

SUNDANESE-BASED ISLAMIC VALUES EDUCATION ON PRE-SCHOOL CHILDREN

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Abstract

The ability of acquiring languages is one of the programs of kindergarten. While teaching them the skill of languages, teacher can insert the values and norms in the learning process. Therefore, in this paper, the writer will provide examples of learning model of Sundanese-based Islamic values on pre-school children. Sundanese-based Islamic values education on pre-school children in West Java is required for developing kid's personality. This education pattern should be an habituation to create Islamic personality mastering the knowledge of life and the knowledge of Islam. The Sundanese tales, rhymes and songs containing of education values are very relevant to be used in developing children's characters to improve their personality, talent and creativity.

Keywords: moral education, sundanese-based, pre-school children.

A. Introduction

The Government Regulation No. 27 Year 1990 on Pre-school Education states that the pre-school education, covering Kindergarten, Playgroup and Children Care, is educational institution where the children grow up spiritually and physically before schooling period. Kindergarten is considered formal education while playgroup and children care are considered non-formal education. Nowadays, kindergarten is commonly conducted by the private institution instead of government institution.

The purpose of the pre-school education is to help children in developing their attitude, knowledge, skill, and creativity to adjust themselves in the community and society. To achieve the purpose, the government enhances programs covering the development of (1) *Pancasila* (the five principles) moral education, (2) religion, (3) discipline, (4) languages ability, (5) intelligence, (6) creativity, (7) emotion, (8) social awareness, (9) skills, and (10) physic.

The ability of acquiring languages is one of the programs of kindergarten. While teaching them the skill of languages, teacher can insert the values and norms in the learning process. Therefore, in this paper, the writer will provide xamples of learning model of Sundanese-based Islamic values on pre-school children.

B. Sundanese-Based Islamic values in Kindergarten

Lately, the needs of moral education or character building is being studied to be reapplied in education curriculum particularly in early-age education. The needs are based on three considerations: (1) the weakening of family ties, (2) the negative trend in adolescent life, and (3) the revival of the need for values education of ethics, morals, and characters (Zuriah, 2007:10).

Education can be interpreted as a conscious and deliberate effort to create a comfortable learning atmosphere so that learners are actively developing their potential to obtain the spiritual power of religion, self-control, personality, intelligence, noble character, and the skills, which is needed for themselves, society, nation and state (Act No. 20 Year 2003 on System of National Education, article 1). Ki Hajar Dewantara (in Elmubarok, 2008:2) stated that education is defined as the effort to develop morals values, intellect, and children's development, which influence one another, in order to improve the quality of life, in this case the harmony of life for the children. The definition of education itself has described that moral education is an important element in education system. Furthermore, the moral education is explained as a teaching program aiming to develop the attitude and behavior of students through fully comprehending the society values and beliefs as a moral strength which is expressed by honest, trustable, discipline, and work-together character (Banks, 1990 and Jarolimek 1990 in Zuriah, 2007).

Islam considers that education is a deliberate and systematic effort in succeeding the mankind creation as "Abdullah" and "Caliph of Allah on Earth". As "Abdullah", the mankind must obey all the rules and regulation made by Allah to create Islamic personality. As Caliph, the mankind must be thriving the Earth using science and technology on the basis of Islamic knowledge to create "*rahmatan lil 'alamin*", bless for the universe. Yusanto (2004:52 - 55) stated that in Islam, the education is aimed to (1) create islamic personality; (2) master Islamic knowledge; and (3) master the knowledge of life (science and technology).

How is the Sundanese-based Islamic values education applied in pre-school children education? The followings are the example how this method is applied.

Example 1

Theme: I, Me

Teacher asks the students to introduce themselves. This is a good way to make them know each others. The teacher explains that the purpose of mankind creation is to

know each other so that they will love and care for each other on the basis of love for God.

The example of how to introduce

<i>Abdi</i>	I am	Nina
<i>Jenengan pun bapa</i>	My father is	Mamat
<i>Jenengan pun biang</i>	My mother is	Enur
<i>Rorompok</i>	I live in	Jl. Cidadap Girang No. 33

The students introduce themselves alternately. Then, the teacher explains that they have to be grateful for Allah has been bestowed them love and care through their parents, consequently, they have to show gratitude to their parents. Teacher can introduce them *Pupuh Maskumambang* (Maskumambang Rhyme).

