



EFFORTS TO INCREASE CHILDREN'S ABSORPTIONAL Capacity THROUGH THE CHARACTER EDUCATION PROGRAM AT KB-TK ARRAHMAN ISLAMIC SCHOOL

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Abstract

Early childhood education (PAUD) at KB-TK Arrahman Islamic School plays a major role in forming the foundations of children's character and attitudes towards life. In this complex era of globalization, character education is an urgent need to give children the right tools to face the dynamics and challenges of the future. This research aims to evaluate the condition of children's absorption of Islamic values in this school, identify Islamic character values that are considered essential, and develop strategies and character education programs that can be integrated holistically in the PAUD curriculum. This research uses descriptive qualitative methods. Based on the results of interviews, it shows that children respond positively to Islamic values, with active support from parents and teachers. Even though they are faced with challenges such as limited resources, schools face them with creativity and collaboration, creating an educational environment that supports children's Islamic character through targeted and responsive programs. A comprehensive evaluation is carried out to measure the level of children's understanding of these values. The next steps include identifying essential Islamic character values, developing character education strategies and programs, and actively involving parents in the education process. With this understanding, schools can design programs that are more targeted and responsive to children's needs, creating an educational environment that supports the development of their Islamic character through collaboration between schools, parents and local resources.

Keywords: *Children's Absorption Capacity, Character Education*

A. Introduction

Early childhood education (PAUD) at KB-TK Arrahman Islamic School has a major role in forming the foundation of children's character and attitudes towards life. The PAUD environment offers a golden opportunity to guide children in forming strong values and life principles from an early age. In an increasingly complex era of globalization, character education is an urgent need to give children the right tools to face the dynamics and challenges in the future. Children at an early age have an extraordinary ability to absorb information and form their attitudes in life. Therefore, the importance of the character education program at KB-TK Arrahman Islamic School is not only as a transmitter of Islamic values, but as an in-depth effort to guide children in understanding, appreciating and internalizing these values in everyday life. The main role of PAUD is to help children develop personalities and form a strong character base. It is hoped that character education at the PAUD level can become a strong foundation for further learning and help children become individuals with ethics and integrity. By understanding the importance of character education at an early age, KB-TK Arrahman Islamic School feels the need to continue to develop and optimize its character education program so that it has a maximum positive impact on children's absorption of Islamic values.

In this context, it is necessary to carry out in-depth research which includes evaluating the current condition of children's absorption capacity, identifying Islamic character values that are considered essential, as well as preparing strategies and character education

programs that can be integrated holistically into the PAUD curriculum. Thus, it is hoped that this research can provide in-depth insight into the effectiveness of the character education program at KB-TK Arrahman Islamic School and at the same time provide practical guidance for improving the quality of character education at the PAUD level with an Islamic approach. The importance of character education at the PAUD level is closely related to the condition of children's absorption of Islamic values (Harahap, 2021). Through this research, a comprehensive evaluation will be carried out regarding the extent to which children at KB-TK Arrahman Islamic School are able to absorb and understand these values. This evaluation involves direct observation, interviews with teachers and parents, and the use of relevant assessment instruments. It is hoped that the results of this evaluation will provide an accurate picture of the level of understanding and acceptance of Islamic values by children. By knowing these initial conditions, KB-TK Arrahman Islamic School can design a character education program that is more focused and responsive to children's needs and understanding.

Identifying Islamic character values that are considered essential is a crucial step in developing character education programs in PAUD. This process involves the involvement of various parties, such as teachers, parents and Islamic character education experts. The values identified must be appropriate to the Islamic context and relevant to children's developmental stages. In the context of KB-TK Arrahman Islamic School, several Islamic character values that may be considered essential include honesty, perseverance, compassion, mutual assistance, respect, and justice. This identification must accommodate the values emphasized in Islamic teachings and pay attention to the realities and needs of local communities.

