

Innovation in Learning Islamic Religion in Early Children at Erwita Educare Center School Medan

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ABSTRACT

This research aims to analyze innovations in Islamic learning at the Erwita Educare Center Medan kindergarten school. This research uses a qualitative descriptive narrative method. To obtain data, researchers conducted observations, interviews and documentation. In analyzing data, this research was carried out in stages, namely, data collection, data reduction, data presentation and drawing conclusions in obtaining data. The results of this research show that Islamic Learning Innovation in this school emphasizes learning experiences, active learning, and learning in the process. The response to learning about Islamic Religion shown by children is that children are responsive in learning about Islamic Religion. This can be seen from several responses or attitudes of children in learning, namely children think critically, children have curiosity, children capture information, children are orderly, children are focused, children are independent, children are disciplined, and children are enthusiastic about learning Islamic religion.

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1. INTRODUCTION

Education is a process through a method that is developed so that individuals gain knowledge, experience and various things according to their life needs (Rizky :2017). In Indonesia, early childhood education is starting to be considered important, because at the early childhood education stage it can develop various things that optimize children's growth and development. Apart from early childhood, which is *the Golden Age*, this period is the best time to optimize children's growth and development, (Abdul Aziz :2017).

The value education that currently exists in Indonesia still does not touch much on the affective domain of students. Improving education is still focused on changes to the curriculum both nationally and locally. Religious and moral education still does not receive the portion it deserves. There are some people who view religion and science as two different things and separate from each other. This separation still occurs in the world of education, even though to form a generation that has intelligence and religiosity there must be integration between religion and science in the learning process, (Rizky Ananda : 2017).

The program for developing religious values is different from implementing other basic skills learning programs. In general, the aim of developing religious values in early childhood is to lay the foundations of faith with a pattern of devotion to Him, and the beauty of morals, competence, self-confidence, and readiness to live as religious social beings and follow a path that is acceptable. -His. Imam Al-Ghazali believes that religious education must be taught to children as early as possible, first by educating their hearts with knowledge and educating their souls with worship. Sometimes, parents or educators with good intentions teach children religious values, without properly knowing their psychological and mental condition, even though this mistake will burden the child's mental state.

Religious development from an early age requires encouragement and stimulation just as trees need water and fertilizer. Children's interests and aspirations need to be developed in a better and more commendable direction through education and example. The way to provide religious education or teaching must be in accordance with the child's psychological development. Therefore, educators are needed who have an educational and religious spirit so that all their movements become role models and mirrors for children. So, children can imitate all good things and behave well in accordance with good figures in their lives (Rizky Ananda :2017).

The idea of developing religious values from an early age is basically inspired by the reality of today's students, some of whom do not yet reflect a moral personality (*akhlakul karimah*), namely being polite in attitude and behavior. Religious values education is a solid foundation and it is very important to instill it in young children so they can live their lives as devout religious people. If religious values are firmly ingrained in a child, they will grow and develop with the ability to prevent, ward off and protect themselves from various negative influences. On the other hand, if religious values are not instilled and developed optimally then what will emerge is behavior that is not good and tends to deviate from religious rules. Therefore,

there is a need for innovation in education in line with the educational process that continues to be dynamic. It is hoped that this innovation will ensure that the goal of educating religious values in early childhood can be achieved optimally (Nurhafizah :2020).

In a research journal involving children as the source of the research, it was concluded in the results of the research that the cultivation of Islamic Character applied using the *hafkan takhasus method* can form positive values, such as the values of honesty, working hard, being responsible, diligent, and forming discipline in children (Ulya :2020) . Teachers are parents for children while they are at school. Teachers have a responsibility and an important role to develop religious values in children. Early childhood is a very appropriate time for a teacher to develop aspects of religion in early childhood which aims to shape the child's character and disposition based on the Islamic religion.

Kindergarten Erwita Educare Center (EEC) is located in Medan Selayang sub-district, Ringroad, Medan, founded in 2012. The establishment of the school began with 20 students, divided into 5 people in class PG (*Play Ground*) and 8 people in class KG A and 7 people in class KG B. In this school there is no majority religion because it is almost the same as other religions, for example 50% are Christians and 50% are Muslims. Differences in curriculum in learning mean that Islamic religious learning is not really focused on in this school. This is a concern for me as a teacher. As a teacher who has a history as an alumnus of Piaud (Early Childhood Islamic Education) I contribute to optimally developing Islamic religious education for children who embrace or are Muslim at that school. So I made several innovations to develop Islamic religious learning at the school. The background to this research was when I was a teacher at a school that had a different curriculum, different language and different learning models. In my school I teach Islam with different innovations and different activities, that's why I raised the research title " Teacher Innovation in Developing Islam in Early Childhood at the Erwita Educare Center Medan School 2020/2021 academic year .

