



The Role of Parents in Supporting Early Childhood Islamic Education in the Digital Era at Hakasumi Ophir Kindergarten, West Pasaman Regency

Fadhli Zulmi¹, Rahmi Yolanda², Mailiza Putri³

¹ IAI YAPTIP Chadijah Ismail West Pasaman, Indonesia

² IAI YAPTIP Chadijah Ismail West Pasaman, Indonesia

³ IAI YAPTIP Chadijah Ismail West Pasaman, Indonesia

✉ fadhlizulmi@staiyaptip.ac.id*

Abstract

This study is based on the phenomenon of increased use of digital media in children after early childhood which has a positive and negative impact on their development so that the involvement of parents is needed actively in educating, supervising, facilitating, and encouraging children to grow in accordance with Islamic values. This type of research is qualitative research with a case study approach. Data was collected through interviews, observations, and documentation of parents, teachers, and the school. The results showed that the role of parents in kindergarten Hakasumi Ophir include: as educators parents accustom children to carry out worship, reading prayers, as a supervisor parents control the use of mobile phones and restrict access to inappropriate content, as a driver parents provide motivation and Islamic example in everyday life. Thus, this study confirms that parental involvement has a great influence on the success of Early Childhood Islamic education in the digital age. The study also recommends the need for synergy between parents and schools in building an Islamic learning environment, adaptive and wise to technological developments.

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INTRODUCTION

States that education undertaken in ancient times is different from education today because of new science and technology and cultural shifts caused by mindsets influenced by information obtained in a very easy way. This requires parents to always upgrade their knowledge in order to provide direction to their children in a wise way (J. Pendidikan et al., 2020).

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Parents need to assist in order to avoid unwanted things so that the concern of parents is the importance of the introduction of religious values, local tranquility, so as to fortify children from global influences. In addition to academic support, parents provide much-needed emotional support to early childhood children. They provide encouragement, praise, and affection that help boost a child's confidence. This emotional support is important for a child's psychological development and builds a sense of security and confidence. Previous research by (Fatmawati et al., 2019). The digital age requires teachers and parents who are able to keep up with the times, can play various roles as agents of change, digital liaisons, and learning consultants who have a high sense of humanity and morality, social sensitivity and rational and honest thinking, so that they are able to work well in a dynamic educational environment.

The results of observations made at Hakasumi Ophir kindergarten on October 11, 2024, the low role of parents in supporting early childhood Islamic education in the digital era due to lack of participation and attention of parents to children's education at school, it was found that many parents use technology as a means of learning religion. Parents of children provide material about prayer, the story of the prophet, and the reading of the Qur'an but not all parents understand how to optimize technology now, so some still rely on methods or teach prayer directly. Based on observations with teachers at Hakasumi Ophir kindergarten, applying still uses learning not using technological tools that exist today. Kindergarten teacher Hakasumi Ophir uses makeshift tools to train children in improving children's ability to learn, especially in religious learning. Children will be taught to read verses every morning before learning so that children can easily memorize and not easily forget. After that, the children will enter the classroom to start learning, after studying in class the children will be taught one by one to recite the Quran using *iqro'* but because of the lack of cooperation of parents with teachers, there are still some children who are very difficult to remember the verses and readings *iqro'* that have been taught. Resulting in a slow child in continuing *iqro'* next page.

In every week in kindergarten (TK) Hakasumi always hold religious activities on Friday by using the media infocus, here the children can see the story of the Prophet, reading short prayers along with the Hadith. It is also featuring a short story, which is a short story that will provide moral and moral learning in children. After the activity is completed, the children will be asked about the material displayed. The child giving the answer will be given a gift. Children are also asked to see the procedure of ablution through Infocus. In every 2 months the school will do parenting, here parents and children will hold a joint watch to provide an understanding of how the role of parents in supporting early childhood Islamic education in the digital era as it is today.

The results of interviews with kindergarten teachers Hakasumi Ophir, TK Hakasumi Ophir has the number of children 30 Orang, 12 boys and 18 girls, currently kindergarten children Hakasumi Ophir lack of understanding of religious learning because children are not taught back by parents after teachers finish teaching children, so that children forget the verses or letters *iqro'* taught by teachers at school. Researchers found that children have started to be good at using mobile phones after school, and do not want to learn if not given a cellphone first, causing it to become a

habit of children when not in school. Teachers find it difficult to re-teach children's lessons because of the lack of parental help at home to repeat previous lessons.

