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Scientific Approach in Imparting Islamic Values In Early Childhood: A case study in Raudatul Aisyiyah Athfal Baubau

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Abstract: This study aims to describe the planting of Islamic values through a scientific approach in early childhood. This research was descriptive with qualitative research belongs to the type of case studies conducted in Raudatul Aisyiyah Athfal Wale Wolio Baubau, Southeast Sulawesi. Aspects that are studied are internalizing the values of Islam to cultivate gratitude as a creature of God's creation and care for the environment, through the stages of scientific approaches, namely: to observe, ask yourself, menalar, try, and communicate. Researchers acted as a means of collecting the data, and using the tools in the form of guidelines for observation and interview guidelines are summarized in the form of the note field and tools documentation. The results showed that the cultivation of the values of Islam through a scientific approach in early childhood can be done by providing knowledge and experience in early childhood, beginning with shows the power of the Almighty God who created living things, cultivate a sense of gratitude for existence and benefits of the creatures of his creation, as well as how to treat the creature creation.

Key words: Scientific approach, Raudatul Athfal, Islamic values

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INTRODUCTION

Education is old and the construction shown in children from birth up to the age of six through the awarding of educational stimulation to help the growth and development of physical and spiritual so that children have preparedness in entering education continue. old and learning program is designed with the aim to develop the whole child's abilities or potential (the whole child) (Dini, 2014; Hibana, 2002; Nurani, 2009; Rachmahana, 2002; Rahman, 2002; Sudono, 2000; Sujiono, 2009). One of the characters uses

the old IE 2013 curriculum learning thematic scientific approach. Learning to achieve spiritual and social attitudes done indirectly, through conditioning and example. A positive attitude is formed when the child will have the knowledge and make it happen in the form of the work or performance.

Scientific approach to learning is learning that requires every step of the process of learning, based on scientific facts and empirical (Driver, Newton, & Osborne, 2000; VanHoorn, Nourot, Scales, & Alward, 2014). In addition, scientific

approach also emphasizes on increasing the skills of early childhood menalar. Children are directed to find out from various sources through observation and not just told. Children will learn to experiment, explore and investigated the surrounding environment so that it is able to build a knowledge attitude and with a deep impression.

Scientific approach meant to improve early childhood creativity in order to know the science through the environment. Through this approach, the gratitude of early childhood can be grown as a creature of Allah's creation, play while learning to understand and care about the environment. This was the forerunner of the formation of noble morals similar with old and educational purposes in view of islam that is implanting Islamic values to the children early on. Thus the child will have the morals of noble and commendable attitude. Scientific approach to research that has been done, among others, against the results of the study of biology (Marjan, Arnyana, Si, Setiawan, & Si, 2014); learning bahasa indonesia (Bintari, Sudiana, & Putrayasa, 2014); learning IPS (Nafi'ah & Prasetyo, 2015; Towaf, 2014; Waty, Rustini, & Sundari, 2015); IPA (Wahyuni, 2016); development of modules for IPA (Ali, 2014) and the development of learning mathematics (Rusnilawati, 2016). Research on early childhood that have been reported include the internalization of social and cultural values through creative mathematics

learning (Jamiah and Yulis, 2012); internalization of the values of the Islamic religion in the construction of the morals of noble (Nasihin, 2015); cultivation of moral values (Murdiono, 2007; Setiawati and arifin, 2015); character education (Suyatno, 2012) and the cultivation of discipline (Aulina, 2013). Therefore, this research uses the scientific approach to instill Islamic values in early childhood.

METHOD

This research is a descriptive qualitative belongs. Aspects to be reviewed is the internalization of Islamic values foster a sense of gratitude as the sentient creation of God and care for the environment, through a scientific approach is spelled out in some processes i.e. observing, questioning, associating, experimenting and networking. The technique of collecting data through observation, interview and documentation. Data analysis techniques include the reduction of data, display data and tethering conclusion.

RESULTS AND DISCUSSION

Learning activities to instill Islamic values with a scientific approach on early childhood in Baubau Town Aisyiyah RA conducted for 6 (six) days each in the outline of its activities consists of several steps: opening, the core activities and cover as shown in table 1 below.

Table 1. Planting Activities of Islamic values with Scientific Approach

Activity	Aim	Example Phare Sentence		
		1	2	3
		Observation of The Methamorfosis Frog	Observation of Seed Sprouts Green Beans	Ecosystem Observation
A. Opening Activity				
Sing together	Build your child's interest and give an overview of the core activities of the	Song "Anak Kodok"	Song "Bagian Pohon"	Song" Anak Kodok" and "Pelangi"

