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AISYIYAH: Its Role and Dynamics in the Development of Education in Palopo City

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Abstract

This research aims to provide a general overview of the role and dynamics of the development of Aisyiyah education in Palopo City in achieving an intelligent and moral Karimah generation. This research looks at the performance of Aisyiyah Bustanul Athfal I Kindergarten, Aisyiyah Bustanul Athfal II Kindergarten, Aisyiyah Bustanul Athfal II Peta Kindergarten, Aisyiyah Bustanul Athfal IV, Bara Palopo District, starting from curriculum planning, learning, to implementation. The research uses a qualitative approach with descriptive methods to obtain more accurate information. Data collection techniques through observation, documentation and interviews, then analyzed using data reduction steps, data presentation and drawing conclusions. The results of the research show that of the four Aisyiyah kindergartens in Palopo City, all of them use a curriculum in accordance with PAUD standards using thematic learning with a scientific approach, and prepare learning plans by making semester programs in advance, Weekly Learning Implementation Plans, Daily learning and assessment as a process of measuring the results of children's learning activities.

Keywords: Aisyiyah, Education, and Curriculum

Intriduction

Palopo City was previously the capital of Luwu Regency, but after it was expanded, this area was divided into four districts, namely East Luwu Regency, North Luwu Regency, Palopo City and Luwu Regency. Palopo City was officially founded as a city around 16 years ago, while 'Aisyiyah as a Muhammadiyah women's organization existed in Luwu Regency (before it was expanded), namely around 1933 Miladiyah, but its official establishment was in 1968 Miladiyah. In the Islamic religion, women are given the opportunity to work in charity together with men, so on that basis, among others, the founder of Muhammadiyah KH. Ahmad Dahlan founded the 'Aisyiyah organization as a Muhammadiyah women's movement, including in Luwu Regency, especially in Palopo City.

Aisyiyah Palopo City, as a result of the expansion of Aisyiyah Luwu which was inaugurated in 1933, took part in assisting the government in developing the preaching of amar ma'ruf nahi munkar in the midst of people's lives. Figures who are categorized as pioneers of the founding of 'Aisyiyah in Palopo City (Luwu) include Hj. Fatimah Salim (Pot Timang), cousin of Haji Radi's father, Hj. Jawariah, Hj. Sakinah Radi Abdullah, Hj. Daeng Risayang, Hj. Saimah Usman, Hj. Pure Marsuki.

Education includes the life process in order to develop its potential so that it can run optimally. Early childhood education must be the initial process of a person's growth and development before entering adulthood. Early childhood education is an effort to guide, nurture and stimulate children so that they will



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produce abilities and skills for children. Apart from that, young children must have the right to receive education, care, upbringing, health and nutritional needs. The aim of education for kindergarten is to help lay the foundation for developing the attitudes, behavior, recognition, skills and creativity that children will later need for their growth and development (Zherly Nadia Wandu & Farida Mayar, 2019).

One important part that must receive attention regarding early childhood education is education in Islamic religious values. Religious values education is related to the willingness to implement religious teachings in everyday life. Children must be given appropriate guidance and direction in understanding the religious values of early childhood. Early childhood religious activities are related to prayer, worship and behaving according to religious teachings. The benefits of religious activities carried out by early childhood are that children will later become individuals who are devout and behave according to the teachings of their religion. If children are continuously trained in inappropriate ways then when they are adults they will not have a high level of concern for religious life in their daily lives (Fitriyah, 2019).

In the world of education, there has been a lot of discussion about character education. With facts showing that the character of students in this era of globalization has declined very sharply, this is motivated by the era of digitalization resulting in the emergence of character education in society. Education is a process of changing behavior, increasing knowledge and life experience so that students become more mature in thinking and attitude. Education in the digital era is very fast, advances in technology are not only enjoyed by adults, but teenagers can also enjoy the results of current technological developments (Nurul Dwi Tsoraya et al., 2023).

In the world of education, technology is also widely used as a means of long-distance interaction between people in various regions. Technological developments also have positive and negative impacts. There have been many cases, for example disputes, drug cases, brawls between students in the community which indicate poor character education. Therefore, character formation from an early age is very necessary and must be done to develop good national character. In its implementation, character education requires example and habituation. The habit of doing good things such as behaving honestly, helping each other and being tolerant. Character formation is not formed instantly but must be trained seriously. Character education aims to ensure that students become the nation's successors who have good morals and morals (Nurul Dwi Tsoraya et al., 2023).

Through TK.Aisyiyah, Palopo City, efforts are made to be able to produce an early age generation that has good morals and upholds the noble values of the culture of the people of Palopo City. Noble values developed in the implementation of the Kindergarten curriculum. Aisyiyah is integrated with al-Islam Kemuhammadiyah by instilling the value of monotheism/Puang Seuwae, the value of honesty, the value of intelligence/amaccangeng, and the value of love at the level of achievement of children's development in various aspects so that they are ready to pursue further education.