As explained by (Arum et al., n.d.), educating children in the era of digitization is a ban on children using digital device technology but parents must still provide opportunities for children to feel the development of technology, by providing restrictions on the use of digital devices, monitoring children's activities when using digital devices, the balancing of children in using digital devices with physical activities, make an agreement in using digital devices and provide sanctions if the child violate the opportunity given.

METHODS

This study uses a descriptive qualitative approach to the type of case study research. Descriptive qualitative approach is chosen because it aims to describe systematically. Factual and accurate on the role of parents in supporting early childhood Islamic education in the digital age. In Qualitative Research, researchers seek to understand the meaning of actions, and social interactions from the perspective of the subject under study (Setiawan et al., 2022). This type of research is a case study used to examine a phenomenon in depth and thoroughly in a particular context. The case study was chosen because this study focused on one educational institution, namely Hakasumi Ophir kindergarten in Luhak Nan Duo District, West Pasaman Regency, thus allowing researchers to explore in detail how the forms, strategies, and challenges faced by parents in supporting early childhood Islamic education in the digital era. With this approach, researchers can gain a deep understanding of the involvement of parents in the educational process of children, both in terms of moral formation, the cultivation of Islamic values, and the management of the use of digital technology in the daily lives of early childhood.

RESULT

A. Overview of the Research Location In Hakasumi Ophir Kindergarten, Luhak Nan Duo District, West Pasaman Regency

1. History of Hakasumi Ophir kindergarten

Harapan Kasih Sayang Umi kindergarten "HAKASUMI" was established in 2016 under the auspices of the Indonesian educational Family Business Foundation "YUKKI". Based entirely on that the crisis that hit Indonesia is very influential on the sector of life, in the world of education, many people of early age who need guidance and direction due to the factor of parents who are busy with their work. So, with this Indonesian Education Family Business Foundation "YUKKI" as a place where its existence is very helpful for the Luhak Nan Duo Sub-District Community in general as well as the new Koto Kenagarian and the Ophir Kejorongan in particular.

The implementation of Formal education programs in Luhak Nan Duo District is expected to help the community in overcoming various problems caused by the economic crisis, especially in the field of Education. Hakasumi kindergarten has 2 local where Local 1 local contains 15 children the total number of children there are 30, each local has 2 teachers' educators.

2. Geographical location of Hakasumi Ophir kindergarten

This study was conducted at Hakasumi Ophir kindergarten located in Nagari

Koto Baru, Luhak Nan Duo District, West Pasaman Regency. This place is located in a flat and safe area, with a fairly dense carving environment but still conducive to the early childhood learning process.

Geographically, the position of Hakasumi kindergarten is on the South Side of Luhak Nan Duo district, with access that is quite easy to reach by people using two-wheeled and four-wheeled vehicles. The location of Hakasumi kindergarten is on the side of a large road, but there is still a house in front of the kindergarten so it is quite quiet and safe from the noise of public transport. This greatly supports the process of teaching and learning activities, especially for children of early age who need a safe and comfortable environment.

The location of the kindergarten is close to the center of activity of residents, such as mosques, stalls, clinics and people's homes, so it is easy for close social and religious interaction between educational institutions and the surrounding community. In addition, the non-hilly territory and paved connecting roads make it easier for parents to drop off and pick up children every day.

Problem-based learning model Problem Based Learning (PBL) has been proven to be an effective approach in improving students' critical thinking skills. in improving students' critical thinking skills at various levels of education levels. Research shows that PBL encourages students to be active in the learning process through problem identification, analysis, and development. learning process through problem identification, analysis, and development of creative solutions. creative solutions. This approach also strengthens students' ability to collaborate, communicate, and argue, which are important provisions to face the challenges of globalization and digitalization. challenges in the era of globalization and digitalization. The results of the literature review confirms that the application of PBL not only improves critical thinking skills but also has a positive impact on academic achievement. critical thinking skills but also has a positive impact on academic achievement, the ability to argue, and the development of argumentation, and the development of students' interpersonal skills.

However, the success of PBL is highly dependent on the quality of implementation, including teacher competence in facilitating learning and the design of relevant problems. In addition, some studies indicate the need for methodological strengthening in PBL- related studies, such as more structured research designs and Randomized Controlled Trials (RCTs). Overall, these findings underscore the importance of adopting PBL as an innovative learning alternative to replace traditional approaches that tend to be less effective in fostering critical thinking skills. With proper implementation, PBL can be a relevant and adaptive learning strategy for educational needs in the 21st century.

