



The Implementation of the Characters Education to the Early Childhood Based on Akidah (4-6 Years Old) in TK Khalifah 29 Surakarta

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Abstract

This education aims to build human resources that not only develop in academic, but also the guidance of the students' mental. One of the students' mental guidance is for giving characters education. Islam is one of the basics can be used in implementing the characters education in school can integrate the characters education into the curriculum based on islamic. This research aims to find the information about the implementation of the characters education in preschool that has the curriculum based on Islamic. This study aims to describe the implementation of the characters education based on the akidah and to know the problems and the supporting factors of the implementation of the characters education in early childhood (4-6 years old) in TK Khalifah 29 Surakarta. The research applies a qualitative descriptive study. This research is located in TK Khalifah, Number 29, Surakarta. A headmaster and the teachers of the class A group and class B group as informant. In this research, data was collected by the observations, interviews, and documentations. The validity of this research is using triangulation and the steps of the analysis by Miles and Huberman method, that is data collection, data reduction, data presentation and the last drawing conclusion. The results of this research are the characters education of this TK was applied by intergrating the curriculum of the tauhid and the entrepreneurship into three steps of the characters education, planning, implementation, and evaluation by using habituations, exemplars, disciplinaries, direct practices, assignments, and conversations. The implementation of the characters education based on aqidah have problems, such as 1) parents who have different visions and goals with the schools and parents who are less attention to their children 2) the lack of the teachers' creativity in making RPPH 3) the age of the children. While for the supporting factors, such as the parents' support, societies and the professional teachers and infrastructure facilities adequately.

INTRODUCTION

Education is an effort to build the intelligence of the child's personality at the same time for the better. This education aims to build human resources that not only develop in academic, but also the guidance of the students' mental. Early childhood is the best time to developing character values because at this time the child has a process of growth and a notable development. As said by Gardner (in Mualifatu, 2013) that children aged 0 to 8 years old plays a very important for the development of human brain to experience a leap and grow very rapidly, reaching 80%, the rest develop until the age of 18 years. This shows that the importance of optimizing the abilities and potential of children to use the momentum of *a golden age* as a period of coaching, directing, and the formation of a character from an early childhood.

Another reason of the importance of character education to early childhood based on the concept of childhood's moral development. Piaget states that children's ability to assess the truth or good behavior by its consequences and the child thinks that the rules are made by adults. This capability according to Piaget are in the first stage at the age of 4-7 years called heteronomous morality (Santrock, 2007). Therefore, in developing early childhood moral development takes the role of adults and the environment. As same as Pranoto (2017) that the moral quality of a child develops through continuous and continuing process throughout life and increasing the capacity of the child's moral and supported by a conducive environment so that the child has the good morality.

Religion is the foundation first and foremost in developing character education in Indonesia, especially in early childhood education institutions (Mualifatu, 2013). This is because in religion there are moral values, ethics, and way of life. As said by Marzuki (2013) that all the religious rules in the form of a command or prohibition of religious education has the objective to shape the attitudes and behavior of religious people of good character. Islamic teachings can be broadly grouped into three: *aqidah*, *syari'ah*, and *akhlak*.

Aqidah is the conviction and applied in the form of *syari'ah* (Mansur, 2005). Then all the provisions of *syari'ah* leads to the realization of the *akhlakul karimah* or character. This was confirmed by God in the Quran:

"Recite what has been revealed to you the Book (the Qur'an) and establish salat. Indeed prayer restrains from (deeds) cruel and unjust. And remembrance of God (prayer) is greater (pri-

macy of the other cults). And Allah knows what you do ". (QS. Al-'Ankabut [29]: 45).

Based on Quranic verses can be concluded that the is the basic foundation of worship and morals. *Aqidah* itself is defined as believe in Allah, His angels, His Scriptures, His prophets, doomsday, also believe in *Qada* and *Qadr* both good and bad (Al-Fauzan, 2015). *Akidah* has a privilege that faith is something unseen. Someone will face confusion as to how he should explain this to the child to become a cornerstone of every deed. According Drajat (in Rizqillah, 2013) to instill religious values to be embedded in their hearts, to be a concrete way to use a language understood children. The concrete ways one of which is on the lessons of *tauhid* and the use of methods that match the characteristics of early childhood.

