Shariah Based Kindergarten: The Gate of Islamic Virtue

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Abstrak Menghandel TK menurut prinsip syariah merupakan hal yang penting dalam mengases lembaga TK secara menyeluruh. Hal ini merupakan penting untuk dicatat bagi peneliti-peneliti sebelumnya yang telah melaksanaan penelitian yang berkaitan dengan pengetahuan dasar TK berasaskan Islam. Jurnal ini disusun dengan lebih menguraikan tujuannya ke arah TK yang berbasis Islam untuk meningkatkan pemahaman secara mendalam antara perilaku praktis dan pendekatan silabus untuk mencapai TK Syariah yang mumpuni. Penelitian ini memasukkan teori pondasi akan kepraktisan dari TK berbasis Islam yang memiliki pendekatan yang langsung, karena mereka bertanggung jawab untuk memajukan metode pembelajaran sebelumnya. Kerangka TK berbasis Syariah yang diusulkan mempengaruhi arah tujuan pembelajaran agama juga metode pembelajaran yang akurat yang belum dikembangkan di kepustakaan agama. Studi ini dapat memberikan pandangan-pandangan akan TK berbasis Syariah, sebuah organisasi yang membuka gerbang Islam.

Kata kunci: *syariah, taman kanak-kanak, penyampaian, metode pembelajaran.*

Abstract - Handling the delivery of kindergarten according to Syariah principle is vital for assessing overall performance. It is important to note that prior researchers have done most of the research which regard towards the Kindergarten's basic knowledge of Islamic Early Childhood Education (IECE). This journal fits real purpose by elaborate more into Islamic kindergarten as to enhance in-depth understanding between practical behaviour and syllabus's approach in order to achieve most accurate delivery of it. This study includes the theory underpinning the practicability of Islamic Kindergarten has on pertaining approach, as they are taking responsibility to promote the learning method beforehand. In particular, the proposed framework of the Shariah Based Kindergarten influences the direction of the religious aims as well as the accurate learning method that is underdeveloped in the religious literature. Such a study should give insights into Shariah Based Kindergarten, an organizational form act as the gate of Islamic Virtue.

Keywords: Shariah, Kindergarten, delivery, learning method.

Introduction

Early education is no longer new kinds of education. People nowadays further acknowledge the soon stages of education in which at the preschool level. The design of character at early ages is appropriate to enhance young children's recognition in manipulating habit towards everyday life. The implementation in designing a character through Shariah principal is still not optimal and still arbitrary since no specific guidelines provided (Najib & Wiyani, 2016). A Quranic verse from Surah al-Baqarah [Quran 2, pp.30-33] explained that Allah has created a human as a vicegerent on this earth with man's basic qualification for those who controlled the knowledge (Mirza & Riaz, 2012). At this important stage, it is a requirement for kindergarten leaders to practice the knowledge of Shariah, as such, the separation of practice and belief from religion have led towards

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narrow minded mentality of kids that the religion only associated with the substances of books or exercises (Saeed, 1999).

The Delivery of Shariah Based Kindergarten Information pertaining Knowledge

The knowledge delivered is the fact that transmitted from one person towards another person. The essential of knowledge, especially with regard to Shariah compliant has a strong basis of knowledge as it depends on Quran and Sunnah. In this study, the Shariah Based Kindergarten delivered referred to knowledge process that execute the ideas, rules, procedures, information, experience, context and interpretation based on Shariah principle. A Quranic verse from Surah al-Anfal [Quran 8:8] explained that Islam accents on kids' rights to be regarded or cared accordingly since they are an aptitude and a trust (amanah), as well as considerably a trial from Allah (SWT) to all guardians (Hazwani & Raudlotul, 2016). According to Laeheem (2017), the seeks of knowledge is necessary for all Muslims, therefore, the knowledge pertaining Shariah determine the characteristics of perfect Muslim and at the same time helps to build good practices of youth.

Factor

1. IECE Familiarity

   Familiarity refers to reality's knowledge and skill pertaining Shariah based kindergarten on the basis of religiosity, underlying principles and perception. In Islam, many verses of the Quran had stressed the relationship between faiths and performing is through man's conduct. One of them is stated in Surah al-Qasas [Quran 28:77] meaning 'human beings are encouraged to always prepare themselves for the hereafter in a way of utilizing all the efforts to achieve success in the world and hereafter as stated by the Islamic teachings.

   As according to Gallagher and Tierney (2013) religiosity defined as individual's devoutness towards god. Religiosity is essential to cite a moral faith that reflects the day-to-day behaviour and obligation on Muslim entrepreneurs' operational (Ahmad, Palil, Isa, & Dolah, 2015). The religiosity and the kindergarten curriculum that casts in Islamic mold provide the kindergarten committee with a clear aim of life. Thus, there is a relationship between cultural and religiosity, which affect the Shariah based kindergarten achievement (Aabed, 2006). The studies also provided that there was a potential impact between religiosity with the implementation of early childhood education (Formen & Nuttall, 2014). In addition, Syukri et al., (2017) also argued that the integrated of religious discipline determine the quality management of kindergarten's governance.

