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**Da'wah Method in Early Childhood to Deepen Monotheism
in PaudQu Bangun Nusa, Cengkareng**

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Abstract

This study aims to determine the appropriate da'wah method to deepen monotheism in early childhood. The object of this research is PaudQu Bangun Nusa students who are still active, with a total of 20 participants which are divided into 12 male student participants and 8 female student participants. The research method used is descriptive qualitative research method using interview techniques. Based on the research that the author did, it can be concluded that the appropriate da'wah method to deepen monotheism is the lecture method, because students can easily understand the meaning of monotheism itself through the presentation of the material provided by the teacher.

Keywords: *Da'wah method, Early Childhood, Monotheism*

Da'wah Method in Early Childhood to Deepen Monotheism in PaudQu Bangun Nusa, Cengkareng

Abstrak

Penelitian ini bertujuan untuk mengetahui metode dakwah yang sesuai untuk memperdalam ketauhidan pada anak usia dini. Objek penelitian ini ialah siswa PaudQu Bangun Nusa yang masih aktif, dengan jumlah partisipan keseluruhan 20 yang terbagi menjadi 12 partisipan siswa laki-laki dan 8 partisipan siswa perempuan. Metode penelitian yang digunakan adalah metode penelitian kualitatif deskriptif dengan menggunakan teknik wawancara. Berdasarkan penelitian yang penulis lakukan, dapat disimpulkan bahwa metode dakwah yang sesuai untuk memperdalam ketauhidan adalah metode ceramah, karena siswa dapat memahami dengan mudah makna dari ketauhidan itu sendiri melalui pemaparan materi yang di berikan oleh guru.

Kata Kunci: *Metode dakwah, Anak Usia Dini, Ketauhidan*

A. Introduction

This research is important because many teachers or educators are still confused about finding ways or methods to explain monotheism to children. In addition, their age is still very young, so they need an explanation of monotheism in an appropriate language or method so that it is easily understood by the minds of young children. Early childhood is children aged 0 (from birth) to the age of six years. This is in accordance with law number 20 of 2003 concerning the national education system, while kindergarten age children are 4 to 6 years old. After the age of 6 children enter elementary school. Early childhood development refers to education given to children aged 0-6 years or up to 8 years. Actually, since the child is still in the womb, education has been indirectly given by the mother.¹

Early childhood is a unique individual, he has a pattern of growth and development from various aspects that are specific to the stage. Early childhood is often referred to as the "*Masa Keemasan*" or the golden age because at this time all the potential of children develops rapidly. The development of each child is different depending on the food and stimulation given by the parents. If the child is given good stimulation from the environment and nutritious food, then the child will be able to develop well and quickly. To be able to develop properly, it is necessary to have education carried out by parents. If the parents do not have time to educate, it will be given to the basic education level (PAUD).

¹Anwar dan Arsyad Ahmad, *Pendidikan Usia Dini; Panduan Praktis Bagi Ibu Dan Calon Ibu* (Bandung: Alfabeta, 2009), 5.

*Da'wah Method in Early Childhood to Deepen Monotheism
in PaudQu Bangun Nusa, Cengkareng*

One of the most important components in education is educational material. Materials in education occupy the core of education, because what does it mean to have educators and students if there is no educational material delivered. In Islamic education, the first and foremost educational material that must be conveyed to students is faith, namely monotheism education.²

Islam teaches that the process of monotheism education begins when the child is born into the world. When a child is born, Islam teaches his parents to sound the call to prayer in the child's ear, this humming to the call to prayer is one of monotheism education because the call to prayer contains the chanting of katauhidan. In other words, Islam teaches that the first thing you hear when a child is born is education about monotheism.

In the education process, educational methods are needed that are able to instill Islamic educational values to students so that they are able to carry out the morals that are the goals of Islamic education.³ The focus of the author's research is to examine appropriate da'wah methods to deepen monotheism in early childhood.

Many studies on the da'wah method in early childhood have been carried out, but have not discussed the specifics of the da'wah method and its success rate in deepening monotheism in early childhood, these studies include; Siti Hikmah in her research only explains the methods of da'wah in early childhood in general, such as the storytelling method, the singing method, the poetry method, the field trip method and others.⁴ However, this study has not been able to explain the level of success in deepening monotheism in early childhood. Other research, as written by Rudi Mahmud, focuses more on da'wah strategies for early childhood in terms of the internal constraints faced and solutions to deal with these obstacles.⁵

From several literature studies that have been carried out by researchers, there has not been a work that has tried to write and discuss the method of da'wah in early childhood to deepen monotheism at PaudQu Bangun Nusa, Cengkareng. So

²Mahmud, dkk, *Pendidikan Agama Islam Dalam Keluarga* (Jakarta: Akademia Permata, 2013), 155.

