The Development of Aqidah Education Models Based on The Qur'an and Hadith for Early Childhood in Parenting Activities

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Abstrak

Penelitian ini bertujuan untuk mengembangkan model pendidikan akidah dalam al-Qur'an dan hadis pada anak usia dini dalam kegiatan *parenting*. Riset pengembangan atau *Research and Development (R&D)* digunakan sebagai jenis metodologis pengembangan produk pendidikan, yaitu jenis riset yang digunakan untuk menghasilkan suatu produk atau menguji efektivitas suatu produk. Adapun fokus penelitian ini yaitu tentang pelaksanaan, langkah-langkah pengembangan model pendidikan, pelaksanaan *parenting,* tanggapan peserta terhadap model pendidikan, dan hasil evaluasi kegiatan *parenting* terhadap anak usia dini (4-5 tahun) di RA Rabbani Islamic School. Hasil penelitian ini berupa buku panduan (modul) tentang model pendidikan akidah dalam al-Qur'an dan hadis pada anak usia dini yang dapat dijadikan sebagai sumber belajar yang memberikan efek nyata dalam kegiatan *parenting.*
Kata Kunci: Al-Qur'an dan Hadis, Anak Usia Dini, Kegiatan *Parenting,* Model Pendidikan, Modul.

Abstract

This study aims to develop a model of faith education based on the Qur'an and hadith for early childhood in parenting activities. Research development or Research and Development (R&D) is used as a methodological type of educational product development, namely the type of research used to produce a product or test the effectiveness of a product. The focus of this research is on the implementation, the steps for developing the educational model, the implementation of parenting, the participants' responses to the educational model, and the results of the evaluation of parenting activities for early childhood (4-5 years) at RA Rabbani Islamic School. The results of this study are in the form of guidebooks (modules) about the model of aqidah education based on the Qur'an and hadith for early childhood which can be used as learning resources that have a real effect on parenting activities.
Keywords: Al-Qur'an and Hadith, Early Children, Parenting Activities, Educational Models, Modules.

INTRODUCTION

Faith education is the main responsibility of parents to children in Islamic teachings (Arizal, *et.al.*, 2019:61-74). In this context, the creed in question includes the 6 (six) pillars of faith, namely belief in Allah SWT., Allah's angels, Allah's books, Allah's messengers, the Day of Judgment, qadha, and Allah's qadhar. (Susiba, 2019:158). This shows that creed education is the foundation of monotheism which is important to be taught from an early age to children.

Islam teaches its adherents to be fully responsible physically and mentally for the mandate of Allah in the form of children to each parent (Rahmi, 2018:129-140). The main subject of this study is the aspect of parenting (Nasifah & Abdillah, 2021:209-220; Syafi'i, 2020). In it there is character planting for children, giving examples or examples that are wise for children's development, as well as an affirmation in the form of prohibitions against acts of associating partners with Allah SWT and the prohibition of doing wicked and unjust.

The form of parenting for children is not enough from parents alone. This is based on the social development needs of children as social beings to interact with each other (Aryani, 2015:213-227). In response to this, three centers of education were divided for children, namely formal education (formal educational institutions), informal education (family environment), and non-formal education (community environment). Thus, children will get information and education that is in sync with their developmental needs, both in the family, school/madrasah, and also in the community.

Faith education through parenting activities is commonly taught in Indonesia since early childhood education (Sholeh, 2018:71-83; Musyfira, 2021), one of which is parenting activities at RA Rabbani Islamic School. This institution implements parenting activities based on collaboration between RA and student guardians. The main purpose of this collaboration is for children to get relevant concepts and teaching contexts at home and school, plus it will help children to develop according to their development needs.

According to Nurpitasari, *et.al.* (2018) parenting activities are beneficial for children's learning motivation and stimulate children's thinking. Furthermore, Nooraeni (2017) stated the benefits of parenting activities, namely facilitating parents in choosing the right parenting pattern for their children, finding solutions to children's development problems together (collaboratively), educating parents about appropriate parenting patterns, and building good collaboration (collaboration). between the school/madrasah and the child's family.

