

The Role of Preschool Male Teacher in Islamic Moral Education

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ABSTRACT

The phenomenon of male participation as preschool teachers turns out to have a positive impact in overcoming moral decline in early childhood. The form of this effort is to instill Islamic moral education as early as possible. **The purpose** of this study was to find out the form and also the supporting factors for the role of preschool male teachers in Islamic moral education. **The research method** is qualitative research with a phenomenological approach. The subjects of this study were a male teacher, 2 female teachers, and 2 student guardians at TK Aisyiyah Bustanul Athfal 1 Ngawi. Data collection techniques used are observation, interviews, and documentation. **The results of this study** indicate that the role of preschool male teachers has a positive impact on inculcating Islamic morality in early childhood. The findings of this study are, the form of the role of preschool male teachers in Islamic moral education, namely, exemplary, habituation, and advice. Factors supporting the role of preschool male teachers in Islamic moral education, namely the presence of school programs and parental support.

KEYWORDS

Male teacher, Preschool education, Islamic moral

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INTRODUCTION

The Various aspects of education that must be fulfilled in education, moral education in early childhood is considered very important (Mufarochah, 2020, p. 81). Various factors cause the decline in moral values in children, one of which comes from the environment. The scope of this environment is the family, school and community which are the main spaces in the formation of character and morals in children (Octavia & Sumanto, 2018). A good environment will produce children with good morals, and if the environment in which children develop has a bad side, then early childhood who are currently in the information response period will definitely get a bad moral influence as well. In simple terms, morals can be interpreted as an individual's capacity to distinguish between right and wrong (Siti Nurjanah, 2018, p. 45). Moral decline from the previous generation, of course, is the main focus in education. many things have been done by early childhood, which is one of the things that is concerning. Today's early childhood is the next generation of the nation in the future. If bad morals and not addressed, then in the future, this nation will be destroyed. Because, the progress of a nation is obtained from the character of its human resources (Tanto et al., 2019, p. 338). Children who have a good character foundation will be able to overcome the changes and challenges of the times which are increasingly developing rapidly in this modern era.

The rapid development of technology has had both positive and negative impacts, especially on early childhood. The negative impact can be even greater, if there is a lack of control from parents. Currently around us, it is commonplace, if every early childhood has a personal smart phone (Zaini & Soenarto, 2019, p. 256). Children who are used to smart phones, of course, will find it difficult to limit their use. The impact of using this smart phone can cause

children to become narrow in their social activities. In addition, there is a lot of age-inappropriate content, which often appears in various online applications, which makes children imitate negative things a lot. Most of them, of course, not many understand the meaning of the words and scenes they imitate. For example, the results of research by Zahratul Qolbi, that early childhood when expressing their frustration with friends at school tend to say harsh words, which they should not say (Qalbi, 2022, p. 1571). Of course this further shows the low morale of children, at this time.

In addition, research from Muthmainnah, et al, early childhood when they are in the school environment, also often perform inappropriate physical actions, they tend to kick, hit, pinch and pull the hair of their playmates, (Muthmainnah et al., 2014, p. 468) this can be done by children if they feel angry and their wishes are not fulfilled. This action is certainly a risk factor for the next child's life. This is in line with Purnama's research, et al, that early childhood has done many out-of-bounds actions, such as seizing, hitting, kicking, breaking things, twisting their hands, and throwing (Purnama et al., 2018, p. 42). Children who behave violently and aggressively, of course, can be triggered by many things, one of which is that children with temperamental parents will create children who behave badly too (Erniwati & Fitriani, 2020, p. 5). Of the various kinds of habits of these children, the role of early childhood education teachers is of course very important. Children's bad attitudes and behavior can still be formed by inculcating good religious and moral values. In addition, there is also a need for communication with parents, related to child development.

Against the background of moral deviations that have been committed by early childhood. Currently, many Islamic-based schools have been established, with a modern education

system but also inserting Islamic religious values. Parents send their children to Islamic schools, of course, have the desire to form Islamic character from an early age. So far, what has been used as a reference is that educational institutions based on Islamic teachings such as Madrasas, can be understood by the community as the most effective place to teach Islamic religious knowledge from an early age, where children have not been introduced to knowledge about religion before, and it is in this school that children acquire slightly in-depth lessons about religion and religious sciences that may not be found in public schools. This can be seen from several subjects that contain a curriculum on religion. The madrasah curriculum, which is characterized by religion, is divided into several sub-subjects, namely: The Qur'an, hadith, aqeedah morals, fiqh, Islamic history and Arabic, so that the portion of religious education is more. While in education other than madrasah, Islamic religious subjects are combined into one and the portion is two hours per week (Suryadi & Silfia, 2019).

