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### The Discipline Character in the Prayer Movements of Hyperactive Children in State Special School (SLB) Ungaran and Kemala Bhayangkari 90 Kindergarten Semarang Police Academy

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#### Abstract

Hyperactive children tend to act at will and never realize the risk they will get. This matter causes some parents doubt to teach prayers or even introduce the prayer movements little by little to hyperactive children. The practice of prayer requires discipline so the child can do it according to what it should be. Therefore, based on the explanation above, the purpose of the study is to describe the character of discipline in the prayer movement of hyperactive children and explain the supporting and inhibiting factors of the discipline character in prayer movements of hyperactive children. The type of the research is qualitative which focuses on the discipline character of hyperactive children prayer movement. The data collection techniques used are interviews, observation, and documentation and the data analysis techniques by data reduction activities (data reduction), data presentation (data display) and conclusions (verification). Based on the research results conducted on hyperactive children, shows that children have not been able to do the prayer movements properly and correctly. This is due to the lack of awareness in the child and the role of parents to teach the prayer movement. Therefore, from observations made when prayer learning process at school, children have not been involved in performing the prayer movement. According to the results that have been stated, it shows that the discipline character in the prayer movement of hyperactive children in the research has not seen yet in children. This is caused by many factors, such as the environment and the children awareness.

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## INTRODUCTION

The religion learning about prayer movements taught by teachers and parents is one of religious guidance to the children. Teachers and parents can give examples (role models) to their children at the same time can observe routinely the child's personality development, children's learning progress, and directly deal with children's problems, especially of hyperactive children who cannot focus on one focus and cannot keep quiet in various situations. It is said that religious learning especially prayer needs to be taught without discriminating on the condition of the child, even though the child is hyperactive, a child who is unable to focus. They can be introduced prayer little by little, even though the teaching process is different from normal children in general. Early childhood development is the Efforts made by the public or the government to help young children in developing Reviews their potential as a whole, both aspects of education, nutrition, and health Musbikin (in Wijayanti, 2017). Quote above suggests that early childhood development is a time to develop the potential of children as a whole and prevent it from damaging the things that aspect of education, nutrition and health of children. Based on the above shows that the need for the development of potential from an early age even though the child is hyperactive. They also need to develop its potential without differentiated from any other normal child. They may know little by little about the movement if taught with patience.

According to the Statement and Framework for Action on Special Needs Education at the Salamanca Declaration of stress as long as all should allow study together regardless of difficulties that may exist on them Zaenah (in Lina & Henny, 2017). The statement stated in the Salamanca declaration emphasized that the education of children with special needs should always be considered despite the many difficulties and differences in children (Zaenah in Lina & Henny, 2017). Based on the statement above, explained that we must teach a variety of learning for children with special needs without discriminating on the child's condition. This is shown so all children get the same treatment in teaching learning, especially in terms of teaching prayer movements.

Teaching prayer to children can be started from the prayer movement first. That thing done inorder to the child remembers the sequence of prayer movements, after that introduces the invocations of each movement. But seen from its

development, hyperactive children belong to children who cannot be silent. According to Mulyadi (in Khasanah et al, 2016, 4) explained that hyperactive children always move and cannot focus their attention, because their attention likes to move from one focus to another.

Every movement in prayer has many rules that must be obeyed by all who work on it. The rules are very closely related to discipline. Discipline is very necessary to practice responsibility to children. With discipline, children can do it according to what it should be. Children who understand the discipline of prayer will surely follow all forms of movement in prayer. 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 in Setyaningrum, 2017) 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. As the statement stated by Gardner (in Mualifatu in Setyaningrum, 2017) shows that the period of developing the value of character education is carried out at the age of 0 to 8 years. The values in character education, one of which is the value of discipline character. Therefore, discipline in performing every prayer movements needs to be introduced to children from an early age without discriminating on the child's condition and adapted to the child's worship needs. Therefore, the attitude of discipline will be embedded in the child anytime and anywhere. Like when a child has known every prayer movements which is like a rule that must obey by the child according to their understanding.

In the prayer movements practice, discipline is needed to practice responsibility to children. With discipline, children can do it according to what it should be. Children who understand the discipline in prayer will surely follow all forms of movement in prayer. Like when a child has known every prayer movement which is like a rule that must obey by the child according to their understanding. According (Firasaty, 2017) Early childhood education plays an important role to develop children 's creativity and skills. Based on the explanation above stated that early childhood is the right time to develop creativity and skills. So, the skills that are likened to rules can be used as guidelines to be able to teach prayer movements to children, which according to the statements that childhood is the best time.