In line with the above, Azhari, *et.al.* (2018) suggests that through parenting activities, teachers and schools can work together with parents in aspects of childcare time management, socialization of appropriate educational materials for children, appropriate parenting methods, and structuring the right environment for children's growth and development (Ziyad, 2019). This opinion further emphasizes that parenting activities have a real impact on helping the child's development process. Thus, the concept of parenting will be carried out continuously and collaboratively with children.

Based on the initial observations that the researchers made at RA Rabbani Islamic School on 12-15 February 2020, the researchers found that parenting activities were carried out at RA Rabbani Islamic School. However, based on the results of an interview with Mrs. Bina Elis Suraliyana, S.PdI as the deputy principal of RA Rabbani Islamic School, she said that not all parents can participate in parenting activities carried out by the school. This is because of the busyness they have. Although parenting activities are always held on Saturdays every four months. The forms of parenting activities carried out by RA Rabbani School in 2020 are:

Table 1
RA Rabbani Islamic School Parenting Activities for the 2019/2020 Academic Year

No	Date & Time	Theme	Discussion	Purpose
1	Saturday, January 14, 2020	Early Childhood	Aspects of health care and child nutrition	Provide knowledge and skills to parents on how to monitor children's growth and development.

		Growth and Development		
2	Saturday, May 18, 2020	Instilling Religious Values in Children	Introduction to Children's Aqidah Values	a. Provide knowledge about the introduction of the creator and his creation to children. b. Children love God's creation like caring for and watering plants. c. Parents instill religious values through stories of prophets and other pious people.
3	Saturday, September 15, 2020	Performing art Festival	Kids Creativity Show	Provide information to parents about the interests and talents of the child.

According to Mrs. Bina Elis Suraliyana, S,Pd.I (as vice-principal), "Parenting activities that have been carried out so far have provided many benefits not only to the school but also to parents. Especially for parenting activities related to planting aqidah in children at home by parents, the school does not yet have a written report on the implementation of these activities. However, if you look at the children's daily lives, parents who participate in parenting activities at their children's schools seem to find it easier to learn religion, such as praying and other worship practices."

In line with the preliminary study (observations & interviews) above, Sit & Nasution (2019:27) suggests that there are 5 (five) models of providing parenting concepts that can be given to parents, namely; (1) regular meetings of the school/madrasah with the guardians of students; (2) parental involvement in the child's learning process; (3) parental involvement in school family gathering activities; (4) facilitating a forum for consultations between student guardians and the school/madrasah; and (5) visits students' homes (exchange ideas related to learning problems/obstacles experienced by children).

Indeed, studies on parenting programs in schools have been studied by many previous researchers. These include discussing aspects of parenting program implementation (Monikasari, 2013; Nurjanah, 2017; Amalia, 2019), efforts to raise awareness of the importance of parenting through parenting programs (Lestari, 2019:8-17; Hidayati, 2019:104-115), training parenting programs, and teacher professionalism (Nasution & Sit, 2019; Fahruddin & Astini, 2018), preparation of parenting programs (Syuraini, *et.al.*, 2018:112-118), positive parenting concepts for children (Nooraeni, 2017), parenting programs and the concept of a child-friendly family (Ganevi, 2013), as well as the benefits of parenting for parenting education (Setijaningsih & Matiningsih, 2014:129-134).

Observing the literature review above, it is understood that parenting is seen as the main alternative in the formation of collaboration in educating children between students' guardians and teachers. Likewise, it was found a gap analysis of this research with relevant (previous) research, namely from the aspect of (1) themes, there is no specific discussion of character education materials based on the study of morals; (2) research methods, differences were found, 10 other studies discussing parenting used qualitative and quantitative research, while this research is research and development (RnD). On this basis, the researcher explores the focus of the study of the theme in research entitled, "*Development of Aqeedah Educational Model in the Qur'an and Hadith on Children in Parenting Activities*".