Regarding the use of the method, there are several methods that can be implemented by educators in the school institution. According Hidayatullah (in Wakhidah, 2014) to form a character can be done with some strategy that is exemplary, discipline, habituation, and create a conducive environment. Khamidun 2012 states that storytelling can provide learning experiences of children and how children understand their world and how to interact with the environment. Ar-Ramadi (2013) states that children aged 2-6 years is an age that has been able to accommodate the memory and ready to receive knowledge through rote-memorization of short letters and stories of the Prophet. Recitation method is also mentioned by experts in children's education in Islam. Al-Ghazali in the journal written by Rahman (2012) says that

"... (*'aqidah*) should be thought to the children in their early growing stages to be memorized, and then clarified the meaning gradually when they grow up, starting by memorize, and Followed by understand, then believe (*I'tiqad*), acknowledge and confident ".

Akidah should be taught to children in the early stages of growth to memorize and then explain the meaning gradually as they grow from stage to remember, understand and then turned into a belief.

The second way in instilling the value of faith to early childhood is to use *tauhid's* learning. Sirait (2013) revealed that the teaching of *tauhid* for early childhood is learning (the learning process) done by educators for children to (1) introduce and assured that God is one; (2) add to the faith that God exists; (3) teach children to always worship God, fear God and to worship only Allah; (4) add to the faith of children that the uni-

verse and its contents is a creation of God and (5) introduce children about *asma'* Allah.

One of the preschool institutions that implement of learning are integrated into the curriculum *tauhid* is TK Khalifah. From the observations, TK Khalifah is the only institution that uses the curriculum of *tauhid* and entrepreneurship. TK Khalifah is a franchise with more than 60 branches throughout Indonesia. Researchers determine the place of research in one of the branches in Central Java province with consideration of the curriculum used in all branches of the same with curriculum center, so it represents a sample. In determining the location of the study, researchers focused on choosing a place of research in Surakarta.

TK Khalifah 29 Surakarta has several programs that can support the formation of character in children, such as introducing his God, the names of Allah SWT, program praying Dhuha and practicing ablution every day, Iqro every day, alms every Friday, boarding Ramadan, the rituals of Hajj, lectures on the great days of Islamic religion and so forth.

METHOD

The research applies a qualitative descriptive study. Qualitative research is research that aims to understand the phenomenon of what is experienced by the subjects of the study such as behavior, perception, motivation, action, and others holistically, by way of description in the form of words and language, in a specific context in which the natural and by utilizing a variety of natural methods (Moleong, 2013).

The use of descriptive qualitative research approach in this study aims to describe the implementation of character education of children 4-6 years old early childhood integrated with the concept of the Islamic faith in TK Khalifah 29 Surakarta involving various aspects that need to be explored in-depth and comprehensive. Researchers want to understand and find a variety of information that supports the implementation of character education that is applied as the concept of faith-based character education, stages of implementation of character education as well as supporting factors and obstacles in the implementation of character education creed.

The data used in this study include the source of primary data and secondary data sources. Sources of primary data in this study come from the results of observations or interviews with the study subjects researchers consisting of the principal, teachers, class A and B, and other interested parties

that could help provide information. Secondary data in this study is as books, journals, articles, and documentation from the school to support this research. Data was collected by using interviews, observation and documentation.

Data analysis techniques used in this study using data analysis techniques according to Miles and Huberman interactive model. Activities in qualitative analysis performed interactively and continues over time through, so that the data is already saturated (Miles and Huberman (Sugiyono, 2012)). The interactive model in question is by using four stages of data reduction, data presentation, and conclusion.

RESULTS AND DISCUSSION

Based on the data that has been analyzed, the result of the concept of faith-based character education, character education implementation phases consisting of; planning, implementation, and evaluation of faith-based character education, and the integration aspects of Tawheed into three phases of character education.

The concept of character education in kindergarten Khalifah 29 Surakarta using the concept of character education with a foundation of religion, the creed of Islam. The concept of the Islamic's akidah that includes faith in God Almighty, faith in angels, faith in the scriptures, the faith of the apostles, the faith of the doomsday, and faith in the destiny of God. The concept of faith is imprinted into the curriculum aspect in the development of *tauhid* and entrepreneurship. The value of *tauhid* will be applied are *tauhid rububiyah*, *tauhid uluhiyah* and *tauhid asma wa sifat*. *Tauhid rububiyah* can be seen from the aspect of *tauhid* that are iman and islam pillars. *Tauhid uluhiyah* can be seen from the aspect of habituation's *tauhid*, recitating of the benediction, *thoharoh*, practicing sholat, reciting *thayyibah* setences and memorizing hadith. While *tauhid asma wa sifat* be found in the aspect of *tauhid habituation*.

