Introduction Rukun of Islam Through Printable Media in Group A Early Childhood Education Lakasombu

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ABSTRACT

The basic teachings of Islam are the pillars of Islam. As Muslims, we are all obliged to obey God's teachings, especially the teachings of Islam. Reciting the shahada, performing the five daily prayers, paying zakat, fasting during Ramadan and performing the Hajj are the five pillars of Islam. The aim of this research is to find out how group A at PAUD Lakasombu uses print media to learn the basic principles of Islam. Descriptive qualitative research is the method of choice for examining existing problems and practical work practices. The purpose of this qualitative descriptive research is to provide an overview of the research process. This research uses group A environment in PAUD Lakasombu as the unit of analysis. Research findings show that the use of printed materials to introduce Islamic teachings has succeeded in positively influencing children's development. The pillars of Islam will of course be introduced to children from an early age, equipping them with basic knowledge and encouragement to develop skills, independence and Islamic discipline.

Keywords: Pillars of Islam, Learning Media, Early Childhood Education

1. Introduction

Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to participate in further education, as stated in Article 1 Number 14 Law Number 20 of 2003 concerning the National Education System. In accordance with the mandate of Law Number 20 of 2003, providing educational stimulation to children is expected to maximize their cognitive, linguistic, religious, moral, social, emotional and artistic potential.

Children's emotional intelligence, spiritual intelligence and intellectual intelligence will all increase drastically at an early age. Children will easily accept quick and simple stimulation. Therefore, early childhood education plays an important role and is the foundation for children's subsequent growth and development. All aspects of children's development, including cognitive, affective and psychomotor aspects, need to be stimulated in education.

The ideal approach for early childhood is to provide knowledge and stimulation, because the child's brain will develop rapidly during this golden age. Therefore, children need stimulation and knowledge, one of which is an early introduction to the pillars of Islam in this case.

Introduce the teachings and practices of worship, including the pillars of Islam, to foster moral and religious development. Children can learn and practice the pillars of Islam which are the main foundation of Muslim life. As a result, educators play an important role in teaching children about religion, such as the importance of daily prayer. The pillars of Islam are the existence of a family, the

main foundation of Islam that will be taught to children. Islam helps its followers understand various contemporary contexts related to family interests.

Islam, or rahmatan lil alamin, is a religion that teaches children to worship. The introduction of worship, prayer, fasting in the month of Ramadan, paying zakat, and going on the pilgrimage are examples of how learning about worship occurs. The five principles that Muslims must instill in their children from an early age are called the pillars of Islam.

Educators must always encourage children to be enthusiastic about learning when teaching the pillars of Islam. According to hadith studies, the focus of research on strengthening children's spirituality by getting to know the pillars of Islam is the context of introducing them (Yusnan, 2023). Of course, by introducing and teaching children in a fun way, especially through pictures, so that children can use their active senses to understand what the educator is conveying.

Students can learn more effectively when learning material is presented to them in the form of images on learning media. To further arouse students' interest in learning about Islamic teachings, the teaching materials used must be able to attract their attention. Media that is clear, easy and simple is called image media. As a result, pictorial media has the potential to be used as a learning medium to convey messages during the teaching and learning process. The aim is to improve learning outcomes so that children do not get bored of learning and can quickly learn the pillars of Islam.

Learning can take place through image media. One category of visual media includes image media. 2013: Munadi 89), argues that images are an important and accessible form of visual communication. People are better able to convey ideas or information in images than in words. Kustandi and Sutjipto 41), who talk about the advantages of image or photo media, such as its concrete nature, ability to solve problems, and low cost.

Based on perceptions at PAUD Lakasombu, it was found that young children did not understand the strict characteristics, especially the presentation of the main teachings of Islam. The religious prologue at PAUD Lakasombu is limited to prayer practice, prologue to the religion adhered to, procedures for asking questions, and bathing with viewing media.

2. Methods

This research uses a subjective approach to examine the presentation of Islamic teachings through games at Bunch An at PAUD Lakasombu. This approach involves understanding the characteristics of research subjects, such as behavior, affirmations, and activities, comprehensively. The research aims to look for supporting data on educational experiences, such as illustrations, learning implementation, assessments, and follow-up programs. The subjects of exploration were students involved in educational experiences, and the object of research was the implementation of the presentation of the basic teachings of Islam in group A at PAUD Lakasombu. The object of this research is the implementation of the presentation of the main principles of Islamic teachings in the An bunch at PAUD Lakasombu.