³Yedi Purwanto, "Analisis Terhadap Metode Pendidikan Menurut Ajaran Al-Qur'an Dalam Membentuk Karakter Bangsa," *Jurnal Pendidikan Agama Islam-Ta'lim* Vol 13 No (2015).

⁴Siti Hikmah, "Mengenalkan Dakwah Pada Anak Usia Dini," *Jurnal Ilmu Dakwah* Vol 34 No (2014): 1693–8054, <https://media.neliti.com/media/publications/98632IDmengenalkan-dakwah-pada-anak-usia-dini.pdf>.

⁵Rudi Mahmud, "Strategi Dakwah Pada Anak Usia Dini Di Tk Darul Hikmah Desa Tongke-Tongke Kecamatan Sinjai Timur Kabupaten Sinjai" (Skripsi UIN Alauddin Makassar, 2018), [https://repositori.uinalauddin.ac.id/13253/1/RUDI MAHMUD D.pdf](https://repositori.uinalauddin.ac.id/13253/1/RUDI%20MAHMUD.pdf).

*Da'wah Method in Early Childhood to Deepen Monotheism
in PaudQu Bangun Nusa, Cengkareng*

this study is needed with the aim of describing the da'wah method used by researchers in deepening monotheism in early childhood. Theoretically, the results of this study are expected to provide an overview to teachers and educators about effective da'wah methods in deepening monotheism in children at an early age and practically will become a model for da'wah at PaudQu Bangun Nusa in deepening monotheism.

Definition of Tawhid

The term monotheism comes from the root word *wahhadayuwahhidu-tauhid*, which literally means to unite, to regard something as one or one. Tawhid according to the term science of faith is to unite Allah SWT, believe in the Oneness of Allah SWT in His rububiyah, sincerely worship Him, and assign to Him the names and attributes of His perfection.⁶

Tawhid is the belief of a servant that Allah is One and has no partners with Him, both in Rububiyyah, Uluhiyyah, Asma '(names) and His attributes. A servant should believe with all his heart that Allah alone is the Lord of all things. He is the only Creator, and Ruler of the universe. He is the one who has the right to be worshiped, there is no partner for Him, He has attributes that are full of perfection and pure from all disgrace and shortcomings, and for Him are Asma" Al-Husna" (good names) and the attributes of the Most High.⁷

Judging from some of the explanations above, we can understand that monotheism is believing in the existence of Allah SWT and that only Allah has the right to be worshiped and there are no partners for Allah, the Most Gracious, the Most Merciful.

Da'wah Method

The definition of method according to the language of the method comes from the Greek *methodos* which is a combination of the words *meta* (through) and *hodos* (way), in English *method* means method which means way.⁸ While understanding the method in terms of the method is the path that we go through to achieve the goal. Many efforts can't be successful or definitely don't produce optimal results, if not used the right way.⁹

⁶Abu Fatiah Al-Adnani, *Buku Pintar Aqidah* (Sukoharjo: Setia Kawan, n.d.), 198.

⁷Syaikh Muhammad, *Ensiklopedi Islam Al-Kamil* (Jakarta: Darus Sunnah, 2010), 63.

⁸Jonh M. Echols dan Hasan Shadily, *Kamus Inggris Indonesia* (Jakarta: Gramedia, 2000), 379.

⁹K. Bertens, *Metode Belajar Untuk Mahasiswa* (Jakarta: Gramedia Pustaka Utama, 2005), 2.

*Da'wah Method in Early Childhood to Deepen Monotheism
in PaudQu Bangun Nusa, Cengkareng*

It can be concluded that the method is a way that has been arranged through a thought process to achieve a purpose and goal to be achieved.

Lecture Method

The lecture method is a way of presenting lessons that are carried out by teachers with direct narratives or explanations in front of students. This lecture method is one of the most widely used methods because it is cheap and easy to do, allows a lot of material to be delivered, there is an opportunity for teachers to emphasize important parts, and class arrangements can be done simply.

Story Method

According to *Ibn Manzur's* dictionary, the story comes from the word *qashasha-yaqushushu-ghishashatan*, which means news pieces that are followed and trackers. In the implementation of education in schools, stories as a method of supporting the implementation of education have a very important role, because in stories there are various examples and education.

