ABSTRAK

Pendidikan karakter anak usia dini penting untuk diterapkan di lembaga dalam menanamkan karakter-karakter positif. Melalui kegiatan interaksi sehari-hari yang terarah anak dapat diajarkan bagaimana cara bersikap yang baik dalam sebuah lingkungan. Cerita Islami merupakan salah satu media dan strategi guru dalam penanaman karakter di PAUD Islam Terpadu Ar Rohmah. Tujuan dari penelitian ini adalah untuk menganalisis implementasi cerita Islami dalam penanaman karakter anak di PAUD Islam Terpadu Ar Rohmah dan menganalisis faktor penghambat dan pendukung adanya implementasi yang dilakukan di PAUD Islam Terpadu Ar Rohmah. Metode penelitian yaitu menggunakan metode deskriptif kualitatif dengan sumber data kepala sekolah, guru, orang tua wali murid, serta peserta didik. Pengumpulan data dilakukan dengan teknik triangulasi. Hasil Penelitian dari implementasi cerita Islami di PAUD Islam Terpadu Ar Rohmah meliputi tiga 1) implementasi cerita Islami dilakukan dalam rentang waktu yang berbeda yaitu setiap seminggu sekali, setiap awal bulan sekali dengan meminjamkan anak buku cerita, setiap semester sekali yang dilaksanakan di hari besar Islam, dalam implementasi cerita menggunakan media (buku cerita, LCD Proyektor serta TV dan Audio) dan tanpa media (gerak tubuh, mimik wajah, ekspresi, serta suara), 2) Faktor penghambat yang dihadapi adalah keterampilan guru dalam bercerita, kesibukan orang tua, serta pengembalian buku, ketinggian TV, dan pengembangan ide cerita 3) Faktor pendukung program adalah banyaknya jumlah buku, pojok baca di kelas, softfile cerita, LCD Proyektor, TV Audio. Simpulan dalam penelitian ini yaitu implementasi cerita Islami di PAUD Islam Terpadu Ar Rohmah meliputi implementasi, penghambat dan pendukung program implementasi ini.

Kata Kunci : Pendidikan Karakter, Cerita Islami, Anak Usia Dini

ABSTRAC

Early childhood character education is crucial for instilling positive character traits in institutions. Through targeted daily interactions, children can be taught how to behave appropriately in their environment. Islamic stories are one of the media and strategies teachers use in character development at Ar Rohmah Integrated Islamic Preschool. The purpose of this study was to analyze the implementation of Islamic stories in character development in children at Ar Rohmah Integrated Islamic Preschool and to analyze the inhibiting and supporting factors for its implementation. The research method used was descriptive qualitative, with data sources from the principal, teachers, parents, and students. Data collection was conducted using triangulation techniques. The results of the research on the implementation of Islamic stories in the Ar Rohmah Integrated Islamic PAUD include three 1) the implementation of Islamic stories is carried out in different time periods, namely once a week, once every month by lending children story books, once every semester which is carried out on Islamic holidays, in the implementation of stories using media (story books, LCD Projectors and TV and Audio) and without media (body movements, facial

expressions, expressions, and voices), 2) The inhibiting factors faced are teacher skills in storytelling, parents' busyness, and book returns, TV height, and story idea development 3) The supporting factors of the program are the number of books, reading corners in the classroom, story softfiles, LCD Projectors, TV Audio. The conclusion in this study is that the implementation of Islamic stories in the Ar Rohmah Integrated Islamic PAUD includes the implementation, inhibiting and supporting factors of this implementation program.