This research raises a problem about the prayer movements described above. The problems in the prayer movements will be associated with the disciplined character of prayer in children. But in this case, researchers focus more on the character of discipline in the prayer movements of hyperactive children, where the problem is the hyperactive children are categorized as children who cannot be silent and are difficult to focus even a bit often called the troublemakers. Therefore, researchers are interested in seeing directly hyperactive children performing their prayer services. Because in this researchers not only see the movements, but also the understanding of the child and the sense of discipline of the hyperactive child to obey the rules in the prayer movements and follow the prayer movements in harmony.

Based on the explanation above, the purpose of this study was to describe the disciplinary character of the prayer movements of hyperactive children and explain the supporting and inhibiting factors of the discipline character in the prayer movements of hyperactive children. Different from previous research, if in previous research it was about instilling discipline in hyperactive children. But in this study more emphasis on prayer movements produced by hyperactive children to see the discipline character in the prayer movements.

## **METHOD**

Based on the focus of the research above and in terms of procedures and patterns taken by researchers, this research is included in qualitative research. According to Sugiyono (2013) in his book "Metode Penelitian Pendidikan", defining qualitative research methods is a research method based on the philosophy of postpositivism, used to examine the state of a natural object, (as opposed is experimental) where the researcher is a key instrument, sampling Data sources are carried out purposively and snowball, collection techniques are triangulated (combination), data analysis is inductive / qualitative, and the results of qualitative research emphasize meaning rather than generalization. The subjects of this study were two hyperactive children found in two different educational institutions. The research subjects were chosen because the two hyperactive children were children who received recognition from both parents that they belonged to special children or children with special needs. The location of this research is the first is in the State Special School (SLB) Ungaran located at Jalan Kyai sono No. 2, Genuk, West Ungaran District,

Semarang Regency. The second location is in Kemala Bhayangkari 90 Kindergarten Semarang Police Academy which is located at Jalan Sultan Agung Semarang Police Academy complex. In order to obtain valid data in this research activity, it is necessary to determine appropriate and systematic data collection techniques. Therefore, researchers use techniques in qualitative data collection are interviews, observation and documentation.

## **RESULTS AND DISCUSSION**

### **1. Discipline Character in the Prayer Movements of Hyperactive Children**

Discipline is closely related to the rules and regulations that must be carried out together. Rules are made in order to the children can be more obedient and understand the limits that can be done and what should not be done. Rules can be applied anywhere and to anyone. In the concept of worship there is also a rule that usually there are a punishment if not obeying it is sin, such as the movements in prayer. Therefore, it is necessary to introduce to the children the rules that are in prayer so that later the child can obey them. In this opportunity, researchers will look at the extent to which hyperactive children who are the focus of this research understand the rules. Children with special need is child have been individually need can not same with the normal children. Opinion of Lynch (in Astati in Irawan, 2016) that of children include special category of disabled children need is, Straiteded or then impaired children, child unschool, irregular children, dropout children, sickly children, young worker children, and street children. According to the explanation above, the category of special needs children one of whom is handicapped children and children who have the disorder. Hyperactive children are children who have attention deficit disorder in and against. They always oppose the rules are there to be replaced with rules of their own making. Therefore, researchers wanted to see the rules are opposed by a hyperactive child. The rules that will be seen are the rules for performing prayers. Researchers want to see the extent to which hyperactive children can behave discipline in following the prayer movements. To find out about this the researcher divides the observations into several sections to explain one by one the results of the interviews that have been carried out. Bellow are the following sections to find out the discipline character in the prayer movements in hyperactive children:

**a. Seeing the Interest and Engagement of Hyperactive Children in Following the Prayer Movements to Create the Discipline Character**

Researchers want to see the extent to which hyperactive children can behave discipline in following the prayer movement. To find out about this the researcher divides the observations into several sections to explain one by one the results of the interviews that have been carried out. To see how the discipline character in the prayer movements of hyperactive children that must be done first we will see the level of interest and involvement of children in following the prayer movements performed at home and at school. Two hyperactive children who are the subject of the research do not have the interest to do every prayer movements so that the involvement of children is still lacking. Whereas in this case, the interest and involvement of children in working on something is the main key to instill a learning that has rules in it or instill discipline when doing every prayer movements in children. So, we can know that interest and involvement can help researchers to see the discipline of hyperactive children in their prayer movements. According to Hakim (in Simbolon, 2014) explained that interest is a person's willing to pay attention to or engage in active learning activities. From Hakim's explanation which is related to the results of interviews conducted by the researcher, between interests and involvement has inseparable meanings.