   As conferring to Kahf and Khan (1992), underlying principle defined as a legal statement of an abridged theory. The study by Ohm (2003), the importance of Islamic principle of an individual with pure intentions should lead to good relations of community. Laeheem (2017) also argued that the roles of Muslim leaders to educate youth and instill awareness based on social norms and Islamic underlying principles. Furthermore, Balakrishnan (2017) stated that the Islamic underlying principle formed youth practices and values for Malaysian education.

   Perception refers to a window from which a picture of reality can be triangulated with other insights (Krauss, 2005). Romanov (2011) also argued that perception would include senses, feelings, ideas, thought and theories. In general, perception is the ability to understand the differences and often identified by the level of satisfaction on certain practices. According to Shalabi, (2010), parents believed that educators perception involving cultural responsive Islamic teaching helps youth daily practices. Ragnarsdóttir (2017) also argued that teaching leaders should develop good

perceptions towards matter before deliver to children as the student's training reflected by learning experiences execution. Therefore, the proposition statement posits:

Ha: IECE Familiarity of kindergarten leaders will significantly explain the variance accomplishment of Shariah Based Kindergarten and Shariah Based Kindergarten Attributes mediate the relationship.

2. IECE Ethics

According to Hameed (2009), the importance of ethics in Islam is obvious when God said to Prophet Muhammad, "And verify, you (O Muhammad) are on an exalted standard of character" Surah al-Qalam [Quran 68:4]. The Islamic ethics are based on rational approaches as align with revelation in which revelation offers the truth whilst rational approaches lead to accepting and gratitude of truth (Abuznaid, 2009).

IECE ethics in this study comprise the behaviours of kindergarten leaders, the embroils of Islamic manner and the other deals with Islamic work ethics. These two parts of ethics best generalized both input and output scale of ethics. The moral principle of educators is important in balancing the Islamic manner and Islamic work ethic as to determine the competency of teaching leaders (Elhoshi et al., 2017).

The Islamic manner is associated with individual norms and values based on Islamic teachings. Rice (1999) stated that the integration of ethical norms and culture define ones' Islamic manner. He further explained that Muslim derives the manner standard from the Quran and Sunnah. As according to Ohm (2003), any manner that related to Islamic teachings promote peace to the individual. People would behave accordingly based on the core values, as such, the Islamic manner would motivate individual behaviour (Elhoshi et al., 2017). In addition, the studies by Aljabreen & Lash (2016) argued that the preparation of teacher with regard towards the Islamic manner would contribute in early childhood education.

The Islamic work ethic is the interaction among people in an organization associated with norms and values based on Islamic teachings. The Islamic work ethic is an alignment of influences and designs the partaking of believers in a workstation (Ali & Al-Owaihan (2008). According to Agai (2002), kindergarten leaders employing the Islamic work ethic act as models for students and thereby serve Islam. The studies by Elhoshi et al., (2017) also argued that the infusion of Islamic work ethic in a curriculum accomplishes the delivered achievement of the education system. Moreover, the Islamic work ethic was positively affected the organizational citizenship behaviour (Murtaza et al., 2016). Therefore, the proposition statement posits:

Ha: IECE Ethics of kindergarten leaders will significantly explain the variance accomplishment of Shariah Based Kindergarten and Shariah Based Kindergarten Attributes mediate the relationship.

3. IECE Enhancement Knowledge

IECE enhancement knowledge compromises the knowledge and practices that conducted by leaders or organization as well as through self continuously learning throughout the job hours. In terms of enhancing knowledge, even the very first word revealed to Prophet Muhammad (pbuh) was: "*Read in the Name of Thy Lord*," Surah al-'Alaq [Quran 96:1] thus showing the degree of emphasis it put on the pursuit of knowledge, learning and education. Holy Quran says about learning: "*And Say: Can You Put On Equal Footing Those Who Are Learned With Those Who Are Not Learned?*" Surah az-Zumar [Quran 39: 9]. The knowledges' organizational support and on-job training, particularly are linked and importance for an organization include kindergarten.

Training is a dynamic participation in the knowledge process and the implementation of appropriate learning strategies and skills (McCombs, 1984). According to Syukri et al., (2017), improving training effectiveness contribute towards the success of the holistic integrated educational approach. Hasanah (2017) also argued that it should be understood that the knowledges' organizational support is a human resources effort to prepare a conducive environment of the classroom. Eventhough the training has obviously increased educators' ability, still, a lot kindergarten failed to send the kindergarten leaders for training (Coloso & Neal, 2011). Moreover, the studies by Aljabreen and Lash, (2016) stated that training is an important phase in preschool leader preparation, especially with regard towards Islamic based.

