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"Transforming Islamic Education in Embracing Industry 4.0 Era"

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FOREWORD

Assalamu'alaikum Warahmatullahi Wabarakatuh

We would like to extend our welcome to the academicians, researchers, experts and students to the 5th International Conference on Research in Islamic Education and Arabic Language 2018. It is an honour to have you here, and we believe that this conference will have a significant impact on the development and betterment of the ummah.

The theme of this year's conference, Islamic Education and Arabic Language is selected for its relevance to the ummah, and that the synergy between these two areas should initiate a change towards a better life. In addition, the Islamic Education and Arabic Language must be viewed through a larger, dynamic and practical framework. A new thinking design which is more practical and relevant to the needs of the ummah must also be composed and attained. It is our hope that this conference will act as the best platform to critically analyse the implementation of the Islamic education system and arabic language programme in order to provide the best alternative answer to the society.

Finally, I would like to take this opportunity to express my gratitude to all the committee members and everyone who has contributed to the success of this conference. On behalf of the organiser, I am confident that this conference will trigger various new and relevant ideas that could have a major effect to the society as well as to the expansion of both respective areas. I thank Allah for His many blessings and we put our trust only in Him.

ASSOC. PROFESSOR DR. HAJI MISNAN BIN JEMALI
Chairperson,
5th International Conference on Research in Islamic Education and Arabic Language 2018

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LEARNING METHOD TO CULTIVATE ISLAMIC VALUES IN MUHAMMADIYAH KINDERGARTEN IN YOGYAKARTA – INDONESIA

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Abstract

This paper aims to criticize the learning method in cultivating Islamic values in early childhood, particularly in kindergarten. It will be explored in more detail by using qualitative field research. Muhammadiyah is one of the biggest Islamic organization in Indonesia build by KH. Ahmad Dahlan in Yogyakarta city, Indonesia. As an Islamic movement based on the Qur'an and as Sunnah, Muhammadiyah carries out Islamic da'wah in all fields, including in education field. Muhammadiyah education institution is starting from early childhood education, kindergarten, elementary school, junior high school, senior high school to higher education. Islamic values are the core material in Muhammadiyah institution's curriculum. These values are essential for individual's life that should be transferred to children as early as possible. Therefore, the proper learning method is very important to be used so that the Islamic values could be cultivated in the children's behavior.

Keywords: learning method, Islamic values, muhammadiyah

INTRODUCTION

Entering the industry era 4.0 raises changes in various sectors, including in education sector. In this era, the people need for technology is growing bigger than before. Even some jobs are lost due to being replaced by technology. Thus, generation who be able to compete in this era is needed.

The exceptional generation not only have high intellectual intelligent, but also possess high emotional and spiritual intelligence. This generation will easily adapt to the changes in different circumstances and be able to meet the demands of the society. Nevertheless, a supreme generation should hold to Islamic values in doing everyday activity firmly.

Family and school have responsibility to educate the children or students to be nation's generations who have high intellectual, emotional and spiritual intelligence with strong Islamic values as a basis of their life. Kindergarten is the first formal education pursued by children and in this place children experiences learning for the first time from someone other than parents, namely teacher.

Therefore, teacher is a figure who plays an important role to create knowledgeable and faithful generation. However, it requires to be supported by other learning tools, such as curriculum, learning materials, media and learning methods. The use of appropriate learning tools will make it easier for teachers to deliver materials and internalize values, specifically internalize Islamic values to students.

WHAT IS MUHAMMADIYAH?

Muhammadiyah is one of the biggest Islamic non-governmental organization in Indonesia. It was initiated by KH. Ahmad Dahlan in 18 November 1912 / 8 *Dzulhijjah* 1330 H in Yogyakarta (Pasha & Darban, 2003). The founder aimed to purify Islam in Indonesia from mystical practices and invite people to return to the Islamic teaching based on Al Qur'an and As sunnah. Muhammadiyah currently has a significant role in education, orphanages, health care and other social services in Indonesia (Rabasa, 2005)(Rabasa, 2005). All those social services run with Islam as an ideological and moral basis (Rabasa, 2005).

Muhammadiyah also has several autonomous organization. The autonomous organization is organization under Muhammadiyah, but still has the authority to organize its own organization (Pasha & Darban, 2003). The autonomous organizations in Muhammadiyah are;

a. Aisyiyah
b. Nasyiatul 'Aisyiyah
c. Pemuda Muhammadiyah (Youth of Muhammadiyah)
d. Ikatan Remaja Muhammadiyah (Muhammadiyah Youth Association)
e. Ikatan Mahasiswa Muhammadiyah (Muhammadiyah Students Association)
f. Tapak Suci Putra Muhammadiyah (Muhammadiyah Self-defense)
g. Gerakan Kepanduan Hizbul Wathan (Hizbul Wathan Scout Movement)

The autonomous organization does not stand alone but it gets guidance and supervision from the main organization, Muhammadiyah. In addition, autonomous organizations also have an obligation to foster citizens of certain Muhammadiyah associations in certain fields to achieve Muhammadiyah's objectives.

