

Proceeding of The 1st International Conference on Integrated-Holistic Early Childhood Education (ICIHECE)

Islamic Early Childhood Program, Faculty of Tarbiya and Teacher Training
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
e-ISSN: XXXX-XXXX, p-ISSN: XXXX, DOI: 10.24090/icihece

Management of Dhuha Prayer Program in Shaping Children's Character at Diponegoro 12 Purwokerto Wetan Kindergarten

Indah Wulan Puspa Pujangga^{1✉}, Novi Mulyani²

¹*Manajemen Pendidikan Islam, UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, Indonesia*

²*Pendidikan Islam Anak Usia Dini, UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, Indonesia*

✉ email: iwulan497@gmail.com

Abstract: The formation of children's character is considered very appropriate if carried out from an early age through various activities such as the Dhuha prayer program. This type of research used qualitative research. This research was conducted to describe the management activities of the Dhuha prayer program in shaping the character of children at Kindergarten Diponegoro 12 Purwokerto Wetan. Participants in the study were the headmaster of Kindergarten Diponegoro 12 Purwokerto Wetan, teachers, students and parents. The data was collected using interview, observation and documentation techniques. The collected data was then analyzed using the Miles and Huberman model data analysis technique which consisted of data reduction, data display and verification stages. The instruments used both for interviews and observations were field notes. The results of the study show that the management activities of the Dhuha prayer program in shaping children's character use 4 functions in management. The first is planning the Duha prayer program, the second is organizing the Duha prayer program, the third is carrying out the Duha prayer program, and the fourth is supervising the implementation of the Duha prayer program. The Dhuha prayer program at Kindergarten Diponegoro 12 Purwokerto Wetan has produced children with religious character, discipline, independence, respect for achievement, peace-loving, environmental and social care, responsibility, democracy and honesty.

Keywords: Management; Program; Character; Dhuha pray.

A. Introduction

Management is the process of planning, organizing and using other organizational resources to achieve predetermined organizational goals. Etymologically management from the term to manage which means to organize. Management has three meanings: management becomes a process, management becomes a human collectivity, management becomes a science and art. Management is a function of achieving something through the activities of others and overseeing individual businesses to achieve common goals (Mahardika, 2021).

Management is the key to success in character education. Character building is carried out through the character education process implemented in various levels of education in Indonesia. There are 18 characters that must be developed in the education process, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, environmental care, social care, responsibility (Siregar, 2021).

Based on Law No. 20 of 2003 concerning the National Education System, where National Education can develop a potential or ability and shape the character and civilization of a

dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful, devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

However, in the world of education, the decline in character values and politeness has begun to be very ironic, such as students often argue, lie to teachers and parents, like not following the rules. This proves that the morals of the nation's children or politeness have faded. The purpose of national education is to form the ability and build the character and civilization of a dignified nation in order to educate the nation's life. Developing abilities and building character to educate the nation is intended to encourage the nation to have a strong character and morals that are not low (Samal, 2017).

Every parent wants every child to have good behavior and character. One of the things that can shape a person's character is by learning dhuha prayer activities. Many parents send their children to Islamic education such as schools that hold dhuha prayer programs. Through the dhuha prayer program, children will remember more about prayer time, be able to imitate prayer movements and memorize prayer readings from an early age (Yudabangsa, 2020). So that they are able to actualize the value of character values that will be a provision when they grow up if they continue to be trained and accustomed at home. The indicators of habituation are: reading prayers before and after doing activities, getting used to being patient, getting used to helping each other, getting used to protecting the environment, getting used to using a low voice when talking, getting used to discipline when queuing for wudhu turn and being able to recognize sunnah prayers (dhuha).

Early childhood education is a form of education implementation that focuses on laying the foundation for the direction of developmental growth, including moral and religious development, physical development (gross and fine motor), intelligence or cognitive (thinking and creative power), social emotional (attitudes and emotions), language and art, in accordance with the uniqueness and stages of development in accordance with the age group that children pass through at an early age (Mulyasa, 2014).

