



Learning the Qur'an in Improvement Faith and piety in the Kindergarten of Harapan Ibu Sungai Baung Sarolangun Regency Jambi Province

Nurhidayati

Sultan Thaha Saifuddin State Islamic University Jambi

*Corresponding Author. E-mail: nurhidayatiy450@gmail.com

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Abstract

The purpose of this study is to describe how the ability to read short verses of Surah Al-Ikhlash for early childhood 5-6 years in Harapan Ibu Sungai Baung Kindergarten, Sarolangun Regency, Jambi Province, how to implement a religious center learning in Harapan Kindergarten, Ibu Sungai Baung, Sarolangun Regency and how implementation of religious center learning in improving the ability to read short verses of Surah Al-Ikhlash for early childhood in the Harapan Kindergarten of Ibu Sungai Baung, Sarolangun Regency, Jambi Province. This study uses a qualitative approach, which is a method used to find the broadest knowledge of the object of research at the time the research is carried out. The approach used in this research is descriptive research approach. The findings and analysis of the research are, 1) The ability to read short paragraphs of letters for early childhood in the Harapan Kindergarten of Ibu Sungai Baung, Sarolangun Regency 2) Learning Center for Early Childhood Religion at the Harapan Kindergarten of Ibu Sungai Baung, Sarolangun Regency. 3) Learning Center for Early Childhood Religion at Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency In general, learning at religious centers improves the ability to read short verses of Surah al-Ikhlash in early childhood 5-6 years.

Keywords: Religious Center Learning, Reading Ability, Kindergart

Introduction

Early Childhood Education is essentially education organized with the aim of facilitating the growth and development of children as a whole which emphasizes the development of all aspects of the child's personality. Early childhood is often referred to as the golden age phase, because at this time various abilities of children grow and develop very rapidly (Pratiwi, 2017). Provision of appropriate stimulation and facilities at this time will greatly affect the child's development process (Darmadi, 2015).

Early childhood education is basic education given to children from an early age. At this time, children are experiencing a process of extraordinary growth and development (Isna, 2019). Children do not have a negative influence from their environment. This makes it easier for parents or educators to direct their children to be better. This causes early childhood education to develop rapidly, which is marked by the continued increase in the number of Early Childhood Education institutions, Kindergartens, Raudatul Atfal (RA), Playgroups, Child Care Centers, and other similar Early Childhood Education popping up (Nita Nurcahyani WS, Elizabeth Prima, 2016).

The importance of early childhood education is now starting to be realized by the wider community. This is also marked by the number of parents who have the awareness to enroll their children in early childhood education institutions. In addition, neuroscience findings which state that at birth, the baby's brain cells number about 100 billion, but are not yet interconnected except for only a few, namely only brain cells that control heart rate, breathing, reflexes, hearing, and instincts. life. When children are 3 years old, brain cells have formed about 1000 trillion network connections or also called synapses. Where if these synapses are rarely used, they will die, while those that are used frequently will be stronger and more permanent (Ali, 2020).

Based on this, now many parents understand the importance of early childhood education. The function of the Kindergarten itself is to help develop all children's potential (physical, language, intellectual, emotional, social, moral and religious) and lay the foundation for the development of attitudes, knowledge, skills, and creativity to adapt to their environment and for growth and development at a later stage.

In addition, the development of children's interest in religion in early childhood, namely the age of 2-6 years, children's curiosity about religious issues becomes great and children like to ask many questions. The child accepts the answer without hesitation. Children's concept of religion is realistic, in the sense that children interpret what they hear and see according to what they already know. In terms of improving the quality of early childhood education, it is also necessary to have a basic understanding of children's self-development, especially what occurs in the learning process. This is intended so that we can find out whether or not there are difficulties in the child's learning process, and with a good understanding of the process, it is hoped that teachers can explore, plan, and implement the use of learning resources (Rahmadina et al., 2021).

