



# Kindergarten Teachers' Ability in Applying Islamic Teaching Methods

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## ABSTRACT

Islamic teaching techniques have been extensively discussed in studies based on both literary and empirical studies. However, there hasn't been any research that directly addresses how well teachers are able to use Islamic teaching techniques. This article seeks to conduct a study on the abilities of teachers to use Islamic teaching methods based on the aforementioned search results. There are a number of Islamic educational approaches that can and ought to be used in early childhood educational activities, all of which are based on the Qur'an and hadith. The various approaches include method with an example, teaching with instruction and practice, through games, songs, and stories, *targhib* and *tarhib*, 'praise' and 'flattery', and cultivating excellent habits. This study employed a qualitative methodology and descriptive analysis. The research took place at a kindergarten in West Java where the data were mined through Interviews, observations, and questionnaires. The Miles and Huberman model, which covers the steps of data reduction, display, and verification, was used in data analysis. The study's findings indicated that the teacher did not comprehend Islamic teaching techniques which affected how they were used.

**Keywords:** *Islamic teaching methods, Kindergarten, Teachers, Teaching techniques.*

## 1. INTRODUCTION

Kindergarten is an early education for children from birth to the age of 6 years in order to have readiness before entering the next level of education. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 1 of 2021, Kindergarten, hereinafter abbreviated as TK, is a form of early childhood education unit in the formal education path that organizes educational programs for children aged 4 (four) years up to 6 (six) years.

With an average age of 4 to 6 years, the learning process in kindergarten certainly has its own characteristics. Early childhood has different learning characteristics. Early childhood learns in stages, early childhood learns in a social environment, early childhood learns by playing (Hanum, 2021). Apart from the diversity of backgrounds and different characteristics of children, competent and skilled teachers or educators are needed so that the learning objectives can be achieved and digested by the child. Success in teaching is not only determined by the ability, completeness of facilities or learning environment, but also the teaching skills of the teacher (Lisnawati & Rohita, 2020).

One of the important components that teachers must master in teaching is the teacher's ability to use teaching methods. Of the several existing methods, Islam itself has a method in educating early childhood that is in accordance with the Qur'an and hadith. According to Abdurrahman Annahlawi, Islamic Education methods include: a) *hiwar* (conversation) method, b) story method, c) the method of proverbs (parables), d) exemplary method, e) method of habituation and experience f) *tharib* and *tarhib* methods.

From the methods above, it is necessary to understand well that Islam also has methods that can be used in educating children, including in the realm of kindergarten. However, the use of the Islamic method has not been well understood by teachers. The use of methods in teaching should not only focus on the lecture method, question and answer, discussion, or Islamic methods, but the use of good learning methods is varied and in accordance with the subject matter presented (Wahy, 2012). From this opinion, further action is needed regarding how to apply Islamic teaching methods.

Research conducted by Noor (2019) resulted in the importance of applying and familiarizing methods that

are able to actualize the potential of students. Another study was conducted by Elihami and Syahid (2018) about the importance of a teacher in creating good learning strategies that are in line with the needs of students. Both of these views require a focus on learning strategies, including using teaching methods for kindergarten.

It is concluded that there is a need for an alternative solution in solving the problems experienced by the world of education today, in this context Islamic teaching methods are also present and become an option or alternative solution besides the concept of education which tends to be colored by theories from the western world. Therefore, in this discussion, we will examine how the application of Islamic teaching by Asy-Syifa Banjar Kindergarten teachers will be studied. This research is expected to be a solution in applying Islamic teaching methods.

## 2. METHOD

The method used in this study is a qualitative approach in the form of descriptive analysis method. The explanation of the descriptive method according to Sugiyono (2017) states that the descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. The source of the data in this study was the Asy-Syifa Kindergarten teacher, Banjar. Data was collected by means of interviews, observations, and questionnaires. The data analysis used is the Miles and Huberman model which includes the stages of data reduction, display, and verification. The purpose of this study is to analyze Islamic teaching skills applied by kindergarten teachers.

## 3. RESULTS AND DISCUSSION

Islamic teaching skills are one of the most important skills possessed by teachers in forming children who have character and knowledge. To realize the implementation of educational activities in early childhood, there are Islamic education methods that educators can always use as an effective method in preparing and helping the growth of early childhood. (Agus, 2018). Based on the research conducted, it was found a number of uses of Islamic methods used in TK Asy-Syifa Banjar.

