



## Learning Strategies on Islamic Religious Values in Children Aged 4-5 Years

Pramitha Adityasari✉, Tita Elfitasari

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TK Siti Sulaechah 04 Semarang, Indonesia

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### Abstract

Children age 4-5 years are on the fairy tale stage that the way they absorb religious values is still influenced by fantasy and emotion. Religion values development of children in Siti Sulaechah 04 Pre-school and Kindergarten Semarang is developing well because learning Islamic values conducted intensively in religion class. This study aims to describe the implementation of learning strategies on Islamic values and the factors that influence it. This study used qualitative research methods. Data collection technique used in this study were observation, interview, and documentation. The method used to test the validity of data was method and source triangulation technique. The data analysis used data reduction, data presentation, conclusion and verification. The results showed that learning strategies on Islamic values in Siti Sulaechah 04 Pre-school and Kindergarten Semarang included lesson planning, organizing strategies, delivery strategies, and management strategies. Lesson planning included yearly programme, semester programme, weekly lesson plan, and daily lesson plan. Organizing strategies included sequencing and synthesizing. For the delivery strategies, the teacher used and utilized teaching media, and doing learning activities with classical and individual models. The management strategies used were teaching methods, making study progress notes, and giving motivation. There are six factors which influenced teachers in implementing those four learning strategies, they are children development, basic competence (indicators), teaching materials, the time allocated, learning facilities, as well as the ability of teachers to implement learning strategies.

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## INTRODUCTION

Early childhood is the golden period of development (golden age) which is an important time to lay the first foundation in developing the values of Islam. In early childhood education, cultivation of religious values is very fundamental, so that children can know God, imitating the movement of prayer, say a prayer, knowing good and bad behavior, as well as familiarize themselves to behave properly.

Referring to the stages of religious development of children written by Mansur (2005) that early childhood is the stage of the fairy tale stage. Children in getting to know religion is influenced by fantasy and emotion that makes less sense because the child's life at this time is still greatly influenced by fantasy life. In keeping with the religious nature of the child, the child anthropomorphis which illustrates the concept of God as a human being. Such a concept is formed themselves by their own fantasies.

In Siti Sulaechah 04 Pre-school and Kindergarten Semarang, children can already read iqra well, memorize short verses of Qur'an, daily prayer, hadith, and used to read prayers before and after activities. In addition children are also well-behaved, as an example they share meals during lunch break, obeying teachers' instruction, helping teachers, and so on. The role of preschool education institutions here is very important to the formation of religious life in children. Early childhood teachers as an exemplary figure for children play a role in providing guidance and training in accordance with the teachings of the religion.

It is not easy for teachers to instill the values of Islam to children. In addition to guidance and training steadily, planting the values of Islam to children requires more attention and understanding because every child is a unique individual. Every child has a different developmental stage. Therefore it is necessary to have a strategy for instilling the values of Islam to children. It aims to make sure that the values of Islam are given in accordance with the stages of child development and can achieve the desired objectives.

Based on the above reasons, the author are interested in doing research on learning strategies used in implementing the learning of Islamic religious values in Siti Sulaechah 04 Pre-school and Kindergarten Semarang.

The implementation of an activity either operational or non-operational must be accompanied by a plan that has a good strategy

and the corresponding targets. The strategy used to obtain a success or success in achieving the objectives (Hamruni, 2012). According to Wena (2009), the strategy means "the way and the art of using resources to achieve specific objectives".

Dick and Carey (1990) in Hamruni (2012) explains that the learning strategy consists of all components and phases of learning materials and learning activities used by educators to assist students in achieving specific learning objectives. Hamruni (2012) states that the strategy as "a plan, method, or series of activities designed to Achieves a particular education goal". Learning strategy is defined as a plan that contains a series of activities designed to achieve specific educational objectives.

Wena (2009) argued that the success of educators in implementing the learning strategy is determined by the ability of educators to analyze the learning conditions including learning objectives, characteristics of learners, resource constraints or learning media, and the characteristics of the field of study. Iskandarwassid and Sunendar (2008) argues that there are several factors that affect the implementation of a learning strategy, among others: 1) Characteristics of learners, 2) Expected basic competence, 3) Teaching materials, 4) Available time, 5) Means and learning infrastructure, 6) The ability of teachers to implement learning strategies

Value is something that gives meaning to life, which is the point of departure, content, and purpose (Steeman in Sjarkawi, 2008). Value is something that upheld the coloring and animating of one's actions. Value always involves action so that a person's value is measured by actions. The values of religion have a supreme and absolute position than the other values in society. Arifin (2003) states that the value of religion contains two aspects, namely the normative and operative. Judging from the aspect of normative values in Islam, it contains two categories of good and bad, right and wrong, right and vanity, pleasing and cursed by God. Judging from these values, they have become the operative aspects of principles to standardize the behavior, ie mandatory, sunnah, permissible, makruh, and haram.