Stories or stories as an educational method have an appeal that touches feelings. Islam recognizes human nature to love the story, and recognizes its great influence on feelings. Therefore, Islam exploits the story to be used as an educational technique. The story raised in the Qur'an can be used as a way of conveying the teachings contained behind the story, namely the aspect of faith or monotheism and morality which refers to the emergence of moral awareness, living according to God's will.¹⁰

For educational activities in kindergarten, storytelling is an activity carried out by teachers to students to convey learning material in an interesting way. Storytelling can be done in front of the students themselves or between students and adults, even using audio-visual media.

Exemplary Method

In Arabic "*exemplary*" comes from the word "*ushwatun*" which means to follow, exemplary. According to *Al Ashfahani*, *al uswah* and *al iswah* are the same as the words *al qudwah* and *al qidwah*, which is something that happens when someone follows another person, in the form of his goodness, his badness, or his apostasy.¹¹

In the value of Islamic teachings to students, exemplary is an effective and efficient method. Because education by exemplary does not only provide verbal

¹⁰Abuddin Nata, *Filasafat Pendidikan Islam* (Jakarta: Gaya Media Pratama, 2005), 194.

¹¹Armai Arif, *Pengantar Ilmu Dan Metodologi Pendidikan Islam* (Jakarta: Ciputat Pers, 2002), 117–18.

*Da'wah Method in Early Childhood to Deepen Monotheism
in PaudQu Bangun Nusa, Cengkareng*

understanding, but provides direct examples to students and students tend to imitate (imitate) their teachers. Therefore, educators should provide good examples, especially in terms of monotheism such as praying, fasting and praying before doing activities.

Research Methods

The research method used is descriptive qualitative research method using *interview, observation and documentation techniques*.

Interview is a process of interaction and communication, as one of the data collection techniques in this study. several factors that determine the outcome of the interview, such as the condition of the interviewer, the respondent, the research topic contained in the list of questions and the interview situation. In collecting this data, the researcher interviewed Mrs. Rinianti and Mrs. Silva Ayu, who are educators at PaudQu Bangun Nusa Cengkareng.

Observations made in this study were to collect data through observations about the method of preaching PaudQu Bangun Nusa in deepening monotheism in early childhood. The method used in this paper is the observation method, for field research. The author observes all activities in PaudQu Bangun Nusa while conducting research such as the da'wah method used in deepening monotheism in PaudQu Bangun Nusa.

Documentation means notes, letters or evidence. Documentation to view written data in PaudQu Bangun Nusa, such as the teaching and learning process, teaching and learning process schedule and so on related to the da'wah method in deepening monotheism

Based on some of the identification of the problems above, in this case the problems studied need to be limited. Limiting this problem aims to focus attention on research by obtaining correct and in-depth conclusions on the aspects under study. The author only limits the right da'wah method to deepen monotheism in early childhood

B. Result and Discussion

Brief Profile of PaudQu Bangun Nusa, Cengkareng

PaudQu Bangun Nusa is located on Jl. Bangun Nusa III, Cengkareng Timur Village, Cengkareng District which was founded in 2006 by Mr. Widy Pranoto and his wife Mrs. Rinianti. Initially this PaudQu Bangun Nusa was named TPQ (Taman Pendidikan Qur'an) Bangun Nusa then changed its name to PaudQu Bangun Nusa in the last 2 years. The location of PaudQu Bangun Nusa is in a small alley that is difficult to reach by vehicles so that children are safer. The existence of PaudQu Bangun Nusa is marked by a small banner that is installed in front of the gate leading to the small alley. After entering the small alley, then we

*Da'wah Method in Early Childhood to Deepen Monotheism
in PaudQu Bangun Nusa, Cengkareng*

arrive at a simple house where we learn and teach. There are 2 rooms that are used for teaching and learning activities and 1 special room to put benches, tables and other teaching and learning equipment when not in use.

PaudQu Bangun Nusa is the only Islamic PAUD in the village. At PaudQu Bangun Nusa every day they learn to read iqro and memorize short letters as well as daily prayers such as prayers when going to eat, prayers when going to bed and other daily prayers. At PaudQu Bangun Nusa there is also a prayer practice every Friday.¹²¹³

Currently, PaudQu Bangun Nusa has 3 educators and 20 students. The existence of a teacher is very important, because the teacher is one of the factors that affect the quality of education. Education experts state that, no matter how good a curriculum is, the results still depend on what the teacher does in the classroom. Therefore, even without a vision and mission, PaudQu still shines in the area because of the creativity of teachers in managing learning by choosing and establishing various approaches, methods, learning media that are relevant to the child's condition.¹⁴ Based on the results of interviews, observations and documentation, it can be described the da'wah method used by PaudQu Bangun Nusa in deepening monotheism as follows:

