

Shaping the Quranic Generation from an Early Age (Study of *Imtaq* Programme Management in PAUD Akbar, Kaur Regency, Bengkulu)

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Abstract: This study discusses the management of the *imtaq* program at PAUD Akbar. The problems discussed in this study are planning, implementation, and assessment of the *imtaq* program at PAUD Akbar. This study uses descriptive qualitative research. Data collection techniques include interviews, observation, and documentation studies. Data analysis techniques using data reduction, data presentation, and conclusion drawing. The results of the research are: First, Akbar PAUD has formulated *imtaq* program planning. The *imtaq* program is a flagship program because it is in accordance with the need to obtain religious education in line with the vision and mission of PAUD Akbar. Program planning consists of daily, weekly, and annual programs. Secondly, the implementers of the *imtaq* program include the principal, teachers, parents, and the community who work together in implementing the program. Teachers apply four learning methods, namely, the play method, the storytelling method, the singing method, and the demonstration method. Third, teacher assessment is carried out in the form of assessments on aspects of child development and cognitive, affective, and psychomotor aspects. The assessment is carried out by teachers by conducting observations, children's self-assessment, and portfolio assessment. The results of the follow-up of the program are still continued, but there are some improvements in improving facilities and infrastructure, teacher competence, and variations in learning models.

Keywords: *Imtaq* Program, Management, Quranic Generation, PAUD Akbar

A. Introduction

Education is the right of every citizen and begins at the earliest possible age. Basically, the age of 0–5 years is a critical period in a child's life. Education is also given to be able to optimize development in children with several aspects that need attention, namely cognitive aspects, physical motor aspects, language aspects, social emotional aspects, art aspects, and aspects of religious and moral values (Zuriyah, 2015). Early childhood is a time when children need special handling because, at that time, the child is not yet able to develop the potential that exists in him (Black et al. 2017; Bidle

et al., 2013). Children's potential is very important to develop. These potentials include cognitive, language, socio-emotional, physical abilities, and so on. At this age, children are most sensitive and have the potential to learn something; children's curiosity is very large. This can be seen from children often asking questions about what they see. If the child's question has not been answered, then they will continue to ask until the child knows what it means. This is related to Law No. 23 of 2002. Article 9 Paragraph 1 on Child Protection clearly states that 'every child has the right to receive education and teaching in order to develop his/her personality and level of intelligence in accordance with his/her interests and talents'.

Education is the most important means for early childhood because with education children are able to grow and develop properly. An educator has a very important task and role to provide good knowledge because an educator is a determinant of the child's future, so it must be correct and thorough in providing knowledge to students, not carelessly because an educator must provide students based on competencies that already exist in the teacher's guide (Riadi, 2017). Educators not only provide general knowledge but must also provide religious knowledge, such as by implementing the *imtaq* program to provide religious knowledge with the aim of increasing faith and devotion in early childhood. Faith and taqwa (*Imtaq*) are forms of relationship between human behavior and the creator. Faith comes from the word *amanah*, which means to believe. Faith is not just a matter of belief; it can also be about our belief in God's creation. Faith contains three components, namely in the heart, spoken words, and behavior or actions. Taqwa comes from the word *ittaqa-yattaqi*, meaning it is a way to be able to protect yourself from all dangers. According to the term, *taqwa* is to protect oneself from something that is disliked and even prohibited by Allah and always carry out Allah's commands (Bakhtiar, 2018). Someone who has *taqwa* will be more obedient to the commands given by Allah and try to stay away from something forbidden by Allah. The *Imtaq* program for early childhood is able to optimize religious values. How to apply children's morals is closely related to daily life; then the formation of religious and moral values in children is the basic principle to becoming a child who is moral, civilized, and understands religion (Sudarsana, 2016; Rabani, 2024).

Based on this and the results of preliminary observations made by researchers, PAUD Akbar Padang Kedondong Village, Kaur Regency, offers an *imtaq* program that has been integrated into its curriculum into a superior program to train and support the ability of faith and *taqwa* of early childhood towards the creator. The *imtaq* program implemented at PAUD Akbar, namely: First, daily activities consist of worship activities such as reading *iqro*, writing *hijaiyah* letters, and memorizing short letters, and play activities that contain religious values. Second, weekly activities consist of worship activities, such as ablution and prayer, and storytelling activities, such as Islamic stories. Third, annual activities such as commemoration of Islamic holidays and Islamic boarding school. The *imtaq* program that has been running has never been

assessed on the results of its implementation, so researchers are interested in seeing the management system of the *imtaq* program at PAUD Akbar Kaur Regency. Other problems also arise in the implementation of the *imtaq* program, namely: limited facilities and infrastructure for *imtaq* learning so that it is less varied; the media used are still less innovative and monotonous than in previous years; and teacher creativity is still limited in implementing the *imtaq* program. Supported by the results of interviews with several teachers who stated that teachers at PAUD Akbar Padang Kedondong Village do not fully understand how to manage the *imtaq* learning program in order to get optimal results and teachers who are still less equipped with *imtaq* learning development training. Whereas this program is important for the achievement and improvement of early childhood development, especially at the level of faith and character.