Learning relates to understanding, improving, and implementing the teaching program carried out. Learning is related to how to teach students or how to make students learn easily and are motivated by their own will to learn what is actualized in the curriculum as student needs. (Faiz et al., 2022). Therefore, learning seeks to describe the values contained in the curriculum. In the curriculum it is also stated that the preschool period is a time to lay the first foundation in developing physical abilities, cognition, language, emotional social, self-concept, discipline, independence, art, morals and religious values. (Iskandar, 2019a).

The function of Kindergarten and Raudlatul Athfal education is to introduce rules and instill discipline in children which includes the rules of the nuclear family and the regulations that exist in society and the country. Another function is to introduce children to the world around them, foster good attitudes and behavior, develop communication and social skills as well as develop skills, creativity and abilities possessed by children and prepare children to enter basic education. (Iskandar, 2019).

The stages of applying the concept, science not only aims to explain natural phenomena for the purpose of understanding and understanding, but furthermore aims to manipulate the factors involved in these phenomena to control and direct the processes that occur (Putri & Iskandar, 2020). This development is a transition of knowledge from the stage of "contemplation to manipulation". In the stage of manipulation of science, moral problems reappear, if in contemplation of moral problems related to scientific metaphysics, then in the stage of manipulation of moral problems related to how to use scientific knowledge or philosophically it can be said that in the stage of concept development there are moral problems that are viewed from an ontological perspective.

science, while in the concept application stage there are moral problems in terms of scientific axiology. Axiology itself is a theory of value related to the usefulness of the knowledge gained (Aminuddin, 2010).

Based on the results of initial observations made by researchers at the Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, it was found that children did not yet have the ability to read short verses of the Surah AL-Ikhlâs, especially children aged 5-6 years, this was because during the covid 19 period teachers are not optimal in carrying out the learning process for early childhood children in Harapan Ibu Sungai Baung Kindergarten, Sarolangun Regency. So that the Kindergarten of the Sarolangun sub-district which is an early childhood education institution in the learning process has not shown an increase in the ability to read short verses of Surah Al-Ikhlâs. It was felt that teachers during the COVID-19 period encountered many obstacles, especially in terms of meeting face-to-face and using learning methods.

Based on the background and problems that the author has raised and what happened in the field, the grand question in this thesis is why Al-Qur'an Learning in Increasing Faith and Piety in Kindergarten of Harapan Ibu Sungai Baung Regency, Sarolangun Regency, Jambi Province has not optimal.

Method

The purpose of this study is to describe how the ability to read short verses of Surah Al-Ikhlâs for early childhood 5-6 years in Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, Jambi Province, how to implement religious center learning in Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency and how implementation of religious center learning in improving the ability to read short verses of Surah Al-Ikhlâs for early childhood in the Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, Jambi Province. This study uses a qualitative approach, which is a method used to find the broadest knowledge of the object of research at the time the research is carried out. The approach used in this study is a descriptive research approach (Sugiyono, 2019).

Results and Discussion

Being a Kindergarten educator is a skill at work skills, expertise and specialty that reach the standard. Currently, the standard is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No 137 of 2013 concerning the National Standard for Early Childhood Education. In the Regulation of the Minister of Education and Culture it is emphasized that early childhood education

educators are professionals who have the task of planning, conducting learning, assessing learning outcomes, carrying out guidance, training, nurturing and protecting early childhood.

Before teaching, the teacher should think about and plan weekly activities that contain various materials self-development material for self-development based on an integrated and structured development field. This weekly activity is divided into daily activities, for daily activities it contains an explanation of the actions to be taken by the teachers on the specified day. In compiling a daily activity, keep in mind that carrying out student development must be through games, and be interesting. In addition, it also allows children to do activities based on independent needs, interests, and abilities.

Some of the teachers who teach at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, prepare semester, weekly and daily programs. Managing learning programs includes planning for a certain period of time which contains what you want to implement teacher in teaching. Thus, the teaching process is an attempt to calculate the activities to be carried out in the learning process. Learning planning is made to coordinate the learning components. Regarding learning planning, following an interview with Ms. Arni Fitri, a teacher class B1, who said that in order to carry out learning in class, one must first prepare several things about the learning itself, namely the daily lesson plan. This includes weekly semesters, days and dates, groups, themes/sub themes, levels of achieving development, learning activities, learning tools or resources, assessing learning process activities (Arni Safitri, Interview with the Author, July 18, 2021).