This research uses sources of information such as student participation in classroom learning activities and written sources such as books, diaries, field notes and photographs. The main information sorting strategies include interviews, perceptions, and documentation. Interviews involved meetings with educators at PAUD Lakasombu, while perceptions involved training educators and children in

educational experiences. Field notes are used to record learning methods, media and assessments. Documentation techniques are used to record learning exercises and plan the implementation of learning meetings, ensuring a comprehensive understanding of Islamic teachings.

As a follow-up to the data acquisition method that has been collected, the data is processed and analyzed so that the data can be used as a basis for decision making. According to Miles, Huberman and Saldana (2014: 12-13), understand the parts of intelligent model information investigation, more specifically as follows.

1. Decreased information

Information obtained by experts in the field through meetings, perceptions and documentation is reduced by concluding, selecting and focusing information on things that are in accordance with the exploration objectives. In this stage, the analyst leads the derivation of information by compiling, compiling and abstracting from field notes, meetings and documentation.

2. Information Show

The information show is completed after the information is summarized. Information obtained from side effects perceptions, meetings and documentation is examined and then introduced as interview, field notes and documentation. Information that has been entered as a record is coded to coordinate the information, so that experts can check it quickly and without problems.

3. Final Image

The final step towards the investigation of the subjective information of the intuitive model achieves the determination of confirmation. Given the information that has been reduced and introduced, scientists reach decisions that are supported by strong evidence at the information gathering stage. The end is a planned solution to the issues and questions that have been communicated by scientists so far.

3. Findings and Discussions

The depiction related to the consequences of this research was prepared based on responses to questions in the examination through meetings, perceptions and documentation. The consequences of this research examine the presentation of the main points of Islamic teachings through print media in the An cluster at PAUD Lakasombu.

3.1 Findings

Presenting Confidence with Elocution Through Chanting

This shahada (statement) has implications that a Muslim must be aware of and practice. As for those who say it verbally but do not have a clear understanding of its meaning and do not put it into practice, then, at that time, there is no benefit at all from their profession of faith. Meaning: "I testify that there is no deity worthy of worship except Allah and I testify that the Prophet Muhammad is the messenger of Allah."

Learning begins with good news, talking, singing and after that praying with full intention in learning. After praying, the instructor conducted an apperception. Educators conduct questions and answers about the main points of Islamic teachings with children. Then educators interpret the main points of Islam in a straightforward way so that they are easy for children to understand. The teacher starts the basic movement by showing the main points of Islam, namely the

shahada by taking a picture of a person who is in the state of shahada (sitting), then the photo is deleted and pasted. After the action of sticking the picture, the instructor sings an Islamic song by discussing beliefs, then, at that time, the teacher gradually invites the children to reflect what the teacher sings repeatedly.

Based on scientists' perceptions regarding the presentation of the main points of Islamic teachings through print media in the An bunch at PAUD Lakasombu, it can be concluded that the presentation of ideology is carried out with the help of singing techniques through Islamic songs. This is because children cannot actually read and compose. Through singing, young people get to know this syahadatain with two sentences of monotheism. Experts see that educators invite children to imitate the first monotheism sentence which reads, "Asyhadu allailaha illallah", implying that I affirm that there is no God but Allah SWT. The second sentence of tauhid, "Waasyhadu anna muhammadarrasulullah", means that I affirm that the Prophet Muhammad is the messenger of Allah.

Based on the results of meetings led by experts with educators, it turned out that in conveying the mainstays of Islam, especially ideology, they must be shown through singing, if with a little luck with pictures, children will experience problems. This is because young people cannot actually read what is in the pictures, so other media are needed that can support progress in conveying the mainstay teachings of Islam through singing. By giving gradual directions to children, this will directly make it easier for children to understand what the teacher is saying. The tendency and imitation in consistently discussing statements of faith causes children to remember quickly. Considering the consequences of these perceptions and meetings, it can be assumed that in conveying the main points of Islam, especially ideology, educators do not just provide an overview and clarify it so that it can be reorganized, but so do teachers. requires a different strategy to help present a statement of faith, more specifically through singing. This is because children cannot actually read what is in the picture. The singing technique will be more straightforward in conveying the main points of the material in conveying the main points of Islamic teachings, for this situation the discussion of the shahada.