According to Charles (in Widodo, 1989) stated that initially before being involved in an activity, the child has attention because the attention will arise the desire to engage in an activity. Based on the explanation above, it can be explained that the involvement of children in an activity is the concern of the child who later will emerge the desire to carry out the activity. But in this case, the two subjects of this study, showed the absence of more attention to do prayer movements. It is involved when the process of involvement in children's prayers prefers play the movement and does not focus on what is being done.

In accordance with the explanation above, according to (Witherington, 1999) stated interest (desire) is divided into 2:

1. Primitive or biological interest

The existence of this interest arises from physical needs ranging from food, comfort, and activity. These three things include awareness of the perceived need for something that can directly satisfy the urge to maintain the organism.

2. Cultural or social interests

The interest which comes from higher learning levels. People who are truly educated are

characterized by a truly broad interest in things of value.

**b. The Habits that are Appeared by Hyperactive Children when Following the Prayer Movements**

The hyperactive children are children who have a low concentration of attention, often doing behaviors that violate the norms and values that exist in society. Hyperactive children are classified as children with difficulty remembering the rules and procedures that have been made together. Therefore, they often show habits that violate the rules that have been made together. Based on the results of interviews that have been carried out to the three speakers, show the habits of Dm and Rf as the subjects that they both indicated the attitude that is not in accordance with the rules in prayer. If the rules in prayer forbid doing movements more than three times, but Dm and Rf actually do it many times even running around when prayers been done. Besides that, they also do not focus on what they do. So in order to get an introduction to discipline they are less able to feel obedient and obey what they are told. Wiguna (in khasanah, et al, 2016) suggested that the characteristics of children who tend to experience hyperactivity are not being able to sit still in class, moving their hands restlessly, having difficulty playing or in fun activities together that require calm, impulsivity, difficulty in wait for their turn, answer before the question is over or often interrupt others. This habit is always done by the child every time they learn the prayer and when the child is directed he is always angry and rejects.

Explained from (Prasetyono, 2008: 107) said that hyperactive children are characterized by:

1. Not focused means that the hyperactive children cannot concentrate for a long time
2. Opposition, that is the hyperactive children tend to have an opposing attitude and do not want to be advised so that their activities are varied and tireless
3. Having a damage and destructive behavior
4. Impatient and nosy when playing with friends
5. Low intelligence caused by easily distracted attention.

According to the statements above, almost all of these attitudes were carried out by children as children were not focused when the prayer learning was done. This is caused by the direction of their focus is not on learning but more about playing outside. Then opposition when they are

directed, for the first subject the opposition is done is to run or even more to do rough physical activity. So that when the child starts to oppose, the teacher starts to handle that is by locking the child's leg until the child cannot fight.

**c. The Application of Discipline Character of Hyperactive Children through Prayer Movements.**

The discipline character is one of the 18 pillars of character education in Indonesia. Discipline is usually used for compliance with rules that regulate habits in human life and train responsibility for mutually agreed rules. Discipline can be applied to anyone, both children and adults. The development of self intact and healthy physical, intellectual, emotional, social and spiritual discipline is a reflection of the quality of experienced and lived by the child since she was in the womb until he was born, to grow and develop into adults Coles (in aristowati, 2014). In children, discipline is needed to train them to obey the rules that have been applied. The disciplin characters discussed in this study is aimed to the children who have special behaviors, that is hyperactive children. This is because hyperactive children are classified as children who cannot be quiet and cannot focus on one activity. Even though hyperactive children have this attitude, the application of discipline also needs to be instilled in them early. Not looking at the child as a normal child or a hyperactive child.

Discipline gives children a sense of security by telling them what they can and should not do. Discipline provides guidance for children about what is permissible and what should not be done (Wantah, 2005: 144). Therefore, the child can feel calm because they knows what to do and what not to do. Presense of disciplined teaches children to understand things that are forbidden and ordered. Just as in carrying out the prayer movements, with discipline children will understand that every prayer movements are carried out in sequence from takbiratul ihram to greetings. According Schweinhart (in Megawangi in Lusiana, 2012) explains that character education in schools should start from kindergarten age. Early childhood learning should be done gradually. Therefore, based on the explanation above, teaches discipline in children is done gradually.