In connection with these problems, the researcher is interested in raising research on the management of the *imtaq* program in group B children aged 5–6 years at PAUD Akbar Padang Kedondong Village, Tanjung Kemuning District, Kaur Regency, which experiences limitations in media, facilities, and infrastructure, as well as teacher self-development that has not been maximized in terms of the planning, implementation, and assessment stages of the program. For this reason, the author raised the research title, namely 'Management of the *Imtaq* Programme for Group B Children Age (5-6) Years at PAUD Akbar Padang Kedondong Village, Tanjung Kemuning District, Kaur Regency'.

B. Methods

This study is descriptive qualitative research. Qualitative research methods are methods for researching scientific objects; collection techniques include triangulation (combined); data analysis is inductive qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2007).

The descriptive method can be interpreted as one of the procedures for solving problems that exist in the present based on actual facts and investigated by describing or describing the state, subject, or object of research at the present time based on the facts that appear (Rahman, 2018). This type of research is used to evaluate *imtaq* center learning in early childhood at PAUD Akbar Padang Kedondong Village, Tanjung Kemuning District, Kaur Regency.

In this study, the method applied by researchers is a field study with descriptive characteristics and a qualitative approach. This qualitative study involves procedures that produce information in the form of interrelated texts. In this context, qualitative researchers have an important role in determining the focus of research, selecting sources of information, collecting information, evaluating the reliability of information, analyzing information, interpreting the results of analysis, and

formulating conclusions from the findings.

C. Results and Discussion

Education management is a series of activities to plan, implement, and assess all efforts in organizing and utilizing human resources, facilities, and infrastructure to achieve educational goals. Education management is how all resources in education can be optimally utilized (Sunaengsih, 2018). The results of research related to program planning at PAUD Akbar have formulated an *imtaq* program plan. The *imtaq* program at PAUD Akbar is a flagship program because it is in accordance with the need to obtain religious education in PAUD in line with the vision and mission of PAUD Akbar, which prioritizes religious values.

The forms of the *imtaq* program are divided into several stages of activities, namely: daily activities, weekly activities, and annual activities (Fattah, 2017). In line with the program planned by PAUD Akbar, namely: first, daily programs, such as reading *Iqro*, writing *hijaiyah* letters, and praying. Second, weekly programs, namely: ablution, prayer, and Islamic story activities. Third, the annual program is the celebration of Islamic holidays. These programs are adjusted to the curriculum and the availability of facilities and infrastructure at PAUD Akbar.

The purpose of planning the *imtaq* program is to make children have exemplary and religious characters according to their religion, namely Islam. The *imtaq* program also aims to help children form good habits, such as prayer, reading the Koran, and praying and preparing children to become a Qur'anic generation. These results are in line with the results of previous research stating that *Imtaq* program planning at TK Negeri Pembina Sangatta involves identifying goals, learners, curriculum, learning methods, time, schedule, evaluation, and participation of parents and the community (Nursalin, 2023).

The implementation of this education requires the support of the implementers, both from the elements of leadership, teachers or lecturers, and administrative staff and other supporting personnel. The implementation of education also requires the support of adequate facilities, infrastructure, media, and learning resources. The implementation of education refers to legislation and government policies. Educational policies that are prepared based on the conditions, needs, and development of the community will support the implementation of effective and efficient education (Sudaryono, 2016). Based on the results of research related to the implementation of the *imtaq* program at PAUD Akbar, it is found that the implementers of the *imtaq* program have several parties synergizing with each other, such as principals, teachers, calm educators, and parents. All are involved in the planning, implementation, and assessment stages. The principal is responsible for facilitating the *imtaq* program. Teachers are directly involved in planning,

implementing, and evaluating the success of the program. The education staff is administratively responsible. Parents are responsible for helping students' understanding of the *imtaq* program at home.

The *imtaq* program at PAUD Akbar was found to be in accordance with the planning. The facilities and infrastructure for the *imtaq* program are adequate, such as writing tools, Islamic books, worship tools such as *mukena* and prayer mats, and toilets and ablutions are adequate to support the *imtaq* program. Teachers have utilized the facilities and infrastructure by arranging the classroom, installing Islamic pictures and verses of the Qur'an, and using learning aids to help children understand the material of the *imtaq* program.

Education is also provided to be able to optimize development in children with several aspects that need to be considered, namely cognitive aspects, physical motor aspects, language aspects, social emotional aspects, art aspects, and aspects of religious and moral values (Zuriah, 2017). There are benefits obtained from the *imtaq* program, namely for children, parents, and schools in Akbar PAUD. For PAUD children, it makes them have more religious character and polite personality. For parents, namely making parents' understanding more increased related to Islamic religious values, and for schools to make a good school image to produce religious children in accordance with the vision and mission.