Diponegoro 12 Purwokerto Wetan Kindergarten has a mission that encourages children to have good character, which reads: "Students are able to apply Islamic values in everyday life, both in the family, in society, nation and state". Diponegoro 12 Purwokerto Wetan Kindergarten is an Islamic nuanced kindergarten and has a dhuha prayer activity program. This dhuha prayer program is good for shaping character in children, which the dhuha prayer program is also becoming a trend in various Islamic educational institutions in Indonesia, but what must be remembered is that not all kindergartens have a special dhuha prayer program, Diponegoro 12 Purwokerto Wetan Kindergarten is present as one of the kindergartens that has a dhuha prayer program.

B. Methods

The study used descriptive qualitative research methods. (Sugiyono, 2015). The purpose of qualitative research is to understand the role of dhuha prayer program management in shaping children's character at Diponegoro 12 Purwokerto Wetan Kindergarten in more depth. So that the results of the data obtained are in accordance with what is in the field without going

through engineering. In achieving this it is necessary to collect data through interviews, observation and documentation. So that the data obtained is data in the field. Observation activities were carried out by research with the object of dhuha prayer program management activities in shaping the character of children in Diponegoro 12 Purwokerto Wetan Kindergarten. In the observation process to be more accurate, researchers used participants involving 4 people, namely the head of the kindergarten, 2 teachers, students and parents. In accordance with the explanation above, descriptive qualitative research is research whose content describes a process or phenomenon. Therefore, the research results obtained cannot be symbolized or replaced in the form of numbers.

When the data was received, the researcher continued to analyze the data using the data analysis technique model from Miles and Huberman where the analysis stage was gradual from the start of data reduction, data presentation and conclusion drawing. Data reduction is carried out in order to scrap information that is relevant to the research problem. The data generated from the reduction is then presented in the form of descriptions, tables, charts or graphs and the like with the aim that researchers or readers can easily understand the results of the research. Finally, drawing conclusions aims to answer the formulation of research problems, get new findings that do not yet exist or answer the shortcomings of previous research. Thus, the importance of using data analysis techniques is to produce valid and credible data.

The research was conducted at a formal educational institution in East Purwokerto District, namely Diponegoro 12 Kindergarten which is located on DR. Soeparno Street No.20, Purwokerto Wetan, East Purwokerto District, Banyumas Regency for 1 month starting from January 2 to February 2, 2023. Researchers chose this location because it has a superior program in the form of dhuha prayer. Diponegoro 12 Purwokerto Wetan Kindergarten provides a place and time in implementing the dhuha prayer program. So that students can learn and foster good character in the dhuha prayer program.

C. Results and Discussion

Management is a series that is directed directly at using institutional resources effectively and efficiently in order to achieve institutional expectations. As an educational institution, Diponegoro 12 Purwokerto Wetan Kindergarten has planning, organizing, implementing and supervising the activities of the dhuha prayer program. Researchers will discuss the results of research findings containing how the role of management in Diponegoro 12 Purwokerto Wetan Kindergarten manages the activities of the dhuha prayer program.

1. Planning the Dhuha Prayer Program in Shaping Children's Character

Planning is a process of preparing a series of decisions to take action in the future directed towards achieving goals with optimal means. This planning concerns what will be done, when it will be done, by whom, where and how it will be done (Suharsini and Arikunto, 2012) Planning for the dhuha prayer program at Diponegoro 12 Purwokerto Wetan Kindergarten is discussed on the agenda of the work meeting every semester, before the learning process in the new semester is carried out. Planning for the dhuha prayer program in shaping children's character at Diponegoro 12 Purwokerto Wetan Kindergarten has been started since the vision and mission were established. This can be seen in the profile document of TK Diponegoro 12 Purwokerto Wetan about the vision and mission of TK Diponegoro 12 Purwokerto Wetan.

Tabel 1. Vision dan Mision TK Diponegoro 12 Purwokerto Wetan

Vision
“Forming children who are morally good, pious, intelligent, creative, independent who care about the environment, love the country and have a global outlook.”
Mision
The mission of Diponegoro 12 Purwokerto Wetan Kindergarten, Banyumas Regency in realizing the Vision is carried out through play-learning activities and habituation both at home and at school in terms of:
<ol style="list-style-type: none"> 1. Instilling piety to Allah SWT 2. Instilling religious and moral values 3. Cultivate intelligence 4. Fostering and developing creativity 5. Instilling independence 6. Instilling a sense of love for the country 7. Fostering concern for the environment 8. Developing children's insight into the world.

