



PLANNING THE LEARNING PROCESS OF ISLAMIC EDUCATION (CASE STUDY OF FATMAWATI ISLAMIC KINDERGARTEN BOGOR)

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Abstract

Learning activities are activities that are very necessary for everyone. Because through these educational activities individuals can develop well. If we talk about educational activities, we will probably be immediately interested in the educational activities that take place at school. We ask ourselves, how educational activities can be carried out effectively in schools, of course there are many elements that need to be considered for the implementation of effective learning activities. Some of them concern teaching staff, students, teaching media, teaching materials, learning strategies and planning educational activities. One of the most important elements in educational activities is a good learning plan. Planning basically defines the activities that need to be carried out in the future. The aim of this activity is to organize various resources so that the results obtained are in line with expectations.

Keywords: Learning System Planning, Islamic Education

INTRODUCTION

Basically, the government regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards emphasizes the importance of planning the learning process, including the preparation of syllabi and Learning Implementation Plans (RPP). The main purpose of education is in order to develop humans intellectually, emotionally, and spiritually (Naima & Erniati, 2013). Judging from its purpose, educational output should be able to produce human resources who have advantages in both intellectual, emotional and spiritual aspects. Teachers are expected to understand the development of syllabus and lesson plans as an integral part of their duties in managing learning in schools. The role of the teacher is crucial in guiding students to success in the learning process.

The budget of 20% of the State Budget (APBN) is allocated for the advancement of education, showing the government's commitment to improving teacher

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professionalism. Teachers are expected to be able to apply the subject matter systematically in accordance with the National Education System Law and related government regulations. The development of syllabus and lesson plans is the key to directing the expected educational goals.

Learning planning is explained as one of the absolute requirements in education management. Without good planning, the implementation of learning activities can experience difficulties and even failure in achieving the desired goals. Therefore, M. Sobry Sutikno emphasized the importance of planning as a foundation for management activities.

The Learning Implementation Plan (RPP) has a crucial role in improving the quality of education. RPP helps structure and direct the learning process to suit the desired goals. Components such as competency standards, learning objectives, materials, learning methods, activity steps, learning tools and resources, and learning evaluation must be considered carefully in lesson planning.

Reality shows that not all teachers perform well, and this can be due to various factors such as curriculum changes, workload, and lack of attractiveness in teaching methods. Therefore, continuous supervision and coaching need to be done to improve teacher performance in learning.

The importance of the role of teachers as facilitators in managing the learning process to determine the quality of education is emphasized. Learning planning, especially through lesson plans, is a very important first step before the implementation of learning. Teachers are required to act as designers, implementors, and evaluators of learning activities. The quality of teacher teaching directly or indirectly affects the overall quality of learning.

A teacher is considered professional if he has traits such as seriousness in carrying out duties, pride in his profession, constant efforts to improve competence, working without supervision, maintaining the good name of the profession, and being grateful for the rewards obtained. However, the National Education Standard states that process standards include planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process.

In the context of RPP development, some teachers, especially in private schools, have not received adequate training. These limitations can affect the quality of learning. Therefore, continuous guidance and supervision to teachers is considered important to improve their understanding and ability to prepare lesson plans according to national education standards.

METHOD

This research is a field study using qualitative descriptive methods. The author will review school documents to obtain information about school history, teacher preparation and teaching and learning activities in Fatmawati Islamic Kindergarten and facilities and infrastructure of Fatmawati Islamic Kindergarten. The author will also make observations to see the condition of learning facilities and infrastructure and to observe

Islamic religious education learning activities, especially to assess the skills and preparation of teachers in maximizing student learning targets. Interviews with the kindergarten principal and teachers were conducted to obtain information about the implementation of Islamic religious learning for early childhood. This methodological activity is expected to be able to produce data not only descriptive data but also information about the behavior of managers and the school atmosphere.

RESULTS AND DISCUSSION

Ahmad (2004: 67) defines planning simply, namely thinking before carrying out tasks. While learning is "a process of cooperation between teachers and students in utilizing all potentials (inside & outside) as an effort to achieve certain learning goals". From these two understandings, we can conclude that learning planning is the process of making decisions as a result of thinking rationally about certain learning goals and objectives by utilizing all existing potentials and resources.

Article 1 of the 2003 National Education System Law explains that education is a conscious and planned effort to realize the learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. To make it happen, teachers certainly need proper strategy planning in the teaching and learning process.