METHOD

This study uses the type of development or research and development (R&D) as an effort to produce learning products or test the effectiveness of a learning product (Sugiyono, 2012:197; Sukmadinata, 2005:164). Furthermore, this research method can help and have a direct impact on practitioners and "educational citizens" in improving the quality and effectiveness of the learning process (Arifin, 2011:190; Assingkily, 2021). The

product developed is a model module for aqidah education in the Qur'an and Hadith for early childhood which is intended for teachers and parents in parenting activities at RA Rabbani Islamic School.

The subjects of this research and development are parents of students of RA Rabbani Islamic School, who have children aged 4-5 years and are willing to participate in parenting activities from beginning to end, totaling 52 parents. The trials in this study were children aged 4-5 years at RA Rabbani Islamic School which is located at Jalan Gaperta, Gg. Family No. 106, Central Helvetia, Medan Helvetia District, Medan City, North Sumatra. The time of this research was carried out in the 2019/2020 school year. The trial model of aqidah education in the Qur'an and Hadith at RA Rabbani Islamic School for Early Childhood Age 4-5 years is based on: a). the openness of the principal and parents of students to participate in parenting activities, b). there is already a parent organization in the school.

The procedure of this research includes 10 steps according to the theory of Borg & Gall in Rohmaini, *et.al.* (2020:176-186), namely (1) literature study, (2) field study, (3) objective analysis, (4) ability analysis, (5) drafting of learning modules, (6) determining the materials needed in making modules, (7) expert validation, (8) field and operational testing, (9) dissemination, and (10) final product socialization. In this regard, Sukmadinata (2005:166) explains that the products that have been produced through this research, are tested systematically, starting from designing the type of product trial to the test subject.

RESULTS AND DISCUSSION

Implementation of Parenting Activities Conducted at RA Rabbani Islamic School Before the Research

RA Rabbani Islamic School was chosen as the research location because RA Rabbani Islamic School has a large number of students, and RA Rabbani Islamic School itself has a Student Parent Meeting Group (KPO) which is held once a month. But in reality, not many parents were present at the activity. This is in line with the following excerpts from interviews with parents:

The problem is consistency. The factor of parents who work is also when they get home physically they are tired, not to mention the children who are still small. Another student's parent also explained:

"*The school often invites parents to come to school for meetings which are held every three months. This meeting discussed school activities such as swimming, outbound, and others. However, most parents are not present in this case because many parents of students work outside the home.*"

When did the researcher ask parents about the need for parenting activities for early childhood creed education to be carried out? One of the parents answered: "*For me, that is very important, because parenting is not just honing children but parents also have to educate, guide, and monitor every child's development.*"

The results of researcher interviews with parents of students can be concluded that the RA Rabbani Islamic School has never held a meeting such as Islamic parenting activities, moreover parenting aqidah education for early childhood. Therefore, the researchers tried to design parenting activities for early childhood aqidah education, starting from a limited-scale trial, namely, this parenting activity only presented 5 (five) parents of students for 5 (five) consecutive days. The results of observations from this limited-scale trial prove that parents are very happy to participate in these activities. Parents are also active in asking questions in participating in the delivery of material.

Steps to Develop Aqidah Education Models in the Al-Qur'an and Hadith for Early Childhood Age 4-5 Years

Preparation of the Parents' Guidebook for Early Childhood Aqeedah Education Model

In this case, the researchers carried out seven steps of developing a model of aqidah education in parenting activities as follows:

