

PAI Learning Strategies That Form Islamic Character from an Early Age

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Abstract

Islamic Religious Education (PAI) has a strategic role in shaping the Islamic character of students from an early age. The formation of Islamic character is not only limited to the delivery of religious material, but also to the application of appropriate learning strategies, touching on affective, cognitive, and psychomotor aspects. This study aims to examine PAI learning strategies that are effective in instilling Islamic values such as honesty, responsibility, discipline, and tolerance in early childhood. The method used is a literature study by analyzing various learning approaches such as exemplary-based learning, habituation, and Islamic stories. The results of the study show that contextual, fun, and value-based learning strategies are very effective in shaping children's Islamic character from an early age. Therefore, PAI teachers are required to be good role models and be able to design learning that integrates Islamic values in every teaching and learning activity.

Keywords: Learning Strategy, Islamic Religious Education, Islamic Character

INTRODUCTION

Islamic religious education is the right learning. Example: The story of Umar bin Khattab who always tried to uphold justice, even when he had to fight people close to him, teaches children about the importance of honesty and justice in everyday life. Wisdom Stories: Wisdom stories that come from various events in Islamic history or moral stories that can be taken from simple events in everyday life. Example: The story of a child who always feeds people in need, or the story of someone who defeats arrogance with simplicity and humility, can teach children about the importance of sharing, being humble, and conveying empathy. (Anjeli & Fauzan, 2022, p. 32)

Absorbing everything they observe, so it is important for educators to provide good examples and teach basic Islamic values through proper learning. This is because the character formed at an early age will affect the child's personality in the future. Various values contained in Islamic teachings, such as honesty, responsibility, compassion, cooperation, and discipline, are the main foundations in the formation of Islamic character. However, Islamic Religious Education learning

that only focuses on can reduce the effectiveness of education in instilling these values in students. Therefore, it is important for Islamic Religious Education teachers and educators to develop and implement learning strategies that not only convey knowledge, but also instill moral values contained in Islamic teachings.

Learning strategies can vary, from role-based approaches, habituation, use of Islamic stories, to learning based on Islamic social and cultural values. Role-based learning is very important, especially for teachers and parents. Habituation is also an effective way to instill good habits, which will gradually form an Islamic character in children. In addition, Islamic stories are full. (Anwar & Zaenullah, 2020, p. 89) One of the biggest challenges in teaching Islamic character is how to do it without reducing the substance of the values that are to be conveyed. For that, creativity is needed in designing learning activities that can accommodate children's psychological development and introduce them to Islamic teachings comprehensively and touch on various aspects of life. (Asbari et al., 2020, p. 90)

RESEARCH METHODS

The phenomenon is deeply related to the PAI learning process, and how these strategies can shape Islamic character in children. Qualitative research allows researchers to explore various strategies and approaches used by teachers in providing religious learning, as well as their impact on the formation of student character. The design of this research is a literature study that examines various literature related to the concept of PAI learning strategies, the formation of Islamic character, and the approaches applied in this research topic. Thus, researchers can identify patterns in the implementation of successful learning strategies, as well as the impacts they have on the development, principals, and parents of students. In-depth interviews aim to obtain direct perspectives from those involved in the education process, both from the educator and parent side.

This approach allows researchers to explore their understanding of the strategies used, the challenges faced, and the successes achieved in shaping the Islamic character of students. have direct experience in implementing learning strategies to shape Islamic character. Principals who have views on Islamic

Education learning policies and practices in their schools. Example: The story of Umar bin Khattab who always tried to uphold justice, even when he had to fight people close to him, teaches children about the importance of honesty and justice in everyday life. Wisdom Stories: Wisdom stories that come from various events in Islamic history or moral stories that can be taken from simple events in everyday life. Example: The story of a child who always feeds people in need, or the story of someone who overcomes arrogance with simplicity and humility, can teach children

Muslim parents at home and how it relates to the formation of children's Islamic character. Literature Study Literature study was conducted by collecting and analyzing various sources of literature relevant to the research topic. The literature used included Islamic religious education books, scientific journal articles, and previous research reports on Islamic Religious Education learning and Islamic character in early childhood. Observations were conducted indirectly by observing the implementation of Islamic Religious Education learning strategies in several early childhood education institutions. This observation aims to assess the extent to which Islamic values are instilled through the approach used by teachers, as well as how children respond and interact in the learning process.

After the data is collected through in-depth interviews and literature studies, the next stage is data analysis. then identify the main themes that emerge from the data. Furthermore, the researcher groups the data according to relevant categories, such as learning strategies, challenges in implementation, and impacts on children's Islamic character. The organized data is then analyzed to obtain comprehensive conclusions (teachers, parents, principals, and literature studies). This triangulation is important to ensure the validity and credibility of the data obtained. Research Limitations This study has several limitations, including the limited number of respondents involved in in-depth interviews and observations, and the limited time available for the study.