The author's interview with Mrs. Lusi Mayasari as the principal of the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, said that the process of learning activities carried out in class B. Each teacher is obliged to make a plan learning implementation daily life, this is due to a shared desire to build this Kindergarten to be better, as well as its efforts to create graduates from educational institutions for the better. It can be realized, because educators form plans for children's activities in a structured and sustainable manner in their own cognitive development (Arni Safitri, Interview with the Author, July 18, 2021).

The purpose of making a learning implementation plan is to give direction to the cognitive development of early childhood. Without planning the teacher cannot do cognitive development properly. The teacher does not have an idea about the goals to be achieved. The teacher also cannot determine the direction and method used in achieving the learning objectives,

which in the end will become confusing. Therefore, the plan must also be prepared clearly.

The results of the researchers' observations at the Harapan Ibu Sungai Baug Kindergarten, Sarolangun Regency, when the teacher did cognitive development did not refer to the lesson plan daily that has been made. Seen the teacher doing cognitive development using illustrated books that have been provided by the school, even though in the student activity plan it is not stated about the books being taught (Author's Observation at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, 02 August 2021).

An interview with a class B1 teacher at Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, said that in carrying out cognitive development, I usually give my children task activities according to the instructions in the book. Usually the contents of the book identify pictures, color pictures, bold letters, count pictures and others. These books have been provided by the school, every child is required to have these books so that the teacher does not have difficulty carrying out the learning process. In the odd semester, 7 books are used, and in the even semester, 8 books are used as the main source for children to learn (Arni Safitri, Interview with the Author, 18 July 2021).

More deeply, the researcher asked about the daily learning implementation plan that created by teacher, an interview with Mrs. Evi Mahdalena, a class B1 teacher, said that the learning activity plans that we have written in the large agenda book serve as a reference in carrying out cognitive development using a thematic approach, but we are teachers at the Kindergarten of Harapan Ibu Sungai Baug, District Sarolangun teaches using the books that have been provided, and these books are not in accordance with the theme we have planned, so that the implementation of cognitive development is different from the lesson plan that we have made (Evi Mahdalena, Interview with the Author, 18 July 2021).

Taking shortcuts in learning by copying friends, both in planning, implementing, and evaluating. The teacher must always make and see the process every time he wants to do it In learning activities, it must always be remembered that teaching without a process is a shortcut and dangerous behavior for the development of children and poses a threat to their comfort.

Interview with Evi Mahdalena, class B1 teacher at Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency when asked about how to make an implementation plan Daily Learning Center, said every educator at Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency is required to have and

make a lesson plan daily by the principal. Sometimes I just copy the daily lesson plan formed by LM's mother then I just change my name and the name of the class I hold (Evi Mahdalena, Interview with the Author, July 18, 2021).

Based on the researcher's observations, there are still some teachers who have not maximally made related learning plans to support the ability to read short verses in Surah al Ikhlah for early childhood. Some teachers also make learning activity plans by copying other teachers' property, even teachers make daily activity plans a requirement for teaching equipment but are not implemented as reference materials in teaching. Every teacher has a daily activity plans to be used as a guide in teaching so that the teaching and learning process is directed and so that learning objectives are achieved, However, in Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, the teacher has a daily activity plans but it is not used in the learning process (Author's Observation at Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, 02 August 2021.)

Regarding some teachers in Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, they prefer a practical way to make daily lesson plans daily activity plans, by copying those of a class B teacher. The following is an interview with Miss Evi Mahdalena, a class B teacher at the Park. The child of Hope, Mrs. Sungai Baung, Sarolangun Regency, said, I made a daily lesson plan to see Mrs. Jumawiyah's, because the short verse every week is different, so I just equate it, between plans the implementation of daily learning daily activity plans in my class with daily activity plans Jumawiyah's mother's class.