1. First step

In the first step, the researcher conducted several theoretical studies and relevant research as material for making modules. This study was conducted by reviewing some literature from books, journals, and encyclopedias relating to parenting aqidah education for early childhood. The literature used as study material, namely: (1) Muhammad Nur Abdul Hafizh Suwaid's book, Prophetic Parenting: The Prophet's Way of Educating Children, Fardi Abd, Aziz Qurusy, Yogyakarta, Pro-U Media, 2010; (2) Book of Tafsir Al-Qur'an, Ministry of Religion of the Republic of Indonesia, 2010; (3) Al-Maghribi, This is How Children Should Be Educated, Jakarta: Darul Haq, 2019; (4) Ar-Ramadi, Amani, Instilling Faith in Children, Jakarta: Istanbul, 2017; (5) Ath-Thahir, Hamid Ahmad, Stories in the Qur'an for Children, Bandung: Ersyad Baitussalam, 2012; (6) Armayanti, Raisah, and Masganti, Islamic Parenting Models at Early Childhood Education Institutions, Medan: Perdana Publishing, 2019; (7) Muhammad, Abu Abdullah bin Ismiail al-Bukhari, Ensklipodea Hadith, Sahih Al-Bukhari, Jakarta: Almahira, 2012; and (8) Rahman, Jamaal Abdur, Stages of Educating Prophet's Example Children, Bandung: Ersyad Baitus Salam, 2005.

2. Second Step

In this step, the researcher conducted interviews with teachers and parents regarding parenting activities that had been carried out in schools to determine understanding and knowledge of parenting materials. The final results given to 5 (five) parents of students at RA Rabbani Islamic School are as follows:

Table 2
The results of the Questionnaire on Parenting Education Materials from Parents

No	Theory	Score
1	Child Religion Development	13
2	Parental Responsibilities Teaching Aqidah to Children	14
3	How to Teach Aqidah to Children	13
4	Purpose of Parenting Activities	14
5	Parenting Method	14
6	Parenting Parenting Mode	14
7	Faith in Allah	13
8	Faith in Angels	13
9	Rhyming to the Apostle	13
10	Faith in the Books	14
11	Believe in the Day of Judgment	14
12	Faith in Qadha and Qadar	13
	Choice Average	13,5

The material for the model of faith education for early childhood as many as 12 offered to parents as respondents got an average score of 13/14 equal to 0.89%. Looking at the results, the respondents chose all the materials in the parent guide module book for creed education for early childhood. Therefore, the researcher used all the material contained in the manual.

3. Third step

In this step, the researcher analyzes the objectives of the aqidah education model which will be developed based on theoretical studies, relevant research, and school observations. The objectives of the faith education model in parenting activities are:

a. Increase the knowledge and insight of parents about early childhood religious education.
b. Increase positive attitudes towards early childhood religious education carried out in parenting activities.
c. Improving the skills of parents in early childhood creed education through parenting activities.

4. Fourth Step

In this case, the researcher designed the module for early childhood creed education in parenting activities. This activity is carried out in the following manner:

a. Determining learning objectives

Determination of learning objectives is the main goal in determining the steps, materials, media, and evaluation of learning. The learning objectives include knowledge of attitudes and behavior which are divided into 3 (three) objectives, namely:

1) To measure changes in parents' knowledge about the model of early childhood aqidah education, a minimum of 70 is achieved.
2) To measure changes in parents' attitudes about the model of early childhood aqidah education, a minimum of 70 is achieved.
3) To measure changes in parents' skills in providing early childhood aqidah education, a minimum score of 70 is achieved.

b. Task analysis

Analysis of these tasks is to carry out learning activities independently and face to face. This activity is carried out by parents to answer the questions in the module after previously reading the parental guide material. This activity is carried out by participating in parenting and practicing role-playing models of early childhood faith education, according to the dialogue material in the module. Parents are required to read the contents of the material before carrying out parenting activities. This activity also discusses the content of the material and asks questions about things that have not been understood by parents. This activity also requires parents to read the material first before doing parenting activities. Parents also have the opportunity to take turns as resource persons to present the materials in the guidebooks.

