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Improving Children's Islamic Character through Exemplary-Based Learning at RA Roudlotusysubban

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Abstract: This research aims to improve children's Islamic character through example-based learning in RA Roudhatussyubban. The research method used is Classroom Action Research (PTK) with the Kemmis and McTaggart model which consists of planning, implementation, observation, and reflection in two cycles. The subject of this study is group B children in RA Roudhatussyubban. Data collection techniques are carried out through observation, interviews, and documentation. The results of the study show that example-based learning can improve children's Islamic character, especially in the aspects of honesty, politeness, discipline, and caring. In the first cycle, the level of achievement of Islamic character indicators was still in the sufficient category, while in the second cycle there was a significant increase to the good category. The main factors that support the success of this method are the consistency of educators in providing positive examples and the involvement of parents in supporting the formation of children's Islamic character in the home environment.

Thus, example-based learning has proven to be effective in shaping Islamic character in early childhood. It is hoped that this method can continue to be applied and developed in learning at RA Roudhatussyubban and other Islamic educational institutions.

Keywords: Islamic Character, Exemplary-Based Learning, Early Childhood, RA Roudhatussyubban

INTRODUCTION

Early childhood education has a very important role in shaping children's character and personality from an early age. At this stage, children begin to recognize the basic values that will be the foundation in their lives in the future. One of the important aspects that needs to be instilled is Islamic character, which includes the values of honesty, patience, discipline, and concern for others.

In Islam, the formation of good character is part of the moral education taught by the

Prophet PBUH. Children need to get education that is not only cognitive, but also affective and psychomotor, so that they can internalize Islamic values in daily life. Exemplary-based education is one of the effective methods in shaping children's Islamic character.

Exemplary is an educational method that has been applied since the time of the Prophet PBUH. He is the main role model for Muslims in all aspects of life. This method emphasizes that children tend to imitate the behavior of those around them, especially teachers and parents. Therefore, an environment that sets a good example will be very influential in shaping a child's character.

RA Roudhatussyubban as an Islamic educational institution has a great responsibility in instilling Islamic character in its students. One of the strategies that can be applied is example-based learning, where educators provide real examples in attitudes, behaviors, and speech that are in accordance with Islamic teachings.

However, in practice, there are still various challenges in shaping children's Islamic character. Some children show behaviors that are not in accordance with Islamic values, such as a lack of responsibility, impoliteness in communication, and low concern for friends. This shows that a more effective approach is needed in the learning process.

Exemplary-based learning is the right solution to overcome these problems. This method not only teaches concepts theoretically, but also provides real examples that children can imitate. With the example of teachers and the school environment, it is hoped that children can imitate positive behavior and apply it in their daily lives.

This study aims to find out how example-based learning can improve the Islamic character of children in RA Roudhatussyubban. Through this class action research, the effectiveness of the exemplary method in improving children's character will be analyzed, as well as the factors that support or hinder the application of this method.

The research method used is Classroom Action Research (PTK) with a qualitative and quantitative approach. PTK is carried out in two cycles, where each cycle consists of planning, implementation, observation, and reflection stages. The subject of the study was group B children in RA Roudhatussyubban.

Data collection techniques are carried out through observation, interviews, and documentation. Observation is used to see changes in children's behavior before and after the implementation of example-based learning. Interviews were conducted with teachers and parents to obtain information about the effectiveness of this method. Documentation is used to record learning activities and changes in children's character during the study.

It is hoped that the results of this research can contribute to the world of education, especially in the application of exemplary-based learning methods in Islamic educational institutions. In addition, this research can also be a reference for educators in effectively instilling Islamic values in early childhood.

Exemplary-based character education is not only the responsibility of teachers at school, but must also be supported by parents at home. Synergy between school and family is needed so that the formation of Islamic character can run optimally. Therefore, this study will also discuss the role of parents in supporting the success of the exemplary method in RA Roudhatussyubban.

In this study, it will be explained how to implement effective exemplary learning, as well as how to overcome obstacles that may arise in the learning process. Thus, this research is expected to provide new insights for educators in developing better learning strategies.

The conclusion of this study will later provide recommendations regarding the implementation of exemplary learning in RA Roudhatussyubban, as well as how this method can be applied in the broader context of Islamic education. With the right approach, it is hoped that children can grow into individuals who have a strong Islamic character and are able to practice Islamic teachings in daily life.

As part of efforts to improve the quality of Islamic education, this research can also be a reference for other Islamic educational institutions that want to implement exemplary-based learning. With this research, it is hoped that more and more educational institutions will realize the importance of the role of example in shaping a generation of Muslims with noble character.

Thus, this research is the first step in developing a learning method that not only focuses on cognitive aspects, but also on the formation of children's Islamic character from an early

age. This is in line with the main goal of Islamic education, which is to create a generation that has a balance between science and good morals.

