

DEVELOPMENT OF EDUCATION MODEL FOR ADVANCED CHILDREN 4-10 YEARS IN THE QUR'AN AND HADIST ON PARENTING ACTIVITIES IN TK ITBUNAYYA 7 AL-HIJRAH

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Abstract

This study aims to determine: 1) Implementation of the Development of Moral Education Models for Children Age 4-10 Years in the Al-Qur'an and Hadith in Parenting Activities at Bunayya 7 Al-Hijrah Integrated Islamic Kindergarten, 2) Steps to develop parental guidelines for Educational Models Morals of Children aged 4-10 Years in the Al-Qur'an and Hadith in Parenting Activities at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah, 3) Implementation of Moral Education Models for Children aged 4-10 Years in the Al-Qur'an and Hadith by using parenting guide on Parenting Activities at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah, 4) Participants' responses to the Moral Education module for Children aged 4-10 Years in the Qur'an and Hadith on Parenting Activities at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah, 5) The results of the evaluation of Moral Education for Children Age 4-10 Years in Al-Qur'an and Hadith in Parenting Activities at Bunayya 7 Al-Hijrah Integrated Islamic Kindergarten. This research was conducted using the research and development method of R & D (Research and Development) from Borg and Gall. The analytical techniques used are qualitative and quantitative. The results showed that: 1) The implementation of moral education for children aged 4-10 years in the Qur'an and Hadith in Parenting Activities at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah before the study was only limited to involving parents in school activities, 2) Steps -steps for developing parental guidance models for Moral Education for Children Age 4-10 Years in the Qur'an and Hadith in Parenting Activities at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah carried out by referring to the 10 steps of Borg and Gall research, 3) Moral Education of Children Ages 4-10 Years in the Al-Qur'an and Hadith In Parenting Activities using parental guidance at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah carried out in three stages, namely: limited trial stage, wider trial, and trial feasibility of the model (operational), participant responses to the Moral Education module for Children Age 4-10 Years in the Al-Qur'an and Hadith in Parenting Activities, namely: interesting, easy to understand, good presentation for parents and child, assisting in teaching and introducing moral education to children while at home, role-playing activities and conducting tests that have been provided, language that is easy to understand, and presentations that are systematically arranged and 5) Evaluation results on parents' knowledge, attitudes, and skills after participating in activities Moral Education of Children aged 4-10 Years in the Al-Qur'an and Hadith in

Parenting Activities using parental guidance at the Integrated Islamic Kindergarten of Bunayya 7 Al-Hijrah showed a significant difference.

Keywords: Education Model, Parenting

Introduction

Educating children is the main role of parents because children are parents' assets to heaven. The prayer of a pious child is able to make parents continue to flow rewards even though their parents have died. It is stated in the hadith that there are 3 (three) cases where the reward continues to flow even though the person has died. One of them is the prayer of a pious child to his parents.

Parents must provide education and facilitate children with a good and positive environment, because it is the duty of parents in choosing a good place and means for the development of the child. The role of parents in educating children to become noble characters and personalities is very necessary, considering that it is from parents that children learn a lot and imitate everything that the family does, whether it is good or bad because children have not been able to distinguish them. Educating and providing guidance is the best gift and the most beautiful jewelry that parents give to their children with a value that is far better than the world and its contents. (Rahman, 2005:25).

In educating children is not an easy thing. Remembering in educating children should not be in a haphazard way, it takes knowledge and broad understanding. Thus, parents are required to learn and know good procedures for educating children in accordance with the guidelines of the Qur'an and Hadith.

In the family environment, parenting education is very important to do in an effort to grow children's morals. There are several studies that also show the same thing, including a study entitled "Parenting Parenting Patterns in the Formation of Children's Morals in Islamic Education" which says that the family has an important role in determining the future of the child, because in the family environment a child is also the first accept the values and norms that shape his future personality. Basically, the pattern of parenting in a family varies from one family to another. The difference in parenting in the family makes each individual or child have different characteristics or morals in everyday life. So the role of parents is very important and is the most important thing. (Adnan, 2018)

Furthermore, research with the title "Education of Morals through Learning while Playing Methods in Kindergarten. Islam Ar-Rizqy Bekasi" said that the success of moral education in early childhood is largely determined by the education provided by the family, the surrounding community and especially the school. Therefore, so that the implementation of the education can run effectively as well as with very good results, the methods used must also be considered. (Dermawanti, 2013)

It is the duty of parents to raise their children properly. As in educating children according to noble manners and morals, parents should instill noble

character in children with Islamic morals and manners. For example: when the child wants to eat rice, starting with the right hand, maintaining cleanliness by washing hands first, don't forget to invite the child to start something with the basmallah lafaz "Bismillaahirrahmaanirrahiim" and end with hamdallah "Alhamdulillah".