5. Fifth Step

Preparing parental guide materials

The preparation of the material for the aqidah education module for children aged 4-5 years includes:

1) Children's religious development
2) It is the responsibility of parents to teach children worship
3) How to teach worship to children
4) Understanding parenting
5) The purpose of parenting activities
6) Parenting method
7) Parenting activities
8) Parenting basics
9) Faith in Allah
10) Faith in Angels
11) Faith in the Apostle
12) Faith in the Book
13) Believe in the Day of Judgment
14) Faith in Qadha and Qadar

After the researcher determines the title of the material, then the researcher makes a guide module consisting of:

1) Learning Outcomes
2) Subject matter
3) Material Description
4) Conversation Dialogue

5) Parental Duties
6) Formative Test
7) Answer key

6. Sixth Step

In this step, the researcher determines the stages of implementing the design trial in the field. The activities are carried out in the following ways:

1) Manage research permits, by applying for a research permit to the head of the master program of the FITK UIN-SU Medan master program. This letter is addressed to the principal who became a reference in the research.
2) Determine the respondent of the trial randomly.
3) Selection of the school where the test is conducted.

7. Seventh Step

Researchers conducted model validation tests with several experts including linguists, parenting experts, and graphic design experts, by providing draft modules to be corrected by experts. The module validation instrument filled in by experts can be seen in the appendix, while the recapitulation of the module language validation assessment results can be seen in the following table:

Table 3
Recapitulation of Assessment of Language Validity of Parent's Guidebook

Rated aspect	Rating Indicator Items	Score	Criterion
Accuracy	1. Sentence structure accuracy	4	Valid
Communicative	2. Keefektifan Kalimat	4	Valid
	3. Pemahaman terhadap pesan	4	Valid
Conformity of Language Rules	4. Grammar Accuracy	4	Valid
	5. Spelling Accuracy	4	Valid
Total		20	
Nilai Rata-Rata		4	Valid

Description:
$3 < RTP < 5$ Valid
$2 < RTP < 3$ Quite Valid
$1 < RTP < 2$ Invalid

Based on table 3, it can be seen that the number of language validation values shows that the parental guide module with an average result of 4 (four) is considered good and valid, to be used as a parental guide module in teaching early childhood aqidah in parenting activities. On the validation of linguists, there is no suggestion to revise because the module is considered good enough. As stated in the comments from the linguist validator, it is quite good as a module for early childhood.

Table 4
Recapitulation of the Validity Assessment of the Parental Guide by Parenting Experts

Rated aspect	Rating Indicator Items	Score	Criterion
Serving design	1. Cover Design	4	Valid
	2. Layout (layout)	4	Valid
	3. Font Size	4	Valid
	4. Type of writing	4	Valid
	5. Image placement	4	Valid
	6. Readability of writing	5	Valid
	7. Suitability of icons on the rubric	4	Valid
	8. The suitability of pictures and illustrations on the material	4	Valid

Presentation	9. Concentration of presentation pattern	3	Valid
	10. Systematic presentation	4	Valid
	11. Balance of material presentation	3	Valid
	12. Systematics in each subject	4	Valid
	13. Presentation of images in the material	5	Valid
	14. Presentation of activities in the material	5	Valid
Theory	15. Systematic presentation of material	5	Valid
	16. The suitability of the material with age	4	Valid
	17. Clarity of material description	4	Valid
	18. The suitability of the sample and material	4	Valid
	19. Ease of understanding the material	4	Valid
	20. Use of language in the material	4	Valid
	21. The suitability of the rubric with the material	3	Valid
	Total	67	
	Average value	4,35	Valid

The results of the questionnaire assessment showed that the parents' guidebook for the early childhood aqeedah education model was considered valid with an average score of 4.35. If the validation of the parental guide module gets a valid assessment from the validator, then further trials are carried out on parents of students through parenting activities of the early childhood aqeedah education model. Then validation is done to graphic design experts.

The graphic design expert validation instrument can be seen in the appendix. The validation assessment of graphic design experts can be seen in the following table:

Table 5
Recapitulation of the Validity Assessment of Parent's Guidebooks by Graphic Design Experts