### 3.1. Method with Exemplary

Through research on this method, it was found that the Asy-Syifa Banjar Kindergarten teacher was quite good at applying this method. The Asy-Syifa Banjar Kindergarten teacher trains herself to be a good role model for her students just as *Rosul* 'Messenger' was sent to be a role model or *uswatun hasanah*. Allah SWT commands:

*"Laqad kāna lakum fī rasūlillāhi uswatun ḥasanatul limang kāna yarjullāha wal-yaumal-ākhirā wa ḥakarallāha kaṣīrā"*

"Verily, there is in the Messenger of Allah a good example for you (i.e.) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and He often mentions Allah."

(QS. Al-Ahzab:21)

From his example, it was found that students imitated their teachers from being enthusiastic about learning, smiling, neatness in clothes and student attitudes. This means that exemplary teachers have an influence in shaping the character of children. In line with the statement that the teacher's example has a very big influence on the personal growth and development of students. Exemplary has a very important role and function in shaping the child's personality to shape the character of students to have noble character and noble character (Mulyasa, 2014).

Teaching using this exemplary method optimizes the teacher to become a person who is imitated by his students. A teacher who becomes a figure that will be emulated by his students must of course be a good person or role model as the Qur'an itself calls it *uswatun hasanah*. In the Qur'an the word exemplary is called the word *uswah* which is then given a character behind it such as *hasanah* which means good. So, there is an expression *uswatun hasanah* which means a good example. These *uswah* words in the Qur'an are repeated three times by taking the example of the prophets, namely Prophet Muhammad SAW, Prophet Ibrahim, and people who firmly believe in Allah (Mustofa, 2019).

From this example, teachers must be professional, control emotions, and others. If you judge exemplary, there are many aspects. However, one of the factors or the influence of exemplary is the teacher's skill in controlling the emotions he has and also the emotions of his students. Especially with the diversity of the nature of students, this point is a challenge for kindergarten teachers. This was also experienced by the Asy-Syifa Kindergarten teacher besides being able to calm down, and advise him, but sometimes it was quite difficult to control emotions. Emotional intelligence is the ability to recognize, process and control emotions so that children are able to respond positively to any conditions that stimulate the emergence of these emotions. So, the role of the teacher is very important in processing children's emotions and the teacher must recognize the emotions that each of his students has, so that the teacher can more easily direct and overcome any behavior caused by the child (Juraida, 2016). As for how to control the emotions of educators in accordance with what the Prophet taught, are:

(1) *Ta'awudz*

*"a'uudzubillaahi minas syaithaanir rajim"*

"I seek refuge in Allah from the cursed Satan"

## (2) Quiet

*"idhā ghadiba ahadukum falyaskut"*

"If you are angry, then be quiet"

(H.R. Ahmad, 1: 239. Syaikh Syu'aib Al-Arnauth)

## (3) Take Ablution

*"Innal ghadaba min shaytān wa innashaytāna khuliqa minnār wa innamā tutfā annāru bilmāi faidhā ghadiba ahādukum falyatawaddzā"*

"Verily, anger is from Satan, and Satan is created from fire. The fire was extinguished with water. When you are angry, you should perform ablution"

(H. R. Ahmad and Abu Dawud).

## (4) Forgiving

*"Wallazīna yajtanibūna kabā'iral-ismi wal-fawāḥisya wa iżā mā gaḍibū hum yagfirūn"*

"And (for) those who stay away from major sins and heinous deeds, and when they are angry, they forgive."

(Q.S. Asy-Syuura: 37)

From the nature of the Prophet that must be imitated by a teacher is the nature of forgiveness. As a teacher, you must have a forgiving spirit. Because the nature of forgiveness is a determinant in the success of the teaching and learning process.

Teaching is not only the process of making knowledge understandable to students. But more than that, the increase in cognitive, affective, and psychomotor aspects in students can be improved by looking at the role model teacher. In accordance with the opinion of Andriyani, Mering, and Miranda (2016), the exemplary method in education is the most influential method for developing children's intelligence both emotional, moral, spiritual, and social ethos. Whether they realize it or not, the teacher's words and actions are able to form patterns in his subconscious, so that if something good is exemplified by the teacher himself. This example is not only carried out in the classroom, but also outside the classroom. Exemplary also means responding to something from the smallest things such as taking out the trash, being disciplined in time and then being good at maintaining tidiness, maintaining cleanliness, attitude, speech and others. There are several basic things that must be considered by teachers as role models, namely; how he speaks, how is his habit at work, how is his attitude in experience and dealing with mistakes, how is his social relationship, how is his thought process, how is his behavior, health and lifestyle (Sutisna, 2019).