The results of observations by researchers at the Harapan Ibu Sungai Baung Kindergarten, Sarolangun Regency, that when children come, the teacher welcomes the child with a smile and a sweet greeting while shaking hands and allowing the child to play freely while waiting for other friends to come. This was done until all the children gathered in the kindergarten yard. After all the children have gathered, the teacher instructs the children to line up neatly to start the opening activity.

Observations of researchers in the field, found that learning activities to read short verses of Surah Al-Ikhlash at Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency already reflected the spirit of playing. So that children who take part in reading short verses of Surah Al-Ikhlash feel happy, even though they are actually learning. This joy illustrates that children are involved in learning activities (Observation of the author at Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, 02 September 2021).

Assessment is a process that is integrated into the activities of educators in carrying out teaching and learning activities. According to the US that the assessment for early childhood in reading short verses of Surah Al-Ikhlash, the place and time is carried out based on the time of the activity carrying out the program (Yus, 2011). Evaluation it is carried out in a natural way, namely when students play, read short verses of Surah AL-Ikhlash, make pictures or their work.

Regarding the assessment tool at Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, the class teacher gave an explanation when met in his room during recess, the teacher explained that in the last odd semester, the teacher used an assessment tool for the ability to read short verses of Surah Al-Ikhlash, namely in the form of: checklists, anecdotal notes and reading results. At that time, the teacher filled it in when the child had gone home. What is observed during learning, that will be stated in the assessment tool. However, for this semester, the teacher has not used it because it has not been provided by the school.

Assessment of the ability to read short verses of Surah Al-Ikhlash for early childhood based on indicators of child development achievement must use the principle of objectivity, means adapted to the circumstances. Thus, educators are expected to be able to separate between reality and conjecture in the form of giving special calls to students or other subjective things.

The main purpose of the assessment is to find out the results of the activity of reading short verses of Surah Al-Ikhlash for children. The learning outcomes are used to redesign the lessons that will be carried out the next day. Therefore, an assessment must always be carried out to obtain different information every day so that the next day's learning design is more varied and innovative. This is in the opinion of Al Tabany that Assessment is an effort to collect and interpret some structured, periodic, continuous, overall information about children's development that is achieved by learning (Tabany, 2015).

One of the teacher's goals in documenting the results of the learning assessment is so that teachers can easily analyze in order to know the achievement of students' abilities, in terms of reading short verses of Surah al-Ikhlash whether it is in the ability to not develop, start to develop, develop according to expectations, or Very Well Developed. According to the observations of researchers at the Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency that teachers have not applied the early childhood development scale in their assessment. So that it is possible for educators to have difficulty in analyzing aspects of child development based on the

developmental scale (Observation of the Author at Kindergarten Harapan Ibu Sungai Baug, Sarolangun Regency, 02 September 2021).

Based on the findings that have been presented above, the conclusion is that the assessment of early childhood learning conducted by Kindergarten teachers at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency has not been based on aspects of assessment in early childhood education. Because the assessment has not been proven to be carried out in a systematic, sustainable, accountable and integrated manner along with the ongoing learning activities. And the results of the assessment cannot be said to be educational, authentic, objective, transparent, and comprehensive. Because there is no documentary evidence

The implementation of the learning center for Religion at the Harapan Kindergarten of Ibu Sungai Baug, Sarolangun Regency.

Every policy that is implemented if it is not optimal, of course there are several factors causing it, as well as regarding the pedagogic competence of teachers in cognitive development early childhood, has not fully walked perfectly as desired. In fact, there are several causes for the low pedagogic competence of teachers in early childhood cognitive development.

The findings in the field, that the implementation of learning the Qur'an in increasing faith and piety in the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, Jambi Province

The problems that occur are from several things that indicate the pedagogical competence of teachers at the Kindergarten is the background From the background of teacher education and from boarding schools/tahfiz, it is hoped that the teacher will have academic and intellectual skills. Teacher should be educators have similarities between their scientific backgrounds and the subjects they are fostering. Then educators have knowledge and experience in carrying out learning activities. In fact, these two things can be included with a certificate of expertise in teaching (teaching certificate) obtained from an accredited institution from the government.