Rated aspect	Rating Indicator Items	Score	Criterion
Serving design	1. Size suitability with the book content	3	Valid
Book front design	2. Display of layout elements on the front, back, and back covers have unity	3	Valid
	3. The layout of the elements on the front, back, and back covers gives the impression of a good and harmonious rhythm	4	Valid
	4. Display a good center of view on the title and illustrations	3	Valid
	5. The composition of the layout elements (title, author, illustration, logo, etc.) is balanced and has a pattern that is following with the layout of the contents of the book	3	Valid
	6. Size comparison of proportional layout elements	3	Valid
	7. Have good contrast	3	Valid
	8. The title of the book becomes the center of view	3	Valid
	9. The color of the book title contrasts with the background color	3	Valid
	10. The size of the book title is proportional to the size of the book	3	Valid
	11. Do not use more than two fonts	4	Valid
	12. Don't use decorative letters	4	Valid
	13. The typeface of the title corresponds to the designation of the contents of the book	3	Valid
	14. Placement of consistent layout elements based on the pattern of the book content	3	Valid

15. The spacing between paragraphs is clear and there are no windows or orphans		3	Valid
Total		48	
Average value		3,2	Valid

Based on the validation test instrument from the graphic design expert, the average score was 3.2. This assessment is considered valid, but there are still things that do not meet the requirements in making the book that must be corrected. After the revision of the parenting model for early childhood aqeedah education was assessed by a graphic design expert and could be tested, the researcher then validated again to the graphic design expert to request an assessment of the revised product. This assessment can be seen in the table below:

Table 6
Recapitulation of Validity Assessment-A Parent's Handbook by a Graphic Design Expert After Revised

Rated aspect	Rating Indicator Items	Score	Criterion
Serving design	1. Size suitability with the book content	5	Valid
Book front design	2. Display of layout elements on the front, back, and back covers have unity	5	Valid
	3. The layout of the elements on the front, back, and back covers gives the impression of a good and harmonious rhythm	5	Valid
	4. Display a good center of view on the title and illustrations	4	Valid
	5. The composition of the layout elements (title, author, illustration, logo, etc.) is balanced and has a pattern that is following the layout of the contents of the book	4	Valid
	6. Size comparison of proportional layout elements	4	Valid
	7. Have good contrast	5	Valid
	8. The title of the book becomes the center of view	5	Valid
	9. The color of the book title contrasts with the background color	5	Valid
	10. The size of the book title is proportional to the size of the book	4	Valid
	11. Do not use more than two fonts	4	Valid
	12. Don't use decorative letters	4	Valid
	13. The typeface of the title corresponds to the designation of the contents of the book	5	Valid
	14. Placement of consistent layout elements based on the pattern of the book content	4	Valid
	15. The spacing between paragraphs is clear and there are no windows or orphans	4	Valid
Total		65	
Average value		4,3	Valid

The results of the validation of graphic design experts after being revised obtained an average value of 4.3, indicating that the parent guardian's manual is valid for the size of a book.

Steps to Implement the Parenting Model for Early Childhood Aqidah Education

The steps for implementing the parenting model of aqidah education for early childhood include three steps, namely, preparation, implementation, and evaluation steps.

1. Preparation

At this preparatory stage, the researchers made the same perception with parents of students at RA Rabbani Islamic School on June 29, 2020. This shared perception was carried out by researchers, among others to (a) Agree on the number of participants who took part in parenting activities; (b) Prepare activity logistics;

(c) Prepare invitations for parenting participants; (d) Prepare a list of attendees for parenting activities, and (e) Prepare a place for parenting activities.

2. Implementation

   The implementation of parenting activities is carried out with 5 (five) types of activities, namely:

   a. Pre-test activities. This initial test activity includes: giving a pre-test to participants and participants answering every question listed in the pre-test that has been provided.

   b. Submission of material. Submission of the material consists of: Resource persons introduce themselves to the participants in parenting activities, pray before the event begins, ask questions related to the material, and following the experience of aqidah education that parents teach their children at home, and present the material.

   c. Questions and Answers, including if there are questions from activity participants, the resource persons answer the questions according to the material presented.

   d. Roleplay. Parents can practice directly the dialogues in the module according to the illustrations depicted. Resource persons and parents can also choose and discuss the wisdom of the roles practiced in children's education, especially aqidah education.

   e. Final test. In the final test conducted at the closing of the activity event, participants answered the test that had been provided by the resource person.