In more detail, planning the teacher learning process, namely Student Readiness in Learning, without the readiness of the teaching and learning process which is the learning goal will not be achieved. One of the learning objectives of Islamic Religious Education in operational objectives, is a practical goal that will be achieved by a number of certain activities carried out in each unit of learning activities and has certain objectives that are achieved, for example students are skilled in doing, fluent in pronouncing, understanding, understanding, believing, and living the material taught such as being able to pray, reading iqro, good behavior and others (Khamim, 2019).

Various Methods in PAI Learning for Early Childhood

1. Method of Playing

Play is a phenomenon that has attracted the attention of many educators, psychologists and philosophers as well as other scholars who are concerned about children. They are challenged to better understand the meaning of play in relation to children's behavior, because they realize that play is a demand and need for them, especially early childhood. Through play, children can satisfy the demands and needs of motor dimension development, cognitive power improvement, creativity sharpening, language skills development, emotional control and growth, social spirit improvement, value cultivation and determination of life attitudes.

For example, in play activities children can practice, exploit, engineer, be creative and repeat exercises related to a series of games in order to transform their cognitive power, imagination and creativity. Play activities are carried out flexibly and are not serious but planned. Dearden said that play is a non-serious activity and everything is in the activity itself that can provide satisfaction for children. Through play children can practice using their cognitive abilities to solve various problems such as learning to sing, read and compare things.

Through play, children can also develop their social skills such as fostering relationships with friends and adjusting to peers. Furthermore, through play children will get the opportunity to choose activities they like, express themselves with various materials and tools, work together in groups and get fun experiences. Play activities as mentioned above also apply to PAI learning for early childhood education, teachers must combine the learning process of Islamic religious education with playing and choosing games that are suitable for religious teaching, because playing allows the achievement of overall goals.

Among the games that can be done for learning Islamic religious education for early childhood is a ball throwing game, for example students in several groups and each group there is a teacher as a guide, then the ball will be thrown to one of the children randomly who gets the throw then he will answer the questions provided.

2. Singing Method

The singing method is a method used by teachers in delivering teaching material by singing and singing verses that show the beauty of intonation and rhythm. Teaching the pillars of Islam or the pillars of faith and hijaiyah letters can be done by singing as using the rhythm of the balloon there are five. Teaching prophet 25 and ten angels who appear in various Acehese nazams that have been used for generations can also be categorized as teaching in the form of singing methods.

The singing method has a number of benefits for children. (a). Singing will make it easier for children to absorb the material presented. (b). Singing can motivate learners to learn. (c). Singing makes the teaching and learning process fun. (d). Singing can make difficult lessons easy. (e). Singing can bring the relationship between teachers and students closer or the relationship between students.

3. Field trip method

"Field trips are trips to take kindergarten and early childhood students to certain objects as an enrichment of teaching and providing learning experiences that children cannot obtain in the classroom." Field trips can also provide opportunities for children to observe and experience for themselves

the events represented in certain attractions up close. Through field trips, children can learn and gain direct experience and generalize based on their point of view. The use of the field trip method in PAI learning can increase students' understanding of the material being studied because students can observe directly objects in tourist activities. For example, a tour to the mosque will introduce students more closely to various objects and facilities of the mosque such as mihrab, pulpit, Imam place and others.

4. Question and Answer Method

Question and answer is a learning method that describes two-way communication between teachers and students (two-way street). This method can be used to dig up information or evaluate a child's learning ability. Gordon and Brown say that questioning is a form of conversation to verbally communicate thoughts and feelings with each other or embody receptive language and expressive language skills. Conversation can be interpreted as an interactive dialogue between teacher and student in one situation.

5. Storytelling Method

The storytelling method is one of the methods that is widely used in kindergarten. This method provides learning experiences for early childhood orally by narrating, for example, the character of the Prophet or the struggle of Cut Nyak Dhien. The story presented by the teacher must attract and invite the attention of children but cannot be separated from the purpose of education for kindergarten children. Storytelling can be a medium to convey the values that prevail in society or religious provisions adopted by certain communities. A good storyteller will make the story interesting and lively. The involvement of children in the events told will provide a fresh and interesting atmosphere and become their unique experience.

In general, there are three (three) foundations for the implementation of Islamic education, namely: the Quran, As-Sunnah and the laws and regulations in force in Indonesia.

1. The Qur'an

There are many verses in the Qur'an that can be the foundation of Islamic Education Management. These verses can be understood after careful study. Qur'anic verses that can be the basis for the implementation of Islamic education include: "It is not right for believers to rush to the battlefield. Some people from each group set out to deepen their knowledge of religion and warn their people if they returned to him so that they could take care of him. At-Tawbah: 122).