Activity	Aim	Example Phare Sentence		
		1	2	3
		Observation of The Methamorfosis Frog	Observation of Seed Sprouts Green Beans	Ecosystem Observation
Discuss about Alqura in relation with pland and animal	Impart basic knowledge of:good morals against plant (Surah An Naba verse 15) -good morals against plants and animals (Surah An Nahl verse 5). -Living creatures need not living beings (Surah Al Annam verse 99)	“I’m afraid frog” “My brother ever brought frog”	Mom, my mother like flush a flowers every day. “The Plant created by Allah”	“Rain water can nourish plant” “Frog live in water”
Prayer	Instill good habits before learning	Prayer “before study”	Prayer “before study”	Prayer before study”
B. The Core Activities (Scientific Approach)				
Observe	See and pay attention	“ This is Frog” “The head is big” “See, the frog eat Laron”	“The seeds is too much” “There is cotton”	“ There is an egg frog in water” “The cotton is wet”
Asking	Ask object that has been observ.	“See. There is tail it. What is we call it ? “What is it?” “So how is about the round it ?”	“What is it?” “Why it white in it ? “Why it used water ?	“Why the egg fron in the water “ Why the cotton shuld be give an water ?
Reason	To process an information has been collected.	“Tadpole can not catch Laron” “ This one is biggest than other because it eat laron”	“The watter should not much because the coconut will be sink “Watered every day these green beans so that the fast-growing”	“If the eggs is hatch, it will be swim” “The sprouts is fastly growth because there is water”
Try	Doing experiment	“The eggs frog look so big if we use loop “The tadpole is so amused “	“Put the cotton firs, and then coconut and the last a water”	“Kept the tadpole in the water”
Communication	To communicate what is it learn	“The eggs frog, then be tadpole and beng small frog and the last has been a frog” “Hold slowly the tadpolre”	“I want to fush it everyday, so it can not dead”	“Please use water to growing the sprouts”
Closing activities				
Discuss about the core activities	Review what it has been doin on opening and core activies.	“The useful of frog is the frog can eat mosquito”	“The plant mush be flush every day”	“The plant will be die if there is no water”
Prayer	Instill good habits after learning	Prayer “after study”	Prayer “after study”	Prayer “after study”

Based on table 1 of the aforementioned in mind that learning activities in imparting Islamic values with scientific approach generally is divided into: the opening activities, activities cover and core activity. Opening activities intended to help build interest in children and gives an overview of the core activities. At the start of this activity embedded basic knowledge about good morals against plants and animals as well as about the living being who needs no creature alive. The activities cover done with discuss and pray that aims to repeat back what was done at the time of opening and activity, instilling good habits after learning, as well as the interests of the child to learn the next day.

Core activity is focused to do scientific approach measures namely: observe, ask yourself, menalar, try, and communicate. In this case, do some scientific activities related materials, namely: (1) observations of the metamorphosis frog, (2) observation of the growth of mung bean sprouts, and (3) observations of ecosystems. The selection of materials is based on several considerations, namely: the theme of learning, children experience in everyday life, the ability of researchers to provide firsthand experience, and kebermanfaatannya. This is in accordance with the opinion of the Asmariyani (2016) that the more concrete disciplines studying teaching materials, for example through direct experience, the many are the experience acquired. Instead the more abstract pupils gained experience, for example, rely solely on verbal language, then the less experience to be gained.

The first stage in the scientific approach is observed (observing), which is observing with attention to the things that are important from an object or objects. In this research, early childhood metamorphosis frog observing and observed the process of the growth of mung bean sprouts. The cultivation of the values of

islam at this stage is to show to the early childhood about the existence of God Almighty who created animals namely frogs and plants i.e. mung bean sprouts and turn it on.

The second phase in this scientific approach is to ask yourself, i.e. submission of questions about observation objects. In this research, early childhood related ask various questions the results of his observations. The cultivation of the values of islam at this stage is to cultivate a sense of gratitude for existence and benefits of the beings of creation God Almighty through the answers when asked. In addition, children are invited to compare, classify and do measurement. This will help the child to enter the scientific stage next.

The third stage is menalar, that is, processing the information already collected. When children begin to be able to compare, classify and perform the measurement, then the child process information i.e. match the knowledge already possessed by a new experience that he obtained. In this study, one example is child menalar activities when children begin to be able to associate a frog will eat if many large-sized laron. The fourth stage is tried, that experiment. Children will record stronger results of his studies when he was given the opportunity to conduct experiments themselves as an exciting new experience while self-reliance. The cultivation of the values of islam at this stage is more emphasized to how to treat with good creature of God Almighty, as holding frogs with soft and watered plants with enough water and do not use excessive water. The fifth stage is communicating, that communicate what has been learned. Related to this research, the child can express in language and showed his work to friends and teachers.

CONCLUSION AND RECOMMENDATION

Scientific approach in imparting Islamic values in early childhood can be done through several stages, namely: to observe, ask yourself, menalar, try, and communicate. Planting the Islamic values can be done by providing knowledge and feeling good at the early childhood, beginning with shows to early childhood about the existence of God Almighty who created living things, cultivate gratitude will the existence and benefits of the beings of creation God Almighty, as well as how to treat a good creature of God Almighty.

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