DISCUSSION

Exemplary and Habitual Learning in Islamic Religious Education Can Influence Islamic Character in Early Childhood

Role model-based learning is influenced by the surrounding environment, especially by figures they consider as role models. In this case, teachers as educators have a very large role in shaping children's character through role models. Role models in Islamic Religious Education learning can include various aspects, such as morals, attitudes, and behaviors that reflect Islamic teachings. For example, teachers who demonstrate patience, honesty, discipline, and compassion will teach children to imitate these attitudes. This is important because children at an early age learn more by imitation. When a teacher demonstrates Islamic behavior, both inside and outside the classroom, children will indirectly imitate and internalize these values. (Azka & Santoso, 2015, p. 5)

For example, a teacher who always greets, speaks softly, respects others, and maintains the cleanliness of the school environment, will indirectly instill Islamic values such as greetings, manners, and cleanliness to children. In this case, teachers do not only teach Islamic concepts theoretically, but more on real practices that integrate these values into daily activities. The Influence of Role Models on Islamic Character Increased Compliance with demonstrated by teachers will affect children's behavior at home and in society. Involvement in Positive Activities: Role models in worship, such as performing prayers on time or reading prayers before and after activities, can form good habits in children

Habituation-Based Learning in Islamic Religious Education Habituation is the process of repeating behavior that is carried out in a structured and consistent manner. In the context of Islamic Religious Education, habituation refers to efforts to accustom children to behavior that is appropriate for their early age, because habits formed in childhood will be more easily embedded and influence future behavior. The application of habituation in Islamic Religious Education involves repeating activities that are positive and have Islamic values. For example, the habit of saying hello every time you meet, reading prayers before and after eating, maintaining environmental cleanliness, and accustoming children to praying in congregation. (Bio, 2020, p. 3)

These habits will help children understand that good and Islamic behavior must be done routinely in playgrounds, and others, not only providing physical

benefits, but also educating children to appreciate Islamic values about cleanliness as part of faith. Congregational Prayer: Inviting children to perform congregational prayers at school or at home regularly, which will ultimately form a strong habit of worship from an early age. Example: The story of Umar bin Khattab who always tried to uphold justice, even when he had to fight people close to him, teaches children about the importance of honesty and justice in everyday life. Wisdom Stories: Wisdom stories that come from various events in Islamic history or moral stories that can be taken from simple events in everyday life. Example: The story of a child who always feeds people in need, or the story of someone who defeats arrogance with simplicity and humility, can teach children

The Influence of Habits on Islamic Character Developing a Sense of Responsibility: By getting children used to doing good things, children become accustomed to being responsible for their behavior. For example, keeping the classroom clean or following rules that have been agreed upon together. Formation of Consistent Morals: Habits can carve out good habits and become part of a child's character, such as honesty, simplicity, and discipline. Practical Understanding of Islamic Values: Habits in Islamic Religious Education learning help children understand Islamic teachings directly in their daily activities, so that they not only know the theory, but also practice it(Cahyati & Kusumah, 2020, p. 98)

Integration of Exemplary Behavior and Habituation in Islamic Religious Education Exemplary behavior and habituation in Islamic religious education cannot be separated, but must go hand in hand. Good exemplary behavior from teachers will support the habituation process carried out in the classroom. Conversely, consistent habituation will strengthen the exemplary behavior that has been given. Both complement each other to create an environment that supports the formation of Islamic character in children. Examples of the application of this combination can be seen in routine activities in the classroom, such as teachers showing exemplary behavior by always saying hello and maintaining manners, then getting children used to saying hello every time they meet friends or teachers.

Teachers show exemplary behavior in maintaining cleanliness by cleaning the classroom with students, and getting children used to the Effect of Combination

of Role Modeling and Habituation on Islamic Character By combining role modeling and habituation, Islamic character in their lives. This will be reflected in their honest, disciplined, compassionate, and caring attitudes towards others, which are the core of Islamic character.(Fitri, 2016, p. 8)

To What Extent Is the Use of Islamic Stories in Islamic Religious Education Learning Effective in Instilling Islamic Character Values in Early Childhood?

Islamic stories are one of the most effective learning methods in instilling Islamic character values in early childhood. Stories, whether in the form of stories of prophets, Islamic figures, or stories of wisdom, have long been used in tradition, especially at an early age, where children's abstract thinking abilities are still developing. Example: The story of Umar bin Khattab who always tried to uphold justice, even when he had to fight people close to him, teaches children about the importance of honesty and justice in everyday life. Wisdom Stories: Wisdom stories that come from various events in Islamic history or moral stories that can be taken from simple events in everyday life. Example: The story of a child who always feeds people in need, or the story of someone who defeats arrogance with simplicity and humility, can teach children