B. The Role of Parents in Improving Early Childhood Islamic Education in the Digital Era at Hakasumi Ophir Kindergarten, Luhak Nan Duo District, West Pasaman Regency

The results of the study will be presented and described based on the results of interviews that have been conducted on 5 parents of resource persons who in kindergarten Hakasumi Ophir, Resource persons interviewed intensive by name using initials, namely teachers Elis, Ruri, Leni, Ema, Imar and Iren.

1. The role of parents in improving early childhood Islamic education in The Digital Era at Hakasumi Ophir kindergarten

a. The Role of Parents as Educators in the Digital Age

Parents are the first educators in the family that children meet, because it is from them that children begin to receive education the role of parents as the main and First Educators for children, because they are destined to be the parents who gave birth to them. In addition to parents there are also teachers at school who act as facilitators, mentors, and role models. The teacher serves as an influence so that children are not only exposed to technology, digital media is used as a learning tool, for example to introduce daily prayer but still balanced with direct practice. Like a conversation with the ice teacher at school.

“The digital age is very influential on children, especially the attention of children who are easily distracted by gadgets at home. Sometimes kids are more interested in screens than learning. So, our task as a teacher to make lessons that make children not easily bored, and has a meaning that can help children focus on learning”.

Educating children is one of the efforts made by parents to improve early childhood Islamic education and fortify the values of children's faith in order to avoid negative influences, especially in today's digital era there are so many things that can affect their children. This is in accordance with interviews that have been conducted with several parents of children in Hakasumi Ophir kindergarten, including (Mrs. Ruri) who stated that:

“For example, I educate my children by teaching my children not to be too negligent with handphone, so that children do not forget the obligation to learn. I also often instruct my child to use a cellphone, because if he has a cellphone, he will not know the time to learn, so I direct the child not to see things that are not natural. I also teach my children kindness, and being polite with people.”

Likewise, the results of the interview delivered by (Leni): this mother stated that of course there is always teaching children not to be too negligent in using a cellphone/tv, then explaining to children how the impact is not good in using a cellphone because the effect of playing a cellphone can have a bad influence on children, then mothers also teach children with good things that can be exemplified by children.

For example: “do not play handphone continue to want later sore eyes, do not play HP continue to want later not smart, if every day sometimes I remind children like manners, then if the same parents must be polite, if at school should not be rude with the theme, that's what I teach if my child wants outside or at school.”

Unlike this one mother, as stated during an interview with (Ema): if in educating children, especially in the current Digital Era, the efforts made by Ema are.

“Now the era is all gadgets, anything can be accessed through gadgets. Indeed, from a small child I use gadgets for the reason that my child is calm. But over time it becomes more difficult to separate from the gadget. Actually, I also told him to study and study, but it was difficult because his son was more focused on his gadget.”

Other mothers are more guarding or limiting their children in using mobile phones, in contrast to the opinion (Imar), in educating children in this digital era, Ibu Imar is more educational by freeing children and allowing children to use mobile phones, but still with the same purpose as the description of other parents although different ways.

“Because I personally think that through gadgets handphone children can also learn, especially in the digital era now, anything is all using a cellphone. But still I keep an eye on also let me know anything obtained from handphone, and Imar also teaches children what can be done and not, but with the same purpose that is to educate children.”

Then the information from (Iren) also gave information that was almost the same as some other parents of children, Ibu Iren stated that she hid her child in a way where she did not prohibit her child from playing cellphone like other parents, as the information given by Ibu Iren during the interview was:

“I continue to educate and direct my child even though this digital era my child is no stranger to social media. I still direct my children to use cellphones for positive things and I also accompany children when playing cellphones.”

Based on the description above, it can be concluded that the way parents and teachers in educating children in this digital era is to prohibit, limit and teach children not to be too negligent in playing cellphones, television, accompanying and if playing cellphones, then parents teach polite attitudes and teach children religious lessons taught at school.

b. The Role of Parents as Drivers of The Digital Age

Every parent would want their child to grow up to be a human being who is smart, intelligent, useful for the nation and religion. One that determines and can help children's learning success is the attention and encouragement from their parents. Strength and encouragement are instrumental to the success of children in achieving good goals and desired by parents.

Based on the results of interviews with class teachers, the teacher as a motivator means that the teacher encourages children to learn the spirit, confidence, and courage for example by giving praise, small Awards, and creating a fun learning atmosphere so that children feel confident. teachers also encourage parents to be actively involved.