Broadly speaking, the planting of the values of Islam to early childhood touching three aspects (Daradjat, 2008), as follows 1) The values of Faith. The development of faith values means that the process of learning about various aspects of trust, in this case the belief in the teachings of Islam. The development scope of the faith values in Allah SWT includes the pillars of faith, namely: faith in God; the faith of the Apostles;

faith in the angels; faith in the scriptures; faith in the hereafter; faith in qadha and qadhar. 2)

The values of Worship. Worship is any form of devotion that is addressed to God alone preceded by intention. In early childhood institutions, they do not teach all worship materials in detail. The most important thing is the children can worship with ease and simplicity. Furthermore, children are encouraged to be happy worshipers and making it good habits in their daily life. 3)

The values of Morals. Teaching morality means teaching about the inner shape of someone who looks out of his own conduct either as praiseworthy or blameworthy. Planting moral values in early childhood are usually provided through activities of daily habituation. An example in teaching the nature of good habits is usually exemplified by the teacher or done with a story describing many religious leaders who showed commendable traits.

Learning strategies that can be done in learning the values of Islam contains three variables, as follows: 1) Organizing Strategy. Organizing strategy is a way to organize the content of a field of study and is associated with the selection and arrangement of the material actions contents. This strategy involves two phases, namely sequencing and synthesizing (Wena, 2009). 2) Delivery Strategy. Delivery strategy is the means used to deliver learning to the learners. This strategy focuses on three main components, namely the media, the interaction of children with learning media, and the forms of teaching and learning activities (Wena, 2009). 3) Management Strategy. A management strategy is a way to organize the interaction between learners with learning resources that have been designed. This strategy deals with four issues, namely scheduling the use of learning methods, the manufacture of children's learning progress notes, motivational management, and control of learning (Wena, 2009).

## RESEARCH METHOD

This type of research is a qualitative research. It is a research based on the postpositivisme philosophy, used to examine the condition of the object of science where researchers as an instrument of key sampling data source is purposive and snowball, the data collection techniques used was by triangulation, the data analysis used was inductive, and research results further emphasize the significance rather than generalizations (Sugiyono, 2009).

This research was conducted in the Siti Sulaechah 04 Pre-school and Kindergarten Sema-

rang on a group of kindergarten. The sampling used in this research was purposive sampling, i.e informant selection techniques as a data source with consideration or criteria. The consideration in this study were: first, the teachers are teaching as religious teachers in a kindergarten group (4-5 years); second, teachers have a minimal educational background of S1 (bachelor degree); third, teachers have a work period (teaching) of at least two years. Based on these considerations there were two teachers selected as informant research, namely two religious teachers as key informants and coordinator of religious teachers as informants triangulation (supporter).

Data are facts or information that are used to solve the problem or express a phenomenon in the study (Pohan in Prastowo, 2012). The data collection methods used were interviews, observation, and documentation. Primary data were the data obtained directly from key informants and supporters, the religious teacher and coordinator of religious teachers. Secondary data were the data obtained from the documentation that can be used as a feasibility study. The validity of the data used in this research is triangulation and triangulation methods. The data analysis was performed interactively, namely data reduction, data presentation, conclusions and verification (Miles and Huberman in Sugiyono, 2009).

## RESULTS AND DISCUSSION

### Learning Strategies on Islamic Religious Values in Children Aged 4-5 years at Siti Sulaechah 04 Pre-school and Kindergarten Semarang

#### *Learning Plan*

The preparation of lesson plans is very important because learning plan that has been prepared will be implemented in learning activities. In Siti Sulaechah 04 Pre-school and Kindergarten Semarang, teachers prepared lesson plans in accordance with the curriculum and referred to a matrix composed of 2011. Learning plan included annual program (Prota), Program semester (promissory notes), Weekly Activity Plan (RKM), and Daily Activities Plan (RKH).

The annual program usually organized all activities for the year ahead. When drafting the annual program, teachers are also preparing the semester program. Semester program contained the scope of developments that are translated into indicators, in addition to containing the allocation of time based on the division of themes and sub-themes. Weekly Action Plan contains activities in order to achieve the indicators in accordance with the discussion of themes and sub-themes that have been planned in the program of

the semester. Daily Action Plan contains learning activities either individually operated, group, or classical in one day.

#### *Organizing strategy*

Organizing strategies included sequencing and synthesizing. Sequencing associated with the selection and structuring of learning material of the Islamic religious values. Abraham and Nana (2003) states that the depth of the material selected should consider the level of development of learners' level of thinking. Learning material values of Islam have been selected by teachers according to the indicators of learning and developmental levels of children. The material provided is important and beneficial for children as well as dealing with the everyday life of children. Learning material of the Islamic religious values contains teachings about faith, worship, morality, short letters in Qur'an, daily prayers, Hadith, chanting, Asmaul Husna, and the introduction of simple Arabic language.

Synthesizing relates to making connections between facts, concepts, principles, or procedures as learning contents. Teachers do this by linking new knowledge with old knowledge possessed by the children through an approach that includes the theme of children's learning experiences. According to Degeng in Wena (2009) to create a link between new knowledge with old knowledge that has been owned by learners is an opportunity to increase retention.

