



The Role Of Educators In Instilling Religious Values In Early Childhood AT TPQ Insan Robbani Al-Fikri



* Dadan Darmawan¹, Putri Alika², Mochamad Ganiadi³
^{1,2,3} Universitas Sultan Ageng Tirtayasa, Kota Serang, Banten

Article Information

Article History

Received: Sept 20, 2024

Revised: Jan 13, 2025

Accepted: Mar 03, 2025

Keywords:

The role of educator
Religious character
Earlychildhood

Abstrak

Pendidikan merupakan faktor penting dalam membangun bangsa yang cerdas. Dengan adanya pendidik dijadikan sebuah usaha sadar manusia dalam meningkatkan pengetahuan, keterampilan bahkan kepribadiannya, Tujuan penelitian ini adalah untuk menanamkan nilai-nilai religius pada anak usia dini di TPQ Insan Robbani Al-Fikri Kota Tangerang melalui peran pendidik sebagai fasilitator dan peran orang tua sebagai role model. Metode penelitian yang digunakan menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Penelitian ini dilakukan di TPQ Insan Robbani Al-Fikri di kp. Karang anyar, kecamatan Neglasari Kota Tangerang. Hasil penelitian ini menunjukkan bahwa seorang pendidik yang berperan sebagai fasilitator memiliki 5 indikator keberhasilan yaitu penyediaan perangkat pembelajaran sudah berjalan cukup baik, Penyediaan fasilitas pembelajaran berupa metode, media serta peralatan belajar sudah cukup lengkap, pendidik berlaku sebagai teman bagi peserta didik, pendidik sudah melaksanakan tugas dan fungsinya sesuai dengan Undang-Undang, dan pendidik tidak bertindak sewenang-wenang kepada peserta didik. Dengan demikian adanya peran pendidik sebagai fasilitator dan peran orang tua sebagai role model efektif dalam pembentukan karakter religius anak usia dini diantaranya beribadah, berdoa dan berperilaku sesuai ajaran agama.

Abstract

Education is an important factor in building an intelligent nation. Through educators, it becomes a conscious human effort to enhance knowledge, skills, and even personality development. The aim of this research is to instill religious values in early childhood at TPQ Insan Robbani Al-Fikri, Tangerang City, through the role of educators as facilitators and parents as role models. The research method used is a descriptive qualitative approach. Data collection techniques include interviews, observations, and documentation. This research was conducted at TPQ Insan Robbani Al-Fikri in Kp. Karang Anyar, Neglasari Sub-district, Tangerang City. The results of this research show that educators who act as facilitators have five indicators of success: (1) the provision of learning tools has been

adequately implemented, (2) the availability of learning facilities, including methods, media, and equipment, is fairly complete, (3) educators act as companions to students, (4) educators fulfill their duties and functions in accordance with regulations, and (5) educators do not act arbitrarily towards students. Thus, the role of educators as facilitators and the role of parents as effective role models contribute significantly to shaping the religious character of early childhood, particularly in aspects of worship, prayer, and behavior in accordance with religious teachings.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

✉ Corresponding author:

E-mail: 2221200003@untirta.ac.id

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

INTRODUCTION

Education is a conscious effort by humans to create a well-balanced individual in terms of skills, intelligence, spiritual-religious values, personality, noble character, and self-control. Therefore, considering the importance of the educator's role, they must be capable of shaping intelligent, knowledgeable, and morally upright generations. Educators must be able to fulfill various roles, including that of a facilitator, motivator, teacher, and mentor. According to Warsono and Hariyanto (2013:20), regarding the role of a facilitator, educators are responsible for preparing pedagogical, psychological, and cognitive development facilities for their students (as cited in Sulistriani et al., 2021:60).

The moral crisis has become a significant issue in this nation. Many news reports and media broadcasts highlight cases involving educational institutions, such as murder, violence, and even student brawls. Even more concerning are the numerous cases of harassment involving minors. Thus, it is undeniable that moral degradation is escalating, influenced by both environmental and familial factors from an early age. Therefore, instilling moral values from an early stage is essential to prevent similar cases and to address the moral decline in this country. Character development must begin as early as possible so that it becomes ingrained in children as they grow into adulthood. According to Darmawan & Rosmilawati (2020:107), character is shaped by environmental conditions, which can be fostered and learned by individuals. Hence, character education is defined as a human effort to direct,

shape, instill, and develop the personality or character of a group of people. Through the habit-forming approach implemented by educators as facilitators in every learning process, it is expected that children's character development will improve, allowing them to grow into morally upright individuals.