2. METHODS

This research approach is to use a qualitative approach with a descriptive qualitative method using a narrative strategy. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Sugiyono :2016). The use of this qualitative method is based on the fact that with qualitative research, researchers can obtain clear and complete

information from the sources directly. Apart from that, in this qualitative research the researcher will directly conduct direct interviews with resource persons using focus group interviews regarding a detailed and in-depth description of the company's communication climate and employee work motivation to obtain correct data according to conditions in the field.

This research was conducted using a narrative strategy. This strategy positions researchers to investigate the lives of individuals and ask them to tell stories about their lives. This information is then retold by the researcher in a narrative chronology and in the end the researcher combines in a narrative style his views about the participant's life with views about the researcher's own life. Apart from that, in this research the data presentation is descriptive (Creswell :2016). Descriptive research data is data that is presented in the form of words (mainly participants' words) or pictures rather than numbers. This qualitative descriptive research seeks to describe, record, analyze and interpret the conditions that are currently occurring. In other words, it has the aim of obtaining information about existing conditions. Meanwhile, according to Cevilla, et al, qualitative descriptive research is a method of researching the status of a group of people, an object with the aim of creating a descriptive, systematic, factual and accurate picture or painting regarding the facts or phenomena being investigated.

3. FINDINGS AND DISCUSSION

a. Teacher Innovation in Early Childhood Islamic Learning

Several innovative learning approaches are included in developing mark religion between other:

1) *Experience Study*

Learning experiences are not the same as mastery of subject matter or activities teach teacher. Learning will be obtained if children are actively involved in doing it learning activities. What children learn is essentially what do, not what the teacher does. Visiting places of worship, Possible for child which has not been Once visit him, Can become experience extraordinary learning that can motivate children to know more more about the place of worship, and it could be that this is knowledge very firmly attached And very strong remembered in his life.

2) *Study Active*

To create a child's experience of the subject matter presented, it is necessary Efforts are made to ensure that children carry out activities as planned, and not only become child educate the passive. Child only will obtain experience about the substance of the material learned if they become active students. With words other child need given opportunity And chance as big as possible For active take part, role as well as until they true, true can feel benefit from experience learn it. For obtain experience Study, child need active do learning activities.

3) *Study Process*

Process is various method Which related with acquisition knowledge, such as the process of making decisions, evaluating the consequences of an action, etc. Currently, the world of education also places more emphasis on skills the process of carrying out various learning approaches. At the childhood level Kindergarten, the real form of learning activities, this process can be displayed through Skills process like child directed For do activity observe something/observation, count, grouping, And communicate in a way verbal on What Which he had observed.

Effort Which can done by person old And Teacher in frame develop a love of learning in children, including affection and protection and care, time given to children, conducive learning environment, Study behave is Study mark, And Study moral in age early. ¹Scope Development according to the early age level includes several aspects including values religion and morals. It has been explained in the article 10 verses 2, "Mark religion and morals as intended in paragraph 1 includes the ability to recognize the values of the religion adhered to, do worship, behave Honest, helper, polite, respect, sporty, guard personal and environmental cleanliness, knowing religious holidays, respect and tolerance to religion person other."²

¹Mohammed Azmi, *Coaching Morals Child Age Pre-School*, (Yogyakarta: VenusCorporation, 2006), p. 56.

²Regulation Minister Education And Culture Republic Indonesia Number 137 year 2014 about Standard National Education Child Early Age, p.5

As for the background essence innovation in the field of development learning is appearance various constraint And weakness, as well as incompleteness that exists in the education delivery environment itself. Institution maintenance education, Good country nor private, should own sensitivity And responsive to circumstances like That And willing look for weakness curriculum And the device. For That, need looking for road the solution, Good in facet relevance education, quality graduate of, efficiency And effectiveness management, as well as problem structure education Teacher including in in park child. By Because That, party practitioner education need do innovation. That means that curriculum design and development needs to be updated to reach quality of graduates Which expected.