Introducing the Prayer Movement Through Printable Media

Asking God is a commitment that at first feels heavy, but after doing it well and realizing that doing it is a way to get various pleasures, which are also not really for oneself, then asking God becomes a basic need. and one would rather not be left out even once. Apart from that, if you look at the request, it is an approach to talking to Allah. As in the word of Allah as stated in the Al-Qur'an Surah Toha verse 132 as follows: "Indeed, I am Allah, there is no (rightful) god but Me, so worship Me and establish prayer to remember Me".

Learning begins with good news, talking, singing and after that praying and committing to study. After praying, the educator conducts an apperception. Educators conduct questions and answers about the main points of Islamic teachings with children. Then, at that time, the Educator understands the main points of Islam in a simple way so that it is easy for children to understand. The teacher begins the main action by showing the second pillar of Islam, namely asking for heaven by distributing photos of the progress of the prayer and then rearranging the photos. After the action of attaching the pictures, the children were directed to practice prayer development.

Based on the experts' perceptions regarding the presentation of Islamic postulates through print media in groups at Lakasombu PAUD, it can be concluded

that the delivery of prayers to God ends with the provision of print media containing prayer developments.

Then, at that time, the instructor explains according to the picture and gives examples of developments during prayer. There, children will imitate through five dynamic detections starting from hand movements, eye movements, foot movements, mouth movements. The direction of introducing prayer with children points so that children can become familiar with important developments in praying.

Considering the side effects of the meetings directed by the analysts with the educators, it was found that in presenting the second mainstay of Islam, namely the special petition, showing it through the adjustment of the movement was very important. Through consistent imitation of moving the body in petition practice, children will quickly understand the progress they see.

Seeing the consequences of these perceptions and meetings, it tends to be reasonable that in presenting the second mainstay of Islam, especially petitions, a coordinated effort is needed from media images and the development of prayer actions. Then, at that time, the educator invites the children to show the development of the picture and the educator presents expectations. However, as far as presenting this request goes, the children are simply committed to following the correct development of prayer.

Introducing Fasting Through Printable Media with Stories

At first glance, fasting is an inward activity that emphasizes not eating and starts from sunrise to sunset. One of the arguments for fasting in the month of Ramadan is stated in Surah Al-Baqarah verse 183: Meaning: "O you who believe! Fasting is prescribed for you, as it was prescribed for those before you, so that you may become pious."

Learning begins with good news, talking, singing and after that asking questions determined to learn. After asking, the instructor conducted an apperception. Educators conduct questions and answers about the main points of Islamic teachings to teenagers. Then, at that time, educators interpreted the principles of Islam in a simple way so that they were easy for children to understand. The teacher begins the main movement by presenting the third pillar of Islam, especially fasting, by presenting pictures of food and drink which are then removed and attached. After the action of pasting the pictures, the children were given clarification and told about fasting.

Looking at the perceptions of experts regarding the presentation of the main teachings of Islam through print media in the An bunch at PAUD Lakasombu, it tends to be found that the presentation of fasting ends with. Provide printed media containing food and drinks. Scientists saw that during the presentation of the third pillar of Islam, namely fasting through images of crossed food and drink, the young people previously understood the importance of not eating and drinking. Then the teacher uses print media while informing the children about fasting by showing pictures that fasting means observing food and drink from dawn to dusk. Then, it also makes sense that when children cannot resist eating and drinking, children can break the fast to maintain the functionality of their organs, then fasting can be done again. This is because the child's stage is still in the preparation stage.

Looking at the consequences of meetings held by scientists with educators, it was discovered that in presenting the third pillar of Islam, especially fasting, it was not difficult to use images of food and drink that had been crossed out. This is

because children definitely know the meaning of the crossed images of food and drink. Fasting emphasizes the preparation stage for children, because they actually focus on their immune system.

Considering the subsequent consequences of these perceptions and meetings, it tends to be reasonable that in presenting the third pillar of Islam, namely special fasting, cooperation between image and narrative media is needed. Through pictures, someone can find out what is in the picture by providing confirmation and understanding that fasting is refraining from eating and drinking as children know before.

Presenting Zakat Through Print Media With Stories

The commitment of zakat, which is obligatory on Muslims by spending a certain amount of their wealth every year to accommodate the poor, is simply an activity for Muslims to show kindness to the poor and turn a hand and help them to overcome their problems. As in the word of Allah as stated in the Al-Quran surah At Taubah Verse 103 as follows: Meaning: "Take zakat from their wealth, to cleanse and purify them, and pray for them. Indeed, your prayer (grows) peace of mind for them. Allah is All-Hearing, All-Knowing."

