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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peran guru dalam penerapan kegiatan keagamaan pada anak usia dini di TKIT Safinda IV Bangkalan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Data yang diperoleh dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menjalankan tujuh peran utama dalam kegiatan keagamaan, yaitu sebagai pembimbing, demonstrator, motivator, evaluator, pendidik, fasilitator, dan teladan. Ketujuh peran ini saling berkaitan dan terintegrasi dalam setiap kegiatan keagamaan di sekolah seperti salat, hafalan surat pendek, hafalan doa sehari-hari, pembelajaran hadits, pembiasaan wudhu, dan infaq. Guru sebagai pembimbing dan demonstrator berperan aktif dalam mendampingi dan memberikan contoh langsung kepada anak. Sebagai motivator dan evaluator, guru memberikan dorongan serta penilaian terhadap capaian ibadah anak. Peran sebagai pendidik, fasilitator, dan teladan juga terlihat dalam upaya guru menanamkan nilai spiritual melalui pengajaran, penyediaan media pembelajaran, serta sikap religius sehari-hari. Dengan demikian, peran guru sangat penting dalam menanamkan nilai-nilai keagamaan sejak usia dini melalui pendekatan yang holistik dan sesuai dengan tahap perkembangan anak. Penelitian ini diharapkan menjadi kontribusi dalam pengembangan praktik pendidikan agama Islam pada anak usia dini.

Kata Kunci: peran guru, kegiatan keagamaan, anak usia dini, pendidikan Islam, TKIT Safinda IV.

Yuni Fayalatus Sholihah, 2025. The Role of Teachers in Implementing Religious Activities for Early Childhood. Thesis, Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, University of Trunojoyo Madura. Advisor: Ajeng Rizki Safira, S.Pd., M.Pd.

ABSTRACT

This study aims to describe the role of teachers in implementing religious activities for early childhood at TKIT Safinda IV Bangkalan. The research employed a descriptive qualitative approach, utilizing observation, interviews, and documentation as data collection techniques. The collected data were analyzed through stages of data reduction, data presentation, and conclusion drawing. The findings reveal that teachers perform seven main roles in religious activities, namely as guides, demonstrators, motivators, evaluators, educators, facilitators, and role models. These roles are interrelated and integrated into daily religious practices at school such as prayer, short surah memorization, daily prayer memorization, hadith learning, ablution practices, and alms-giving (infaq). As guides and demonstrators, teachers actively assist and model religious practices. As motivators and evaluators, they provide encouragement and assess the students' progress. Furthermore, in their roles as educators, facilitators, and role models, teachers instill spiritual values through teaching, providing learning media, and demonstrating religious behavior. Thus, the teacher's role is essential in instilling religious values in early childhood through a holistic approach that aligns with the child's developmental stage. This research is expected to contribute to the development of Islamic religious education practices in early childhood education.

Keywords: *teacher's role, religious activities, early childhood, Islamic education, TKIT Safinda IV.*