Therefore we can conclude that Islam roughly affirms thisThe importance of management and in particular educational management Human Resource Management.

2. As-Sunnah

The Prophet (peace be upon him) was a teacher and also highly respected him Promoting education and motivating employees to participate in education and learning. The Prophet (peace be upon him) said: "Seeking knowledge is the duty of every Muslim." (The Acts of Ibn Majah, Al-Baihaqi, Ibn Abdil Barr and Ibn Adi, by Anas ibn Malik). Based on the hadith above, the Prophet SAW placed great emphasis on education.

3. Applicable laws and regulations in Indonesia

In Law Number 20 of 2003 concerning the National Education System stipulates in Article. 30 Paragraph 1 states: "Religious education is organized by the government and/or by religious community groups in accordance with the provisions of laws and regulations."

Article 30 Paragraph 2 continues: "Religious education aims to prepare students to become members of society who understand and practice the values of their religious teachings and / or become experts in science."

Principles of Islamic Learning Process

Learning activities are important in education and teaching. In fact, through these learning activities there is a transfer of knowledge in the fields of pedagogy and didactics. Therefore, we often view learning as a process. This process involves many factors including factors, objectives, teachers, students, curriculum, learning methods, facilities and infrastructure. In order for the learning process to be effective and efficient so as to produce success, learning in Islam should be based on the following principles:

➤ **Rules of Tadarruj and Tartīb**

The word Tadarruj with linguistic meaning means gradually, step by step, slowly.

➤ **Methodological principles**

Teachers who work in education and teaching are considered learners. The success or failure of a learning depends more or less on the teacher's method. The Prophet Muhammad saw it. encourage Muslims to speak to people based on their intellectual abilities. In order for the material taught by the teacher to students during lectures to be well understood, it must be presented in an appropriate way. There are various methods that can be used to learn, including: memorization; Conferences, discussions or debates and seminars. Ibn Khaldun criticized science for using too many memorization methods. According to him, the memorization method should be used sparingly, especially when studying the Qur'an and hadith. Both of these religious messages require a lot of memorization. However, Ibn Khaldun advocated more frequent use of discussion methods in science.

According to him, one of the main causes of the moral decline of Muslims in North Africa, as he saw it in the 14th century, was the abandonment of such methods of discussion. Earlier al-Ghazâlî stated that the benefit that can be obtained from the discussion method is that through it one can understand W.J.S. can understand. Poerwadarminta, General Dictionary Indonesian. While learning

is a process of interaction between students and teachers as well as educational resources in an environment where they can easily learn the teachings of "Aqliyah and Naqliyah".

According to Noeng Muhadjir, the discussion method has five advantages, namely: (1) The discussion method involves all students directly in the learning process; (2) Each student can demonstrate his level of knowledge and mastery of the subject matter; (3) Discussion methods can promote and develop scientific thinking and attitudes; (4) We expect students to be more confident in their ability to contribute and defend their opinions in discussions; and (5) discussion methods can support efforts to develop students' social and democratic attitudes. The tradition of Islamic education introduced the seminar method. This seminar method is said to have been carried out at the Nizhamiyah Naisabur Madrasa.

From a technical point of view, there were two professors involved in the seminar, namely Abû Ishak al-Shirazi (d.476/1083), rector of the Nizhamiyah Madrasa of Baghdad and another al-Juwaini, rector of the Nizhamiyah Naisabur Madrasa. The seminar raised two topics, namely (1) "Ijtihad of people who pray according to the direction of Qibla and then turns out to be wrong" and (2) "The position of a good guardian for adult girls". This seminary method was also used by al-Ghazalî when teaching at the Nizhamiyah Madrasa in Baghdad.

➤ **Psychological principles**

Education experts view students as objects of learning in education. Therefore, in providing teaching materials to students, teachers must pay attention to their intellectual development so that teaching materials can be understood properly. According to psychology, children more easily understand concrete things than abstract things. According to Ibn Khaldun quoted by Nashruddin Thaha, children who are weak in responding and understanding abstractions should be simplified with cement.

Therefore Ibn Khaldun advocated facilitating teaching to children through examples in the form of visible objects. This means that Ibn Khaldun encourages teachers to use educational materials when teaching children. It turns out that teaching aids are very important for learning and smoothing the course of learning, this is also in line with the teachings of developmental psychology.