It is important to instill good morals in the family environment given by parents from an early age, especially when children are 4-10 years old where at that age children will find it easier to instill goodness in themselves. Parenting is usually defined as a system, way of working, or form in an effort to maintain, care for, educate, and guide the child so that the child can stand alone (independently). Appropriate parenting patterns from parents to children and providing good protection for children's rights have a strong relationship to the formation of children's character when children grow up (Dacholfany, 2018: 165).

The results showed that in the implementation of the cultivation of moral values in TK Hj.Isriati Baiturrahman 2 Semarang through 3 (three) processes, namely through understanding, habituation and good role models. The methods used are 8 (eight) methods, namely the method of habituation, singing, stories/stories, lectures, practices/demonstrations, field trips, role-playing/drama, role models. However, in practice, a very prominent method is the habituation method (Supriyadi, 2018). In line with that, there are 6 (six) methods in parenting, including: 1) Exemplary Method; 2) Advice Method; 3) Story Telling Method; 4) Habituation Method; 5) The Imagery Method; and 6) Targhib and Tarhib Methods. (Muttaqin, 2015).

Al-'Allamah ash-Shaykh Muhammad al-Khidhr Husain rahimahullah (former Chancellor of Al-Azhar University) strongly advocated the importance of using childhood to instill etiquette and commendable behavior. He said: "a baby is born with a pure nature and a white sheet of character. If his empty soul is found with a certain behavior, then this will be written and engraved on the white sheet. Then the carving will remain, even increasing little by little until it fills every corner and becomes the main characteristic that rejects everything that is opposite to it. This can be proven when we see a foreigner who has good speech, is friendly and polite, then we will not doubt (conclude) that that person has been created by Allah SWT in a good family and grows well too. (Suwaid, 2010:398)

A study concluded that parents have an influence of 70% on the growth and development of their children, the remaining 30% is influenced by the environment, namely school and society. This is because children spend more time with their families (especially with their parents). In fact, in general, it is parents who are the most sincere in serving their biological children (Isnanto, 2011: 5).

Moral education is the formation of good behavior that fosters moral values to humans which will affect human behavior. Moral formation is very important starting from early childhood because that is where children have a great curiosity, unique personality, active and energetic. (Augustin, 2019)

From the description of moral education stated above, it can be seen that moral education for early childhood, especially aged 4-10 years is very important to be given by parents to children. Because giving good morals is a gift from parents which is more important than all forms of giving that parents must give to their children. Likewise about educating children with noble character because the prayer of a pious child is a major asset and investment for every parent in the afterlife.

In Islam, morality is built on the foundation of good and evil. However, the good and the bad are in a safe nature and also a straight mind. Everything that is considered good by nature and a straight mind is part of good (noble) character. Meanwhile, everything that is considered bad then it is included in bad morals. Therefore, morality and nature have limited capabilities. Guidance and other instructions are needed, namely the Qur'an and As-Sunnah (Ali, 2001:202-203).

Through the Directorate General of PAUDNI in 2012 the government has issued guidelines for the implementation of family-based Early Childhood Education (PAUD) where these guidelines are aimed at PAUD managers in terms of family-based education. There are five activities included in family-based activities, including: Parent Meeting Group (KPO), Class Parent Involvement (KOK), Parent Involvement in Joint Events (KODAM), Consultation Day (HK), and Home Visits (KR). . (UNICEF: 2015)

Based on the results of interviews in 3 (three) Kindergarten (TK) schools, it was found that parenting activities have been carried out by parents of students. However, this activity is rarely attended by parents, because most of the parents are working parents. Parents have not optimized attendance in an effort to add insight and knowledge about parenting. In addition, these activities are still limited to visits to the health center and children's intelligence by inviting child psychologists. From the results of the interviews of the three kindergartens, no parenting activities have been carried out, especially children's moral education through parenting activities.

Research Methods

This research was conducted using the research and development method of R & D (Research and Development) from Borg and Gall. The subjects of this research and development are parents of the students of the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah, who have children aged 4-10 years and are willing to participate in parenting activities from beginning to end. The analytical techniques used are qualitative and quantitative.

Research Result and Discussion

Parents are the first and foremost madrasa. To become a Madrasatul Aula in children, knowledge and learning are needed so that parents need learning, both independently and together. In order to form children who have Islamic characters in accordance with the goals of Islamic education according

to the Qur'an and Hadith, parents need to know how to educate children who are good and right.