The founder of Muhammadiyah was very concerned about fostering women. Aisyiyah is one of the autonomous organizations in Muhammadiyah. This autonomous organization was inaugurated in 1917 with all the members are women. Aisyiyah currently has 33 provincial levels, 370 district levels, 2,332 regency levels and 6,924 village levels (Pimpinan Pusat Muhammadiyah, nd).

Aisyiyah has role in various fields, such as economy, healthcare, and education. Currently, Aisyiyah has been managing and coaching several institutions, such as: 86 early childhood educations, 5.865 kindergarten, 380 Madrasah Diniyah, 668 Al Qur'an non-formal education, 10 special education schools, 14 elementary schools, 5 junior high schools, 10 Madrasah Tsanawiyah, 8 high schools, 2 vocational high schools, 2 Madrasah Aliyah, 5 female pesantren, and 28 non-formal education. Nowadays, Aisyiyah is also trusted by the Government to organize hundreds of early childhoods education throughout Indonesia. Besides, Aisyiyah also has 3 Universities, 2 Institutes of Health Science, 3 Midwifery Academies and 2 Nursing Academies throughout Indonesia (Pimpinan Pusat Muhammadiyah, n.d.). Kindergarten of Muhammadiyah was initiated by its autonomous organizations, Aisyiyah, which known as Taman Kanak-kanak Aisyiyah Bustanul Athfal or abbreviated as TK ABA in Indonesian.

CURRICULUM IN AISYIYAH BUSTANUL ATHFAL KINDERGARTEN

The curriculum of Aisyiyah Bustanul Athfal kindergarten includes all materials that can influence the development of students to help them in achieving the learning objectives. Aisyiyah Bustanul Athfal kindergarten uses integrated curriculum in its learning process. The curriculum are National Curriculum 2013, Islamic Education Curriculum of Ministry of Religious Affairs, and guidance of Muhammadiyah and Aisyiyah education. Aisyiyah sets a special time for kindergarten students to learn Islamic education, Muhammadiyah dan Aisyiyah education. It is applied in all Aisyiyah Bustanul Athfal kindergarten with adjustments in each school.

The 2013 curriculum is a national curriculum with a scientific approach to learn. This scientific learning reinforces student to actively searches, collects data / information, communicates and creates. While the Islamic education that is taught in Aisyiyah Bustanul Athfal kindergarten refers to the curriculum of Islamic Education of Ministry of Religious Affairs. The learning material of Islamic education includes aqidah, ibadah (worship), akhlaq and adab (morality). In addition, Muhammadiyah and Aisyiyah education materials are also taught to students based on guidelines made by Muhammadiyah and Aisyiyah.

MORAL AND SPIRITUAL DEVELOPMENT OF EARLY CHILDHOOD

Moral development involves the development of thoughts, feelings, and behaviors regarding rules and conventions about what people should do in their interactions with other people (Santrock, 2011). Children's moral does not grow by itself, but must be developed. The establishing of moral values can be done through experience of interacting with others and children will learn good and bad things from this experience.

According to Piaget's moral development theory, children from about 4 to 7 years of age display heteronomous morality (Santrock, 2011). Young children associate infraction with punishment and they also believe if they break the rule, they will be punished according to the stage of their faults. In this stage, children think of justice and rules as unchangeable properties of the world, removed from the control of people (Santrock, 2011). In addition, in early childhood also develops the spiritual abilities.

Spiritual development is the process of growing the intrinsic human capacity for self-transcendence, in which the self is embedded in something greater than the self, including the sacred. It is the developmental "engine" that propels the search for connectedness, meaning, purpose, and contribution. It is shaped both within and outside of religious traditions, beliefs, and practices. (Benson, Roehlkepartain, 2010).

Children's spiritual ability does not emerge by itself, but it needs to be developed. Both parents and teachers responsible to grow this ability in children.

ISLAMIC VALUES TAUGHT IN AISYIYAH BUSTANUL ATHFAL KINDERGARTEN

Aisyiyah Bustanul Athfal kindergarten tries to establish Islamic values to their students by applying integrated curriculum. The Islamic values that taught in this kindergarten are;

a. Aqidah
   Aqidah etymologically means knot, bond, covenant and solid. In terms of terminology, according to Abu Bakr Jabir al-Jazairy, aqidah is a number of truths that can be generally accepted by human beings based on reason, revelation and fithrah (Ilyas, 2013). Ilyas (2003) also said that the truth is fixed in the heart and believed in its validity and existence (for sure) and rejected everything that is contrary to the truth.