The academic qualifications of early childhood education educators or teachers according to the rules set out in Regulation of the Minister of Education and Culture numbers 137 of 2013 are as follows:

1. Have Diploma four (D-IV) or bachelor (S-1) in the field of early childhood education obtained from an accredited study program.
2. Have Diploma four (D-IV) or bachelor's (S-1) other related education or psychology certificates that have Kindergarten teacher professional education certificates from accredited universities.

Based on the description above, there is no difference in academic qualifications between Kindergarten teachers and elementary, middle, or high school teachers. So that the demands for S1 academic qualifications for Kindergarten teachers have taught their position as professional teachers to other teachers. The S1 diploma that is available to Kindergarten teachers represents or at least as a formal legality that Kindergarten educators are experts, proficient, and proficient with the fulfillment of early childhood education standards.

When the researchers made observations, the researchers did find a Kindergarten teacher of Harapan Ibu Sungai Baug, Sarolangun Regency whose educational qualifications were not in accordance with early childhood education, did not yet have an early childhood educator certificate, and teachers taught only using children's activity books as a learning resource. , so it can be said that one of the indicators as a teacher who has pedagogical competence has not been fulfilled (Author's Observation at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, 02 September 2021).

Based on observations in the field, some of the educators who teach at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency are not in accordance with the professional field. Educational background that is not from early childhood education, so that it will cause teachers difficulties in planning and implementing the learning process using the learning center of Religion at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency.

The results of observations made, some of the B grade teachers at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, still have not maximally planned for early childhood learning activities. Some teachers think that the plan is not important and only as an administrative requirement. So that planning the implementation of learning is only for administrative purposes, not for the benefit of the learning process.

The implementation of learning should be guided by something that is stated in the daily learning implementation plan daily activity plans. Based on the researcher's observations, some of the B grade teachers at Harapan Ibu Sungai Baug Kindergarten, Sarolangun Regency already have plan learning implementation daily, but the available plans are not used when carrying out the learning activity process. Whereas based on the plan learning implementation daily a teacher is expected to apply programmatic learning. This happens because the teacher assumes that the function of learning planning is made only for administrative purposes, not to be applied in cognitive development in the classroom.

Educational facilities in general include all facilities that are directly used and support educational activities, including buildings, study rooms or classes, educational facilities, tables, chairs and others. or the park, the way to school. So, pre-educational facilities are all movable and immovable objects that are a support in carrying out the learning process, directly or indirectly.

This shows that the role of facilities and infrastructure is very important in supporting the quality of student learning. Educational facilities can basically be grouped into four groups, namely land, buildings, equipment, and school furniture. Thus, each subject also requires different learning tools. In organizing learning, teachers certainly need facilities that can support their performance so that learning can take place in an interesting way. With the support of adequate learning facilities, the teacher not only conveys the material orally, but also in writing and demonstration in accordance with the infrastructure that has been prepared by the teacher.

Kindergartens that do not support complete infrastructure are difficult to apply learning techniques. Activities to improve the ability to read short verses of Surah Al-Ikhlâs carried out are not very interesting without the facilities and infrastructure. Thus the availability of infrastructure is important in encouraging the learning process. An interview with Mrs. Lusi Marianti as the principal Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, said that Kindergarten teachers will be better if the infrastructure is complete. At the very least, the minimum infrastructure that must be in Kindergarten is educational game tools used in the development of learning the ability to read short verses of Al-Ikhlâs (Author's Observation at the Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, 02 August 2021).

The learning atmosphere in the contents of the play equipment is adjusted to what is needed and can be useful in training students' ability to read short verses of Surah Al-Ikhlâs so that their cognitive development is good. Teachers should use all the facilities obtained from the surrounding natural environment, cheap or used materials, even though some are purchased, considering that the level of competence requires precision (accuracy) and other technologies. The most important thing is that educators use learning tools as effectively and efficiently as possible.