Based on the results of the interviews, both subjects in this study are doubtful about their willingness to be taught discipline, especially in praying by OT1 and PA2. In contrast to GK and GA, both subjects stated that even though Dm and Rf were classified as hyperactive children, discipli-

ne had to be introduced early on. Although the teaching techniques are different with normal children in general, that is, if a normal child only has one meeting, they can understand the prayer movements, but the hyperactive child must sequentially teach them from takbiratul ihram to greetings. In line with the expression from Darajat (in Rizqillah, et al: 2013), that religious education is an effort for students so that later they can understand and practice the teachings of Islam and make it as a view of life. Based on the explanation above, religion in which there is a prayer movements learning where there is a discipline in it explains that the discipline in prayer needs to be taught so that the child will later understand the teachings of Islam and have guidelines in his life. In addition, teaching discipline, especially habituation to follow the prayer movements for children, is done in a way that is already in the Qur'an. According to the word of Allah SWT in the Al-Qur'anul Karim which reads:

“Call (human) to the path of your Lord with wisdom and good teaching and debate with them in a good way ...” (Q.S. An-Nahl: 125)

According to the fragment the meaning of the verse of the Al-Qur'an above, states that we are instructed to provide good teaching to children. Prayer is one of good teaching that can be introduced to children according to their age. Whether the children are normal or with special needs we must still teach them.

According to Hurlock (in mufidah, 2012) the method of discipline used is the rules as a guideline for behaving, consistent in rules, punishments for violations and prizes or awards for good behavior in line with applicable rules. Based on the explanation above states that disciplining children is closely related to the rules. If the development of a hyperactive child is classified as a child who is defiant and unable to focus, but if the rule is introduced consistently and there is a reward if the child is success obey, the child will certainly be interested in implementing the rules.

**2. Supporting and Inhibiting Factors of Discipline Character in the Prayer Movements of Hyperactive Children**

Instilling the interest in the prayer movements to create the discipline character of hyperactive children has several supporting and inhibiting factors that can make the discipline character in the prayer movements of hyperactive children. Based on the results of the interviews that have been conducted, stated that the factors which support children to pray is their environment. School environment, where children have

many friends. This is because if when the prayer activity the child wants to focus and imitate the prayer, the hyperactive child will participate in imitating the prayer movements. The family environment is also very influential to support children in their prayer movements. This is also caused if the parents of children actively worship and the environment that provides knowledge about prayer early on, then the child will have the desire to pray even imitating their movements while the inhibiting factors in this study, shown in the lack of time for children to learn prayer and the child's willingness to follow every prayer movements. As explained by GK1 and GA2 which stated that the school factor only teaches prayer at one meeting is the TPQ extra curricular, so that the lessons obtained by the child are not optimal. As for maximizing is with additional assistance at home. Described by Tasmara (in Siswantoada in Al Farih, 2017: 3) said that in discipline doing prayer there are three aspects, those are:

a. On time: Praying without any effort to discipline yourself to obey the specified prayer times will cause laziness to do prayers which then indicates failure in achieving regularity in praying

b. Responsibility: Responsibility in praying will bring a strong and sincere intention. If this has been achieved then the desire to pray is lighter and more pleasant. Conversely prayer will be difficult when done with unwilling and forced heart.

c. Willingness: without a strong desire from the child, there will be no motivation to do something and be easily influenced by the environment.

Besides those three aspects, there are various supporting and inhibiting factors in disciplining prayer, including:

- 1) Parental support
- 2) Surrounding environment
- 3) Education
- 4) Association
- 5) The lack of parental education about prayer
- 6) Lazy and always underestimate

From the statement explained by Tasmara, explained that the willingness of the child, parental support, and the surrounding environment greatly influenced the children discipline. The process of development is good and bad children are affected by the surrounding environment and heredity Santrock (in Khusna, 2016). The statement of Santrock said that children can be said to be good or bad influenced by environmental and hereditary factors. Based on the statement above, the child can become a discipline because of the influence of the environment and parents.

## CONCLUSIONS

Based on the results and discussion above, we can conclude that the two research subjects do not have the interest to follow the prayer movements, so that the child still cannot be directly involved in the prayer practice. In addition, the habits that are often showed by the children include not being able to be silent, disturb their friends, not being able to focus, and play themselves. So that in this case the hyperactive children are still doubtful to be taught the prayer movements. Even though, the discipline must be taught to children from an early age even though the child is a hyperactive childr who must be taught patiently.

The supporting factors that show the character of discipline in the prayer movements of hyperactive children are from their environment, those are peers, parents, and themselves while the inhibiting factors are parents who have never introduced prayer to hyperactive children and the child disinterest in prayer and school environment which is less supportive.

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