On job training highlights the essential of practices and knowledge sharing. Knowledge sharing plays an essential role in the organizational process because it helps an organization to transfer new ideas or solutions (Islam & Mahtab, 2010). When employees are interacting among one another for idea generation, it promotes the sharing of knowledge among them. In line with Çalık and Eames (2012) explained that the general environmental education themes is in need to provide knowledge sharing among kindergarten leaders with great content of Islamic knowledge. According to Syukri et al., 2017), improving the ability of kindergarten leaders through on job training surely empowers the Islamic schools. In addition, Formen (2017) stated that practitioners that followed the curriculum document, enhance their professional practices through on-job training benefited the standard of IECE. Therefore, the proposition statement posits:

Ha: IECE Enhancement Knowledge of kindergarten leaders will significantly explain the variance accomplishment of Shariah Based Kindergarten and Shariah Based Kindergarten Attributes mediate the relationship.

4. Mediator: Shariah Based Kindergarten Attributes

a. Ijtihad Determines Shariah Based Kindergarten Attributes

A Quranic verse from Surah al-Hashr [Quran 59:2] mentioned "*Learn a lesson, then, O you who are endowed with insight!*". From this verse, Allah s.w.t. order human to take a lesson as reflected upon vision care. This is a proposition to work with ijtihad and Qiyas (Al-Qaradhawi, 2015). Al-Qaradhawi further justified means of Ijtihad as setting the best effort that practically in nature align with Shariah guidelines. It is done by brain of human in which someone refers towards Mujtahid in think hard to decide law as according to proposition of Al-Quran. According to Krawietz (2008), Ijtihad used as to determine a proper system for the attributes of Muslim according to their roles in society. Islam provides guidelines in treating youth with mercy. The Prophet (pbuh) said (Hazwani & Raudlotul, 2016): "*Anyone who does not show compassion to children and does not realize the right of the parents does not belong to the believers*" Sunan Abu Dawood [Hadith 2003, p.4943]

The hadith captures the special treatment for children by Islamic teaching so that the children will be protected, sheltered, and loved (Hazwani & Raudlotul, 2016). It also reflected the core responsibilities of kindergarten leaders in designing the warmth environment for children with love unconditionally. According to Liow (2011) the attributes of teacher smooth the accommodation of religious practices of students. He also added that the intellect of Muslims familiarized new environment of faith that altered practices of social and cultural interface. Since the vision care of is reflected upon intellect and reason. Human, in nature, would describe decision in a various dimensions. Therefore, the range of Ijtihad should be perfectly measured by the binding proposition of Al-Quran and previous originality consensus. As

Ahmed (2015) illustrated that "*If the Ijtihad is a tree, it is better to be a palm tree and not a flexible and responsive oak tree as opposed to inflexible and unbending*".

b. Establishing Values and Standard of Shariah Based Kindergarten Attributes

The kindergarten leaders always are challenged by the differences of child characteristics. A Muslim with Taqwa and soul's purify would be more patients and able to control themselves for God fearing state aims for faithful life (Syed, 2008; Hazwani & Raudlotul, 2016). In addition, Syed (2008) stated that the behaviour designation in one's childhood is important for the external contingencies. Moreover, the studies by Ali (2012) mentioned that the concept of Ijtihad or independent reasoning indorses Islamic education at all context of life except for the fundamental issues of Islamic principles. Hence, the attributes of kindergarten leaders also important as a role model for children in determining their behaviour. The best Mujtahid could be set as an example would be Halimah al-Saadiyyah, was that blessed lady who took Prophet (pbuh) for foster care at only an eight day old (Hijazi, 2000). Indeed, the story of Halimah al-Saadiyyah from the Banu Saad tribe that raised kids with care, love and sincerity would use to set as an example for the kindergarten leaders.

5. Theories Underpinning the Conceptual Framework

Most of relevant theoretical models are based on Al-Quran and Sunnah also the approachable related references. In Islam, many verses of the Quran had stressed the relationship between faiths and performing is through man's conduct. The theoretical frameworks of Shariah Based Kindergarten based on Surah al-Baqarah [Quran 30-33], Surah al-Anfal [Quran 8:8] and related framework by Laeheem (2017). The theoretical framework of IECE Familiarity based on Surah al-Qasas [Quran 28:77] and related framework by Laeheem (2017). The theoretical framework of IECE Ethics based on Surah al-Qalam [Quran 68:4] and related framework by Elhoshi et al. (2017). The theoretical framework of IECE Enhancement Knowledge based on Surah az-Zumar [Quran 39: 9] and related framework by Syukri et al. (2017). The theoretical framework of Shariah Based Kindergarten Attributes based on Surah al-Hashr [Quran 59:2] and related framework by Al-Qaradhawi (2015) and Hazwani & Raudlotul (2016).