According to the observations, the researchers saw that the facilities available at Kindergarten Harapan Ibu Sungai Baung Sarolangun Regency include tables, chairs, shoe racks, blackboards, building blocks, puzzles, cooking toys, figure trees,

swings, swivel bowls and others. From the results of these observations, it can be seen that the facilities and infrastructure available in Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency are still classified as inadequate to support the development of potential and cognitive ability to read short verses of Surah al-Ikhlâs for early childhood 5-6 years.

The results of the interviews and observations presented, it is known that the factors that cause the ability to read short verses of Surah Al-Ikhlâs for early childhood 5-6 years in the Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency are still caused by the teacher's educational background, the assumption of administrative demands and the lack of facilities and infrastructure.

Learning the Qur'an in Increasing Faith and Piety in Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency, Jambi Province.

Becoming a teacher in early childhood must meet the educational requirements of S1 education, which means to become a teacher Early childhood teachers are needed. The government has required to become a teacher, at least one must meet two requirements, namely academic qualifications and competence.

According to Mrs. Lusi Marianti, as the head of the Kindergarten of Harapan Ibu Sungai Baung Sarolangun Ragency, a Kindergarten teacher in the Sarolangun District who does not yet have an undergraduate academic qualification for Kindergarten teacher education, looks different both in terms of understand the child or in the learning process. Kindergarten teachers who have academic qualifications not from a bachelor's degree in early childhood education The physical looks to have the ability in learning, but the psychology as an educator who is able to understand children's character and skills in learning looks less visible. In making daily learning implementation plans daily activity plans, it looks different between teachers who have academic qualifications of undergraduate early childhood education against those who are not undergraduate early childhood education (Lusi Marianti, Interview with the Author, 19 August 2021).

Furthermore, Asminar's mother said, regarding daily activities and cognitive development. Likewise, in cognitive development, teachers with academic qualifications in early childhood education are seen to have the ability to provide learning material, namely through various methods and interesting and fun learning techniques, when compared to teachers who are not graduates of early childhood education. (Asminar, Interview with the Author, 18 August 2021).

The same opinion was expressed by the head of the Kindergarten of Harapan Ibu Sungai Baung Sarolangun Regency, Mrs. Lusi Marianti, said that

after she finished her bachelor's degree, the students were more enthusiastic than before. According to him, understanding the character of students is very important, both the character of physical development, emotional social, cognitive and other aspects of development. So it has important implications for teachers in understanding all student behavior.

Continuing college majoring in early childhood education is the best alternative to increase teacher competence. However, apart from the high cost of early childhood education, location is also another obstacle. Universities that open early childhood education programs are still rare and mostly located in big cities, so that teachers in rural areas find it difficult to continue their studies. They require a lot of time and money to reach them. Remote places are considered, at least they should have lodging during their studies.

Interview with Mrs. Jumawiyah, a Class B2 teacher, said that the teacher who teaches at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency to be able to carry out religious center learning activities in order to improve the ability to read short verses, especially the letter Al-Ikhlal to early childhood 5-6 years., because if this learning is carried out when children are still at an early age, they will be impressed so that it becomes control for them in dealing with such a complex life. Religious values so that they become a stronghold in the future.

Implementation of religious center learning in early childhood is very important because it is done to increase knowledge, skills and ability to read short verses in early childhood. Religious center learning is carried out with a series of efforts by early childhood education teachers in the present and in the future through the completeness of learning equipment or media so that children are more interested in learning and have the ability to read short verses.

The implementation of religious center learning in early childhood education is very important because there are various changes, both changes from oneself and from outside. Early childhood 5-6 years are required to have the will and ability to read short verses

The spirit of learning religious centers for early childhood 5-6 years can improve the variety of learning resources, interesting teaching aids. Supportive and appropriate media. Learning resources are linked to the themes and sub-themes of the day. For example, in teaching the theme of plants and sub-themes of plant parts and their functions, educators need to think about interesting media. Great teachers don't think about just providing pictures of plants on cardboard, let alone just using markers on the blackboard. He must have thought more, for example presenting media in the form of videos about the

learning process of religious centers in improving the ability to read short verses.