3. Evaluation

   Evaluation in this activity is carried out by giving tests to parents regarding the material, both before giving the material and after delivering the material.

Evaluation Results of the Early Childhood Aqidah Education Model in Parenting Activities Using the Parent's Guide

The results of the product evaluation of the aqeedah education module for early childhood in parenting activities using the parental guide book were carried out by comparing the scores before the researcher gave the parent manual module, and after the researcher gave the parent guide module to the parenting activity participants, namely the parents of students at RA Rabbani Islamic School.

The procedures carried out in the evaluation of the product evaluation of the early childhood aqeedah education module in parenting activities using a parental guide book are: (1) the researcher prepares an assessment instrument used for pre-test and post-test, (2) at the initial meeting, the researcher explains the purpose holding a pre-test, then giving a pre-test sheet and parents are asked to do it for 30 minutes, (3) after the pre-test, the developer provides a guide book to study and provide parenting assistance, (4) researchers and parents agree the next meeting to hold a post-test, (5) according to the agreed time on a predetermined day a post-test is held. The time given to parents to do the post-test is 30 minutes, (6) after the data obtained from the pre-test and post-test were analyzed using statistical testing in this case the t-test was used.

The results of the statistical test obtained the price $t_{count} = 25.57$ while t_{table} on db=N-1 =20-1 = 19 on α =0.05 is 2.093. Because the price $t_{count} >$ price t_{table}, Thus, it can be concluded that the use of module products has a significant effect on parenting. Furthermore, to determine the criteria for the effectiveness of the module product in providing a real effect on parenting, a normalized gain test (N-Gain) was carried out. The test results obtained an N-Gain value of 0.68 with the category being moderate. This means that the product of the aqidah education model for early childhood in parenting activities has a moderate effectiveness value in parenting implementation.

Discussion of Research Results

The family is the key to the success of the formation of a child's morality. Of course, this cannot be separated from the involvement of parents in educating their children at home and taking them to school. The partnership between parents and schools in educating children will be more focused if they have the same vision

and mission. Parents fully surrender their children's education to schools, so that the positive values that have been instilled and applied at school are not continued at home and on the contrary, the positive values that have been carried out and applied at home are not continued at school. So there is a clear gap on both sides between school and home. Of course, this inequality is due to the lack of good communication between the two.

One of the efforts that can be made by schools to equate the vision and mission in educating children and building good communication with parents is to carry out parenting. Parenting is a skill possessed by both parents in raising children. Parenting in the context of educational institutions is an activity carried out by schools by educating parents in raising their children at home. This activity also aims to build a good partnership with parents, so that good communication can be established between the two of them.

This study analyzes the development of aqidah education models in the Qur'an and Hadith in early childhood aged 4-5 years through parenting activities at RA Rabbani Islamic School. The purpose of this study was to find out (1) the implementation of parenting carried out at RA Rabbani Islamic School before the study. (2) The steps for developing the model of aqidah education contained in the Qur'an and Hadith for AUD aged 4-5 years at RA Rabbani Islamic School. (3) Implementation of parenting using the aqidah education model contained in the Qur'an and Hadith in parenting activities at RA Rabbani Islamic School. (4) Participants' responses to the aqidah education model contained in the Qur'an and Hadith for AUD aged 4-5 years. (5) The results of the evaluation of parenting activities using the aqidah education model contained in the Qur'an and Hadith at RA Rabbani Islamic School.

The results of this study are as follows, ***first***, the implementation of parenting at RA Rabbani Islamic School before the research was carried out once a month. However, many parents do not attend; ***second***, the steps for developing the model of aqidah education contained in the Qur'an and hadith for AUD aged 4-5 years at RA Rabbani Islamic School, including (a) Preparation of a parent guide book for early childhood aqidah education models, (b) Make an observation sheet on the parenting process of early childhood aqidah education models; ***third***, the implementation of parenting by using the aqidah education model contained in the Qur'an and Hadith in parenting activities at RA Rabbani Islamic School, including (a) Preparation, at this preparation stage the researchers made the same perception with parents of students at RA Rabbani Islamic School, (b) Implementation, parenting activities are carried out with 5 (five) types of activities, and (c) Evaluation, in this activity is carried out by giving tests to parents regarding the material both before giving the material and after delivering the material.