Morals in Islam are a character that creates human behavior and actions towards oneself and other creatures in accordance with the commands and prohibitions of the Koran and hadith (Ramadhani, 2022, p. 689). According to Al-Ibrasyi, the highest goal of Islamic education is to form good human beings (Tibawi, 1972, p. 42). Islamic moral education is one of faith for individuals. Therefore, forming good character and character from childhood must become a habit so that it becomes a true religious goal (Ulwan, 2007, p. 194). Having Islamic morals means being able to be objective, honest, and consistent. In addition, in interacting with humans, namely giving their rights, trust, and carrying out rights and obligations in socializing in accordance with Islamic teachings. Mahmud Shaltut gave the parable "Faith without morals is

like a tree that does not bear fruit and has no shadow" (Mahmud, 1966, p. 427). To realize good Islamic morals, parents and teachers must familiarize their children with patience and consistency so that they bring good results too. The process of cultivating good Islamic morals, of course, goes through various processes and stages, and is adapted to the stages of child development. In early childhood is a vital period, at this time religious control, good morals, and children's socialization abilities begin to form.

Empirically there is research on instilling Islamic morals in early childhood education, for example research from Imam Tabroni, et al "Implementation of Akhlaql Karimah Through Islamic Religious Education Approach In Early Children" in this study found that early childhood likes to imitate what other people do -the people around him, what the teacher does will also be imitated. Therefore, the teacher is a good figure in the eyes of the child, his character, words and actions will be imitated by the child (Imam Tabroni & Rahmania, 2022, p. 37). In addition, research from Alfiah, et al "The Urgency of Islamic Moral Education During Early Childhood in The Perspective of Hadith" states that moral education needs to start early, because childhood is a conducive period for instilling Islamic morals, and the role of the teacher is a factor external factors that affect Islamic moral development (Saputri et al., 2022, p. 12). Another research from Andi Irlina "Strengthening Young Generation Character with Islamic Education from Preschool in 5.0 Society" that Islamic education during preschool, will acquire various knowledge, skills and Islamic values, which will produce a quality generation of 5.0 society (Irlina, 2023, p. 89).

The role of qualified Early Childhood Education (ECE) teachers is needed to assist children in building their character (Wijayanti, 2021, p. 131). The teacher has a series of tasks to

be able to assist children in achieving the goals of Islamic education, namely individuals who have good Islamic morals. In providing education, a teacher must also be able to develop all the potential possessed by children (Magdalena et al., 2020, p. 62). In addition to providing knowledge, educating, namely changing from those who initially did not know to know, besides that educating also means being able to change individual attitudes and behavior for the better (Pamela et al., 2019, p. 27). Teachers must also fulfill and optimize all aspects of child development. Therefore, the role of a teacher in implementing educational methods has a major impact on child development. In essence, early childhood education has the aim of providing facilities for overall growth and development (Suyadi & Nur, 2017, p. 22). One of the efforts is to provide strategies and encouragement from schools to involve male teachers in early childhood education.

A balance in the existence of male and female teachers is urgently needed. Children will receive intensive attention from female teachers, as well as the role of male teachers who are considered strict and disciplined, helping female teachers to form stronger characters (Putri et al., 2022, p. 93). The role of male teachers is also as a substitute for fathers, where currently Indonesia is ranked 3rd as a fatherless country in the world (Rina, 2023, p. 195). Male teachers at school play an important role in child development. Children who lack a father figure will still get a father figure from the male teacher. Not only meeting the physical motoric needs of children through play activities, (Putri et al., 2022, p. 94) male teachers also act as role models for children. In this case, the inculcation of Islamic morals will be more conducive to forming children, because teachers who have good attitudes and manners will produce children with good morals as well.

Empirically there are several studies on "Men in Early Childhood Education and Care: On Navigating a Gendered Terrain ", explains the factors that influence the lack of male teachers because it is caused by the development of ECEC institutions as jobs for women. The results of this research reveal the role of men in providing input for strategic interventions to increase and support men's participation in ECEC in a more progressive and gender sensitive way (Bhana et al., 2022, p. 544).

The next research, entitled "Critically Discuss the Policy and Research Evidence Which Examines the Role of Men in Early Childhood Education and Care", discusses the involvement and interest of men in early childhood education. Male teachers in ECEC are needed to provide benefits to children, provide role models and balance gender equality in ECEC (Lian, 2023, p. 7).