Preparing character education strategies and programs requires good collaboration between schools, teachers, parents and character education experts. This process involves a series of steps, including formulating learning objectives, selecting appropriate learning methods, and developing interesting and relevant teaching materials.(Wulandari & Suparno, 2020). The character education program at KB-TK Arrahman Islamic School should not only focus on activities in the classroom, but also involve activities outside the classroom and children's social interactions. For example, extracurricular programs, religious activities, and collaboration with parents can be an integral part of this strategy. Thus, Islamic characters can be applied in various contexts of children's lives. The preparation of character education programs also needs to pay attention to sustainability and adaptability.

The program must be able to be integrated organically into the PAUD curriculum without sacrificing other important aspects. Apart from that, the program must be able to adapt to changes and demands of the times. Facing challenges is part of the process of developing and implementing character education programs at the PAUD level. Key challenges may involve parental understanding, limited resources, and changes in children's behavior that require time and consistency. Parents have a crucial role in shaping children's character, therefore, it is important to involve them actively in the character education process (Andhika, 2021). Open communication between schools and parents can help create positive synergy in character building efforts(Hidaya & Aisna, 2020). Limited resources, whether in terms of funds, teaching staff, or facilities, can also be an obstacle. However, these challenges can be overcome with creativity and collaboration. Utilization of technology, voluntary participation, and collaboration with local communities can be

effective solutions. Changes in children's behavior require time and consistency in implementing character education programs (Rika D., Suci L., Indra B., 2020). Therefore, there needs to be continuous efforts and commitment from all relevant parties. Involving children in fun and educational activities can also be key to stimulating positive changes in their behavior. Even though there are challenges, the character education program at KB-TK Arrahman Islamic School also opens up great opportunities. Collaboration with communities, the use of technology to increase efficiency, and a deep understanding of the needs and potential of each child can be opportunities to increase program effectiveness.

Evaluating the impact of character education programs at the PAUD level is not only about academic results, but also about children's personal development. Positive impacts are expected to be seen in children's behavior, attitudes towards life and social interactions. Character education programs are expected to help children develop honesty in their actions and words. It is hoped that the application of Islamic values in everyday life can provide a strong ethical foundation for children. Responsible attitudes, compassion and respect for others are also expected to be manifested in children's behavior (Purwanti & Haerudin, 2020). Apart from the impact on personal development, character education programs are also expected to make a positive contribution to children's future achievements. Children who have strong characters tend to be better able to handle pressure, communicate well, and adapt to change. This can have a positive effect on their academic achievement.

B. Method

This research uses a qualitative approach. Albi Anggito (2018:42), said "Qualitative research is collecting data in a natural setting with the aim of assessing the phenomena that occur."Based on the opinion above, it can be concluded that p Qualitative research is a research approach that prioritizes data collection in a natural setting within-depth and detailed meaning of the phenomena that occur. This method focuses on a deep understanding of the context and complexity of a situation or event, which is then carefully analyzed to explore meanings, patterns and relationships that may not be quantitatively measurable. Data collection in qualitative research can involve direct observation, in-depth interviews, document analysis, or active participation in the situation under study. With this approach, researchers seek to understand the subjective and contextual aspects of phenomena, allowing research to better capture the diversity and complexity in the human experience or natural event being studied.

The type of this research is descriptive. According to Salim (2019:49) "Descriptive research is research that attempts to describe a symptom, event, event that is happening now." Based on the opinion above, it can be interpreted that descriptive research is a scientific research method which aims to provide a detailed and detailed description of a symptom, event or occurrence that is occurring in the current context. The main aim of this research is to provide an accurate and in-depth description of the phenomenon being studied.

C. Finding and Discussion

1. Result

To find out efforts to increase children's absorption capacity through the character education program at the Arrahman Islamic School, researchers conducted interviews. Following are the results of the interview:

1. What is the current condition of children's absorption of Islamic values at KB-TK Arrahman Islamic School?

Answer:

Currently, the condition of children's absorption of Islamic values at KB-TK Arrahman Islamic School reflects the school's commitment to forming children's Islamic character from an early age. In routine monitoring and evaluation, we see that the majority of children demonstrate a good understanding of the Islamic character values taught, such as honesty, cooperation and respect. The application of these values is visible in children's daily behavior inside and outside the school environment.