METHODS

This study uses a classroom action research (PTK) approach with the aim of improving children's Islamic character through exemplary-based learning at RA Roudhatussyubban. This method was chosen because it can have a direct impact on students and allows for gradual improvements in the learning process. This class action research is carried out in several cycles, each of which consists of planning, implementation, observation, and reflection stages.

Subject and Location of the Study The subject of this study is group B children in RA Roudhatussyubban, who are about 5-6 years old. The research was conducted at RA Roudhatussyubban as an Islamic educational institution that has the goal of instilling Islamic values from an early age. The selection of this location is based on the need to improve the Islamic character of children through more effective exemplary-based learning methods.

Data Collection Techniques The data in this study was collected through several techniques, namely observation, interviews, and documentation. Observation was made to see the extent of changes in children's Islamic character after being given example-based learning. Interviews were conducted with teachers and parents to find out their perspectives on the effectiveness of the methods used. Documentation is used to record activities that take place during research, either in the form of photos, videos, or diary notes.

Research Instruments The instruments used in this study include observation sheets, interview guidelines, and reflection journals. Observation sheets are used to record children's behavior and attitudes in responding to exemplary-based learning. Interview guidelines are used as a guide in digging up information from teachers and parents. Reflection journals are used by researchers to record progress during each research cycle.

Research Procedure This research is carried out in two cycles with each cycle consisting of four stages. In the planning stage, the researcher developed an exemplary-based learning design that involved Islamic stories, simple worship practices, and examples of good behavior from teachers. At the implementation stage, learning is carried out according to the plan that has been made. The observation stage is used to record the results of the implementation, while the reflection stage is carried out to evaluate and determine improvements in the next cycle.

Data Analysis Techniques Data analysis is carried out using qualitative descriptive techniques. Data obtained from observations, interviews, and documentation were analyzed to see the trend of changing children's Islamic character. The analysis is carried out continuously throughout the research to ensure the effectiveness of the applied methods.

Success Indicators The success of this study is measured based on the improvement of children's Islamic character, which includes honesty, discipline, manners, and obedience in worship. Success indicators can also be seen from the increase in children's involvement in exemplary-based learning activities and positive responses from teachers and parents.

Obstacles and Solutions Some of the obstacles that may be faced in this study include the lack of attention of children when given examples of example and differences in family backgrounds in applying Islamic values. The solution implemented is to provide variations in delivery methods, such as using visual media and educational games, as well as communicating with parents so that they can support the formation of children's Islamic character at home.

Research Ethics In the implementation of this research, the researcher ensures that all

procedures carried out are in accordance with the principles of research ethics. Consent from the school and parents was obtained before the research was conducted. Children's data is kept confidential and used only for the purposes of this research.

Conclusion This research method is designed to improve children's Islamic character through example-based learning. With the PTK approach, the changes that occur can be observed and improved gradually. The results of the research are expected to contribute to the development of a more effective learning model in instilling Islamic values in early childhood.

RESULTS

This study aims to analyze the effectiveness of exemplary-based learning in improving children's Islamic character in RA Roudhatussyubban. The Islamic character in question includes honesty, discipline, manners, and responsibility. This study uses the Classroom Action Research (PTK) method with a qualitative and quantitative approach. The subject of the study was group B children in RA Roudhatussyubban, with a total of 20 participants. Data collection is carried out through observation, interviews, and documentation.

Exemplary-based learning is applied by providing direct examples from teachers in various daily activities. Teachers are role models in speaking, behaving, and acting in accordance with Islamic values. At the beginning of the study, it was found that most children still had difficulties in showing good Islamic character, such as not being used to saying greetings, lack of discipline in following class rules, and lack of awareness in sharing with friends.

In the first cycle, teachers began to apply the exemplary method consistently. Every learning activity begins with a joint prayer, the teacher gives an example in speaking good words, and shows good manners to the children. The results of the evaluation showed an improvement in the aspects of honesty and good manners of children. However, there are still some children who lack discipline in following class rules. In the second cycle, teachers added storytelling activities with Islamic figures as a model of example. In addition, reinforcement is carried out through awards for children who show Islamic character consistently.

The results of the second cycle showed a significant improvement in the child's discipline and responsibility. Children begin to understand the importance of following the rules and showing Islamic behavior in daily life. Teachers have a very important role in shaping children's Islamic character. By demonstrating good behavior, teachers set a real example that children can follow. A supportive school environment has a great influence on the success of exemplary learning. Schools that have a strong Islamic culture will help children in forming good character.