Fourth, the participants' responses to the aqidah education model contained in the Qur'an and Hadith for AUD aged 4-5 years are positive, this can be seen from the responses to the guidebooks, guidebook materials, understanding of the guidebooks, and the composition of the book materials. guide; and ***fifth***, the result of evaluating parenting activities using the aqidah education model is the use of module products that have a real effect on parenting.

According to Al-Maghribi (2019:117), Islam recommends as well as giving warnings so that every parent can educate their children well and lovingly and not waste the trust that Allah SWT has entrusted to them. Therefore, parents must maintain and educate their children according to their nature. Parents are the first madrasa for their children, the first education for children is starting from home. For this reason, parents must continue to learn to become educators who can lead their children to become the next generation as the family hopes.

The need for parental education according to research by Hairina (2016:79-94) states that parents as educators from Allah SWT must be able to carry out the mandate given to them. Providing cultivation of aqidah, fostering morals, and practicing worship, as well as teaching prayer to children from an early age so that children will get used to it later as they get older will become a responsibility for him.

Ariyanti (2019:2) states that parenting is very necessary to increase parental knowledge in terms of educating children, especially early childhood, the point of wise parents will have a very large influence on the

development of their children, a child's behavior is strongly influenced by the parenting pattern of his parents, as a result of lack of parental role in providing good parenting will cause some irregularities in children's behavior.

Assingkily & Hardiyati (2019:19-31) also stated that to develop the nature that exists in children, the role of parents is very important in which parents must be able to provide relevant materials for their children's physical and psychological development to discover their children's talents and explore children's abilities and more.

Thus, the research of Nooraeni (2017:40) explains that the implementation of parenting programs in fostering positive parenting behavior for parents at PAUD Tulip Tarogong Kaler Garut shows that the attitude of parents in participating in parenting activities is very enthusiastic and gets a good response and shows positive parenting behavior after participating in the parenting activity, while the inhibiting factors for the parenting program are economic factors and time to adapt, it is recommended that parents always be firm in educating children to get used to the application of positive parenting patterns.

Research Mauanah, *et.al.* (2016:9) states parenting education as family education shows that parents who are active in parenting activities can educate children well in their families. religion. Research by Novrinda (2017:45) that parents have a role in the education of their children, both parents whose educational background is elementary, junior high, high school, and college, it is deemed necessary to optimally develop early childhood development so that they become creative and have individual figures good attitude.

From the studies above, it is shown that parents need to increase their knowledge of parenting patterns, in this case, parenting is based on religious values. As Allah SWT says in Surah Luqman verse 13, which means: "And (remember) when Luqman said to his son, when he taught him: "O my son, do not associate partners with Allah, indeed associating partners (to Allah) is a true big injustice". (Depag RI, 2010:413).

According to Shihab (2008:127) what is contained in this letter is how Luqman gives a description of advising his son, namely with gentle words that touch the heart, not yelling but conveying with love. From this explanation, it can be understood that parents must educate their children well, for that parents should continue to explore the values of Islamic education following what is taught in the Qur'an and Hadith.

CONCLUSION

Based on the explanation of the findings and discussion of development research above, it is concluded that the results of the statistical test obtained the price t_{count} = 25.57 while t_{table} on db=N-1 =20-1 = 19 on α =0.05 is 2.093. Because the price t_{count} > price t_{table}, Thus, it can be concluded that the use of module products has a significant effect on parenting. Furthermore, to determine the criteria for the effectiveness of the module product in providing a real effect on parenting, a normalized gain test (N-Gain) was carried out. The test results obtained an N-Gain value of 0.68 with the category being moderate. This means that the product of the aqidah education model for early childhood in parenting activities has a moderate effectiveness value in parenting implementation.

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