Learning begins with good news, jokes, singing and then asking with full intention to learn. After requesting, the educator conducts an apperception. Educators conduct questions and answers about the main points of Islamic teachings to teenagers. Then, at that time, educators interpreted the principles of Islam in a simple way so that they were easy for children to understand. Educators begin the main action by presenting the fourth pillar of Islam, especially zakat, by circulating pictures of individuals providing assistance to others, which are then removed and pasted. After the picture pasting movement, the children were given an explanation and told about the importance of zakat.

Considering the perceptions of experts regarding the presentation of Islamic postulates through group print media at PAUD Lakasombu, it can be concluded that the delivery of zakat is carried out by providing print media containing people who provide assistance. Here educators interpret that zakat is something that must be completed when Muslims have the resources to the point of retribution for individuals who will give their zakat consistently. Since then, the children have realized that this zakat provides goodness by giving rice or money to people who are less fortunate. The direction of introducing paying zakat to children is so that children advance socially and are sensitive to their current situation.

Looking at the consequences of meetings held by experts with educators, it can be seen that in conveying the fourth pillar of Islam, namely zakat, it is not difficult to use the image of a donor. Young people definitely know the meaning of this picture. The presentation of zakat is not only in the form of rice but can also be in the form of money. Additionally, it usually makes sense that continuing to give to needy individuals is something that is obligatory for Muslims. This is to build understanding for children to be wiser towards the general climate.

Seeing the consequences of these perceptions and meetings, it is very possible to suspect that in presenting the fourth pillar of Islam, especially zakat, a coordinated effort from the media of images and stories is needed. By providing information about individual charities, it will give children an understanding that there is zakat so that children care more about each other.

Introducing the Hajj Pilgrimage Through Printable Media with Stories

Hajj is self-education, where humans straighten themselves, fight various desires, and push them, train themselves to endure difficulties, and show compassion for others and love them. As in the word of Allah as stated in the Al-Quran Surah Al-Baqarah Verse 197 as follows: Meaning: "The Hajj (season) is (in) the months that have been approved. Whoever performs the Hajj during those (months), do not speak dirty words (rafats), commit immorality and be caught in (performing the Hajj). Whatever good you do, Allah knows. Bring provisions, because in fact the best provision is piety. And fear Me, O people of common sense!".

Learning starts with good news, joking, singing and after that asking to commit to learning. After praying, the teacher conducts an apperception. The teacher conducts questions and answers about the main points of Islamic teachings to the teenagers. Then the educator interprets the main points of Islam in a simple way so that it is easy for children to understand. Educators start the main action by presenting the fifth pillar of Islam, namely the journey by distributing pictures of people wearing Ikrom clothes with the Kaaba as the base, which is then removed and pasted. After the picture pasting movement, the young people were given an explanation and told about their journey.

Looking at the experts' perceptions regarding the presentation of the main teachings of Islam through print media to the An group at PAUD Lakasombu, it can be concluded that the presentation of the trip ended with the provision of print media containing pictures of people wearing Ikrom clothing with the Kaaba as the base. Then the teacher explained that the fifth pillar of Islam is the sunnah which contains meaning for people who are capable. After all, travel is the ideal condition for observing the pillars of Islam. The prologue for children on this journey is to encourage and invite children to really learn. Looking at the consequences of the meetings held by scientists with educators, it was found that in presenting the fifth pillar of Islam, especially travel, it is not difficult to use the image of a person wearing Ikrom clothing with the base of the Kaaba. Children immediately know the importance of pictures. Acquaintance travel with offspring is clear to awaken them to truly focus.

Seeing the consequences of these perceptions and encounters, it tends to be assumed that in presenting the fifth pillar of Islam, especially the Hajj, a joint effort between images and narrative is needed. Through the photos that are described, children will understand that the journey provides inspiration for children to concentrate steadily and be successful.

3.2 Discussions

Looking at the consequences of this research, it is very possible to see that the presentation of Islamic teachings through print media clearly influences children's tight turn of events. This has the implication that the exposure to Islamic principles that has been given from the start provides basic information as well as support in changing events for children.

Image media has extraordinary benefits in working together with students in studying material. The learning media used should be able to attract students' attention to arouse more interest in learning about the basic teachings of Islam. Image media will be basic, simple and clear media. Therefore, pictorial media can be used as a learning medium to convey messages in educational and educational experiences with the hope of further developing learning outcomes so that children do not get bored with learning and become more tomboyish, so that young people

can quickly become acquainted with the main schools of thought. Islam. The consequences of this research are supported by previous research directed by Afriani and Yuliani (2018), which states that educators should use picture card media as a way to convey the basic teachings of Islam considering that research results show that picture card media can introduce the flow of Islam. mainstream Islam to young people. The instructor shows and interprets the picture word card media, after that the children pay attention to the principles of Islam together, utilizing the developing experience that has been brought by the instructor through the picture card media.