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Research Methods

This research uses several approaches, namely the exemplary approach, the habituation approach and the advice approach, because ideally every learning process should be carried out on activities and creativity that are centered on teachers and parents and learning that is centered on students. The data collection technique in this research is to use (a) observation through direct monitoring of children's actions (b) interviews and (c) documentation. Data analysis techniques through observation, documentation and interviews, then analyzed using data reduction steps, data presentation and drawing conclusions.

Results and Discussion

Learning Planning for the Kindergarten Aisyiyah Curriculum in Palopo City

Palopo Kindergarten ABA curriculum learning planning includes Semester Activity Plans, Weekly Activity Plans and Daily Activity Plans and Evaluation as the final stage in assessing students' learning outcomes. All of these activities are included in the semester activities which are described as follows: (i) Themes include myself, environment, animals, plants for semester I and recreation, work, water/air/fire, country and nature for semester II. All themes are explained into various sub-themes; (ii) Learning strategies used include conversation methods, direct question and answer, storytelling, singing, giving assignments, demonstrations, field trips; and (ii) Evaluation of learning, the teacher provides assignments, performance and students' work results. The time allocation used in 2 semesters for 34 weeks is an annual program.

Making a weekly activity plan includes learning strategies, core competencies, basic competencies, learning materials, learning activities and time allocation for achieving learning goals. The core competencies described in the learning program structure in the TK.Aisyiyah curriculum are a description of the standard achievement level of children's development at the age of 6 years, covering the four abilities of attitudes, spirituality, social attitudes, knowledge and skills. This was confirmed by Mrs. Nurfaedah, according to her that:

"Core competency refers to the level of ability in achieving graduate competency standards possessed by students at each level, class or program, therefore Aisyiyah Bustanul Athfal II Palopo Kindergarten, in following the learning process designed through the curriculum refers to a spiritual attitude ", social attitudes, knowledge and skills, described in basic competencies from all aspects of student development and then integrated with al-Islam Kemuhammadiyah in each learning theme that will be taught."

Researchers can illustrate that cultivating attitudes is the main priority compared to developing knowledge and skills. Core competencies related to spiritual attitudes, social attitudes, knowledge and skills can be described as follows: First, the core competency (KI-1) targets how students can accept the teachings of the religion they adhere to as a form of practice instilling faith values in children from an early age by know Allah swt. through His creation, children can recite the two sentences of the creed, know the names of religion, God, the Prophet and the holy books. Second, Core Competency-2 is expected to be able to shape students so that they are able to have healthy living behavior, curiosity, creativity and aesthetics, self-confidence, discipline, independence, caring, ability to adapt and be tolerant of others, ability to adapt,



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responsibility, path, be humble and polite in interacting with family, educators and friends, as a form of achieving social attitude abilities.

Third, Core Competency (KI-3) is realized in the development of students to recognize themselves, family, friends, educators, the surrounding environment, religion, technology, arts and culture at home, playgrounds and PAUD units by: observing with the senses (seeing), hear, inhale, feel, touch), ask; collect information; reasoning, and communicating through play activities, as a reflection of students' knowledge abilities. Fourth, Core-4 competencies are expected to enable students to demonstrate what they know, feel, need and think through language, music, movement and work in a productive and creative manner, as a form of realization of the students' skills and abilities. Mrs. Darmatang, S.Pd.I explained that the translation of competencies into basic competencies is important and is used as a reference in standards for the level of achievement of children's development in various aspects, namely aspects of religious and moral values, motor physical, language, cognitive and artistic, in carrying out learning to achieve educational goals.

Process of Implementing the Learning Curriculum for Kindergarten Aisyiyah Bustanul Athfal

The structure of the learning program in kindergarten. Aisyiyah covers the areas of developing behavior formation, aqidah, morals, worship, muamalah, Muhammadiyah and basic ability development carried out through play activities, in stages, continuously and habitually, referring to PAUD standards as the formation of students' character/morals. The learning process in the local content of the kindergarten curriculum (Duriani & Kadir, 2024). Aisyiyah contains development programs covering al-Islam values, Aisyiyah and moral, language, cognitive, physical motoric, social emotional and artistic values.

In the process of implementing learning, TK.Aisyiyah Bustanul Athfal I Palopo City implemented the curriculum, according to Mrs. Hadijah S.Pd.Aud, on Wednesday, October 3 2018, that the learning content curriculum in the development process contained a program for developing religious/al-Islamic values Muhammadiyah and morals, physical motor, cognitive, language, social emotional, and arts, which will be implemented by students learning while playing.

