

Importance of the Islamic Story Method in the Early Childhood Infusion of Morality

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Abstrak

Using a descriptive qualitative approach, this study aims to describe how the Islamic story method is being used to infuse moral religion into young children at TK TAAM Adinda Kepatihan Menganti Gresik, as well as what is supporting and obstructing this process. TAAM Adinda Kepatihan Menganti Gresik is a TK TAAM institution. From these findings, it can be deduced that the use of the Islamic story method to infuse moral religion into TK TAAM Adinda Kepatihan Menganti Gresik is effective. When it comes to preparation, the educator has done both personal and technical things exceptionally well. Teachers use the model of development education gallop in RPPM (Rencana Pelaksanaan Pembelajaran Mingguan/implementation plan of learning weekly/implementation plan of learning daily) as a result of the curriculum development 2013 containing about aqida, syari'ah, dan akhlak in order to teach students in the materialistic world about aqidah, syari'ah, dan akhlak. It is the educator's job to use a variety of methods to teach. In terms of media, the educator prefers to employ audio and visual media rather than storybooks and slates in their teaching. When it comes to assessing students, educators use methods such as question and answer sessions, direct observation, and discussions with parents and guardians. With the help of other educators, the environment, and learning itself, TAAM Adinda has implemented a method based on an Islamic story to help instil moral values in the school's kindergarten population. Aside from a time barrier, management class, and tools to tell stories, there are additional factors. At the same time, both stimulants and deterrents have been operating..

Kata Kunci: *Importance , Islamic Story Method, Early Childhood, Infusion of Morality.*

1. PRELIMINARY

As a teacher, you're responsible for creating an environment where kids can learn and grow. Families, neighbourhoods, and schools all share in the

burden of educating their children. As a result, educational objectives can be met effectively provided there is coordination among the three settings.

Educating a child at an early age is the best way to do so. The child's growth and development are accelerating at this period. Kids don't have to deal with a lot of negative impacts from others. Educators and parents will be able to better direct their children if this is implemented in the home.

Prior to primary school, a child's physical and spiritual growth and development are encouraged by providing educational stimuli, which can be done in formal, non-formal, or informal contexts, so that the kid is ready for further education when he or she reaches the age of six years.

Learning success can be influenced by a variety of approaches in the educational setting. The manner of learning will be simple and enjoyable. Therefore, appropriate approaches must be used in all learning, so that learning does not appear to be tedious and tedious. Some learning strategies can only be used for a specific type of learning, while others can be used for various types of learning. Educators must be able to determine which learning approaches are acceptable and effective in this situation. It's especially important for young children to learn in a way that's fun and engaging.

One of the methods used to teach children is to tell them stories or fairy tales, so that they can better comprehend what they are hearing. Storytelling is a great way for youngsters to learn about the world around them. It is common for youngsters to apply the lessons they learn from stories they hear as children to their daily lives.

It is more effective to educate and teach youngsters by giving examples than it is to give them advice. Fairy tales and fables implicitly give youngsters concrete examples through the characters in the narrative. An educator can use a tale to acquaint students to the virtues and figures of a devout Muslim. As a result, children's morality can be shaped through storytelling.

Students at TK TAAM Adinda Kepatihan Menganti Gresik are exposed to secular as well as religious resources as part of their education. The tale method is one such approach. This is a more common technique of material transportation. When a storey about Islamic exemplary stories was read aloud in front of schoolchildren as young as seven or eight years of age, they were eager in listening to it. As a result, TK TAAM Adinda Kepatihan Menganti Gresik employs the storey technique as its primary teaching strategy for its students.

A research titled "Implementation of Islamic Story Methods in Embedding Religious Morals in Early Childhood at TK TAAM Adinda Kepatihan Menganti Gresik" has piqued the curiosity of the author, who wants to learn more about how the storey method is being used to establish religious values in young children

2. METHOD

In this study, we used a descriptive qualitative approach in the field to gather information from the ground. The goal of this study is to examine and describe the implementation of the Islamic tale technique in the teaching of religious values to young children at the TAAM Adinda Kepatihan Menganti Gresik kindergarten in Jakarta, Indonesia. Foundation administrators, instructors, students, parents, and other research participants at TK TAAM Adinda Menganti Gresik served as observers or interview subjects for this study. In-depth interviews, observation, and documentation are all used in the process of gathering information for this study. There were three stages of data analysis: data reduction, data display, and deriving conclusions/verifications