Another research "Navigating Gender in China's Kindergartens: Male Educators' Perceptions, Challenges, and Strategies in Early Childhood Education", in this research discusses the persistence and resilience of men in facing the ECEC field which is traditionally dominated by women. In this research, it is explained that educators are not only seen from gender, but based on ability, commitment and affection for young children. (Chen, 2023, p. 12).

Based on several studies above regarding male teachers at ECEC. There has not been any research that specifically discusses the role of male preschool teachers in instilling Islamic moral education. Therefore, this study focuses on the study of form and also the supporting factors of the role of preschool male teachers in Islamic moral education. Because this research needs a more in-depth empirical study.

RESEARCH METHOD

This study uses a type of qualitative research with a phenomenological approach.

Qualitative research method is a type of research, where the findings in research are not obtained through calculations or statistics. But researchers try to understand and interpret the meaning of a particular event based on the perspective of the researcher (Gunawan, 2022, p. 3). In the phenomenological approach, researchers try to capture the problems that occur in society and reveal the meaning that is in it. Data collection techniques used in this study are observation, interviews, and documentation. Data collection in this research was carried out by researchers at TK Aisyiyah Bustanul Athfal 1 Ngawi. Interviews were conducted with research subjects, namely a male teacher, 2 female teachers, and 2 students' parents. Furthermore, documentation from this research takes the form of data collection in the form of a general description of the TK Aisyiyah Bustanul Athfal 1 Ngawi. The data analysis technique used is the data reduction stage, the data presentation stage, and the conclusion or verification stage as explained Miles and Huberman's.

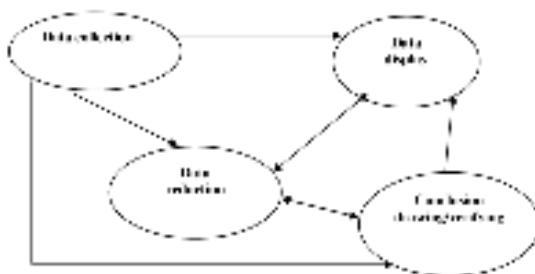


Figure 1. Miles and Huberman's Qualitative Data Analysis Techniques

RESULTS AND DISCUSSION

The results of the interviews in this study are based on the research subjects, namely as follows:

Forms of the Role of Male Teachers in Islamic Moral Education

Exemplary

A teacher as a child's role model, this can be seen when the male teacher always behaves commendably, arrives on time, takes ablution, helps children repeat memorization of the Al-Quran and Hadith. Behave fairly with each child, be patient and polite when speaking. Results of interviews with first female teachers, regarding the form of the role of male teachers in Islamic moral education:

"His presence as a male teacher helps a lot, for example, when prayers are to be held at school, male teachers can lead as priests. This male teacher, was always polite and punctual, therefore, the children would look up to him as an example."

This finding is in line with Ali Mustofa's research, that teachers must be role models for children, because they imitate the teacher's behavior. Such as dressing neatly, arriving on time, maintaining cleanliness, being honest, speaking politely, giving love and attention to every child (Mustofa, 2019, p. 25). Another research from Amin Zamroni, that exemplary in education to form Islamic morals, can be achieved if a teacher is able to reflect commendable Islamic morals. If the teacher is honest, trustworthy, has noble character, is courageous and keeps away from acts of violating religion, then the child will follow the attitude of the teacher (Zamroni, 2017, p. 255).

Habituation

Male teachers try to be firm with children, in order to form good Islamic morals. When it was time for ablution, prayer, study and play, he always reminded the children to be on time. If there is a child who performs ablution but doesn't immediately perform ablution, he will give firm advice. The habituation carried out by

male teachers makes children carry out good habits repeatedly, without having to wait for orders. This habit will certainly be carried by children in their family and social environment. Results of interviews with second female teachers, regarding the form of the role of male teachers in Islamic moral education:

"In my opinion, the presence of male teachers can control children's habits, after the children are brought by their parents, they immediately prepare for ablution, if there is still a lack of discipline, the male teacher will advise, and the children will be more obedient."

The findings of this study are in accordance with research from Rohendi, that habituation in educating children by teachers is an effective method, because knowledge and behavior through habituation will be easily understood by children. With habituation it is hoped that children will behave in accordance with Islamic teachings. With the provision of Islamic knowledge, as children mature, they will know how to behave with their God, others, and their environment (Rohendi, 2018). Another study by Amin Zamroni stated that children must be educated by getting used to doing good activities and being taught good manners. By guiding, training, and educating repeatedly good moral habits, good moral habits will be achieved and mastered (Zamroni, 2017, p. 256).