In this context, education that can improve the character of future generations is character education, particularly religious-based character education, such as Taman Pendidikan Al-Qur'an (TPQ). TPQ is a non-formal educational program initiated by communities out of concern for the current moral decline. The goal of TPQ is to provide children with knowledge of reading and writing the Qur'an, as well as to instill religious teachings and values from early childhood to adolescence. Instilling religious values in children is considered a fundamental asset for their future lives. Shaping a generation with noble character (*akhlaqul karimah*) is a long, systematic, and continuous process. It must begin with informal education and continue through formal and non-formal education. Therefore, the role of educators, religious figures, the community environment, and families is essential in instilling religious values.

Previous research on the role of educators as facilitators and parents as role models remains limited, although many studies have examined the role of educators and parents in general. For example, *The Contribution of Parents and Educators in Shaping Islamic Character in Early Childhood* (Wahyuni, I. W., & Putra, A. A., 2020). The novelty of this research lies in its focus on a single, crucial role in the learning process, which is expected to enhance the formation of good character in accordance with Islamic teachings. This study aims to determine how important and influential the role of educators as facilitators is in shaping the religious character of early childhood.

Therefore, the researcher is interested in this topic because religious values play a vital role in everyday life, especially in an era increasingly shaped by advancements in science, technology, and information. These values are also fundamental to the learning process at TPQ Insan Robbani Al-Fikri, Tangerang City. Given that instilling religious values in children is not an easy task, further research is needed on "The Role of Educators in Instilling Religious Values in Early Childhood at TPQ Insan Robbani Al-Fikri."

RESEARCH METHOD

This study employs a qualitative research method. It is referred to as a qualitative method because the data collected consists of written descriptions obtained from respondents as the observed subjects. According to Creswell, J.W. (as cited in Fiorentina, 2016:36-37), the qualitative approach is a research process aimed at understanding human and social problems. The findings are then presented in the form of detailed reports, which are systematically structured in scientific writing. Therefore, qualitative research can be defined as a method used to study human and social issues, specifically focusing on the role of educators and parents in instilling religious values in early childhood at TPQ Insan Robbani Al-Fikri, Tangerang City.

The data sources used in this research are divided into two types: primary data, which is obtained directly from informants, and secondary data, which is obtained indirectly through other people or relevant documents. The following are the informants in this research for data collection. The primary data in this research consists of educators and students at TPQ Insan Rabbani Al-Fikri, Tangerang City. The secondary data in this research includes data and documents on the role of parents and educators in instilling religious values in students. Additionally, books, journals, and articles are also used as secondary sources by the researcher.

The data collection techniques in this research include interviews, observations, documentation, and literature study. Meanwhile, the data analysis techniques used by the researcher are data reduction, data presentation, and conclusion drawing.

RESEARCH RESULTS AND DISCUSSION

The results of this research are presented based on the data collected during the research conducted at TPQ Insan Robbani Al-Fikri, Tangerang City. This study was carried out from November to December 2023. The research involved one educator, three parents of students, and ten students at TPQ Insan Robbani Al-Fikri, Tangerang City. The findings of this research focus on three main aspects: (1) The role of educators as facilitators in instilling religious values in early childhood at TPQ Insan Robbani Al-Fikri, Tangerang City; (2) The role of parents as role models in instilling

religious values in early childhood at home; (3) An overview of the religious values taught by educators and parents to early childhood.

THE ROLE OF EDUCATORS AS FACILITATORS IN INSTILLING RELIGIOUS VALUES IN EARLY CHILDHOOD

Educators Prepare All Learning Support Tools

As educators who serve as facilitators in the teaching and learning process, they must prepare all learning tools before the learning process begins. Based on interviews and observations, it can be concluded that the role of educators as facilitators, specifically as providers of learning tools at TPQ Insan Robbani Al-Fikri, Tangerang City, has not been fully optimized. This is due to the lack of updated learning tools such as lesson plans (RPP) and syllabi.