Children have many mysteries, so it takes extensive knowledge to understand these mysteries. One way that parents can do to understand the mysteries of children is by learning how the Prophet educated children through the interpretation of the Qur'an and the Hadith of the Prophet (Suwaid, 2003).

Masganti's research (2019) entitled "Islamic Parenting Models in Early Childhood Education Institutions", shows that the Islamic Parenting Model uses the Islamic Parenting Model parent manual with educational materials on faith, charity, morals, and life skills in children that have been compiled and validated by a team of experts showed that there were significant changes in knowledge, attitudes, and skills after participating in the Islamic Parenting Model activity.

Mohammad Adnan's research (2018) entitled "Parenting Parenting Patterns in the Formation of Children's Morals in Islamic Education" says Basically the parenting pattern in a family is different from one family to another. Differences in parenting in the family make each individual or family different. the child has different characteristics or morals in everyday life. In this case it can be understood by all of us that the basic principle of an education is something that comes from the family environment. So that the process of moral formation, so that it can go straight With Islamic education a serious contribution is needed in shaping children's morals, so the role of parents is very important and is the most important thing.

Children's education is certainly inseparable from moral issues. Because children will grow according to the habits instilled by educators in their childhood (Abdurrahman, 2010: 117). Moral education is one of the educations that must be given to children from an early age. This is because at that age the child is still pure and clean and has not been contaminated with various bad traits. Therefore, as educators and parents, it is necessary to teach and exemplify noble actions that are in accordance with the teachings of the Koran and the hadith of the prophet Muhammad SAW (Herawati, 2017). In line with the above opinion, parents should pay attention to the morals of their children. Don't think the child is still small and then everything is okay and see it as a small thing too. (Masganti Sit, 2019:84)

Teaching morals to children is not enough just with orders or orders. Children tend to imitate adults both teachers and parents and the surrounding environment. Therefore, it is better if the good deeds that can be imitated by the child need to be given, one of which is the way the child is in a positive environment. So that the child is able to follow positive actions such as those in the environment where the child lives.

Educating children to have positive actions is the duty of parents to children. Especially the role of a mother to her child. As stated by Dr. Aid al-Qarni who said that Mother is a school. If you prepare it, it will prepare a generation of good morals. Mother is a garden. If you take care of the plant in it diligently, it will grow such beautiful leaves. (al-Qarni, 2009:22). As the

expression that a pious child is an asset for parents. These assets will always bring benefits to them in the hereafter. (Muiz, 2010:3).

Providing good parenting and education, choosing a good environment and sustenance are also the roles of parents to their children. Thus, parenting activities have a strategic role in shaping children into quality human beings, not only in terms of quality, cognitive, affective, psychomotor but also spiritual aspects. This proves that parenting activities have a big role in directing children to develop themselves based on their talents and potential. Through education and good parenting, it is possible for children to become pious individuals, qualified individuals in terms of skills, cognitive, and spiritual.

Achieving an educational goal is the responsibility of teachers and parents. Both parents and teachers have the authority to direct children's behavior as desired. Moral education in children should be done as early as possible. So that when the child grows up, he has noble character. Parents, especially mothers, have the most important role in educating their children, because it is the first madrasa for their children. A child is like a clean white paper without stains, while parents have the freedom to give whatever color they want. Good and bad morals of children depend on the education provided by their parents. (Zamroni, 2017:252).

After conducting research at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah both in limited field trials, wider field trials, and operational tests, the researchers found things that needed to be improved so that this research would be even better in the future. As for the things that need to be improved, namely: the material delivered via video calls via whatsapp is still considered ineffective, and parents have difficulty listening to the material delivered because the signal and sound are not clear. There are several suggestions from participants/parents, including: the material should be carried out via zoom or when the children come home from school so that it is more conducive and the voice delivered is more clear, and the material does not have to be delivered via video call but can also be done independently during at home according to the instructions given by the researcher.

During the research, the researcher got an interesting experience during the activity. Among them: researchers got new experiences as resource persons in parenting activities carried out in schools, seeing parents so enthusiastic in participating in activities for the activities carried out felt that researchers were very satisfied with the process and the results obtained. The enthusiasm of the participants and the results of the evaluations that have been carried out in terms of attitudes, knowledge and skills that have increased after using the parental guide module are considered very good and effective.

In carrying out moral education activities through parenting activities if carried out in schools it is deemed appropriate and effective if the resource persons or researchers also use modules that have been made by researchers, namely: Moral Education Module in the Qur'an and Hadith Through Early Childhood Parenting Activities . In carrying out this activity, of course, it

cannot be separated from the right methods and techniques. Carrying out activities in a fun way and with appropriate discussion techniques will certainly make the activities more lively and run well.