3. RESULTS AND DISCUSSION

1) Teaching TK TAAM Students the Value of Moral Diversity Through the Use of the Islamic Story Method Gresik was replaced by Adinda Kepatihan

Preparation

There are two types of pre-learning preparation: personal preparation, such as preparing one's physical condition, voice, and content, and technical preparations such as RPPM (Weekly Learning Implementation Plan) and RPPH (Roadmap to Professional Development) (Learning Implementation Plan). Stability and effectiveness in the learning process necessitate preparation, particularly technical preparation. The design of the learning experience has been made to be more directed and run more smoothly. In addition to reading, understanding, and even memorising the narrative, personal preparation is also necessary in order to grasp the storyline and do the job of delivering the storey material to students.

It's common for teachers to begin a storey with a question like "Who are the characters in this storey?" or "Which pictures do you see in front of this book?" Once the storey is told, the teacher uses a variety of tones of voice and facial expressions to represent the emotions of the characters, such as sadness, happiness, or evil, in order to pique the students' interest in the lesson and serve as an example for them to follow as well. Students merely need to be prepared and an LCD screen is all that is needed for the instructor to show them an audiovisual storey. As soon as kids become bored while listening to the storey, educators interrupt it with movement or singing to get their attention back on the storey again.

In order to bring the storey to a finish, educators synthesize and explain the story's message. Educators may also offer questions about the narrative's content, and they may ask some children to tell that story being told with their assistance. Teachers also give pupils a reason to listen to the storey before greeting them, so that they can take away a lesson..

Theory

Story-based Aqeedah instructional tools, as mentioned on the preceding page, include stories about the Prophet and Apostles. Educators are required to select a storey that fits the topic from the available narrative material. There must be an educational component to the storey that is appropriate for the child's age and can inspire and motivate students to live up to their own moral standards. Learning programmes at Adinda TKAM focus on two areas: talent development and the innovation of basic skills. The fabric above is consistent with this approach. Additionally, educators have prepared by selecting resources that are suited for the child's development, such as in TK TAAM Adinda.

Method

Religious morals can be instilled through the use of techniques that are consistent with the needs and development of students at TK TAAM Adinda. This is done in the hope that students will be able to remember and practise the material they have been taught. The Islamic method is employed in order to accomplish this purpose.

Story-based teaching is a practical method for preparing students for the future, and this method is particularly effective in the dream that students will develop strong characters, particularly those with religious values, through the material they are exposed to in school.

However, this storey method will not achieve its full potential until it is supplemented by additional techniques. Because, in general, each method has its own pros and drawbacks. TK TAAM Adinda uses the exemplary approach in addition to the storey. This approach is helpful in instilling religious values in children because they can learn from and imitate the moral behaviour of adults in their lives, such as their teachers and parents. They look up to educators as role models who exhibit good moral character and competence. Teachers that exhibit pleasant and responsive behaviour will serve as role models for their students.

Adinda TAAM Kindergarten uses the Islamic storey method in conjunction with other methods to help implement the storey method. As a result, whatever the end goal is, it can be achieved to its full potential.

When used in the Adinda Kindergarten, the storey approach is a highly successful tool to instil a strong sense of religious piety in young kids. It is believed that this Islamic tale technique will help pupils avoid bad consequences as science and technology continue to advance rapidly today and in the future..

Media

Storybooks, multimedia presentations, and whiteboards are some of the mediums utilised by educators to implement narrative approaches. Educators use a variety of media in addition to the narrative technique, and research shows that this approach is particularly effective at getting kids excited about reading stories. When it comes to education, media plays a significant role. Students can better absorb the story's messages if it is presented to them

through media. In this instance, the storey method's usage of media in TK TAAM Adinda is adequate. Additionally, audiovisual media are employed..

Evaluation

TK TAAM Adinda teachers conducted an evaluation after the preparatory phase and before the storey method was implemented. The evaluation process (assessment) is carried out by educators and students by asking and answering questions about the storey being told. The way students conduct themselves in class during normal class time is also observed by teachers.

Educators at both ends of the learning spectrum will review their work, and anybody who participates in active learning properly, such as when praying and memorising short messages or asma'ul husna, should say politely, pay attention, and do a good job.

Then, teachers will award each student a star based on their performance. Gifts in the form of food, toys, or other items will be exchanged for the good stars they earn every day and every weekend. As a result, pupils will be more likely to exhibit good morals as a result of the internalisation and example of the storey method that is used daily.

