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Early Childhood Education with an Islamic Religious Education Approach in the Era of Community Challenges 5.0: Bibliometrics of Analysis of the term “Islamic Education and Early Childhood Education”

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Abstract

This study discusses the Industrial Revolution 4.0. in increasing the use of data and technology for the convenience of human life with an Islamic religious education approach for early childhood at PGRI Standard Corawali, South Sulawesi. The qualitative research method used is through bibliometric analysis which is interpreted as epistemological and religious education towards the era of society 5.0. Data collection techniques used are interviews, observation and documentation. The results showed that the application of inhibiting factors in implementing early childhood education were internal (internal) factors, in the form of awareness and understanding of each individual to carry out religious teachings, and external (external) factors, in the form of guidance and attention from parents. , association in the community around them, and education obtained from school. As for the effort to overcome the obstacle, namely implementing Islamic Religious Education in Early Childhood by providing exemplary and attention and affection for children, so that they can follow those ordered by parents and teachers.

Keywords: education; Early Childhood

Introduction

The concept of Islamic Religious Education which can be interpreted as guidance on spiritual and physical growth, especially in Early Childhood education according to Islamic teachings with the wisdom of directing,

teaching, training, nurturing and supervising the application of all Islamic teachings. in order to reach the set goal, namely "instilling Imam and piety (morals) and upholding the truth so that a person who is personal and virtuous is formed according to Islamic teachings. In Surah An-Nahl verse 78

which means "And Allah brought you out of the wombs of your mothers (at that time) you did not know anything and Allah made for you hearing and sight and hearts. sacred without knowing anything, but the child is equipped with hearing, sight and heart so that this can be said to be the potential that he brought from birth to be developed after being born into the world. In developing the potential that exists in children, education is needed which is of course in accordance with values or norms. the existing norms and most importantly also in accordance with the abilities possessed by the child. Islam views the family as the first environment or milieu for the individual, and it is in the family that the first education that can take place means that parents educate, guide and teach good morals and from an early age parents begin to monitor their growth carefully and wisely in accordance with the demands of Islamic education. . From the description above, it can be said that the purpose of early childhood education in the view of Islam is to maintain, assist the growth and development of the human nature of the child, so that the soul of a child born in a state of nature is not polluted by worldly life. Or in other words that early childhood education in Islamic education aims to instill Islamic values in children from an early age, so that in the subsequent development of children they become kaffah Muslim human beings, who believe and are devoted to Allah SWT, (Siregar, 2021). His life can be avoided from disobedience, and decorated with obedience and obedience and by unceasing good deeds. Conditions like this are desired by

Islamic education, so that later it will lead students to a happy life in this world and in the hereafter.

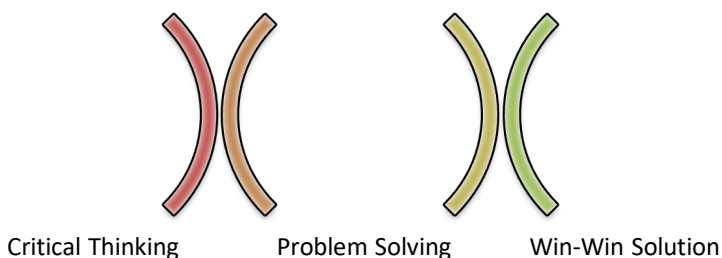
Early Childhood Education (PAUD) with an Islamic Religious Approach which is the first and main foundation for children's personal development, both in terms of character, physical abilities, cognitive, language, art, social emotional, spiritual, self-discipline, self-concept, and independence and the five senses. PAUD plays a very important and decisive role in the history of subsequent child development, because it is the foundation for the basis of the child's personality. PAUD really determines a person's success in the future, how a person responds to various problems faced in every step of life is largely determined by the experience and education he received at an early age. And then The level of development of multi teachers in modern prep schools is in the medium category, and the number of co effectiveness of teachers in achieving student learners ' achievement can be done with an examination of the supporting and hindering factors, so that solutions can be sought.

Discussion

Islamic Religious Education at the estuary of Early Childhood Education with an Islamic approach received special attention in the era of society 5.0, especially in terms of Islamic character. One of the reasons why Islam pays attention to Early Childhood Education (PAUD) is that Islam came to the world in a chaotic situation: social, economic, political, cultural, legal, and

so on. Situations like this in some cases seem to be recurring, so there needs to be a win-win solution to overcome them. It takes a character building for children based on Islamic families with the application of character education and implementation of Islamic family-

based children's character education that leads to the 5.0 era of society. (Ahmad Kholilul Adzim, 2021). Meanwhile, Islamic Religious Education assesses Character Building in facing the era of society 5.0, namely;



There are various forms of curriculum developed in the era of society 5.0 by experts in the Industrial Education 4.0 era, namely: First, the curriculum is separate, meaning that subjects have their own curriculum, independent learning and holistically integrated, because each subject has an integrated organization. and of course connected with technology in the form of Zoom, You Tube and others. Second, the curriculum is interrelated between each subject that cannot be separated from the Technical Guidance for Learning Management in Learning Video

(learning that has management through video), Third, the integrated curriculum that in this curriculum students get experiences because all subjects are one unified whole. The field of development of early childhood education in the perspective of Islamic Religious Education is the totality of children's potential, including physical-motor, intellectual, moral, social and emotional. Language skills are also developed because they are needed in communicating in the context of socialization and actualization (Agusriandi, et al., 2021).