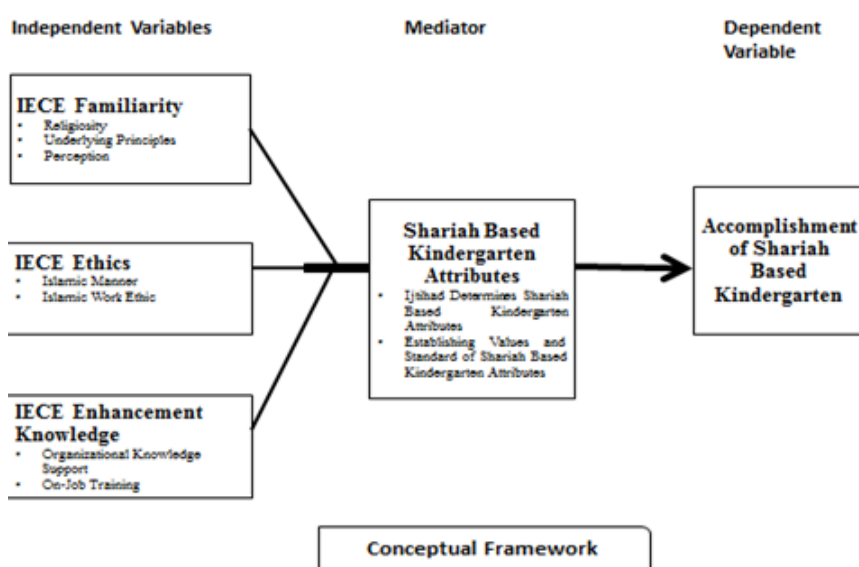6. Proposed Framework of This Study

Figure 1. Proposed Conceptual Framework

Metode

Data Collection

The researcher in need to gather the data collection for further result for the purpose of this research is to identify the delivery of Shariah Based Kindergarten in term of kindergarten leaders' perspectives in Malaysia, hence the data collection essential to meet the objective of this study. This study would use both quantitative and qualitative based on triangulation process. According to Yeasmin and Rahman (2012) "'Triangulation' is a process of verification that increases validity by incorporating several viewpoints and methods". Below is the process of data collection:
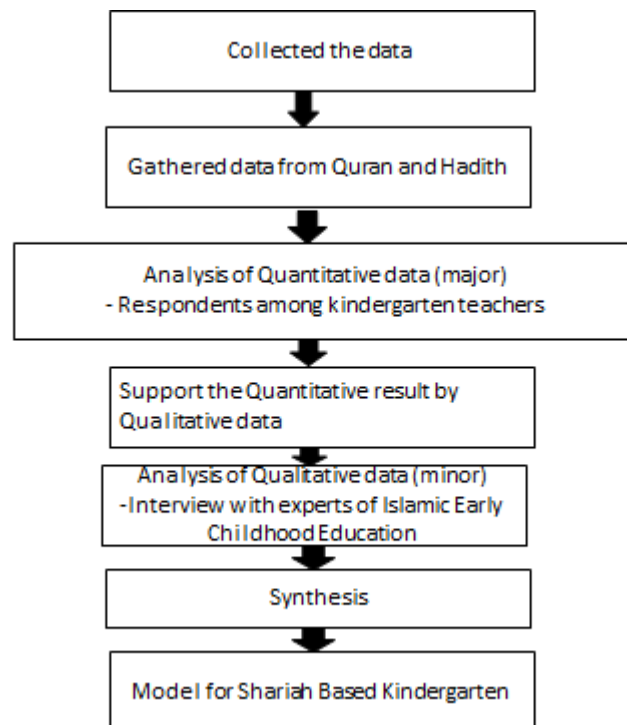

Figure 2. Data collection process

Conclusion and Recommendation

Suggestion for future Study

The research will be meaningful if the data can be gathered for both quantitative and qualitative techniques in which as to complement each other and execute the result. Moreover, future research should enlarge the scope of the study with regard to the authenticity of the allegation.

New Model

In this study, the main objectives are to determine the factors that influencing the accomplishment of Shariah Based Kindergarten. Hence, this new model is developed in heightened the kindergarten typed education network. The Shariah regulatory advisors, religious organization, and academics can make use the model of the study to create attentiveness and educate the general public, especially kindergarten leaders on the prospect or opportunities of kindergarten services in Malaysia.

Conclusion

The overall findings provide new empirical contribution to academia, more research needs to be conducted to establish the link to the benefits to the kindergarten industry and society as a whole. Therefore, the study of Shariah Based Kindergarten through detailed discussion would propose insight and solution into the implementation of the standard.

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