Planning of character education in kindergarten Khalifah 29 Surakarta compiled based curriculum TK Khalifah then our values and indicators integrated into the document RPPH. Planning learning of children aged 4-6 were made by the class teacher groups A and B by way of coordinating the basic competences learning component, the scope of development, indicators, learning activities, learning resources, assessment and developed the character into a document RPPH. There are four aspects of the development of the nine developments relating to faith-based character education planning. The fourth aspect of the development is an aspect

of Tawheed, entrepreneurship, moral behavior, and habituation of tawheed.

The main character that will be built on is character-oriented obedience to Allah and make the child to imitate the Prophet Muhammad with *akhlakul karimah* and has a value of entrepreneurial character as religious values, honest, earnest, polite, responsibility, independent, visionary, trustworthy, disciplined, brave true, confidence, empathy, gratitude, cooperate, creative, tolerance, care for the environment, humble, patient, and sportsmanship. The character values developed and adapted to the vision and mission of the school institution.

Implementation of character education for early childhood is done through programmatic activities and habituation. Programmatic activities implemented through programs held at TK Khalifah 29 Surakarta. The programs include activities outing class, family day, cooking the day, market day, world day, waterday, Dole on Friday, praying Duha, outbound, swimming, parenting education, marchingband, painting, coloring, swimming, language English, *pesantren ramadhan*, memorizing *quran*, social program, the rituals of Hajj and eid al-adha sacrifices. In addition to the activities integrated in programmatic activities, the implementation of character education in kindergarten Khalifah Surakarta 29 done through habituation. Habituation applied activities have some activities, such as routine, spontaneous activities, modeling and conditioning.

The evaluation of character education in kindergarten Khalifah 29 Surakarta, especially in early childhood aged 4-6 years are not included in the assessment of special educational character, yet held together with an assessment of child development during learning. This is in line with research conducted by Sobarna, 2017 that the Pilot TK also has not used a special instrument, but combined with the assessment of child development in general (moral and religious, physical, motor, cognitive, language, social and emotional). Character education evaluation techniques using a variety of ways in the form of observations, anecdotal notes, assignments, conversation, parents and assessment report spontaneously. Assessment is done by way of such spontaneous, direct reprimand, reward, and punishment. Observations made by the teacher when the child first becomes the new student until the student graduated from kindergarten during at school everyday.

Then, the assignment of an assessment method for the provision of children's work to be done within a certain time either individually or in groups. The shape of the tasks assigned by the teacher to the students to do during the learning in the classroom or with spontaneous activity were adjusted dengann situation existing conditions. Anecdotal notes writ-

ten by teachers of each class within a parent liaison book. Conversation or dialogue used by the teacher to know the extent to which children know and understand the values of character that wants to develop. Parental reports, the observations of parents of children's activities are outside the institution during early childhood, expressed by parents verbally or in writing to the educator.

Implementation of the character education based on *akidah* is consistent with research conducted by the Sufa (2014) that the role of educators to do in planting the Islamic values associated with the activities taught in schools include the teaching of faith, worship, and morals. Teaching the creed like memorizing 2 shahada, memorizing short hadiths, short letters, daily prayers, and memorize the pillars of Islam and Iman. Teaching worship by teaching children learn prayer, ablution, and short letters. Then, the moral teachings in which there are elements of the nature of teaching instill respect, fostering harmony, honesty, and share with others.

Teach the value of early childhood religion plays an important role in the formation of personality. Research conducted by Wahidin, 2015 on the model guidance to Islam in early childhood states that provide guidance to early childhood aims to assist individuals in getting guidance in life and tranquility of life through understanding, application of Islamic values, and integrate it into dalalam aspects early childhood development.

This research resulted in the findings of previous research that can distinguish among these institutions have a curriculum based on *tauhid* and entrepreneurship. The concept of the curriculum aims to shape the character of their children and children feel pride in being people of Prophet Muhammad. Then also the there is lesson plans that can distinguish the uniqueness of the learning plan in another kindergarten is on the developmental aspects of religious and moral values changed to aspects of monotheism and monotheism habituation. In connection with the implementation of learning are program activities that can distinguish the TK-based Islam more or branches of TK Khalifah more that program schools lightning where children direct practice the concept of *tauhid*, namely on the pillars of iman and the pillars of Islam were held for two days and one night without any assistance parents. The existence of these activities program, children are trained and accustomed to doing acts of worship that exists in the month of Ramadan, in the hope the kids understand the concept of faith and Islam, thus forming Salih and sholihah children.

Furthermore, in the activities of the uniqueness that makes habituation are the hallmark of this institution that is the familiarity of urination,

that boys and girls have to do what the Prophet demonstrated that a sitting position. The results of the implementation of character education based on *akidah* can be simply presented in Table 1.1 below regarding the integration aspects of monotheism into character education stages.