Hafidz, Bastian, and Wibowo (2022), revealed that the presentation of the pillars of Islam for today's young generation requires changes in guardians and educators both in educational programs, learning plans, etc. must be added to the human soul, especially early on from the beginning. The main points of Islamic teachings presented are, how to recalculate ideology, how to pray, how to fast, how to pay zakat, and how to travel. These five points of support are very important for children to have abilities in Islam, independence and child discipline. This is because the adolescent stage requires improvement and reaction as love, direction, and cooperation to ideally develop a deep personality.

Tsalitsah (2020), states that in fact the spring of firm teachings regarding the basic principles of Islamic teachings is the ideal result of Allah SWT and the implementation and special instructions given by Allah's Mubaligh in addition to the 'ulama' fiqh. Second, the inhibiting factor was the cutting off of the Wali Songo's communication routes by Western expansionism and domination as well as the development of different world beliefs.

Fitriastuti (2014), revealed that the pillars of Islam are the basic principles of religion for Muslims and are the basic principles for a Muslim in loving Allah. The pillars of Islam consist of faith, offering prayers, paying zakat, fasting, and traveling. In this way, various directions flow locally to perform worship, starting from prayer, fasting, zakat or hajj as helpers in completing love accurately according to Islamic rules. These different types of directions exist as books, Albums or can be found on many websites.

Akhirin (2013), states that through completing otherworldly knowledge in a more prepared way and through self-confidence and courage, it is very important for such preparation, to have the option to reconnect with the deepest source and meaning of life. Moreover, realize other world views with the pillars of Islam and the pillars of faith and ihsan. Perfecting the main points of Islamic teachings according to the instructions of the Prophet Muhammad is an activity to gain very in-depth knowledge. Which is characterized by the ability to restrain oneself, carry out many noble goals and express a lot of gratitude, ready to forgive, surrender, be humble, not stressed, establish good relationships with people and their current circumstances.

Nurjannah (2014), states that Islamic postulates are one of the methodologies carried out by Allah to shape the character of Muslims, by providing several basic preparations so that tendencies or inclinations are framed which will later give birth to diligent positive traits and attitudes. The basic preparation given by Allah to form positive traits and ways of behaving begins with verbal practice (shahadah), followed by physical and mental preparation (do'a), followed by material possessions (zakat), followed by the practice of controlling one's desires. and desire (fasting), completing all the activities that include each of the four in particular (hajj). The Five Pillars of Islam will truly succeed in creating superior Muslim

character for its experts if these five pillars are implemented in tandem with Sharia and its principles.

4. Conclusion

Presenting the main points of Islamic teachings through print media, the teacher's task is to provide pictures and interpret them to the children, then the children cut out the photos and then paste them on the tables that have been made. arranged. In providing material on Islamic postulates in class, educators do not only provide pictures, but teachers also need other interesting techniques in conveying Islamic postulates. For example, the main stream of Islam uses the method of chanting the shahada, this is because children cannot yet read and compose. Then, at that time, the petition for heaven is presented by practicing the development of prayer with the direction of the educators. Apart from that, the presentation of fasting, zakat and hijrah is given a narrative technique with the aim that children can understand the meaning of the relatively many pillars of Islam.

This shows that learning in conveying the basic teachings of Islam through print media clearly influences the tight change of activities of young people. The presentation of these Islamic principles must be educated from the start to provide fundamental information and support in the turn of events of young people. It is very important to introduce the five pillars of Islam to children so that they have abilities in Islam, independence and child discipline. The principles of Islam are the fundamental basis for Muslim life that can be presented or polished by children. Thus, the teacher's task is very vital in fostering children's religion, for example regarding petitions which will be carried out consistently. Islam directs its people to understand the diversity of contemporary settings that touch on family interests.

Presenting the main points of Islamic teachings to today's young generation causes guardians and teachers to need to make changes in educational plans, both in learning plans and others. So the presence of image media will make it easier for guardians and teachers to involve them as a way of learning for children. The principles of Islam are the essential foundation of Islam which must be integrated with the human spirit, especially from the start. The idea of presenting Islamic postulates for young people changes children's lifestyles in various ways. Educators must provide assistance and guidance to children at school, but parents must also be teachers at home

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