- He barudak kudu mikir ti leuleutik maneh kahutangan
ku kolot ti barang lahir nepi ka ayeuna pisan* O my child, you should have realized
You have debt to pay to
Your parents since you were born
Until now on
- Ka panggawe matak hese matak pusing nyorang kasusahan
kolot nya mere rejeki dahar leueut papakean.* You put your parent in troublesome
They are so in difficulties
To feed you
To give you food, drink and clothes
- Maraneh teh kudu pisan boga pikir niat mulang tamba
ka kolot rek males asih dimana geus cumarita* You should have a plan
To pay this debt
You have to love your parents
forever

Example 2

Theme: five senses

Teacher asks the students to describe the five senses and its function. Then, the students imagine if Allah does not give them those senses. Next, teacher can ask the students about the function of their feet. At this moment, teacher is also suggested to introduce a song. The following song, *Jalan-Jalan* (walking around), might be appropriate.

- Hayu urang jalan-jalan
Mapay sawah jeung tegalanmasing
awas tuh, aya solokan* Let's walk around
Go down to the farm and hill
Beware of trench
Jump off the trench

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| | <i>Yu bareng urang luncatan.</i> | |
| 2. | <i>Hayu urang jalan-jalan
mapay sawah jeung tega
sing iatna leuh, jeblog jalanna
kapaksa jengke leumpangna.</i> | Let's walk around
Go down to the farm and hill
Beware of muddy path
We should do the tiptoe |
| 3. | <i>Hayu urang jalan-jalan
mapay sawah jeung tegalanurang
nyoba tuh, meuntas walungan
leumpangna mapay jambatan.</i> | Let's walk around
Go down to the farm and hill
Let's cross over the river
Cross over the bridge |
| 4. | <i>Hayu urang jalan-jalan
mapay sawah jeung tegalan
mipir pasir euh, di sisi
jurangkapaksa kudu ngorondang</i> | Let's walk around
Go down to the farm and hill
Go down to the hill across the creek
We should crawl on hands and knees |
| 5. | <i>Hayu urang jalan-jalan
mapay sawah jeung tegalantengah poe
duh, panas nongtoreng
gancangan leumpang tong meleng</i> | Let's walk around
Go down to the farm and hill
Under the blazing daylight
So, we should go fast |
| 6. | <i>Hayu urang jalan-jalan
Mapay sawah jeung tegala
awak lesu duh, leumpang geus lila
hayu urang reureuh heula</i> | Let's walk around
Go down to the farm and hill
It's so tired due to the long walk
Let's take some rest |

Example 3

Theme: House

The learning process can be started from coloring the picture of a house. Next, the teacher asks the students to tell a story about their house; the condition, householder, and the activity they do at the house. After that, the teacher enlighten them that living in a house has to be peaceful and calm, avoiding to get fight with other family members. In this case, the teacher can give them a joyful song *Ucing jeung Anjing* (Cat and Dog).

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| 1. | <i>Ucing diudag anjing (2X)
Gog-gog-gog!
Eong-eong
Jleng luncat asup ka kebon
Pagerna ditutupkeun.</i> | The dog chases the cat
Woof... woof... woof...
Meow... meow...
the cat runs toward the garden
he closes the door |
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The children like to play a movement game. So, the teacher can teach them a game *Ayang-Ayang Gung* or *Eundeuk-Eundeuk*.

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| <p>1. <i>Ayang-ayang gung (gung)</i>
 <i>gung goongna tarik (rik)</i>
 <i>Rikat arek nyaba (ba)</i>
 <i>Bari kakawihan (han)</i>
 <i>Hantem gogonjakan (kan)</i>
 <i>Kantenan gumbira (ra)</i>
 <i>Rame ku nu seuri (ri).</i>
 <i>Riab ting alabring.</i></p> | <p><i>Ayang-ayang gung</i>
 Sing it out loud
 Sing it together
 Sing happily
 And keep joking
 Let's have some fun, buddy
 Full of joy and laugh</p> |
| <p>2. <i>Ayang-ayang gung (gung)</i>
 <i>Gung goong kacapi (pi)</i>
 <i>Piraku rek poho (ho)</i>
 <i>Horeng kudu pinter (ter)</i>
 <i>Terang tata-titi (ti)</i>
 <i>Tinangtu waluya (ya)</i>
 <i>Yakin loba sobat (bat)</i>
 <i>Batur ubrang-abring</i></p> | <p><i>Ayang-ayang gung</i>
 The sound of <i>Kecapi</i>¹
 Keep it in your mind
 You should be smart
 And watch your behave
 Then you'll be a noble man
 You'll have many friends
 Here, there and everywhere</p> |