Stories can convey moral messages and Islamic values in an interesting, easy-to-understand, and emotionally touching way. By using historical or fictional characters and events, children can learn about the character, attitudes, and behaviors desired in Islam. Some of the reasons why Islamic stories are effective in early childhood Islamic Religious Education learning include: Providing Living Role Models: Islamic stories provide real examples of being living role models that children can follow.(Cahyono, 2019, p. 21)

Easy to Understand and Emotional: Stories are able to convey messages in a simple and easy-to-understand way. In addition, stories often have a plot that contains conflict and resolution, which can connect moral values to children's feelings. Enhance Imagination and Creativity: Stories allow children to imagine and expand their knowledge of the world around them. This can be a fun and effective way to instill Islamic character values through vivid images, sounds, and stories. Instill Lasting Learning: The values contained in Islamic stories, such as

compassion, honesty, and responsibility, tend to stick in children's minds longer than simply teaching theoretical or abstract concepts. Types of Islamic Stories Used in Islamic Religious Education Learning

Islamic stories that can be used in Islamic Religious Education learning for early childhood usually include the following categories: Stories of Prophets and Apostles: The life stories of prophets, such as Prophet Muhammad SAW, Prophet Ibrahim, Prophet Musa, and Prophet Isa, provide exemplary examples in facing various tests and challenges in life. These stories teach values such as patience, perseverance, courage, and strong faith in Allah SWT. Example: The story of Prophet Muhammad SAW who always spoke softly, respected his parents, and did not repay evil with evil, can teach children about the importance of speaking well and being patient in facing problems.

Stories of the Companions: has many inspiring stories that teach the values of courage, honesty, loyalty, and responsibility. Example: The story of Umar bin Khattab who always tried to uphold justice, even when he had to fight people close to him, teaches children about the importance of honesty and justice in everyday life. Stories of Wisdom: Stories of wisdom that come from various events in Islamic history or moral stories that can be taken from simple events in everyday life. Example: The story of a child who always feeds people in need, or the story of someone who defeats arrogance with simplicity and humility, can teach children about the importance of sharing, humility, and empathy. (Farhana, 2023, p. 99)

Islamic Fable Stories: Stories about animals or nature that contain moral messages or Islamic values. These fables are more easily accepted by children because they use characters that are familiar to them, such as animals or the surrounding nature, but still convey a deep moral message. Example: A story about two birds that help each other in the midst of difficulties or a story about caring for the environment that can teach children about compassion for fellow living things and nature. The Influence of Islamic Stories in the Formation of Islamic Character Islamic stories play a very large role in the formation of Islamic character in children.

Here are some positive impacts that can be generated from the use of Islamic stories in Islamic Religious Education learning for early childhood. Formation of Good Moral Values: Through Islamic stories, children can learn about good morals and in accordance with Islamic teachings, such as patience, honesty, humility, kindness, responsibility, and justice. For example, the story of the Prophet Muhammad who was always patient and did not repay evil with evil can teach children to always be patient and guard their tongues. Instilling Positive Attitudes Towards Others: Islamic stories often emphasize the importance of helping others, caring for others, and sharing with those in need. Children who hear these stories will better understand the importance of helping each other and sharing in their daily lives.

Increased Empathy and Compassion: Islamic stories filled with values of compassion and concern for others, be they humans, animals, or nature, will foster a strong sense of empathy in children. They will learn to care for others, understand their feelings, and try to help those in need. Increased Compliance with Islamic Teachings: By studying the life stories of the prophets and companions, children will appreciate the teachings of Islam more and feel motivated to emulate the positive attitudes and behaviors taught by these figures. (Handayani et al., 2021, p. 43)

Improving Faith and Piety: Islamic stories can also They will learn that all good deeds done, such as being honest, maintaining cleanliness, and being kind to others, are part of Allah's command and bring rewards. Implementation of Islamic Stories in Islamic Religious Education Learning in Class In practice, teachers can use Islamic stories in various forms, such as Oral Stories: Teachers can read or tell Islamic stories to children, either directly in class or through audio-visual media such as videos. Drama or Role Play: Children can be invited to play a role in the story, so that they not only listen, but also directly feel the values contained in the story (Hanum, 2017, p. 21)

CONCLUSION

Use of stories Stories that contain noble moral and ethical values have a profound impact on children's development, both emotionally, socially, and spiritually. Overall, there are several main conclusions regarding the use of Islamic stories in Islamic Religious Education learning Effectiveness in Instilling Islamic Character Values Islamic stories are an effective means of instilling Islamic character values in children. Through the stories of prophets, companions, and other Islamic figures, children learn about honesty, patience, responsibility, humility, and compassion, all of which are important characters in Islamic teachings. Example: The story of Umar bin Khattab who always tried to uphold justice, even when he had to fight people close to him, teaches children about the importance of honesty and justice in everyday life. Stories of Wisdom: Stories of wisdom that come from various events in Islamic history or moral stories that can be taken from simple events in everyday life. Example: The story of a child who always feeds people in need, or the story of someone who overcomes arrogance with simplicity and humility, can teach children

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