Advice

Giving advice to children certainly requires a process, children will not do what we advise, if we do not set an example. Advise children to speak softly but firmly. Male teachers who tend to be more authoritative make children reluctant to fight back. The male teachers don't talk much, but they can nurture the children.

Results of interviews with first student guardian regarding the importance of the male teacher's role in Islamic moral education:

"Male teachers play an important role in the development of my child. Before going to school here, my child was difficult to give advice to, often argued and said harshly, because of the unfavorable environment where he lived. But with this male teacher often, in advising and reprimanding, children are easier to control at home."

Results of interviews with second student guardian, regarding the form of the male teacher's role in Islamic moral education:

"My son is not close to his father, because we are separated, with a male teacher the father's role is slightly replaced. Children are close to male teachers at school, are currently more enthusiastic about going to school, and are depositing memorization at school."

The findings of this study are in accordance with research from M. H Nasution, that giving advice to children in instilling Islamic morals needs to be done to remind and explain which morals are praiseworthy and despicable, besides giving advice must be with words that soften the heart (Nasution, 2020, p. 60). Other research from Septi Nurjanah, et al, suggests that educators must provide advice and instructions repeatedly, so that they sink into the hearts of children. If you give advice with a sincere, pure and wise heart, good morals will also be instilled (Septi Nurjanah et al., 2020, p. 374).

Factors influencing the role of male teachers in Islamic moral education

Results of interviews with male teachers, regarding the factors that influence the role of male teachers in Islamic moral education:

"I teach because of my calling, therefore I always try to give my best. Childhood is needed to instill good values, such as Islamic moral education. The factor that influences the most is the Islamic-based curriculum, because we have a reference, so we understand how the method we apply. In addition, there is parental support for school programs, such as prayer, memorizing the Al-Quran and Hadith, as well as various social activities such as compensation for orphans. This social activity inspires children to be grateful and share with others who need it. As a teacher, you also have to set a good example, because children tend to imitate us. When we give advice or reprimand, we do it consistently, that way, children become more disciplined towards the good norms that are applied."

From the results of the interviews above, it can be concluded that the factors that influence the role of male teachers in Islamic moral education are school programs, parental support, and social activities.

School Program

The school program is of course made to be a reference for educators, in carrying out learning. At this school additional mandatory programs, such as ablution, memorizing the Koran and hadith, praying, and social activities. A good school program certainly makes the quality of the school good. A good Islamic-based school program, of course, produces a good school culture too. School culture can embody religious values as a tradition that will be followed by school members, including early childhood. This

is in accordance with Na'imah & Widayarsi's research that the character created in early childhood is significantly affected by the existence of child-friendly school programs (Na'imah et al., 2020, p. 749). In line with this research, research from states that the school program is structured as a strategy in shaping the Islamic character of children, besides that the aim of the school program is to guarantee the quality of graduates from these early childhood education institutions (Wiyani, 2017, p. 116). Islamic school culture apart from instilling Islamic morals also guarantees the creation of good psychological and physical children. With this school program, the role of male teachers is of course very much needed. Because male teachers play a role as a success of the school program.

Parent Support

In addition to teachers, parents also contribute to Islamic moral education in children. Parents become supportive figures in supporting the role of male teachers in schools. Parents feel safe, when there is a male figure at school. They think the child will fulfill the father figure at school. This is in line with Tokic's research, that the role of the father is certainly important, considering that currently the number of single parents continues to increase, and the lack of a father figure in the family is crucial for children (Tokic, 2018, p. 41). In addition, with the presence of male teachers, parents assume that children will obey the rules more, because male teachers tend to be strict. Apart from relying on male teachers, parents also repeat the habits that have been taught at school over and over again, so that children also remain consistent. Parental support in this case, of course, is very helpful for teachers in their role in educating children's Islamic morals.

CONCLUSION

The conclusion of this research is that male teachers have a big impact on Islamic moral education in preschool children. The form of the role of preschool male teachers in Islamic moral education is seen in the exemplary, habituation, and advice given by male teachers at school. With this form of role, the behavior of children who are not good can be educated to be better, and in accordance with Islamic morals. Factors supporting the role of preschool male teachers in Islamic moral education, namely, with the school program and parental support, the role of male teachers in educating Islamic morals can run optimally.

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