#### *Delivery strategy*

This delivery strategy included the use of instructional media, the interaction of children with learning media, as well as the forms of teaching and learning. Teachers used a variety of learning media in teaching the values of Islam. Media is one of the important components in learning. In determining instructional media, Sanaky (2009) argues that learning media must correspond to the four aspects, namely the objectives, materials, methods, and conditions of learners. Teachers use instructional media adapted to the material or learning activities. The use of learning media in accordance with the varied activities and foster active attitude and spirit in children. Children feel happy, enthusiastic, and more interested in participating in learning activities and the values of Islam.

The learning activities on Islamic religious values in Siti Sulachah 04 Pre-school and Kindergarten Semarang are referred to religious activities. Religious activities were done during the circle of time before initiating core activities and religious classes and after core activities. The circle time for religious activities was performed

in the classical style, while at the time of religion class, it is done in classical and individual style. Gagne argues that effective learning must be done in various ways and using a variety of instructional media (Wena, 2009).

#### *Management strategy*

Management strategies include the use of learning methods, the manufacture of children's learning progress notes, motivational management, and control of learning. Learning method related to the planning of when and what method is used in teaching the values of Islam. Wena (2009) explains that a teacher should be able to plan learning method that will be used, to specify the conditions associated with learning, such as the objectives, material characteristics, and characteristics of children. The learning method used by teachers adapted to the learning objectives, the characteristics of the child, and material. The learning method used by the teacher also vary, the method of habituation, conversation, demonstration, telling stories and parables.

Making a child's learning progress reports relating to when, how often, and how to do it. Teacher made an assessment both during and after learning the values of Islam took place. The forms of assessment done by teachers are already planned, namely assessment by way of performance, observation, and work.

Motivational management is how to increase children's motivation in learning the values of Islam. Motivational management that teachers can do are as follows: First, the teacher intriguing children's learning by doing activities or conversations and frequently asked questions. Second, the teacher creates relevance of learning content by means of associating with the child's experience. Minstrell in Wena (2009) explains that to improve the understanding of the child, the teacher must be able to associate thoughts or concepts that have been owned by children with learning content that will be discussed. Third, teachers retain the interest of children's learning by providing a fun learning activities and the use of media that appeal to children. Fourth, the teacher gives confidence and passion to grow successfully in children's self confidence. Keller found by growing expectations of learners to be successful is one of the requirements in raising the confidence of learners towards learning tasks (Wena, 2009). Fifth, teacher satisfaction foster children towards learning, in particular by: a) provide opportunities for children to use the knowledge/skills of newly acquired informations and b) provide positive reinforcement.

Control the study related to children's free-

dom to make choices on the part of the content or materials that they do not want to learn. Teachers do not give freedom to the children to choose the material they want to learn because the materials on religious values of Islam will be given gradually and systematically planned.

### **The Factors Influencing the Implementation of Learning Strategies on Islamic Religious Values in Children Aged 4-5 years at Siti Sulaechah 04 Pre-school and Kindergarten Semarang**

Teachers in implementing learning strategies values of Islam can not be separated from the factors that can influence it. According to the research there are six factors that influence learning strategies on the values of Islam, namely the characteristics of children, TPP or indicators, teaching materials, time, state of the infrastructure, and the ability of teachers to implement learning strategies.

In the application of learning strategies, educators must consider the characteristics of learners, for learners is a very important subject in the learning process (Iskandarwassid and Sunendar, 2008). The characteristics of children in this case are the stages of child development which affect teachers in determining the material and learning methods. Teachers in determining the learning material is also influenced by the indicator. Learning materials tailored to the indicators ultimately also affect teachers in determining the media and teaching methods.

According Iskandarwassid and Sunendar (2008) that in order to achieve the indicators of learning, teachers need to develop learning materials by implementing learning strategies in accordance with the predetermined time. Based on the predetermined time, they are learning the material values of the Islamic religion that has not been taught. This is caused by the presence of English extracurricular activities that use the religious activity's time allocation. Still the matter has not been conveyed because it has not been achieved with good indicators of learning that affect teachers in assessing learning outcomes of the children.

Furthermore, the state of a learning infrastructure also affect teachers in instructional strategies. When the circle time for learning the values of Islam carried out in the living room where there is no divider between the rooms with more space so that it disturbs the children's concentration. To anticipate this, teachers teach by using a loud voice and more actively encourage children to sing along to be more focused.

If teachers do well with the initial strate-

gy in learning the values of the Islamic religion, it can affect the next strategy that will be done. Based on the research that has been discussed before, it stated that teachers in selecting the learning materials tailored to the indicators that ultimately affect teachers in defining the media, methods, and assessment, as well as subsequent strategies. The ability of the teachers is determined by the one who can give influence in achieving the desired learning objectives.

### **CONCLUSION**

Based on the results of this study, it can be concluded that the strategies of learning Islamic religious values at Siti Sulaechah 04 Pre-school and Kindergarten Semarang included lesson planning, organizing strategies, delivery strategy, and management strategies. Teachers have done the four strategies well to achieve the goal of learning the desired values of Islam. Teachers in implementing the learning strategies on Islamic religious values were also influenced by six factors, namely the development of children, indicators of learning, teaching materials, time allocation, the state of learning infrastructure, and the ability of teachers to implement the learning strategies.

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