This innovation could be in the form of a child's learning experience that is designed in a new way learning, can take the form of visits, practices, and other things that are not many child know so that become impression separately for child And can bring up high enthusiasm for learning to find out various things in children. Then Study active, here a Teacher expected make something learning Which make all students active, whether they are active in asking questions he doesn't know yet, is active in the ongoing learning and is also active in it all matter Which relate with process learning. For example active in recite prayers, be active in the practice of ablution, and practice pray. Then there is also learning processes, here the teacher plays a role in directing children, for example counting many beam in make A building in game. In development mark religion need directed process before enter food into the mouth, such as starting by washing hands in line, praying before Eat, eat with the right hand, and pray after Eat. With innovation learning Which more emphasize on participant educate, It is hoped that it will be able to regenerate enthusiasm for learning in students, of course in understand and deepen religious teachings Which in he said.

b. Principles Innovation For Development Values Religion AUD

1) *Principle Developmentally Appropriate Practice (DAP)*

DAP is taking decision in a way professional about (confession to) existence child And his education based on knowledge about development And Study child, strength, interest, And need child in in groups, and the socio-cultural context in which children live. In other

words that on moment We will do approach learning in development whatever including religious values We need to pay attention to:

- In accordance with child development.
- In accordance with interest.
- In accordance with ability child.
- In accordance with need child with the environment.

If person old, Teacher And practitioner preschool ignore matter That all, naturally development whatever will leads on conclusion not enough optimal, even though any learning should provide benefits for children That yourself (*meaningful*).

2) *Principles Enjoyable*

One of the attentions we need to give to students in kindergarten-children is to provide a pleasant living environment. Because indeed they are born with an initial potential that they don't know much about the fact that many problems are faced by adult humans. They deserve to be happy above early his life. They are entitled enjoy life by happy without face load.

According to Steven Allen Which is a representative from Unicef said that parents and teachers should in order to educate and developing children's potential needs to provide the best start in life for children babies and children. So, of course things which parents really need to have And Teacher in treat child in age zero until period preschool is create beginning life Which joyful, pleasant, And No give load on they in following learning.

There are several basic principles that really need to be considered in delivery material development values religion for child park child, among them is :

- Principle emphasis on activity child daily. Matter This in accordance with need formation personality child in framework for laying the foundation of children's lives in the field of religious life child.

- The principle of the importance of example from the environment and the child's parents/family. No matter how good the program prepared by the school, if not supported by participation active para person old in give exemplary And consistency development values religion for child, so all it would be a waste.
 - Principle suitability with curriculum spiral. This principle emphasizes that when teachers and parents present material development values religion to child park child so matter That must be delivered in a way gradually: like started with explanation or example that is closest to the child's world to that thing farthest from the child's side; or start from the easiest things for children until matter Which It's a bit difficult for children to understand.
- 3) Principle *Developmentally Appropriate Practice* (DAP).
This principle explains that teachers and parents should be very pay attention to the process of presenting the material to be delivered, namely the material Which need customized with development And need child That Alone.
 - 4) Principle psychology development child. Every Teacher should convey material development values religion adapted to the psychological science of child development educate. In review knowledge psychology known exists tasks development so every material Which aka be delivered should always connected with principles base psychology education.
 - 5) Principle monitoring Which routine. For get success Which Good so required exists regular monitoring activities to monitor the development process and progress child in follow program Which We prepare. Role monitoring really helps all parties involved to obtain data accurate in frame repair And development program furthermore. Without these steps it will be difficult for us to obtain information about students and their development.

4. CONCLUSION

- a. From the results of observations, interviews and documentation carried out by researchers at the Erwita Educare Center kindergarten,

- namely Islamic learning innovation is emphasized by three things, namely learning experience, active learning and learning is a process.
- b. Based on the results of descriptions of observations and interviews conducted with teachers who teach at the Erwita Educare Center Kindergarten, children show responsiveness, think critically, have curiosity, capture information, children are independent, disciplined, enthusiastic and happy with the learning innovations carried out by the teacher.
 - c. For schools, to place more emphasis on Islam for Muslim children. And given the freedom to dress like a Muslim, children must wear a headscarf to identify themselves as Muslims.
 - d. For teachers, in learning, always remind children when starting an activity to pray, recite Bismillah before carrying out the activity and thank God after carrying out the activity.

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