   Aqidah is a foundation of human faith. As faith is the core of Islamic teaching so it is necessary to teach the pillars of faith and how to believe every pillar in the child from an early age.
b. Ibadah/ Worship
   Worship is one of the teachings of Islam that must be upheld. After the students know and learn the 6 pillars of faith. Parents and teachers should teach and train children to perform worship, either mandatory or sunnah worship. Worship that must be familiarized to the children since early childhood are; prayer, fasting, zakat or charity, and others.
c. Akhlaqul Karimah and Adab Islamiyah
   Akhlaq etymologically means manners, behavior or character (Ilyas, 2015). Akhlaqul karimah is a commendable act or behavior. Akhlaqul karimah needs by all human being in social life to socialize with others and their environment. While, Adab Islamiyah is an ethic that Muslims must follow based on the teachings and what the Prophet Muhammad did.

   The material of akhlaq that are learned in Aisyiyah Buatanul Athfal kindergarten are; personal morals such as honest, patient and forgiving, and akhlaq to parents and friends. The children also learn some adab, such as; say greetings, eat and drink with the right hand, ethic when sneezing, ethic when entering the mosque.

LEARNING METHOD TO CULTIVATE ISLAMIC VALUES IN AISYIYAH BUSTANUL ATHFAL KINDERGARTEN

Learning method is the way that is used to apply the learning plan. The learning method is applied in the teaching and learning process in order to achieve the learning objectives. There are several kinds of learning methods, such as; storytelling, discussion, role playing / simulation, habituation, and others.

Childhood is a time of playing, so the learning process should be a joyful learning method that could make children enjoying their learning process. Here are some learning methods that are applied Aisyiyah Bustanul Athfal kindergarten;

Uswah Method/ Modelling

Children prone to imitate the behavior by seeing it from others. Modelling is the effective method that used in the process of cultivating Islamic values to the children. This is in line with the opinion of Albert Bandura in the theory of imitation or modeling, which is said that learning happens through observing what others do (Santrock, 2011).

Teacher is the role model for students. Therefore, a teacher should be a good example in front of the students. Teacher's exemplary behavior is the important thing in learning process which using modelling method.

Modelling is mainly applied in establishing Islamic morals to students. Teacher used this method to instill honesty, ethic to parents and friends and ethic in daily activity such as; ethic in eating and drinking, ethic getting in and out of toilet.

a. Singing and Clapping Method

Singing is the most interesting yet stimulating method to deliver message for anyone including children. In line with Dixon that everyone can teach value by singing (Dixon, 1991). Teachers can convey the value of Islam through songs, so students will learn it with pleasure.

Teacher of Aisyiyah Bustanul Athfal kindergarten uses this method to teach aqidah and worship to the students. Some songs are accompanied by clap or movements that also can train students psychomotor abilities.

b. Storytelling Method

Teachers in Aisyiyah Bustanul Athfal kindergarten often use storytelling method to tell stories which contains Islamic values. Here is the reason why storytelling method used in the process of cultivating Islamic values;

i. Stories draw students to follow it.
ii. Stories can touch the hearts of students, so they feel the contents of the story.
iii. The Qur'anic story educates the faith by evoking feelings to engage emotionally (Gunawan, 2012).

Teacher of Aisyiyah Bustanul Athfal kindergarten uses storytelling method to teach Islamic values, particularly aqidah, akhlak and muamalah.

c. Habituation

Habituation is a step to familiarize students to do a positive behavior, so it can stick in students' daily life. Habituation begins with giving examples to the students by the teacher, then simulate and familiarize the students to do the good behavior. The role of the teacher here is to control the behavior of the students by providing an assessment, so the students can differentiate either bad or good behavior. Thus, they can choose the good behavior as their identity.

This method used to convey the material of worship, *muamalah, akhlaq,* and *aqidah*. In establishing *aqidah*, teachers familiarize students to recite the *shahadah* every morning before the class begins. Also, the teacher habituates the students to do the good behavior based on Al Qur'an and As Sunnah, for example; speak politely to others, greeting the teacher and their friends with *salam,* doing charity, eat and drink with the right hands, etc. Moreover, the teacher also habituates students to worship by doing prayer together even though the students still learning the movement and the reading prayer.

d. Simulation

The simulation method is a method of imitating an activity. The purpose of simulation methods in learning is so that learners could obtain certain skills (Samani & Hariyanto, 2011). The simulation method is applied in the delivery of religious material in Aisyiyah Bustanul Athfal kindergarten.