2. What are the factors that determine children's absorption of the character education program at this school?

Answer:

Several factors determining the success of a character education program involve the active role of parents in supporting Islamic values at home. Good cooperation between teachers and parents is very important, with the exchange of information about children's development and how Islamic values can be applied in everyday life. The use of interactive and contextual learning methods is also a determining factor, where children can be

directly and practically involved in understanding and applying these values.

3. How do parents respond to efforts to increase children's absorption capacity through character education programs implemented in schools?

Answer:

Parents' responses to the character education program were very positive. The majority of parents provide full support for the school's efforts to shape their children's Islamic character. Through parent meetings, training and other collaborative activities, the school has succeeded in raising parents' awareness of the importance of their shared role in developing children's character. A number of parents are also actively involved in school activities that support character education

4. Are there any challenges faced in integrating the character education program into the PAUD curriculum at KB-TK Arrahman Islamic School?

Answer:

Yes, several challenges are faced in integrating character education programs into the PAUD curriculum, especially related to limited resources. In terms of funding and teaching staff, we are trying to overcome this by looking for creative solutions, such as collaborating with volunteers from the local community and using technology as a learning aid. Parental understanding and support is also key in facing this challenge, by continuing to build open and collaborative dialogue.

5. How do schools keep children engaged and motivated in character education programs throughout the school year?

Answer:

The school designs interesting and varied extracurricular activities that not only support character learning but also create an enjoyable learning experience. Special events, such as awards for character achievements, provide an additional motivational boost. These programs are designed with children's needs and interests in mind, keeping them engaged and motivated throughout the school year.

2. Discussion

Based on the results of the Arrahman Islamic School KB-TK interview, it appears that the current condition of children's absorption of Islamic values reflects the school's commitment to forming Islamic character from an early age. Routine monitoring and evaluation shows that the majority of children demonstrate a good understanding of Islamic character values such as honesty, cooperation and respect. The application of these values is visible in children's daily behavior, both inside and outside the school environment. Factors determining the success of the character education program at this school include the active role of parents, teacher-parent cooperation, and the use of interactive learning methods. Good cooperation between teachers and parents is key, where the exchange of information about children's development and the implementation of Islamic values in everyday life is a priority. Interactive and contextual learning methods allow children to be directly and practically involved in understanding and applying these

values. Parents' positive response to efforts to increase children's absorption capacity through character education programs shows the school's success in involving parents as important partners. Through meetings, training and collaborative activities, the school succeeded in building parents' awareness of their shared role in developing children's character. Parents' active involvement in school activities also supports character education. However, challenges are also faced in integrating character education programs into the PAUD curriculum. Limited resources, especially in terms of funds and teaching staff, are an obstacle. Creative efforts such as collaborating with volunteers and using technology as a learning tool are solutions to overcome this challenge. Understanding and continuous support from parents is also a key factor in facing these challenges. The school keeps children engaged and motivated through the design of interesting and varied extracurricular activities. Special events, such as awards for character achievements, provide an additional motivational boost.

These programs are designed with children's needs and interests in mind, keeping them engaged and motivated throughout the school year. Thus, KB-TK Arrahman Islamic School succeeded in creating an educational environment that supports the development of children's Islamic character through collaborative efforts between the school, parents and local resources. Despite facing challenges, schools implement creative strategies to optimize existing resources, creating an environment that allows children to grow into individuals with noble character.

D. Conclusion

The condition of children's absorption of Islamic values reflects the school's commitment to forming character from an early age. Most children show a good understanding of values such as honesty and cooperation. The determining factors for the success of a character education program involve the active role of parents, teacher-parent cooperation, and interactive learning methods. Parents responded positively to efforts to increase children's absorption capacity and involvement in school activities. Despite facing challenges, such as limited resources, creative schools overcome these. With extracurricular activities and character achievement awards, the school has succeeded in maintaining children's involvement and motivation, creating an educational environment that supports the development of children's Islamic character through collaboration between the school, parents and local resources.

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