influenced by many factors, one of which is an exemplary method. The more often keteladanan was given by the teacher to the children (students), the heard and followed the advice and suggestions and do his master commands. Modeling is a very effective educational tool for communication continuity of religious values. Modeling can be a direct visual aids for students (Anwar Rashid Ahmad, 2007: 62).

Modeling in education is an influential method and proved most successful in preparing and forming the moral aspects, spiritual, and social ethos learners. Given the educator is a best figure in view of the learner, the behavior and manners, whether consciously or not, to be imitated by them. Even the form of words, deeds and acts of horns, it will always be embedded in the personality of learners

The method is exemplary, which means the method or means of educating or giving lessons to children by providing a good example, either by word or deed. Uswah exemplary method is also called al-Hasanah, a method that is defined as "exemplary good". (Abdul Majid, 2006: 150).

In the practice of education and teaching in preschool Hasan Munadi I Banggle Gunung Gangsir Beji Pasuruan, this exemplary method implemented in two ways, namely; First, it directly (direct), which educator (teacher) really make himself as good role models for the students. Secondly, indirectly (indirect) the educator (teacher) tells the history of the prophets, the stories of great men, heroes and martyrs, the goal for the students to make these figures as role models in their lives (Asnelly Ilyas, 1998: 39).

In addition to the exemplary method, also used other methods that support the education and teaching of early childhood, such as the method of demonstration, singing, storytelling, and dancing (BCM), role play, and nature, With varied methods, expected planting moral education for young children can be done well.

When viewed from the history of education respondents in each study is always given religious education, should have good morals owned. The results showed that most of them have good morals. This can happen because the respondents completely still early age (four years) in which the characteristics that still unstable so easily influenced by the manners become an idol, whether seen directly or through television, even less appropriate to the character in the view of Islam,

Conclusions and Recommendations

Based on the data and the results of this study concluded that the method Uswah (ideals) that teachers of the younger children in preschool Hasan Munadi I Banggle Gunung Gangsir Beji Pasuruan, almost all of which are good (85%), and Education Behavior in children aged early in Playgroup Hasan Munadi I Banggle Gunung Gangsir Beji Pasuruan, almost all is well (81, %). In addition, there is a relationship between the method of uswah (exemplary) with early childhood education in Play Group Hasan Munadi I Banggle Guynung Gangsir Beji Pasuruan.

Behavior is the purpose of education, so that the necessary intensification of religious education and moral formation, so that early childhood character for the better. The moral guidance, can be done through the example of teachers, discipline and good behavior habituation to early childhood, as well as giving advice and warnings made by the teacher to early childhood. It is expected that the community play an active role in providing feedback (feed back) to the teaching and learning activities conducted by Playgroup, in the case of planting of moral education to early childhood.

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