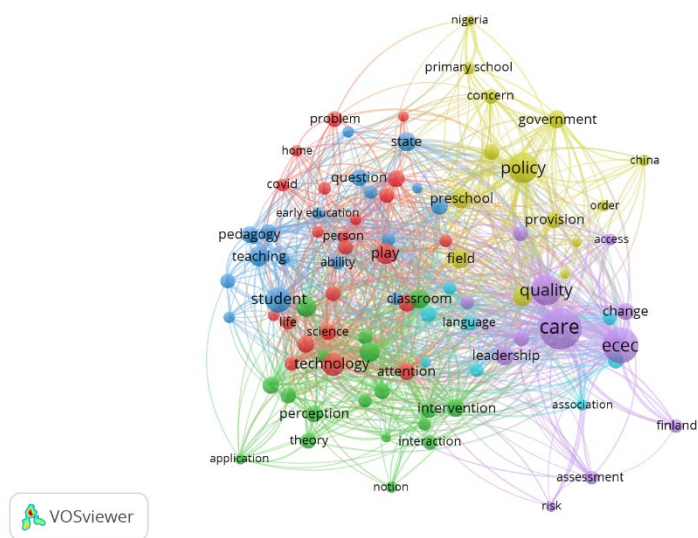


Figure 1. Network Visualization

Early childhood educators with an Islamic Religious Education approach help children by developing all their potential so that they develop towards the formation of a complete human being who can function as an independent human being with Islamic character and having religious-humanistic leadership in the field of education in the Industrial Revolution 4.0 and Society 5.0 (Arifin). I, 2019). In principle, the main points of education that must be given to children (the curriculum) are nothing but the teachings of Islam itself. Islamic teachings can be broadly grouped into three, namely *aqidah*, worship and morals. Although in the field there are many Early Childhood Education educators who do not agree with online learning because it is not

effective and not all parents have laptops or mobile phones for online learning, so there is a need for Blended Learning with an integrated approach between offline and online, (Nurdin, La Ode, 2021).

Worship education in early childhood is important for the development of children or students. As stated in the teachings of Islamic jurisprudence which states that worship education should be taught starting from childhood or early childhood. Worship education is taught from an early age so that later they can truly practice worship in accordance with Islamic teachings and become obedient people who carry out all religious commands and stay away from all prohibitions. Worship as the realization of the Islamic faith

must continue to radiate and be practiced well by every child and Islamic Religious Education

Learning at Early Childhood Age in Forming Islamic Personal Character, (Elihami, et al., 2018).

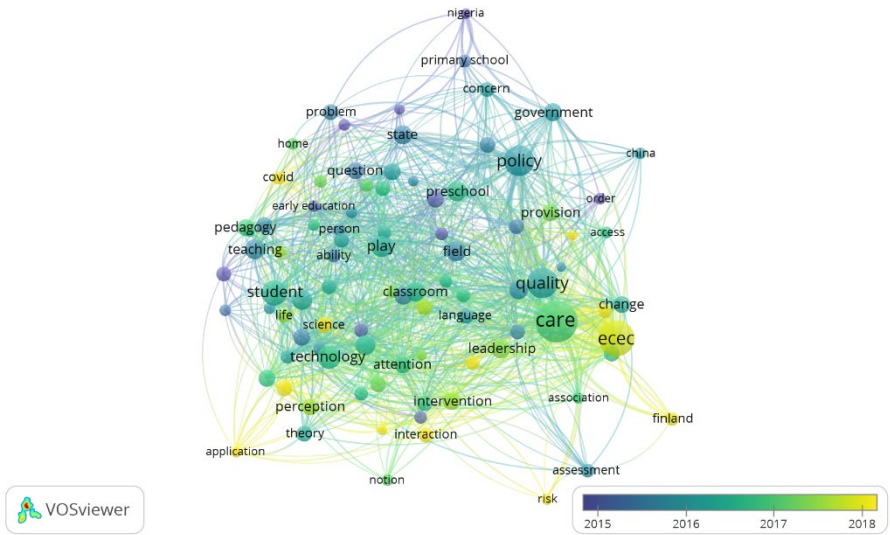


Figure 2. Overlay Visualization

According to PAUD's view in the teachings of Islamic Religious Education, every student who is born in a holy state (clean), and the factor determining the religious quality of the students themselves is largely determined by the participation of their parents in educating. That foundation gives meaning to us that it turns out that the family environment factor is the first rank that will give the basic color for children's religious values (Johni Dimiyati, 2021). In other words, if children who are still pure and clean and have this potential are not developed optimally in positive ways, they will grow up in uncontrolled conditions. Therefore, how important it is for parents and