The expectations to be achieved by Diponegoro 12 Purwokerto Wetan Kindergarten are fully written in the profile document of Diponegoro 12 Purwokerto Wetan Kindergarten along with the background and foundation of the establishment of Diponegoro 12 Purwokerto Wetan Kindergarten vision and mission, concepts, facilities used in the learning process, and special programs held. The things contained in the document are fixed plans and serve as fixed policies and guidelines in preparing the next plan.

In addition to the fixed planning contained in the Diponegoro 12 Purwokerto Wetan Kindergarten profile document. Principals and teachers also have a working meeting agenda every semester, before the learning process in the new semester is implemented, to discuss the outline of the plan that will be implemented in the new semester. During the work meeting, the teachers determine the theme of learning for one semester and the activities of the dhuha prayer program that will be implemented as a plan to be used. Dhuha prayer program planning can be seen in the lesson plan as follows:

**Tabel 2. Learning Implementation Plan
TK Diponegoro 12 Purwokerto Wetan 2022/2023**

Learning Implementation Plan TK Diponegoro 12 PURWOKERTO KEC. PURWOKERTO TIMUR	
Group	: A
Day, Sunday	: Thursday / IV
Semester/Month	: / January 2023
Year of Study	: 2022 / 2023
I.	Learning Expectations
a.	Children can recognize hadith
b.	Children can recognize obligatory prayers
c.	Children can recognize sunnah prayers
d.	Children recognize the books of Allah
e.	Children can recognize and love Javanese culture
f.	Children are active in physical and non-physical activities
g.	Children can recognize various kinds of fruits
h.	Children can develop their gross and fine motoric abilities

- i. Children can communicate well and have an opinion
 - j. Children can develop independence and creativity
 - k. The child can trace the picture well
 - l. Children practice responsibility
 - m. Children can recognize letters and early literacy
- II. Topic : Plants
Sub Topics : Fruit and vegetable crops
- III. Activities :
- a. Line up (07.30 - 07.40)
 - b. Opening Activity (07.40 - 08.20)
 - 1) Habituation of singing Javanese songs (pitik walik jambul)
 - 2) Greetings and prayer
 - 3) Dhuha prayer practice
 - 4) Child attendance
 - 5) Making an agreement about play activities
 - c. Core Activities (08.20 - 10.00)
 - 1) Memorizing the prayer for leaving the house and the books of God
 - 2) Discussion about various fruits and their benefits and imitating the writing of the words duku and pomegranate
 - 3) Play activity
 - a) Tracing the fruit picture in the picture book
 - b) Coloring the fruit picture
 - c) Cutting out fruit-shaped paper and pasting it in a picture book
 - 4) Break (09.00 - 09.30)
 - a) Wash hands
 - b) Pray before eating
 - c) Clean up the food

In planning the dhuha prayer program in shaping character is to include activities in the form of aspirations about the introduction of hadith, murojaah short suratan, selection of muadzin and imam then practice prayer and reading dhikr. The planning of the dhuha prayer program is carried out on Tuesdays and Thursdays in the classroom and in the prayer room. Participation in planning the dhuha prayer program in addition to teachers and principals, parents of students are also included.

Activity planning for the dhuha prayer program that has been made is then conveyed to the parents of students to the guardians of students through student guardian meetings. The hope of delivering this lesson plan to parents for students so that parents can understand and carry out their duties in accordance with the expectations of the program made by teachers and school principals.

2. Organizing the Dhuha Prayer Program in Shaping Children's Character

The organization of the dhuha prayer program is carried out between teachers by coordinating and cooperating with each other in planning, implementing, and supervising the program. Teachers also involve parents of students from the planning process, implementation, to supervision. Instructions and directions for implementing the dhuha prayer program are also given to parents as implementers of their children's dhuha prayer program at home through assignments in the form of direct practice at home. Activities and discussions in every planning, implementation and supervision process of the dhuha prayer program carried out by teachers, then submitted to the head of Diponegoro 12 Purwokerto Wetan Kindergarten at weekly

meetings as material for evaluating activities. So that in the implementation of the dhuha prayer program in shaping the character of Diponegoro 12 Purwokerto Wetan Kindergarten children, all teachers and employees are also mutually involved.