Every educator is responsible for providing complete learning tools, including the curriculum, lesson plans, syllabi, evaluation materials, and assessments that are creative, innovative, and enjoyable. This ensures that the learning process is active, inspiring, motivating, enjoyable, and challenging for students, encouraging active participation. Additionally, it should provide ample opportunities for independence based on students' talents, interests, creativity, psychological aspects, and physical development, aligning with theories of the educator's role as a facilitator.

This aligns with the view of Susanti et al. (2019), who emphasize that the function of learning tools is to serve as a guideline for educators in the teaching and learning process, as a tool to measure the success of education, as a means to enhance the professional performance of educators, and to facilitate the learning process (cited in Sugiyono et al., 2022:303).

Educators Provide Learning Facilities

Students will feel comfortable when learning facilities are fully available, including methods, media, and learning infrastructure. In addition to methods and media, another equally important aspect is the infrastructure provided by TPQ Insan Robbani Al-Fikri, Tangerang City. Facilities are an essential component that must be present in the learning process within an educational institution. The completeness of these facilities influences the learning outcomes that students aim to achieve.

Based on interviews and observations, the researcher concludes that the role of educators as facilitators in providing learning facilities has been fairly well implemented. Although there are still some shortcomings, such as a lack of chairs, this does not significantly hinder the learning process at TPQ Insan Robbani Al-Fikri, Tangerang City. From the observations conducted, students generally enjoy the facilities provided by educators.

Facilities play a crucial role in supporting the learning process within educational institutions. Therefore, the primary duty of educators as facilitators is to provide adequate facilities to ensure that the teaching and learning process runs as planned. Educators and students can utilize the facilities provided by the government or foundations, as well as seek additional resources available in the surrounding environment (Saputra, 2019:126).

Educators Act as Partners, Not Superiors

To understand how educators act as facilitators in teaching and positioning students in the learning process at TPQ Insan Robbani Al-Fikri, Tangerang City, the researcher conducted a series of interviews and observations. These aimed to explore the relationship between educators and students both during the learning process and outside the TPQ environment.

Based on interviews and observations with educators at TPQ Insan Robbani Al-Fikri, it was found that educators establish relationships and closeness with students in a simple yet effective way—by treating them as friends both inside and outside the classroom. This approach is intended to make students feel comfortable and happy around their educators.

Thus, the researcher concludes that the role of educators as facilitators, particularly in acting as partners rather than superiors in the teaching and learning process at TPQ Insan Robbani Al-Fikri, has been implemented effectively according to plan. The educator's role as a facilitator helps create an interactive, active, enjoyable, and participatory learning process. However, it requires patience in dealing with early childhood students.

Educators Fulfill Their Duties and Functions as Mandated by Law

Based on interviews with educators at TPQ Insan Robbani Al-Fikri, a good educator must understand their duties and functions in accordance with the law. The

educator explained that their role includes being a guide, mentor, facilitator, and motivator in the teaching and learning process. The existence of legal regulations provides direction for educators in fulfilling their duty to educate the nation's future generations. Thus, educators are expected to achieve the educational goals set at the beginning of the learning process.

This aligns with Hamzah B. Uno (2007), who stated that not only students are required to have competencies, but educators must also possess various competencies, including pedagogical competence, personal competence, professional competence, and social competence. These competencies are essential for educators to become more professional and effective in carrying out their responsibilities (as cited in Sari, 2017:4).

The educator's statement is supported by observations made during the learning process. The researcher noted that before starting the lesson, the educator first guided students to recite a prayer, then reviewed the previous material, and motivated the students by singing children's songs or reciting Sholawat Nabi. After that, the educator assigned tasks to the students, assessed their work upon completion, and conducted an evaluation through discussions to enhance students' memory retention.

The presence of legal regulations ensures that educators remain focused and guided in achieving.

Educators Do Not Act Arbitrarily Towards Students

To understand how educators act as facilitators towards students during the learning process, an interview session was conducted with the educator regarding their actions in the classroom. Regarding the indicator of educators not acting arbitrarily, this was reinforced by findings from the observations made by the researcher. The educator did not act arbitrarily, as evidenced by their behavior when two children had a conflict. The educator would separate the students and mediate the situation, offering guidance and resolving the issue through discussion with both parties, without taking sides. This aligns with the view of Norsidah et al. (2017), who state that all educators must develop good character in themselves (as cited in Lase and Zega, 2022:2108).