### 3.2. Teaching with example and practice

Asy-Syifa Kindergarten teachers use theory and practice well with their students. This can be seen from

the observations made where the teacher demonstrates and the students follow it (Choiriyah, 2016). This kind of learning model was also carried out by the Prophet to teach his friends how to carry out worship including prayer and pilgrimage. As the Hadith of the Prophet as follows:

*"Shallu kama ra'aytumuni ushalli"*

"Pray as you have seen me praying."

(H. R. Bukhari)

*"Lita'khudhuu manasikakum fa'inni la 'adri la'alli la 'ahujju ba'da hajjati hadhihi"*

"Follow me (Prophet Muhammad) in performing your Hajj rituals, you may not see me again after this year."

(Sahih Muslim, 1297)

One of the teaching techniques used by a teacher is to ask students to show or practice in front of the class about a process or how to do something. For example, demonstrations on how to bathe corpses, demonstrations on procedures for cleansing and so on. In teaching through practical exercises, the Messenger of Allah, as the first and foremost Islamic educator, has actually applied this method and gave very good results for the development of Islam among the Companions. In many ways, the Prophet always taught a science accompanied by practical exercises, in today's language it is called doing by learning including the knowledge of procedures for purification, ablution, performing prayer, pilgrimage and fasting.

Although the training and experience activities were carried out well and comprehensively, it was found that the teachers were not yet skilled in these activities. Often teachers forget to supervise and control the class. In addition, learning with practice and experience takes more time and is repeated.

### 3.3 Teaching through games, songs and stories

In Asy-Syifa Kindergarten, the use of this method is often carried out, generally on materials that are usually religious, such as the pillars of Islam, the pillars of faith, and so on. It must be realized that the world of children is the world of play as well as in learning. Playing isn't always boring, but it's fun and can reduce stress. Teachers and children must be able to control the mood of the game so as not to be separated from the learning process. For example, name patting aims to help children focus on learning while remembering the names of their friends, and can also increase children's familiarity.

"The Five Pillars of Islam (using the rhythm of my balloon song there are five Pillars of Islam which are five Shahada, Prayer, Fasting, Zakat for the papa Hajj for those in power Who doesn't pray (*dor!!*) By Allah is cursed." (Giardi et al., 2022).

Teachers must also be diligent in communicating and controlling their students. In addition to giving children games, playing with children and acting like them in dealing with them will foster enthusiasm in their souls and will also help them to display and develop their potential. (Sholeh, 2018).

Music as one of the important activities in the implementation of learning in kindergarten is considered capable of influencing the personal development of children, both concerning aspects of motor development, language development, emotional development, social development, and intelligence development. In addition, for several reasons, among others;

Music as a part of the world around us, proves through the fact that, since the most primitive human civilization to the most advanced human civilization shows that music is an important part of human life.

In addition to music and games that can educate students. There is another method, namely through the children's story method. Children's stories are one form of literary creation that is widely published as material for children. The story is a religious factor that contains educational content to present the Islamic creed and perfect morals in a way in the form of stories that are played to children according to the level of children's grasping power in stages and develops (Gade, 2012). Therefore, the function of children's stories is used as an alternative material to develop an appreciation of the values of life.

Teaching using this method is able to make students interested and stimulated in learning by developing their intellectual and creativity. Children love to learn while playing. The use of the singing method can encourage children at the beginning of the lesson or at the end of the lesson.

The storytelling method is by telling the stories of the Prophets and Messengers, early childhood children are very liked when told stories (Nurfarida et al., 2021). Lessons about the prophets and apostles will be more interesting if delivered in a fairy tale. Children will more quickly digest and understand what is told by a teacher and then do what is told by the teacher (Zaini, 2014).

### 3.4. Teaching with *targhib* and *tarhib*

The next method is *targhib* and *tarhib*. At Asy-Syifa Kindergarten, Banjar, it was found that the teacher applied this method but lacked the skills of the teacher in conveying it to their students. The use of this method can make students motivated or afraid depending on the student who receives the delivery from the teacher.

Islam uses this *targhib* and *tarhib* method, in order to present the motivation to always believe in Allah and His Messenger. by reading verses that describe the pleasures of heaven, will grow hope or motivation in him to do

good deeds. On the other hand, a verse that describes the cruelty or torment of hell will cause a feeling of fear for the reader. Educators use these two methods so that educators get value from the practice that there are good and bad consequences (Anggraini, 2018).

In this use, the teacher's delivery must be supported by the verse. However, teachers must use language that can stimulate responses from their students. The *Targhib* method is a presentation of learning in the context of the happiness of life in the hereafter. *Targhib* means God's promise of pleasures, pleasures of the hereafter accompanied by persuasion. *Tarhib* is the presentation of learning materials in the context of punishment due to a sin committed. Or the threat of God because of the sin committed (Rianie, 2015).