The implementation of the dhuha prayer program takes place in two places, namely in the Al Amin mushola and the classroom so that the teacher is directly involved in the process of the dhuha prayer program activities. As for some parents who are still waiting in the kindergarten to witness from outside the mosque. The head of Diponegoro 12 Purwokerto Wetan Kindergarten who is in charge of being responsible for the learning and teaching process at Diponegoro 12 Purwokerto Wetan Kindergarten is indirectly involved in the process of dhuha prayer program activities. The head of Diponegoro 12 Purwokerto Wetan Kindergarten is responsible for accompanying and observing the performance of class teachers in implementing the dhuha prayer program in shaping character. The implementation of organizing in this case must also be scheduled consistently, so that the kindergarten has a good organization.

Direct involvement in the dhuha prayer program process by four teachers, namely Mrs. Ati, Mrs. Linda, Mrs. Oki and Mrs. Ani. So the development of all students in the class, including the process of the dhuha prayer program in shaping children's character is the responsibility of the class teacher who is in charge of the class. organizing at Diponegoro 12 Purwokerto Wetan Kindergarten can already describe who should do what, who is in charge of entering into and communication channels for each member. Although in its application, task division discussions in the field often occur because it adjusts the situation.

3. Implementation of the Dhuha Prayer Program in Shaping Children's Character

The implementation of the dhuha prayer program in shaping children's character is carried out on Tuesdays and Thursdays. The dhuha prayer program in shaping character is carried out when teachers and students meet in one class or in the Al-Amin mosque. Class A and B students are grouped together so as not to take a long time and make it easier for children to mingle with each other.



Figure 1. Children Line Up Before Entering The Classroom.



Figure 2. Take off your shoes and put them on the shoes rack.

In figure 1 and 2, it can be seen that before entering the classroom, students are prepared by lining up first led by one of the children, who leads the line voluntarily. After lining up in front of the class, the children put their shoes on the shoe rack provided by the school. When entering the class, the teacher says greetings first and then gives perception in the form of discussion, questions and answers or clapping during interaction such as sitting ready when the teacher tells a story and usually the children participate in answering questions given by the teacher. The results of the discussion are applied by giving good examples of how to apply these behaviors.

When teachers are accustomed to saying greetings and greeting students when they meet in the classroom, it becomes an example and a process of character building for children to get used to saying greetings and greeting others when they meet, so that they can actualize religious character values. Before joining the class, it was found that there were some students who had greeted their friends with each other. Some of the characters formed during the dhuha prayer activity process are practicing saying greetings when meeting, reading prayers before after doing activities, exploring children's thinking and understanding of simple questions, having courage when leading the line.



Figure 3. Implementation of dhuha prayer in the prayer room

In the practice of dhuha prayer, the teacher first offers children, especially boys, to become muadzin and prayer leader. After being selected, the children wear mukena and sarong but this is conditional. In the implementation of dhuha prayer, children enthusiastically read the prayer readings together. The teacher accompanies and supervises children who still

cannot practice the prayer movements correctly and conditions the children during the dhuha prayer.



Figure 4. Implementation after dhuha prayer, dhikr together with the attitude of prayer

After the dhuha prayer is over, the children read dhikr together accompanied by the teacher on duty. The recitation of dhikr begins with a short surat, namely An-Nass, Al-Kafirun, Al-Ikhlâs, reading astagfirullah, reading dhikr asking for protection, reading tasbeeh, tahmid, takbir 33x, reading prayers for forgiveness to both parents, and finally reading the verse of the chair. After the dhikr is complete, the children return to their respective classes by positioning their silence. The activities in the dhuha prayer program are also recommended to be applied at the home of each student with the help of their parents. In addition to religious character in aspiration activities in the form of delivering material in advance about the hadith according to the theme is also a shaper of children's character. So that there are several actualizations of character values that occur due to the dhuha prayer program at Diponegoro 12 Purwokerto Kindergarten, namely religious, disciplined, creative, independent, democratic, respect for achievement, environmental care, social care and responsibility.