teachers in this regard to develop the potential of children from an early age by instilling religious values as the initial color in their lives. Religious values that must be instilled by teachers should be integrated/integrated in teaching and learning activities from opening to closing. If these values have been firmly entrenched in children, they will grow and develop by having the ability to prevent and counteract and fortify them from various influences. In general, the development of religious values in children is identical to their understanding of the existence of God. Teachers are expected to understand and adapt teaching methods to introduce children. For example, to raise an

understanding of Islam the teacher can introduce verse 3 of Surah A-Tin which means "We have indeed created man in the most perfect form." From the understanding of this verse, the teacher can then give an understanding to the child that among the proofs of perfecting the human form other than the physical is that only humans are equipped with reason, and Allah SWT does not give it to others.

Intellect which is a mandate from Allah SWT should be able to be developed through education so that it functions as a guide to determine between right and wrong, good and bad, allowed or not. Furthermore, the teacher can also provide differences in the behavior of animals and children. For example, animals may not be clothed but humans may not be naked.

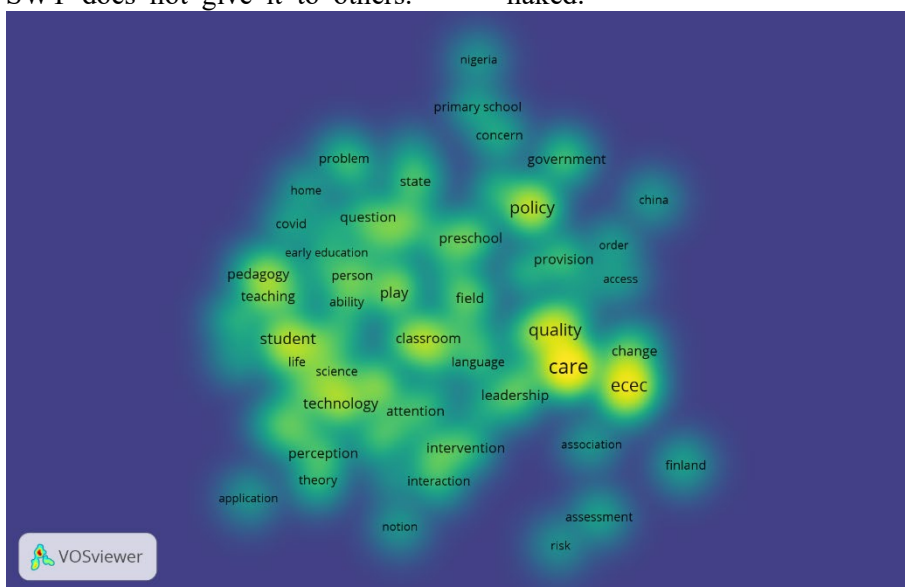


Figure 3 Density Visualization

Methods of Early Childhood Education according to the Islamic Perspective

In terms of guiding knowledge in the form of knowledge about Islam, it is still in the low category due to the lack of intensity in which students are instilled in Islamic understanding, for example teaching purification procedures, how to perform ablution, praying and reciting the Koran, and fasting activities in certain months. Specifically, in the sector, assessing the soft skills of students to realize Islamic teachings

in the form of real charity, namely in the form of good deeds blessed by God Almighty. Activities to improve students' soft skills that are integrated with Islamic Religious Education are to encourage changes in student behavior in all forms of real routines. In terms of soft skills, PGRI Standard Corawali students fall into the category of less than optimal scores, even though they have actually implemented the

method of improving soft skills but have not had a good assessment.

Educators as role models in PAUD activities that should be integrated from various dimensions of life, educators should be the designers of developing PAUD learning design models that are integrated with Islamic Religious Education, so that family life becomes a civil society in supporting technological developments towards society 5.0. Thus the real steps that must be taken in the form of a good example will have a very big influence on the soul of students, because many students imitate their parents (Ika Budi Maryatun, 2016).

The learning method, learning by doing or by applying theory and practice, will give more impression to the soul, strengthen knowledge in the heart and strengthen it in memory. Among those that can be trained for early childhood in the form of integration in Islam and Science which has the foundation of Industry 4.0 include; how to brush teeth using technology without being separated from Islamic rules, proper hand washing exercises according to Islamic and health rules, practice ablution, say greetings when entering the house, practice reading prayers when starting community-based learning activities towards 5.0 (Vanda Rezanía, et al., 2020).

Conclusion

The method of early childhood education with the Islamic Religious Education approach towards society 5.0 is a surefire step that educators need to apply in facing an increasingly complex technological era. The use of appropriate learning methods in early childhood requires good scrutiny in order to shape the character of children into Islamic students and can face global

challenges in the future. Implementation of the implementation of educational activities in early childhood with the Islamic Religious Education approach is expected to achieve superior results. Therefore, educators always find effective methods and implement learning models that have a significant effect in preparing and assisting early childhood growth towards a 5.0 society, both mentally and morally, spiritually and socially, so that students can reach perfect maturity in order to face life and global challenges in the future.

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