### 3.5. Teaching with Praise and flattery

At Asy-Syifa Kindergarten, Banjar teachers praise their students by saying "Wow, great", "Improve it again", "Smart Children" and so on, as motivation for themselves and their peers. Praising or flattering is something that must be done as an aspect of appreciation for children's learning so that children are active and motivated. The Prophet as a human being who understands the human psyche has reminded him of praise that has a positive impact on the child's soul, his soul will be moved to welcome and carry out the tasks assigned to him (Suwaid, 2004). Praising may sound easy to do, but it can have a big effect. Praising activities are invaluable trivial activities. Teachers can praise their students for their actions, actions, attitudes, and other things. If the child does something good and gets praise, it will make him proud and attached to the child, so the child will always try to do good (Sulistyowati, 2016). The Hadith concerning the method of praise are:

*"haddathana 'abdul 'aziz ibn 'abdillah qāla haddathani sulaymānu 'an 'amri ibn 'abi 'amrin wa 'an sa'id ibn 'abi sa'idilmaqhuri an 'abi hurayrāta 'annahu qāla qila yā rasulullah man 'as'adunnāsi bishafā'atika yawmalqiyāmati qāla rasulullāhi sallallāhu 'alayhi wasallama laqad zanantu yā 'abā hurayrata 'allā yas'aluni 'an hadhā alhadithi 'ahadun 'awwalu minkalimā ra'aytu min hirsika 'alalhadithi 'as'adunnasi bisyafā'ati yawmalqiyāmati man qāla lā ilāha 'illallāhu khālisan min qalbihi 'awnaḥsih"*

"Telling us 'Abdul 'Aziz ibn 'Abdullah, he said, telling me Sulaiman, from Amar ibn Abi 'Amar, from Sa'id ibn Abi Sa'id al-Maqburi, from Abu Hurairah, that he said, when he asked, "O Messenger of Allah! Who is the happiest person in your intercession on the Day of Judgment?" The Messenger of Allah said, "I thought, O Abu Hurairah, that no one asked about this hadith anyone who preceded you, because I saw your enthusiasm for hadith. The person who is happiest with my intercession on the Day of Resurrection is the one who says "La Ilaaha illallah" sincerely from his heart or from himself."

(H. R. Bukhari).

From this hadith, it can be learned that praising is something that is taught in Islam, it can foster a sense of motivation to be active in doing good deeds. Praising someone can also be in the form of rewards. In giving rewards, an educator must adjust to the actions or work of students and not to thicken the materialist nature of students, then educators must also eliminate students' assumptions about wages or remuneration for actions taken (Rinjani, 2021).

### 3.6. Building good habits

The cultivation of habits at Asy Syifa Kindergarten, Banjar is categorized quite well, as can be seen from the habit of reading prayers, and habits in maintaining a clean environment.

In an effort to provide education and help the development of early childhood, in addition to developing intelligence and skills, it is also necessary to instill positive habits from an early age. Education by teaching and habituation is the strongest pillar for early childhood education, and the most effective method in shaping children's faith and rectifying their morals. The Prophet taught morals and instilled a pattern of thinking through habits that were done repeatedly. Because one of the best ways of teaching is that behavior must be in accordance with science and it is done repeatedly in front of students, so that noble character and noble behavior can be witnessed repeatedly (Ulya, 2020).

In this habit, a reminder is needed because human nature is a forgetful creature. The cultivation of good habits needs to be done repeatedly so that students become accustomed to doing good things. As Rinjani (2021) argues, the essence of habituation is repetition. If the teacher enters the class every time he greets, it can be interpreted as an effort to get used to it. If students enter the class without greeting, the teacher reminds them that when entering the room they should say hello, this is also a way of getting used to. Habituation makes someone do something as something that must be done. Cultivation of habituation in praying, greeting and so on must be taught from an early age. Sholeh (2018) argues that educating children by habituation from an early age is the most guaranteed method to bring about positive results, while educating and training after adulthood is very difficult to achieve perfection.

## 4. CONCLUSION

Asy-Syifa Kindergarten Banjar applies several Islamic methods. However, based on research, the results show that teachers do not understand Islamic teaching methods yet so that it has an impact on their application. It must be realized that the world of children is the world of play. In addition, children also imitate what educators do. Of all Islamic methods, not all of them can be related to all materials. This means that the use of a good method

is based on the mastery of the teacher's ability to choose the appropriate method to convey the material to his students.

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