Tabel 3. Children's Character Formed from Dhuha Prayer Program

No.	Character	Dhuha Prayer Program
1.	Religious	Saying and receiving greetings during the process of implementing the dhuha prayer program both at the start and after the activity is completed, praying for both parents, reading short suratans, dhikr together, practicing dhuha prayer, reading prayers after and before doing activities.
2.	Discipline	Implement the rules of listening to the teacher when talking, staying orderly when going in and out of class, wearing the predetermined uniform, getting used to putting shoes in the shoe cupboard when going into the classroom.
3.	Independent	Wearing his own mukenah and sarong, wearing his own shoes.
4.	Valuing achievement	Bidding to be the class line leader.
5.	Love of peace	Practicing manners when entering the teacher's room, knocking three times, opening and closing the door properly.

6.	Caring for the Environment	Dispose of garbage in its place, do not damage or deface the walls of the school or prayer room.
7.	Caring for Social	Helping a friend who has difficulty putting on a mukena and putting on shoes, helping the teacher carry luggage related to school.
8.	Responsibility	Practicing dhuha prayer earnestly, for those who are assigned as muadzin and imam carry out their duties happily without any coercion.
9.	Democracy	During the discussion, some children actively participated in answering questions given by the teacher.
10.	Honest	Children perform the prayer movements and recitations with honesty.

4. Supervision of Dhuha Prayer Program in Shaping Children's Character

Supervision of the dhuha prayer program in shaping character is carried out by all teachers by continuing to accompany their students in the beginning of activities in the morning until the completion of learning hours. The togetherness is a form of supervision as well as the responsibility of the teacher to his students both related to the rules for implementing the program that must be obeyed and the safety of his students while at school. Supervision of the dhuha prayer program is carried out by teachers by monitoring their students during the process of dhuha prayer program activities. Students who behave not in accordance with the rules and values that have been taught will be reminded by the teacher and given direction to be able to behave properly.

Supervision carried out by teachers related to the character building of their students, both when participating in program activities and when students play freely, will be submitted to the principal of Diponegoro 12 Purwokerto Wetan Kindergarten at weekly meetings as an evaluation of activities and guidance in making the next plan. Supervision is also carried out by monitoring the development of children at home through parents as the implementation of a character building. Teachers supervise student character building. Teachers supervise children's character building at home by asking students directly during the prayer program what tasks they do at home. In addition, teachers also ask the process of character building at home to parents, both through whatsapp and during the walimurid meeting. This supervision is also carried out as a basis for teachers in making student learning reports that will be distributed to parents at the end of each semester.

Tabel 4. Report Card for Dhuha Prayer Implementation

STUDENTS' DHUHA PRAYER REPORT						
Bulan : Tahun :						
Dengan mengucap nama Allah SWT saya :						
Nama Lengkap :						
No. Absensi :						
Kelas :						
No	Senin	Selasa	Rabu	Kamis	Jumat	Sabtu
1						
2						
3						
4						

5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						

The results of learning implementation are described in the form of anecdotal texts of several aspects of student development including behavior, concentration, cognitive, language, emotions and socialization, gross motor, sensorial, practical life, mathematics, tahsin, and dhuha prayer. In the aspect of behavioral development, it describes how students' responsibility and leadership abilities when they become class captains, initiatives to do tasks and responsibilities without teacher orders, habits of sharing provisions. Emotional and socialization aspects describe how students interact with their friends both when in the room and outside the room, the ability to cooperate, the ability to share and take turns playing toys, solve problems with their playmates, and sensitivity to act according to the conditions around them.

Supervision of the dhuha prayer program is carried out by the Head of Diponegoro 12 Purwokerto Wetan Kindergarten by conducting periodic class visits. Reports on student development are also indirectly a form of supervision by the Head of Diponegoro 12 Purwokerto Wetan Kindergarten to the dhuha prayer program process by teachers. Supervision carried out by teachers in addition to conducting practical learning, teachers also ask students directly about what has been done at home related to character building that has been taught. In addition, it is strengthened by the assignment of character building in their respective homes. Teachers ask parents to provide guidance in the form of writing in the student guardian whatsapp group.