First and foremost are the values that are instilled in children during their time in school. Children are taught these religious principles by:

- a. Allah and His Messenger's names are introduced in this way:
- b. Show this universe came to be by telling stories about the people who made it.
- c. Introducing God's majesty.

When it comes to aqidah islamiyah, worship serves as tangible evidence for Muslims in their faith, and educators use stories to teach children about people who believe and always follow God's instructions and regulations in their worship. The importance of religious education for children will encourage them to fulfil their responsibilities, such as praying five times a day.

Third, it is important to teach children moral values so that they can grow into adults who are aware of the importance of following religious instructions. Educators teach what is excellent and should be mimicked in everyday life, as well as what is evil or not good and should not be. Various misbehaviour can be reduced by instilling good behaviour and qualities by mimicking the characters or behavioural traits in the storey. The impact of storytelling on children is greater than the impact of restricting their use of violence (hitting, pinching, tweaking, yelling). On a psychological level, children who have heard stories from educators are delighted and filled with joy, and this joy is reflected in the lively atmosphere they create and the stories they tell their parents

2) TK TAAM's Implementation of Islamic Story Methods: Supporting and Deterring Factors. For the time being, Adinda Kepatihan has replaced Gresik.

Adapun Ukuran kertas *template* artikel dalam jurnal Al-Thiqah adalah A4 dengan margin atas 3 cm; margin bawah 4 cm; margin kanan 3 cm; dan margin kiri 4 cm. Spasi yang digunakan dalam pendahuluan, pembahasan dan kesimpulan adalah 1.0

It's not an easy task to implement the storey technique in TK TAAM Adinda because of a number of elements, but it's also not without its own challenges. Factors that contribute to this conclusion include::

1) Educator

If you know what I mean. Some of Adinda's educators have studied education in college, while others have worked with children for a long time..

2) Environment

The pupils come from a religious background, and as a result, their families have instilled in them a strong belief in the need of education. As a result, interest in continuing the plot is considerable..

3) Learning Resources

Books with narrative content are readily available to educators. Street vendors, secondhand magazines, and so on are all places where they can find it. A few of the things that could be a deterrent include:

4) Time Barriers

When it comes to sharing stories, educators are constrained by the constraints of time. When a youngster has a lot of free playtime, the transition occurs when they reach school, where they can continue to engage in those activities..

5) Barriers to Class Management

Class management can be a challenge for teachers at times, so they organise the seating for the students so that they are calm and ready to listen to the storey that is about to be told..

6) Barriers to Storytelling Tools

Teachers commonly employ storybook material as storytelling tools since it is easy to obtain. While audio and visual storytelling tools are rarely employed due of their restricted availability and the fact that not all educators are able to handle them. There are a number of other aspects that play a role in the implementation of learning in kindergarten TAAM Adinda Kepatihan Menganti Gresik, although they aren't as critical. However, teachers at TK TAAM Adinda remain steadfast in their dedication to teaching, particularly through the storey technique and other approaches..

4. CONCLUSIONS AND SUGGESTIONS

TK TAAM Adinda Menganti Gresik study has led to the following conclusions::

1. Preparation, materials, procedures, media, and evaluation comprise the Islamic tale method's application in instilling religious morals in TK TAAM Adinda Kepatihan Menganti Gresik. Educators have done a good job of preparing themselves and their students in a variety of ways. As a result of the construction of the 2013 curriculum, educators use an educational development model that is driven by the RPPM (Weekly Learning Implementation Plan) and RPPH (Daily Learning Implementation Plan).

Educators always experiment with new and inventive approaches to their teaching strategies. When it comes to media, picture books outnumber audiovisuals in the hands of educators. Teachers use a variety of methods to assess their students' progress, including direct questioning and answer sessions, observations, and discussions with parents.

2. Instilling religious values in TK through the use of Islamic tale approaches. Teaching and learning resources are among Adinda TK's most important supporting aspects. The adoption of this method is also hindered by variables such as lack of time, lack of organisation in the classroom, and a lack of storytelling tools. So far, these variables have worked together to promote and impede each other.

5. Suggestion

The following are the writers' recommendations.:

- a. In order to generate an Islamic generation, educators, especially educators at TK TAAM Adinda Menganti Gresik, must constantly develop and improve learning programmes based on Islamic tale approaches..
- b. Islamic stories can help pupils acquire religious morals by exposing them to them on a regular basis..
- c. The findings of this study can serve as a reference for future research on the effectiveness of the Islamic tale technique for teaching religious values.

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