Table 1.1. Integration into the *akidah* aspects of character education stages

Tahapan pendidikan karakter	Bentuk kegiatan	Aspek nilai yang diterapkan	Metode pendidikan karakter
Pencapaian pendidikan karakter	Penyusunan RPPH	- Beriman kepada rububiyah Allah - Beriman kepada uluhiyah Allah - Beriman kepada asma dan sifat Allah	Keterlibatan
Pelaksanaan Kegiatan terprogram			
a. Penerimaan	Latihan yasa, sholat 5 waktu berjamaah, membaca iqra, muroqah hafalan zikir firoh, mufak, sholat tarawih, sholat dhua, salar.	Beriman kepada uluhiyah Allah	Praktik langsung Keterlibatan Berakrap-cakap
b. kegiatan belajar mengajar			
- kegiatan pra pembelajaran	Mengjawab salam, membaca iqra' dan sedekah setiap hari Jumat	Beriman kepada uluhiyah Allah Beriman kepada rububiyah Allah	Keterlibatan Praktik langsung Pembiasaan
- Kegiatan awal	Banyanyi lagu islami, kegiatan motorik, dan misi game.	Beriman kepada rububiyah Allah	praktik langsung pembiasaan beriman
- Istisna	berdiskusi membaca doa harian Sholat dhua membaca asmaul husna	Beriman kepada rububiyah Allah Beriman kepada uluhiyah Allah Beriman kepada asma wa sifat	praktik langsung pembiasaan
- Kegiatan inti	Takar syahadat membaca doa saharohati	Beriman kepada rububiyah Allah Beriman kepada uluhiyah Allah	Berakrap-cakap Pembiasaan
- Kegiatan penutup	Berdoa	Beriman kepada uluhiyah Allah	Praktik langsung Pembiasaan
- Kegiatan pasca pembelajaran	Sholat dzulur, berdoa sebelum masuk, berdoa sebelum salir	Beriman kepada uluhiyah Allah	Praktik langsung pembiasaan
Pelaksanaan pendidikan karakter	Pemilahan	Beriman kepada rububiyah Allah Beriman kepada uluhiyah Allah Beriman kepada asma wa sifat	Pengamatan, pemilahan tertulis Pemilahan spontan

Carrying out an education program can not be separated from some of the hindrance and supporting factors especially when implementing character education in early childhood. Implementation of character education based on *akidah* in kindergarten Khalifah 29 Surakarta, especially in early childhood age 4-6 years have several problems, among others, the factors of parents, educators factor, and the factor of age. Factors parents include their different visions and objectives between parents and the school and attitude less attention to the development of their students and teachers who are less creative innovative. Then of factors, namely the lack of creativity of the teacher educators in making RPPH. The last is about children's age who are not old enough.

As for the supporting factors, among others, the support of parents, communities and teachers are professional and adequate infrastructure. Support parents in the form of material and trust in the headmaster and teachers are there to be one of supporting the implementation of character education is going well. The good relationship between the school and the surrounding community can be seen from the communication and good cooperation. Then, the professional attitude of all the school also affect the implementation of character education. This is evidenced by terjalinya good communication between principals and teachers, among fellow teachers and also the strategies used by all the schools in overcoming the constraints experienced

by the teacher. In addition, the infrastructure is very adequate to be one of supporting the implementation of character education in kindergarten Khalifah 29 Surakarta.

CONCLUSION

Implementation of character education based on *akidah* in early childhood aged 4-6 years old in kindergarten Khalifah 29 Surakarta implemented through the concept of character education, character values are built, and the implementation of the three aspects of Tawheed into every phase of character education. The concept of character education in kindergarten Khalifah 29 Surakarta using the concept of character education with a foundation of religion, the creed of Islam. Characters that will be built to the students is a character-oriented obedience to Allah and make the child to imitate the Prophet Muhammad with berakhlakul karimah. Then three aspects of Tawheed consisting of aspects of *tawhid rububiyah, uluhiyah, and asma wa sifat* incorporated into every stage of education is character which consist of planning, implementation, and evaluation using habituation, pattern, planting discipline, direct practice, assignments, and conversing.

The implementation of character education early childhood (4-6 years) based on *akidah* have problems are include 1) the majority of parents who have the attitude that less attention to the development of children and some parents who still have differences in vision and purpose by institutions 2 schools) are less creative educators factor in making RPPH. 3) The child's age factor. As for the supporting factors, among others, 1) the support of parents who have full confidence in the school institution 2) local community 3) adequate infrastructure.

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