As a result of Mrs. Hadijah S.Pd.Aud's interview, it is explained that the content of the Aisyiyah kindergarten curriculum contains development programs in various forms of development, namely: 1) The religious and moral values development program includes the realization of a learning atmosphere for the development of good behavior that originates from religious and moral values and originate from social life in the context of play, 2) The physical-motor program includes the creation of an atmosphere for the development of thinking processes in the context of play, 3) The cognitive development program includes the creation of an atmosphere for the development of mature thinking processes in the context of play. 4) The language development program includes the creation of an atmosphere for the development of language maturity in the context of play, 5) The social emotional development program includes the creation of an atmosphere for the development of sensitivity, attitudes and social skills as well as emotional maturity in the context of play, 6) The arts development program includes the creation of an atmosphere for development exploration, expression, and appreciation of art in the context of play.



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Researchers found that the learning model used in implementing the TK.ABA curriculum. Palopo aims at a group learning model with safety activities, developed with a habituation method so that students can think, behave and act in accordance with the guidance of Islamic religious teachings (Duriani & Rama, 2023). Habituation is very effective to apply at an early age, because children still have strong recordings or memories and immature personality conditions so they are easily absorbed in the habits they do every day. Therefore, as the beginning of education, habituation is a very effective way of instilling the values of worship, morals and muamalah into children's souls.

Evaluation and assessment of student learning outcomes regarding the kindergarten curriculum

Aisyiyah Bustanul Athfal

Developmental achievement level standards for kindergarten. Aisyiyah Bustanul Athfaal is used as an assessment guide to describe children's developmental achievements while in kindergarten education, including developmental achievement standards for Kindergarten aged 4-5 years and 5-6 years. This was explained by Mrs. Hadijah S.Pd.AUD, that this STPPA can be shown in student development reports, in development programs towards achieving attitudes, knowledge and skills described in all aspects of development: (i) Al-Islam, the level of achievement of students can know Allah through his creation, pronounce the sentences thoyyibah istighfar, tasbih, tahmid, takbir, tahlil), imitate the ablution movements and ablution rules and mention the names of prayers and prayer times and mention the number of prayer rakats , knowing the hijaiyah letters, imitating prayer movements and mentioning prayer equipment and prayer places, imitating daily prayers such as prayers before and after eating, prayers for parents, prayers before and after sleeping; (ii) Social emotional development, children can show an independent attitude in choosing activities, know etiquette, good manners, want to share, help and help friends; (iii) Cognitive/knowledge development, students can recognize colors, name shapes such as (circle, triangle, rectangle), compare sizes, compare textures (rough - smooth, hard - soft, slippery - sticky), mention days, compare concepts of temperature (Hot and cold), saying home address, telephone number, recognizing uppercase and lowercase letters, matching letters, using glue with control at the stages of cutting paper, drawing, stages of using materials for building liquid properties by recognizing basic colors (iv) Language development, the level of achievement of children can answer questions simply, retell fairy tales they have heard, communicate orally, read and write their own names; (v) Development of Aisyiyah, the level of achievement of students who are able to recognize Aisyiyah and Muhammadiyah, the symbols and orthoms of Muhammadiyah through observation and communication; and (vi) Physical motor development, children can make coordinated body movements, unbutton, dress themselves, take off and put on their own shoes, can jump well, maintain balance when jumping, catch a ball, kick a rolling ball.

The results of the interview illustrate that the standard level of achievement of children's development from aspects of the development of al-Islam, Muhammadiyah and social emotional values included in the field of behavior formation are activities that are carried out continuously in daily life so that they become good habits. Furthermore, in the field of basic abilities, there are activities prepared by teachers to improve abilities and creativity according to the child's stage of development, including the scope of language, cognitive and physical development.



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Conclusion

In general, the general principles of assessment in TK.Aisyiyah learning are systematic, comprehensive, continuous, educational, objective and meaningful. The overall principle is that assessments are carried out on aspects of the development of Islamic and moral values, Muhammadiyah and social emotional, language, cognitive and physical development. Continuous principle, assessment is carried out continuously using appropriate methods and instruments. The objective principle means that the assessment is carried out in accordance with existing conditions. The principle of meaningfulness, research results must have meaning, not just documents that must be completed on time, but the various techniques used must provide meaning regarding the students' actual condition. The assessment describes the students' actual condition accurately so that parents can understand it easily. Researchers observed that of the four Aisyiyah kindergartens in Palopo City, all of them used a curriculum in accordance with PAUD standards using thematic learning with a scientific approach, and prepared learning plans by making semester programs in advance, Weekly Learning Implementation Plans, Learning Plans. Daily and assessment as a process of measuring the results of children's learning activities.

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