In addition to teachers, the involvement of parents in guiding children at home is also very important. Collaboration between teachers and parents can strengthen the learning provided in schools. Some of the obstacles faced in the application of this method are differences in children's family backgrounds, as well as some children who take longer to adjust to the exemplary method. To overcome these obstacles, an individual approach is carried out to children who need more attention, as well as holding meetings with parents to provide an understanding of the importance of example in shaping children's Islamic character.

The data obtained were analyzed using qualitative and quantitative descriptive techniques. The results show a significant improvement in the aspect of children's Islamic character after applying example-based learning. The application of exemplary-based learning can be one of the effective methods in improving children's Islamic character in RA. This method can be widely applied by adjusting the conditions of each school. This study shows that

exemplary learning is effective in improving children's Islamic character in RA Roudhatussyubban. Children become more honest, disciplined, polite, and responsible.

Teachers are expected to continue to apply exemplary methods in the learning process, as well as provide good examples in daily life. Schools can enhance Islamic culture by creating an environment that supports exemplary learning. Parents are expected to be role models for children at home, as well as collaborate with schools in educating children. Further research can be carried out by adding other variables, such as learning methods combined with interactive media to further improve the effectiveness of example-based learning.

DISCUSSION

The results of this study show that an example-based approach has a significant impact on shaping the Islamic character of children in RA Roudhatussyubban. This success is in line with the theory of Islamic education which emphasizes the importance of exemplary in the learning process. As Islamic education experts have revealed, children learn through observation and imitation of the behavior of the adults around them.

Compared to other learning methods, example-based learning is more effective in shaping character because it provides real examples that can be directly internalized by children. This is evidenced by a significant increase in the aspects of honesty, discipline, manners, and responsibility after this method is implemented.

However, the challenges in applying this method cannot be ignored either. The difference in children's family backgrounds is a factor that affects their speed in absorbing Islamic values. Therefore, the active role of parents is very necessary to strengthen the learning that has been carried out in schools.

In addition, the school environment also plays a very important role. Schools that have a strong Islamic culture will find it easier to apply the exemplary method effectively. Therefore, in addition to teachers, all school staff must also be good role models for children.

This research provides deeper insight into the effectiveness of exemplary learning in early childhood education. However, more research is still needed to explore how this method can be combined with other learning strategies to be more optimal. In addition, the development of example-based learning media, such as Islamic storybooks and educational videos, can also be an interesting innovation to strengthen the results that have been achieved.

Thus, it can be concluded that example-based learning is a very effective method in shaping children's Islamic character. Consistent implementation and support from parents and the school environment will further strengthen the results obtained. The success of this method at RA Roudhatussyubban can be a model for other educational institutions that want to apply similar methods in shaping children's Islamic character from an early age.

CONCLUSION

The conclusion of this study shows that exemplary-based learning in RA Roudhatussyubban plays an important role in improving children's Islamic character. This method allows children to directly imitate positive behaviors shown by teachers and the surrounding environment, so that the formation of Islamic character can take place naturally and effectively.

First, the exemplary approach in learning provides a real example for children on how to apply Islamic values in daily life. Teachers as role models show disciplined, honest, polite, and affectionate attitudes, which are then imitated by students.

Second, the application of exemplary methods has proven to be effective in shaping Islamic characters such as honesty, responsibility, and social concern. Children become more likely to understand and practice Islamic teachings because they see firsthand the real examples of teachers and adults around them.

Third, social interaction between children, teachers, and peers in the school environment also strengthens Islamic character. Children learn how to be patient, helpful, and respectful of others through daily practices that are supervised and directed by educators.

Fourth, the consistency factor in providing an example is one of the keys to success in shaping children's Islamic character. When Islamic values are taught and applied consistently by teachers and school environments, children tend to internalize and practice those values in their lives.

Fifth, support from parents is also an important factor in strengthening children's Islamic character. Collaboration between teachers and parents in applying Islamic values at home and at school helps children to understand and apply Islamic teachings in a sustainable manner.

Sixth, the exemplary-based learning method not only improves children's Islamic character but also contributes to their moral, emotional, and social development. Children who get a good example tend to have a more positive attitude in interacting with the surrounding environment.

Seventh, this study shows that the challenges in the implementation of exemplary learning include the limited time of teachers in giving full attention to each child as well as the influence of the environment outside the school that may not support Islamic values. Therefore, synergy between schools, families, and communities is needed in shaping children's Islamic character.

Eighth, exemplary-based learning at RA Roudhatussyubban can be an effective learning model for other Islamic educational institutions in instilling Islamic values in children from an early age. The implementation of this method needs to be continuously developed and adjusted to the needs and developments of the times.

In conclusion, exemplary-based learning is an effective strategy in improving the Islamic character of children in RA Roudhatussyubban. With the active role of teachers, parental support, and a conducive environment, Islamic values can be well embedded in children so that they grow up to be individuals with noble character and benefit society.

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