There are several moral components in the module made by the researcher. The material for the concept of Parenting Moral Education consists of 7 (seven) materials, including: (1) The Importance of Early Childhood Moral Education; (2) How to Teach Morals to Children; (3) The Role of Parents in Parenting Activities in Developing Children's Morals; (4) Methods of Parenting Children's Moral Activities; (5) Basics of Parenting; (6) Parenting Principles; and (7) Errors in Parenting. In addition to the material above, there are also 10 (ten) components of Early Childhood Moral Education Materials consisting of: (1) Teaching Doing Good (Al-Ihsan) to Children; (2) Devoted to Parents; (3) Instilling a Humble Attitude (At-Tawadhu ') To Children; (4) Instilling Patience in Children; (5) Teaching Silaturahmi to Children; (6) Teaching Children Gentleness; (7) Teaching Help (At-Ta'awun) to Children; (8) Teach Good Words to Children; (9) Teaching Children Eating and Drinking Etiquette; and (10) Instilling Honesty in Children.

From some of the explanations above, it shows that Early Childhood Moral Education in parenting activities is very important to be given as early as possible. Because with the embedded moral values of children from an early age, the character in the child's soul can be embedded and embedded in the child. Not only taught, children are also expected to get used to doing morals al-maheasy (commendable morals) and trying to eliminate and not doing morals al-mazmumah (disgraceful morality) so that children will get used to and don't like doing things that are not good that are not good. favored by Allah SWT. The role of parents in parenting activities for children's morals is to provide education and good parenting in the family environment, raising and providing facilities with a good environment is a manifestation of the role of parents in teaching parenting activities to their children.

Conclusions and Recommendations

Based on the research findings it can be concluded that:

1. Prior to the development of a moral education model for parenting activities at the Integrated Islamic Kindergarten, Bunayya 7 Al-Hijrah, there were already parent meeting activities, such as: Gathering events to increase ukhuwah for both teachers and parents. In addition, the school also invites material through which it is able to increase the knowledge of parents in educating good children while at home. However, in the meeting that was held at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah there was no discussion about moral education material on parenting activities that parents had to do, only limited to the involvement of parents in various school activities or friendship between parents and the school.
2. The steps for developing a moral education model in parenting activities were carried out in 10 steps, namely: (1) Researchers made

observations to the Bunayya 7 Al-Hijrah Integrated Islamic Kindergarten; (2) The researcher compiled a Table of Contents for the Parent's Guidebook; (3) The researcher gave a questionnaire to the parents to choose the material then the researcher wrote the material in the form of a Parent's Guidebook; (4) Researchers conducted an initial trial at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah for 3 days through online activities by means of video calls and independent activities carried out by parents with their children at home with a total of 5 participants; (5) The researcher conducted the revision of the test results at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah; (6) Researchers conducted a wider trial at the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah for 3 days for 8 participants; (7) The researcher conducted a revision of the results of a wider trial at Bunayya 7 Al-Hijrah Islamic Integrated Kindergarten; (8) The researcher conducted a feasibility test at TK IT Bunayya 7 with 15 participants for 3 days; (9) Researchers conducted revision of the test results in TK IT Bunayya 7; and (10) The researcher disseminated by distributing the Parent's Guidebook for Moral Education Models in Parenting Activities.

3. The trial implementation of the Moral Education Model in Parenting Activities was carried out at an Early Childhood Education (PAUD) institution, namely the Integrated Islamic Kindergarten Bunayya 7 Al-Hijrah by using the Parent's Manual of Moral Education Models in Parenting Activities which had been compiled and validated by the three experts, namely: material experts (parenting), media experts (graphic design), and language experts.
4. Participants' responses to the Moral Education Model in Parenting Activities to the Teacher's Guidebook, namely: the book is provided in an interesting and easy to understand way, is useful for parents' knowledge, and helps parents in educating their children at home.
5. The results of the evaluation of the use of the Parent's Guidebook for Moral Education Models in Parenting Activities showed that there were significant changes in knowledge, attitudes, and skills of the activity participants after participating in the Moral Education Model of Parenting Activities.

Based on the research findings, the following suggestions are put forward:

1. To PAUD Institutions to arrange Moral Education Model activities in Parenting Activities with students' parents.
2. Parents with early childhood should read the Parent's Guidebook and discuss it in parent meetings and practice it in their children's education at home.
3. To the Managers of the Early Childhood Islamic Education Study Program to use the Parent's Guidebook for Moral Education Models in

Parenting Activities as one of the literature in Islamic Parenting courses.

4. To the students of the Early Childhood Islamic Education Study Program to conduct research on Moral Education in Parenting Activities in PAUD institutions or in the community using different perspectives.

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