“We as teachers at school or substitute parents at home are very supportive of children according to their interests and talents, for example, providing opportunities to express themselves through drawing, singing, or storytelling activities, not only that, we as teachers also give advice to parents to consistently accompany child development, including in overcoming gadget use time.”

Based on the results of interviews it was found that some parents have their own way in acting as a motivator for their children things done by parents in the form of always giving a good example to children to be a motivation for children to be better in the future. In relation to the role of parents as a motivator to children, interviews have been conducted with several parents of children, including (Mrs. Ruri) said that:

“So, I give the example of others to my son suppose it's like I explained to

my son about his friends who always get good grades and good character. ‘ Well, I explained to my son that for example, try to see the A like that, he can read, I want that? If you want to study diligently again, it is often I say to the child ‘then also in terms of behavior I say ‘if I want to be loved by a good person, the rich person B let me not be stubborn.”

Another case with that conveyed by (Leni) where the mother States the way she encourages her child is in a way that is almost the same as other mothers with the same goals. Because all parents want the best for their children and to be an accomplished child like other children. As the information provided by Mrs. Leni is:

“Yes, most of me, for example, when children can write and read at school I give gifts to my children, sometimes I also give praise so that he remains enthusiastic again to learn.”

Different ways conveyed by (Ema) through the interview with Ema, this mother said that how to give encouragement to her children by giving praise to children for what children can be good at school, a place to study the Koran

her son added more enthusiasm, and sometimes this mother also gave more snacks for her son as a gift. Then the statement from Imar, this mother gave evidence that the way the mother gave encouragement to her child in a way:

“I just give advice, continue like that opinion, love support as well as input. For example, the same may also be rich other parents in general, I love the example of his friends as well as motivation for my child, and then I also love praise for my child, so that my child adds more enthusiasm.”

Another is the case with (Iren), stating that in giving encouragement to the child Ibu IR is as from the groans during the interview this mother stated that it was done to provide support and praise to her child so that the child added more enthusiasm in the future.

“I personally give support and praise only to my child for the work and achievements that children can do, so that my child gets more enthusiasm, that's all.”

Based on the information of parents of children in kindergarten Hakasumi Ophir that the way parents give encouragement to their children is in different ways. They stated that giving encouragement by exemplifying other people's "friends" who excel as motivation for their children so that children are captivated and want to be like their friends. Then by giving praise, gifts, so that the child adds enthusiasm.

c. The Role of Parents as Guardians of The Digital Age

The role of parents as supervisors in the digital age is very important to ensure children use technology wisely. Parents should monitor, control and provide to the child's activities. In the digital age, children have wide access to information, entertainment, and social interaction, so parents are required to monitor that children are not addicted or fall into deviant behavior. Here's an interview with the parents:

(Ruri's mother thinks)

“I actually try to keep an eye out but sometimes I'm also busy with homework. So, my son often uses his cell phone without me knowing exactly what he is doing.”

(Lenny's mother)

“I often supervise, but I also feel that sometimes is quite strict. My son is

often with a longer time than I specify.”

(Emma's point of view)

“I try to keep an eye out, but sometimes not all the time, my son when he comes home from school often asks for a cellphone and I just make sure he doesn't spend most of the time in front of the screen.”

(Imar's mother thinks)

“I always make sure my child does not play cell phone or watch television for too long, I often check what he watches or plays. If it's more than half an hour, I'll stop.”

(Irene's mother)

“Usually I give a time limit, so the child is not too long. I also often ask what he plays or watches.”

From interviews with parents, it can be concluded that although they try to keep an eye on their children. Some parents try to limit their time, make sure their children are not too long in front of the screen, and often check the content they see. However, there are some mothers who find it difficult to supervise closely because they are busy with household chores or office work, which makes them sometimes less supervise or give attention to their children.

d. The Role of Parents as Facilitators of The Digital Age

One important aspect of this role is to provide guidance to children on how teachers and parents instill religious values in children. Teachers and parents can introduce a variety of educational applications designed to improve children's knowledge that the introduction of religious values is very important for valuable knowledge.

In the world of the internet parents can choose the application, program, or site will be accessed and played by the child. When choosing an application for children, parents must choose a useful application, one of which is the Iqra digital application and displays children's videos. Here's an interview with the parents:

(Eli's mother)

“We at school teach children about ablution, prayer practice sometimes also shows videos of the Prophet's story to children.”

(Ruri's mother thinks)

“I try to give a balanced time, not too long-playing mobile phones, and I choose videos or applications that help children learn. For example, a video about how to write or tell the story of the Prophet.”