a. Deepening Unity Through Habituation

In introducing monotheism at PaudQu Bangun Nusa, it begins with basic understandings through the pillars of faith and is practiced through the pillars of Islam. Before starting the lesson, students are asked to pray first after that sing the pillars of faith and the pillars of Islam with a happy tone so as to create a pleasant learning atmosphere besides students also sing the attributes for Allah and Asmaul Husna. This activity is carried out every day before starting the lesson so that it becomes a routine at PaudQu Bangun Nusa.¹⁵ In the pillars of faith, the pillars of Islam, the attributes of Allah and Asmaul Husna contain the points of monotheism. In the pillars of faith we are asked to believe in Allah, angels, messengers, the Koran, the last day and Allah's destiny and can be practiced through the pillars of Islam such as reciting the two sentences of creed, praying, fasting, zakat and going to hajj. Thus, students indirectly already have a basic understanding of monotheism.

¹²Interview with Mrs. Rinianti, Educator at PaudQu Bangun Nusa, on

¹³ April 2022

¹⁴Interview with Mr. Widyo Pranoto, Founder of PaudQu Bangun Nusa, on April 25, 2022

¹⁵Interview with Mrs. Silva Ayu, Educator at PaudQu Bangun Nusa, on 23 April 2022

*Da'wah Method in Early Childhood to Deepen Monotheism
in PaudQu Bangun Nusa, Cengkareng*

Students' knowledge of the attributes of Allah and Asmaul Husna makes students more confident and understands that Allah is Almighty, Allah is different from His creatures and Allah is the one who controls, regulates and manages the heavens, the earth and everything in it. In addition, Allah also has special names that are specifically given only to Allah, this shows that Allah is indeed a God whom we must worship and we must not associate partners with Allah.

b. Lecture method

One of the da'wah methods in deepening monotheism in early childhood at PaudQu Bangun Nusa is the lecture method. This method is carried out by the teacher explaining the monotheism material in light and fun language so that it is easy for children to understand. The Tawhid Education taught at PaudQu Bangun Nusa is Tauhid Uluhiyah, with this children are taught to know Allah SWT through worshipping only Allah, Tawhid Rububiyah with monotheism is taught that everything that exists in the universe is God's creation and Tawhid Asma wa Shifat With this monotheism, children are introduced to the beautiful names of Allah and their memorization.¹⁶

After the teacher has finished explaining the material, the teacher will throw a few short questions to the students to find out how focused the students are in paying attention to the material given by the teacher. This section is the part that is very liked by students, because when students succeed in answering the questions given by the teacher, students will get gifts from the teacher in the form of snacks or star stamps. Therefore, students will struggle and are very enthusiastic to answer the questions given by the teacher.

This lecture method is a method that is very liked by students, because students will focus on listening to the material provided in order to be able to answer the teacher's questions. And students will get prizes in the form of snacks or star stamps.

c. Story Method

The da'wah method in deepening monotheism this time was carried out by the teacher telling stories about monotheism such as the story of the Prophet Abraham seeking God and stories of other companions of the prophet who were still related to monotheism. This method requires tools such as dolls or other props to make the situation more enjoyable.¹⁷ This method is also a method that students like because students are like watching a show, but sometimes the stories told have

¹⁶Interview with Mrs. Rinianti, Educator at PaudQu Bangun Nusa, on 21 April 2022

¹⁷Interview with Mrs. Rinianti, Educator at PaudQu Bangun Nusa, on 21 April 2022

*Da'wah Method in Early Childhood to Deepen Monotheism
in PaudQu Bangun Nusa, Cengkareng*

been told at previous meetings so that students get bored of hearing stories repeatedly. This method is also carried out at least once a month because of the many tools needed so that this method is less effective for deepening monotheism in early childhood.

d. Exemplary Method

The example set by the teachers in the PaudQu Bangun Nusa environment will create a good situation and create students who have faith. In addition to being taught theoretically, the teacher can also see firsthand how his practice or practice is then used as an example or example by his students.¹⁸

With the exemplary method, students will get deep impressions and be remembered for a long time rather than the da'wah delivered only verbally, because the child always identifies himself with the teacher, this means that, ideally a teacher or educator must have values. - Strong and true faith values, have inner and outer piety and have noble character and always practice pious deeds through sincere worship for Allah SWT.

C. Conclusion

PaudQu Bangun Nusa is an educational institution that implements 3 methods of da'wah in early childhood, namely the lecture method, the story method and the exemplary method. The aim is to deepen monotheism in early childhood at PaudQu Bangun Nusa. In essence, the da'wah method that is able to form monotheism is not dependent on the method used, but an activity that is carried out systematically, continuously, and consistently. Therefore, the most effective method is the method of habituation and example.

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*Da'wah Method in Early Childhood to Deepen Monotheism
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