As one of the components to support the ability to read short verses of Surah Al-Ikhlal children Early childhood 5-6 years by using learning media in Kindergarten must be held in various ways, such as by buying, renting, or borrowing. After being held, then they are empowered by Kindergarten educators and students in carrying out activities Learning Activities .

Interview with the head of Kindergarten Harapan Ibu Sungai Baug, Sarolangun Regency, said that the procurement of educational media for early childhood is done by making simple but interesting media so that the procurement of learning media must be endeavored by making your own card pieces of short verses from the letter Al-Ikhlal. (Lusi Marianti, Interview with the Author, August 19, 2021).

Based on the researcher's observations, the religious center learning media in the Kindergarten Harapan Ibu Sungai Baug, Sarolangun Regency that has been purchased looks stored in the office cupboard, and will be used in carrying out the religious center learning process, this is due to the reasons the teachers and the Kindergarten are wants to maintain the media that has been purchased, so that it can be used when there is an examination and accreditation activity at the Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency.

Interview with Ls Marianti, the head of Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, said that, some of the educational games in the room, we also take care of and we store them properly for administrative purposes for Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency, if one day there is one. examinations related to learning facilities, such as for Kindergarten accreditation purposes and so on. If this educational game tool is given entirely to teachers and students, it is feared that it will be damaged or lost and cannot be reused, therefore we take the initiative to maintain it by storing the game tools, and we do not give them to students.

The results of interviews and observations presented by researchers, it is known that the efforts made to improve the ability to read short verses of Al-Ikhlal, teachers in learning religious centers for early childhood 5 to 6 years at Kindergarten of Harapan Ibu Sungai Baug, Sarolangun Regency include efforts to hold media in the form of card pieces of short verses of Surah Al-Ikhlal and make the learning process very fun for children aged 5-6 years.

Result analysis The research was conducted on religious center learning in improving the ability to read short verses of Surah Al-Ikhlal for early childhood 5 to 6 years at Kindergarten of Harapan Ibu

Sungai Baung, Sarolangun Regency. Implementation of religious center learning In improving the ability to read short verses of Surah Al-Ikhlâs for early childhood at Kindergerten of Harapan Ibu Sungai Baung, Sarolangun Regency, it shows, teachers are very trying to understand or understand various learning theories and apply the principle of playing while learning, marked by the provision of learning media for religious centers and also trying to design activities to improve the ability to read short verses of Surah Al-Ikhlâs for early childhood marked by the teacher making plans for improvement activities by paying close attention to the process of reading short verses of Surah Al-Ikhlâs for early childhood 5-6 years and also applying it in the learning process the teacher develops the potential and cognitive of the child, marked by the unidirectional religious center learning activities, and books as the main source used.

The factors that cause their ability to read short verses are not yet optimal in early childhood 5-6 years at the Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency due to the educational background of parents, the assumption of administrative demands and the lack of facilities and infrastructure. which is done to improve the ability to read short verses of Surah Al-Ikhlâs for early childhood 5-6 years, the teacher makes various innovations and maximizes the learning media of religious centers.

Conclusion

According to the description that has been explained there are several important things that researchers can draw as conclusions, namely: First, the ability to read short verses of Surah Al-Ikhlâs' early childhood 5 to 6 years in Kindergerten of Harapan Ibu Sungai Baung, Sarolangun Regency, shows that the ability to read short verses of Surah AL-Ikhlâs is still not optimal. Second, effort which is carried out in the implementation of religious center learning, teachers always try to provide various media for teaching religious centers for early childhood 5 to 6 years in Kindergarten of Harapan Ibu Sungai Baung, Sarolangun Regency including, teacher efforts to continue the use of media, attend training and coaching teachers and procurement efforts learning Media. The three methods used in teaching the Qur'an at the Kindergarten of Harapan Ibu Sungai Baung Sarolangun Regency are the Iqro' method, the Al-Baghdadiyah method, the An-Nahdhiyah method, and the Barqy method.

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