Therefore, the researcher concludes that the role of educators as facilitators in this aspect at TPQ Insan Robbani Al-Fikri is functioning well. This statement is

supported by the fact that the educator does not act arbitrarily towards students. The educator hopes that the learning process improves further and fosters an environment where young children can enjoy peace, discipline, and mutual care. This way, students will find it easier to grasp the knowledge being shared by the educator throughout the learning process.

Overview of Religious Values Taught by Educators and Parents to Early Childhood

To address the research question regarding the religious values taught by educators and parents to early childhood students at TPQ Insan Robbani Al-Fikri, Tangerang City, the researcher conducted observations on the depiction of religious values through several indicators of learning achievement. These indicators include worship, prayer, and behavior in accordance with religious teachings, which are described as follows.

Worship

Based on observations and assessments at TPQ Insan Robbani Al-Fikri, Tangerang City, regarding the attainment of religious values in early childhood education, it was found that students have a strong awareness of their obligations as Muslim boys and girls. This is evident in their practice of performing wudu before prayer, understanding prayer movements, performing congregational prayers, and reciting prayer verses correctly.

Over four weeks of observation, all students consistently followed the scheduled prayer practice, starting with wudu. Each student took turns performing wudu under the guidance of an educator, who ensured they followed the correct procedures. However, three students were observed to be less focused during prayer practice, often engaging in playful behavior with their peers. In response, the educator reminded them to pay close attention and emphasized the importance of maintaining *khushu'* (devotion) during worship.

Four students were able to recite prayer verses fluently and clearly, while approximately seven students participated in the prayer practice calmly and with focus. Instilling the habit of worship from an early age helps children develop a strong

foundation in religious practice, reinforcing the understanding that worship is the pillar of faith. Additionally, worship is an obligation for all Muslims, and neglecting it results in sin (Mulia, 2021:56).

Prayer

Based on observations and assessments at TPQ Insan Robbani Al-Fikri, Tangerang City, regarding the depiction of religious values in early childhood education, students are taught to regularly recite and memorize daily prayers. These include prayers before eating, prayers before and after studying, prayers for parents, and prayers after wudu.

From the observations, approximately 8–9 students were found to have memorized the prayers; however, when reciting them together—such as the prayer after wudu or the prayer for parents—they sometimes did not follow along properly. Every Wednesday, students practice memorizing short hadiths and prayers, which they later apply during prayer practice on Thursdays.

Overall, students have shown significant improvement in memorizing daily prayers. Initially, many were unfamiliar with the prayers, but through continuous learning and repetition, they have become more fluent in reciting them. This progress is achieved through the teaching methods and habitual reinforcement by educators at TPQ Insan Robbani Al-Fikri. This process is not just about repetition but also about the role modeling provided by educators in daily life. This aligns with Umar (2019:76), who emphasizes that role modeling plays a crucial role in shaping religious values as both a character trait and a guiding principle in human life.

Behaving According to Religious Teachings

Based on observations and assessments at TPQ Insan Robbani Al-Fikri, Tangerang City, regarding the depiction of religious values in early childhood education, students have demonstrated behaviors that align with Islamic teachings. These include helping others, showing respect, being honest, disciplined, patient, sincere, greeting others with Assalamu'alaikum, and shaking hands as a form of respect.

Observations revealed that eight students had a good understanding of these behaviors and practiced them regularly, such as sharing with those in need, helping each other, greeting with salam, shaking hands, and showing patience and sincerity. However, two students occasionally struggled with controlling their emotions, leading to conflicts between them. Despite this, educators provided guidance and mediation without taking sides. They consistently reminded all students to love and care for one another like siblings, fostering a peaceful and harmonious environment.

Overall, students' character and behavior have shown improvement in accordance with religious teachings. According to Ibn Qayyim, instilling the habit of sharing and giving charity from an early age helps cultivate generosity and kindness. Educators who teach and encourage such practices are considered role models of generosity, fostering a culture of giving and caring for those in need (Mainuddin, 2022:154).