This method uses to teach how to pray in Islam to the students, both obligatory and *sunnah* prayer. Students of Aisyiyah Bustanul Athfal kindergarten simulate a prayer once a week at mosques around the school. In addition, students also perform individual prayer simulation at school every day.

e. Field Trip

Field trip method used in the kindergarten to visit some places in order to provide a real experience to the students. This method is applied in moral learning. Teacher of Aisyiyah Bustanul Athfal kindergarten often take the students to walk around the school to visit sick people and help the poor.

SUPPORTING AND INHIBITING FACTORS IN CULTIVATING ISLAMIC VALUES

Supporting Factors

Supporting factors in inculcating Islamic values in Kindergarten are;

i. Parental Support

Parents are the first and foremost teachers of their child. Parents' participation and support are very influential in the process of implanting Islamic values to students. Teachers and parents are partners that should collaborate so that children have a strong foundation of Islamic values.

The work area of teachers is in schools with limited hours. While parents become the main figure in instilling Islamic values at home with unlimited working hours.

ii. Teacher Competence

Teacher competence, especially pedagogic competence is very important to be mastered by a teacher. This competence influences the success or failure of a learning process.

Pedagogic competence between kindergarten teachers and elementary or high school teachers are different. The characteristic of kindergarten students is playfulness. They also have lack focus ability on learning in the long period. Therefore, teacher should be able to attract students to engage in the learning process.

Inhibiting Factors

i. Gadget

The use of gadgets in this decade has become common, not only by adults but also children. Kindergarten children still need a lot of activities to train their social skills, emotional, sensory and psychomotor skills. The use of excessive gadgets due to permissive parenting lead to delay and even disruption in child development.

Some parents in kindergarten allow their children to play gadgets anytime without adult advisory. This circumstance significantly impacts on students focus ability and social skill. Students who access gadget excessively prone to have less focused ability during the class, low social skills, and less responsive.

ii. Apathetic Parents

Not all of parents of students in Aisyiyah Bustanul Atfhal Kindergarten care about the development of their children. Some parents even give all the responsibility to educate their children entirely to school. Those parents do not even try to educate their children at home. Establishing Islamic values to the children needs collaboration between parents and teachers so that children or students can have learning experience not only at school but also at home.

iii. Incompetent Teacher

Few teachers in kindergarten do not have adequate pedagogic competence, particularly in applying the method of storytelling in learning process. The story telling ability is needed to be learned, but some teachers who have lack story telling ability prefer to substitute storytelling method by singing method. In fact, the method of storytelling is also very effective yet important in supporting the process of planting Islamic values in children. Thus, teacher need to master this ability.

CONCLUSION AND RECOMMENDATION

Muhammadiyah as the largest non-governmental Islamic movement in Indonesia has several autonomous organizations, one of them is Aisyiyah. Aisyiyah is trusted by the government to manage several institutions of Early Childhood Education and Kindergarten. The kindergarten initiated and managed by this organization is Aisyiyah Bustanul Athfal.

Educational Institutions in Muhammadiyah and Aisyiyah provide Islamic Religious Education materials with bigger portion than other education institutions. Islamic education is given from an early age. Islamic values are instilled since the child is still sitting in kindergarten. Islamic values are implanted to children are *aqidah,* worship, and morals.

Learning methods used in inculcating Islamic values are modeling, singing and clapping, storytelling, habituation, simulation and field trip. In addition, there are several supporting and inhibiting factors in the process of cultivating Islamic values to the students. The supporting factors are; parental support and teacher competence. While the inhibiting factors are the use of gadgets, apathetic parents, and incompetent teachers.

The first inhibiting factor, is excessive use of gadgets in children. It is caused by permissive parents. To overcome this problem the school can hold special meetings with parents to provide counseling about appropriate parenting for children. In addition, parents should be given an understanding of the negative impact of using the gadget. On the other hand, teachers should also assist the children who have been addicted to the gadget, by providing stimulation and teaching with methods that could make children engage with the learning activity, so that their ability to focus increased. In terms of social ability, parents can ask children to play more often with friends in the neighborhood than playing gadget. Besides, teachers can provide stimulation for children to interact with classmates and with teachers.

The second inhibiting factor is apathetic parents. To overcome these inhibiting factors, the school can design annual meetings with parents. This periodic meeting is time to share information about children to parents. Furthermore, the school should inform the parents that parents and teachers have the same role in educating children.

The third inhibiting factor is incompetence teacher. Incompetence teacher is caused by low teacher learning motivation. The role of Teacher Working Group is needed to improve the competence of teachers, by holding upgrading, seminars or workshops related to the field of skill to be improved.

If the inhibiting factors can be solved, it will certainly bring a positive impact on children. The collaboration and synergy between parents and teachers, democratic parenting and competence teachers will facilitate the process of cultivating Islamic values in children.

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