Eundeuk-Endeukan

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| <p>1. <i>Eundeuk-eundeukan lagoni</i>
 <i>meunang peucang sahiji</i>
 <i>leupas deui ku nini</i>
 <i>beunang deui ku aki.</i></p> | <p>The <i>Lagoni</i> dance
 We catch a mouse deer
 But grand ma lets it go
 Then grand pa got it back</p> |
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Example 4

Theme: School

Teacher asks the students to demonstrate the situation when they leave home for school. The students alternately demonstrate how to ask permission to parents before leaving the house. Next, the teacher asks the students to tell a story about their goals when grow up. At this moment, teacher can introduce traditional song "*Lalamunan*" or "*Kuring Hayang*".

Lalamunan

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| <p>1. <i>Mun abdi pareng nincak dewasa</i>
 <i>Bade ngabantu Rukun Tatangga</i>
 <i>Gotong royong tur sabilulungan</i>
 <i>Trong-trong-trong!</i>
 <i>Sora kohkol ngelingan.</i></p> | <p>When I grow up
 I will help the neighborhoods
 to share a work
 trong-trong-trong
 the sound of <i>kentongan</i>²</p> |
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¹ Sundanese plucked stringed instrument

² Traditional drum made from bamboo or wood which is struck to sound an alarm

2. *Mun abdi pareng nincak dewasa
Hayang laksana jadi tentara
Ngusir musuh nu rek niat jail
Dor-dor-dor! Musuh paeh dibedil.*
3. *Mun abdi pareng nincak dewasa
Moal nyaah ka dunya barana
Pakir miskin nu katalangsara
Sok-sok-sok! Rek dibagi sing rata*

When I grow up
I want to be an army
to fight against the colonialists
Bang bang bang! I shot them all

When I grow up
I will not be stingy
Poor people, beggar and homeless
I will share them my prosperity

Kuring Hayang

*Kuring hayang
enya-enya ngulik pangart
keur pibekeleun lamun geus sawawa
da ilmu mah
teu beurat mama
Kuring hayang hirup beunghar ku pangabisa
sangkan jaga teu susah
nyiar gawe nu mangpaat
hasilna pikeun babakti
Ka Gusti Nu Maha Suci
Kuring hayang
mun engke geus cumarita
mulang tarima ka indung bapa
jeung bumela ka lemah cai
tempat kuring gumelar
Indonesia nu dipicinta.*

I want
to learn, to study
for the provisions of my old days
for knowledge
is easy to carry
I want
to be versatile man
it will make me easy
to find a good job
and the work can be used to worship
and serve the God
I want to,
when I am old enough,
thank to my parents
devote myself to my homeland
the land where I was born
my beloved Indonesia

Example 5

Theme: Health

The teacher asks the students about the habits of health care. Teacher tells that Allah asks His servants to take care their health. It is asked to disciplinary take a bath, brush the teeth, do the prayer and so on. The teacher advices the students to do what Allah asks to do.

The teacher can introduce *Pupuh Asmaramndana* (Asmarandana Rhyme).

ASMARANDANA

*Eling-eling murangkalih
kudu apik jeung bersekaulah odoh
ka panganggo*

ASMARANDANA

Remember, O my children
you should be healthy always
do not be sloppy

*mun kotor geuwat seuseuhan
soeh geuwat kaputan
ku nu buruk masing butuh
ka nu anyar masing lebar.*

wash your dirty clothes
and quickly sew the torn clothes
do not thrust away your old clothes
on new one should be dear

C. Closing

The Sundanese-based Islamic values education on pre-school children in West Java Province is urgently required to develop children personality. The process of these educational values should be habituation to create Islamism's personality children, which is mastering the knowledge of Islam and the knowledge of life. Sundanese fairytales or rhymes is full of Islamic values and appropriate with children development phase. It is good to develop children's thought, behavior, attitude, personality, talent, and creativity.

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