The implementation of the program is structured learning where the teacher teaches the basics of Islam and accustoms children's behavior to be reflected as religious children. Second, religious activities are carried out in accordance with daily, weekly, and annual programs. Third, habituation is applied to students to implement knowledge related to Islamic religion in everyday life, and the fourth is the involvement of parents in implementing the *imtaq* program, which supports its implementation when at home community involvement is to bring religious leaders to fill the annual event at PAUD Akbar.

Teachers have implemented four learning methods, namely: play method, storytelling method, singing method, and demonstration method. The play method is applied by acting out various examples of good and right behavior in daily life. Second, the storytelling method is applied by telling stories about religious values using language that is easy to understand. Third, the singing method is singing children's songs with religious values as the theme. Fourth, the demonstration method by showing examples of good and correct behavior to children and direct practice of prayer. The use of media in learning has been implemented and can have a positive effect on children in their development (Hsin et al., 2014; Laksmi et al., 2021).

There are supporting factors, namely internal factors from teachers who have motivation with various methods and prepare media to support the *imtaq* program

and from students who are enthusiastic about learning things related to religious values. Supporting external factors are that most parents are actively involved in supporting the *imtaq* program at home to maximize children's character. This is in line with previous research that supporting factors certainly affect the media and teacher creativity in applying the learning media, thus creating enjoyable learning.

The inhibiting factors are internal and external factors. Internal factors are time constraints in implementing daily, weekly, and annual *imtaq* programs due to the dense material content. The external factor is that there are still parents who are not actively involved in supporting the continuity of the *imtaq* program in the house as an effort to train children's religious attitudes. The results of previous research show that the problems faced in the preparation, implementation, and evaluation of learning in PAUD are conditional problems caused by the very diverse characteristics of early childhood (Cahyadi, 2019).

Pratiwi, & Utsman, (2022) state that educational assessment is an educational activity that can determine whether or not the program and activities are being carried out to achieve predetermined goals (Ismaya, 2015). In order to provide quality, the value of educational activities that have been implemented with the most effective method. The use of these methods to solve problems related to education will become the basis for improving the quality of education. Based on the results of research and discussion related to the planning of the *imtaq* program at PAUD Akbar, it is concluded that teachers have conducted assessments on aspects of student development, namely: cognitive, affective, and psychomotor (Sari & Rahmah, 2019; Pranajaya et al., 2023). The assessment carried out by teachers by observing each child, self-assessment of each child, and portfolio assessment as a report on aspects of child development. The purpose of assessing the *imtaq* program is to determine the success of the *imtaq* program and to shape the character of religious students with the values embraced in Islam.

Parents' involvement has been carried out in the form of assessing the *imtaq* program by filling out a questionnaire as a suggestion for the continuity of the *imtaq* program. Follow-up planning is by filling out a questionnaire to follow up on the success of the *imtaq* program, and most parents have been involved in the success of the *imtaq* program at home. Most parents are involved in the follow-up of the *imtaq* program at PAUD Akbar.

D. Conclusions

1. PAUD Akbar has formulated *imtaq* program planning. The *imtaq* program is a flagship program because it is in accordance with the need to obtain religious education in PAUD in line with the vision and mission of PAUD Akbar. There are programs planned by PAUD Akbar, namely: first, daily programs, such as

reading *Iqro*, writing *Hijaiyah* letters, and praying. Second, weekly programs, namely: ablution, prayer, and Islamic story activities. Third, the annual program is the celebration of Islamic holidays. The *imtaq* program also aims to help children form good habits, such as praying, reading the Quran, and praying and preparing children to become a Qur'anic generation;

2. The implementation of the *imtaq* program at PAUD Akbar concluded that the implementers of the *imtaq* program, namely: principals, teachers, parents, and the community, The facilities and infrastructure of the *imtaq* program are adequate and have been utilized by teachers, as well as available learning media. The implementation of the program is carried out in accordance with the daily, weekly, and annual programs. Parents are involved in implementing the *imtaq* program at home, and the community is involved in bringing religious leaders to Akbar PAUD. Teachers apply four learning methods: play, storytelling, singing, and demonstration. Supporting factors are teachers and students who are enthusiastic about implementing the program; most parents are actively involved in supporting the program. The inhibiting factors are time constraints in implementing the daily, weekly, and annual *imtaq* programs due to the dense material content, and there are still parents who are not actively involved;
3. Assessment The teacher has assessed aspects of child development in cognitive, affective, and psychomotor aspects. Assessment is in the form of observation, self-assessment, and portfolio assessment. The purpose of the assessment of the *imtaq* program is to determine the success of the *imtaq* program and to shape the character of religious students with values embraced in Islam. Parents' involvement in the assessment of the *imtaq* program by filling out a questionnaire as a follow-up suggestion for the *imtaq* program. The results of the follow-up program are still ongoing, but there are some improvements in improving facilities and infrastructure, teacher competence, and variations in learning models.

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