(Lenny's mother)

“I like to choose apps that teach children letters, numbers and Islamic songs, but not every day, because I don't want my child to play mobile too often.”

(Imar's mother thinks)

“I usually give my kids access to educational apps like YouTube Kids. I also pick videos that teach simple things, like the names of prophets or colors.”

(Irene's mother)

“My son really likes to play mobile, so I try to make him watch something useful. I also installed some educational apps.”

From interviews with the interviewees, it can be concluded that most teachers and parents try to facilitate their children in accessing useful content in different ways, while still focusing on religious values. They generally choose apps or videos that can help children learn basic things like numbers, colors, names of prophets and Islamic songs. Some parents also use specialized platforms like YouTube Kids to make sure the content a child is watching is safe and educational.

DISCUSSION

1. The Role of Parents as Educators in The Digital Age

Based on the research findings, the role of parents as learners in the digital age looks very important in the form of character, religious values, and early childhood digital literacy skills. This role is not only limited to academic teaching, but also includes habituation to attitudes, instilling values, and monitoring the use of technology. This finding is in line with the opinion (Nurhidayah, 2020) which states that digital era parents should be the main role models so that children do not lose their way in distinguishing good and bad.

The results of the study explain, that the behavior of parents in the conduct of teaching attitudes to children will affect how their children will obey them, children tend to imitate and remember the words of their parents, showing important set a good example for children. This challenge emphasizes the importance of increasing digital literacy of parents in order to play an optimal role as educators in the modern era.

2. The Role of Parents as Drivers of The Digital Age

Based on the findings of the study, the role of parents as a supporter of the digital era is very important in shaping learning motivation and early childhood character development. Parents not only serve as facilitators who provide technology-based learning tools, but also as motivators who encourage children to use technology positively and productively. According to (Nurhidayah, 2020) parents who act as drivers are able to increase children's enthusiasm for learning, whether through verbal encouragement, appreciation, or providing a healthy digital environment.

The results showed that parents encourage their children by providing guidance when using Islamic learning applications, introducing educational songs, this role cannot be separated from the challenges of parents still facing limitations in digital skills so that the encouragement given is often not optimal.

a. The Role of Parents as Guardians of The Digital Age

Based on the research findings, the role of parents as supervisors in the digital era is needed to ensure that early childhood can utilize technology in a

trustworthy, directed, and in accordance with Islamic education. This supervision is monitoring the content accessed by children, the duration of cellphone use to control children's interaction with the virtual world.(P. Pendidikan, 2022), parents who act as supervisors are able to minimize the negative impact of technology by providing clear rules.

The results showed that supervision by accompanying children while watching Islamic learning videos, limiting mobile play time, choosing age-appropriate educational applications.

b. The Role of Parents as Facilitators of The Digital Age

The role of parents as facilitators in early childhood education in the digital era means providing facilities, infrastructure, and an environment conducive to children's growth and development, both in Cognitive, Affective, and spiritual aspects. Parents not only give children the opportunity to use technology, but also ensure that the media used is in accordance with age and religious values.

(Herdiyana et al., 2023) the role of parents as facilitators is demonstrated through the provision of digital Learning media, guidance on the use of devices and assistance in accessing educational content that supports child development.

The results showed that parents as facilitators by providing mobile phones, internet networks, and Islamic applications such as educational games *hijaiyah* letters, videos of daily prayers, and stories of the Prophet. In addition, some parents help children understand the material displayed through digital media, for example by explaining the contents of Islamic stories or practicing prayer together after watching the show.

CONCLUSION

Based on the results of research on the role of parents in supporting early childhood Islamic education in the Digital Era Hakasumi Ophir kindergarten can be concluded that parents have a very significant role in the formation of character and morals of children from an early age. The role is manifested in several aspects, namely: as educators, parents instill the values of Islamic teachings such as reading prayers, reciting the Koran, and accustoming children to worship from an early age, as supervisors, parents exercise control over the use of mobile phones and digital media so that children are not exposed to negative content, as facilitators parents provide a means of supporting learning in the form of religious knowledge and as motivators parents provide motivation and good examples so that children are eager to learn and grow with Islamic behavior.

The results showed that even though the digital age-which presents various challenges such as mobile phone addiction and the influence of inappropriate content parents in Hakasumi Ophir kindergarten were able to control it with an Islamic approach, intense communication, and wise use of technology. Thus, it can be understood that the active involvement of parents is a determining factor in the success of Early Childhood Islamic education, especially in the family and school environment.

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