CONCLUSION

Education is a conscious human effort to develop a well-balanced individual in terms of knowledge, skills, and noble character. Instilling strong character, including responsibility, is one of the key duties of educators in shaping students from an early age. Educators play a crucial role in a child's development, particularly as facilitators who are expected to meet students' learning needs and serve as positive role models. Since young children quickly imitate what they see and hear, educators must set good examples in both behavior and actions.

Maximizing the role of educators as facilitators can help create a golden generation—children who not only recognize and understand their Creator but also behave in accordance with religious teachings. However, this role requires continuous effort from both educators and parents. Shaping a child's character is not an easy task; it is an ongoing process that demands patience and dedication. Only through consistent guidance and reinforcement can children grow into individuals with noble character and strong moral values.

REFERENCES

- Darmawan, D., & Rosmilawati, I. (2020). Penguatan Pendidikan Karakter Melalui Kegiatan Pembiasaan Pada Program Paket C di Lembaga PKBM Negeri 21 Tebet Timur Jakarta. *Jurnal Eksistensi Pendidikan Luar Sekolar (E-Plus)*, 5(1).
- Farih, M. N. (2020). Peran Guru Sebagai Fasilitator Dalam Proses Pembelajaran Pendidikan Sejarah Di SMA Negeri I Kajen Kabupaten Pekalongan. Universitas Negeri Semarang.
- Fatahillah, M. T. (2023). Peran Orang Tua Dalam Meningkatkan Pendidikan Agama Islam Anak Di Lingkungan Kampung Pasir Salam Desa Gunung Bunder 1 Kecamatan Pamijahan, (Skripsi, Sekolah Tinggi Agama Islam (STAI) Nida El-Adabi).
- Fiorentina, N. (2016). Peran Orang Tua Dalam Menanamkan Nilai-Nilai Religius Anak Usia 6-8 Tahun (Studi Kualitatif di Perumahan Islamic Village, Tangerang) . Universitas Negeri Jakarta.
- Hasbi, M., Maryatun, I, B., Pratiwi, W, C., Murtiningsih., Saputra, N, I., Rahmawati, D., Rahayu, I. (2021). *Peran Orang Tua Dalam Program Pembelajaran*. Jakarta: Kementerian Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat, Direktorat Pembinaan Pendidikan Anak Usia Dini.
- Hikmatullah, H., & Fachmi, T. (2020). Keteladanan Orang Tua dalam Islam. *Geneologi PAI: Jurnal Pendidikan Agama Islam*, 7(2), 165-187.
- Lase, F., & Zega, A. (2021). Sikap Kepribadian Guru PAUD yang Menarik dan Disukai Peserta Didik. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 2107-2126.
- Mainuddin, M. (2022). Konsep Pendidikan Anak Dalam Islam Perspektif Ibnu Qayyim Al-Jauziyyah. *TAJDID: Jurnal Pemikiran Keislaman dan Kemanusiaan*, 6(2), 149-159.
- Mulia, A. R. (2021). Konsep Pendidikan Ibadah Anak Usia Dini Menurut Ibnu Qayyim dalam Buku “Hanya Untukmu Anakku” (Doctoral dissertation, UIN Ar-Raniry).
- Prasetya, B., Tobroni., Cholily., Khozin. (2021). *Metode Pendidikan Karakter Religius Paling Efektif di Sekolah*. Malang: Academia Publication.
- Sari, N. (2017). Menjadi Guru Profesional di Era Globalisasi. *Jurnal Dosen Universitas PGRI Palembang*.
- Saputra, M. A. (2019). Tata Kelola Fasilitas Pembelajaran Oleh Guru Sebagai Fasilitator Dalam Meningkatkan Hasil Belajar Peserta Didik Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) Di MTS Al-Hikmah Bandar Lampung Tahun Pelajaran 2019/2020 (Doctoral dissertation, UIN Raden Intan Lampung).
- Sulistriani, S. S. (2021). Peran Guru Sebagai Fasilitator Dalam Pembelajaran IPA Di Sekolah Dasar. *Journal Of Elementary School Education (JOuESE)*, 1(2), 57-68.
- Umar, Mardan. (2019). “Urgensi Nilai-Nilai Religius Dalam Kehidupan Masyarakat Heterogen Indonesia” *Jurnal Civic Education*, no. 1, 72-73.