In addition, Ibn Khaldun said: "Whoever introduces violence into the education of students, such an attitude destroys students." 'Excitement and desire to eliminate professional activities, as a result of which these students often lie and are lazy. According to Ibn Khaldun, the best way to study science should be divided into three phases. Communicate knowledge in a simple and direct way from the start. Then proceed to the second step. At this point, learning is further enriched compared to the first phase by expanding and clarifying explanations and beginning to overcome differences of opinion. Then proceed to the third step.

At this stage the teacher repeats the learning from the beginning to the end of the chapter. This way, students already have everything from leading questions to small questions. Furthermore, Ibn Khaldun argued that science must be completed little by little in order to be possessed. Moving from one lesson to the next is fun and relieves boredom. This opinion seems to be in line with the opinion of al-Ghazâlî mentioned above.

Islamic Education Learning Planning Process by Teachers at Fatmawati Islamic Kindergarten

1. Teachers' Ability to Understand the Curriculum and Design PAI Learning at Fatmawati Islamic Kindergarten

The curriculum is a set of plans and arrangements about the objectives, content and teaching materials as well as the ways used by teachers as guidelines for implementing learning activities in schools to achieve educational goals. While the curriculum at Fatmawati Islamic Kindergarten is all efforts or school activities to stimulate children in learning, both in the classroom and outside the classroom. The curriculum used by kindergarten teachers is the Ministerial Regulation (Permen) of the Ministry of National Education of the Republic of Indonesia Number 58 of 2009 concerning Islamic Religious Education for Kindergartens. This curriculum contains competency standards that children must have after the PAI learning process occurs.

According to this Candy, PAI competency standards for Playgroup children (aged 4-5 years) include the introduction and ability to read prayers, sing religious songs, imitate worship movements, understand and follow simple religious rules and behave well and politely. Among the prayers that children must master based on the existing curriculum are meal prayers and prayers before and after learning; can sing religious songs such as singing the five pillars of Islam and hijaiyah letter songs. The worship movements that must be mastered by playgroup children are imitating the movements of takbiratul ihram, prostration, iktidal, rukuk, sitting between two prostrations and sitting the initial tahiyat and final tahiyat.

Candy 58 also describes the religious rules that must be followed by birth control children including the rules of ablution and simple rules of prayer. Furthermore, the Ministerial Regulation mentions the first form of good and polite behavior that must be internalized by playgroup children such as being friendly, asking for help from friends well, saying greetings when entering class and leaving the house, polite language in speaking, greeting kindly and ready to apologize if they make mistakes. Meanwhile, the PAI competency standard for kindergarten children (aged 5-6 years) according to Regulation 58 includes knowing God through nature. This kindergarten also accepts children aged 3 years and groups them into playgroups with children aged 4-5 years. Introducing Allah and his creation, through kalimah tayyibah and knowing Allah by reciting the shahada,

praying, purifying, and knowing the pillars of Islam. All of these aimed at achieving learning outcomes include three components: aqidah, worship and morals.

The kindergarten component of aqidah includes knowing and calling God's creations in heaven and earth such as stars and moon and people and trees, knowing and mentioning the six attributes of Allah: all-One, all-Creator, all-loving, all-Loving, all-Hearing and all-seeing. Also included in the aqidah component is to recognize and mention the ten names of angels namely Jibril, Mikail, Israfil, Izrail, Munkar, Nankir, Raqib, Atid, Malik and Ridwan, as well as their duties simply such as Jibril's duty as the bearer of revelation and Ridwan's duty as the guardian of heaven. The aqidah aspect also includes the ability of children to recognize and mention the four names of scriptures revealed to their respective prophets, namely: Torah for Prophet Moses, Zabur for Prophet David, Gospel for Prophet Isa, and Quran for Prophet Muhammad. Kindergarten children are also required to know and be able to name ten names of Allah's Apostles, namely: Prophet Noah, Saleh, Ibrahim, Moses, Solomon, Yunus, Zachariah, Yayah, Isa, and Prophet Muhammad, *alayhim al-salam*.

Researchers examined teachers' ability to understand the curriculum through classroom observation, interviews with principals and teachers and evaluating their daily (SKH) and weekly (SKM) work plans. Our study shows that teachers understand the PAI curriculum well and have adequate proficiency in designing lesson plans and implementing them. This can be proven by a number of indicators. First, teachers' understanding of the curriculum is reflected in SKH and SKM which are in accordance with the curriculum of PAI and Pemen 58/2009.