Supervision carried out by the head of kindergarten can be said to be one of the strategies to avoid deviations that occur, in this case, deviations in student behavior that are not in accordance with the program plan in shaping character. This strategy of avoiding deviation is one of the functions of supervision. The existence of coordination between teachers and parents of students in the process of the dhuha prayer program in shaping character to children makes it easier for teachers to detect more quickly if problems or deviations arise during implementation so that they are more easily resolved.

D. Conclusion

Based on the results of the study, it can be concluded that the management of the dhuha prayer program in shaping children's character is a superior program at Diponegoro 12 Purwokerto Wetan Kindergarten which runs quite well. Each management function is carried out on target and effectively. In the dhuha prayer program at Diponegoro 12 Purwokerto Wetan Kindergarten, it has actualized the character value of children who have religious, disciplined, independent, respect for achievement, love peace, care for the environment and social, responsible, democratic and honest characters.

References

- Abdul Hanan. *Secrets of Sunnat Prayers; Complete and Practical Guidance*, (Bandung: Pustaka Hidayah, 2009).
- Abdul Majid, Dian Andayani. *Character Education in an Islamic perspective*. Bandung: Main Insa Cita, 2010.
- Albertus and Doni Koesoema. *Character Education Strategies for Educating Children in the Global Age*. Jakarta: PT. Grasindo, 2010.
- Andi Prastowo. *Qualitative Research Methods in Research Design Perspective*. Yogyakarta: Ar-Ruzz Media, 2011.
- Administration and Management (Jakarta: Rineka Cipta, 2013).
- Dharma Kesuma, Cipi Triatna, and Johar Permana. *Character Education Strategies for Educating Children in the Global Age*. Jakarta: Grasindo, 2010.
- Dr. Husain Usman. *Management Theory, Practice and Educational Research*. Bumi Aksara. Jakarta: PT. Earth Literature, 2006.
- George R Terry. *Management Principles*. Jakarta: PT. Earth Literature, 2018.
- Hari Gunawan. *Character Education Concept and Implementation*. Bandung: Alfabeta, 2012.
- Muhammad Muslim Aziz. *The pearl is called sunnah prayer*. Surabaya: PT Mizan Publica, 2008.
- Mulyasa. *PAUD Management*. Bandung: PT. Rosdakarya Youth, 2014.
- Muwahid Shulhan and H. Soim. *Education Management*. Yogyakarta: Terrace, 2013.
- Natalina Nilamsari. *Understanding Document Studies in Qualitative Research*. Discourse, Vol. XIII, No.2, 2014.
- Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta, 2016.
- Sule Trisnawati dan Ernie. *Pengantar Manajemen*. Jakarta: Kencana, 2005.
- Ubaid Ibnu Abdillah. *Keutamaan dan Keistimewaan: Shalat Tahajud, Hajat, Istikharah dan Dhuha*. Surabaya: Pustaka Media, 2009.

- Undang-Undang, N0. 20, Tahun 2003. Tentang Sistem Pendidikan Nasional. Jakarta: Sinar Grafika, 2003.
- Yahya Khan. Pendidikan Karakter Berbasis Potensi Diri: Mendongkrak Kualitas Pendidikan. Yogyakarta: Pelangi Publishing, 2010.
- Sugiyono. Quantitative Qualitative Research Methods and R&D. Bandung: Alfabeta, 2016.
- Sule Trisnawati and Ernie. Introduction to Management. Jakarta: Kencana, 2005.
- Ubaid Ibn Abdillah. Excellence and Privileges: Midnight Prayer, Hajat, Istikharah and Dhuha. Surabaya: Media Library, 2009.
- Law, N0. 20, 2003. Concerning the National Education System. Jakarta: Sinar Graphics, 2003.
- Yahya Khan. Self Potential-Based Character Education: Boosting the Quality of Education. Yogyakarta: Pelangi Publishing, 2010.