Although this lesson plan was designed collectively in 2013, all teachers who currently teach at Fatmawati Islamic Kindergarten were involved in the drafting process. The ability of teachers to understand and design lesson plans (SKH and SKM) can be seen, for example, in playgroup classes. One of the competency standards for family planning students is to read prayers before and after learning, and this activity is mixed by the teacher by combining a number of materials related to and with varied learning methods, including singing methods, questions and answers and assignment methods, as well as learning prayer teaching materials combined with reading Surat al-Fatihah and Shahadah. The daily activity unit and SKM also mentioned the props used in the form of study prayer posters.

School principals and teachers feel that the SKH and SKM that have been prepared are still adequate and reflect the existing curriculum, therefore there is no need for the preparation of new SKH and SKM. The dissertation suggests that teachers actually understand the PAI curriculum and are able to design lesson plans that are reflected in their SKH and SKM. However, their ability to design SKH and SKM has weaknesses because their learning plans do not mention the learning patterns used. Interestingly, although there is nothing in the planning the teachers actually use learning patterns that are appropriate to ECCE students, such as

stimulus response patterns, learning patterns, rules and verbal association patterns, when teaching learning prayers and other related materials. The absence of learning patterns in SKH and SKM but in the implementation indicates that teachers do not seem to understand the theory of learning patterns commonly used for ECCE students, and their presence in practice occurs only in a timely manner.

Analysis of PAI Learning Implementation at Fatmawati Islamic Kindergarten

Analysis of the implementation of PAI learning in Fatmawati Islamic Kindergarten illustrates that teachers do not arrange SKH and SKM individually for each class nor design them every year. Daily planning is prepared in the form of a Daily Activity Unit (SKH) which is a description of the Weekly Activity Unit (SKM). SKM contains a number of daily activities consisting of days, achievement indicators, learning activities and learning tools and resources. Meanwhile, SKH contains various learning activities consisting of initial activities, core activities, rest hours and eating together, and final activities. Therefore, SKH and SKM should be teacher guidelines in the learning process every day and week.

The reality that happened at Fatmawati Islamic Kindergarten was that the parents of the students had never participated in designing SKH and SKM for PAI learning at the school. This is because parents rarely fulfill school invitations to attend meetings. Their absence is understood by teachers as an indication that parents care less about their child's education and development. It seems that cooperation between teachers and guardians has not been established due to the busy or educational background of parents, so they do not understand the essence of teacher and guardian cooperation or between schools and households in order to maximize the achievement of their children's educational goals.

PAI Learning Evaluation System at Fatmawati Islamic Kindergarten

Evaluation is an important point in assessing the achievement of educational goals in Fatmawati Islamic Kindergarten, because with evaluation activities teachers can know exactly the success rate of a learning process that takes place and the obstacles faced. The author's observations about the PAI learning evaluation system in kindergarten show that teachers use daily and semester evaluation techniques in assessing the learning outcomes of Islamic religious education for students. Daily assessments are carried out by teachers after the learning process of certain PAI materials using their respective codes. There are teachers who code one to four stars (****) to describe the achievement of teaching material. Students who achieve the best results get four stars at a time, while others may earn one, two or three stars depending on their progress.

CONCLUSION

Learning planning can be interpreted as a process and way of thinking about projections of things to be done so that goals can be achieved. Learning Strategy means a plan that is carried out carefully by teachers in carrying out teaching and learning activities using tactics, policies and ways to achieve goals. Various Methods in PAI Learning for Early Childhood are: Play method, singing method, field trip method, question and answer method, storytelling method.

There are 3 bases for choosing the basic process of Islamic learning, namely the Qur'an, As Sunnah, and Applicable Legislation in Indonesia. The principles of the Islamic Learning Process are the principles of tadarruj and the order of tadarruj words, methodological principles, psychological principles.

The conclusions that can be taken from the results of the research conducted are as follows:

1. Teachers at Fatmawati Islamic Kindergarten understand the PAI curriculum and teaching materials well and have adequate skills in designing learning plans and implementing them which are reflected in the SKH and SKM that have been prepared.

2. The implementation of PAI learning in early childhood at Fatmawati Islamic Kindergarten has gone well, even though the learning activities that took place were not in accordance with the order of the material listed in SKH and SKM. Furthermore, the teacher has prepared a lesson plan even though the plan for each class is not individually and is not designed every year.

3. The evaluation system for PAI learning at Fatmawati Islamic Kindergarten is carried out in two stages, namely daily and semester. Daily assessments are carried out by teachers after the learning process of certain PAI materials using their respective codes.

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