

## Teacher Participation In Implementing The Imtaq Center Method At The Islamic Kindergarten Darun Najah Sangatta Selatan

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### ABSTRACT

The purpose of this study was to determine the teacher's participation in implementing the imtaq center method at Darun Najah Islamic Kindergarten Sangatta Selatan. The type of research that the author uses in this research is field research using a qualitative research approach. In collecting data, the author uses data collection techniques, namely participant observation, structured interviews, documentation. Based on the results of the study, it can be concluded that teacher participation in the imtaq center method at Darun Najah Islamic Kindergarten includes lesson planning, selecting appropriate methods, and creating a comfortable learning environment. Teachers play an important role in the preparation of materials, student character development, and relevant curriculum. Obstacles that arise include the lack of parental role, limited facilities, and the mismatch of methods with children's interests. Solutions include increasing parental involvement, improving facilities, adjusting learning methods and encouraging cooperation between students.

**Keywords:** *Teacher Participation, Center Method, Imtaq*

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### INTRODUCTION

Early childhood education plays an important role in shaping children's character and personality from an early age. One approach that is considered effective is the application of the Imtaq (Faith and Piety) center method, which integrates spiritual values into the learning process. In Islamic kindergartens, this method is used to instill religious and moral values through activities such as memorizing prayers, reading the Quran, and practicing worship. Teachers, as the frontline implementers of education, play a strategic role in designing, implementing, and evaluating Imtaq center activities to align with the characteristics of the students. However, the implementation of this method also faces challenges such as limited facilities, insufficient parental involvement, and the diverse nature of children in receiving education. (Sinurat, 2022)

The concept of progressive learning emphasizes that education should be able to shape individuals who are adaptive, independent, and moral. In this view, the center method, which places children as active subjects of learning, is considered effective in developing spiritual values. The instillation of faith and piety from an early age is also supported by the views of Imam Al-Ghazali and is in line with national education goals. Several studies show that active teacher participation, supported by a contextual curriculum and a conducive environment, can strengthen Imtaq-based learning in early childhood.(M.Fadlillah, 2017)

Based on the background described above, this study aims to describe the forms of teacher participation in the implementation of the Imtaq center method and to identify the challenges and solutions in its implementation. Specifically, this study answers the following questions: 1) How do teachers participate in implementing the Imtaq center method at Darun Najah Islamic Kindergarten in South Sangatta? 2) What are the obstacles and solutions encountered in implementing the Imtaq center method at Darun Najah Islamic Kindergarten in South Sangatta?

This study is expected to contribute both theoretically and practically. Theoretically, this study contributes to the development of literature on strategies for teaching religious values at the early childhood education level. Practically, this study is useful for schools, teachers, and policymakers in designing more contextual and effective Imtaq-based learning methods. The research findings are also expected to serve as a reference for other educational institutions in adopting similar learning models, as well as a foundation for evaluating and developing character-based curricula. For future researchers, the results of this study provide a strong basis for further exploration of the practices and impacts of Imtaq-centered methods in shaping children's religious character from an early age.

## **METHOD**

This study uses a descriptive qualitative approach with field research. Field research is conducted directly in the real environment where the phenomenon occurs, in this case at Darun Najah Islamic Kindergarten in South Sangatta. The main objective is to obtain actual, in-depth, and contextual data on teacher participation in implementing the imtaq center method. The descriptive approach is used to describe the phenomenon based on empirical data collected through observation, interviews, and documentation. With this approach, the researcher does not intervene but seeks to understand the meaning and patterns that emerge from the interactions between teachers, students, and the implementation of the imtaq center method in the field.

The subjects in this study consisted of classroom teachers, curriculum teachers, and kindergarten B students at Darun Najah Islamic Kindergarten in South Sangatta. Classroom teachers and curriculum teachers were selected because they were directly involved in the planning and implementation of the imtaq center method, while kindergarten B students were selected as representatives of the students who were the objects of the application of this method. Sampling was conducted purposively, based on specific considerations relevant to the research objectives. Additionally, data sources also

included school documents supporting the implementation of the center method, such as teaching materials, activity reports, and program documentation.

Data collection was carried out using three main techniques, namely: Observation was conducted to directly observe teaching and learning activities that applied the imtaq center method, as well as to observe teacher-student interactions and the implementation of this method in the classroom. Interviews were conducted directly with classroom teachers, curriculum teachers, and students to gather information about teacher participation in the imtaq center method. Interviews were conducted face-to-face using a pre-prepared interview guide. Documentation was used to obtain information from various written documents, such as learning activity reports, teaching materials, activity photos, and teacher notes. This technique helped to supplement and verify data from interviews and observations.(Susanto, 2023)

Data analysis in this study used qualitative descriptive analysis techniques based on the Miles and Huberman model, which consists of three main stages: Data reduction, simplifying and sorting raw data from interviews, observations, and documentation to focus on information relevant to the research objectives. Data presentation, organizing the reduced data into a systematic narrative or description to facilitate the extraction of meaning and understanding. Drawing conclusions, which involves summarizing the meaning of the analyzed data to comprehensively address the research focus. To maintain data validity, triangulation techniques were used, which involved combining various data sources (teachers, students, documents), data collection methods (interviews, observations, documentation), and different data collection times.(Sarosa, 2021)

## **FINDING AND DISCUSSION**

### **RESEARCH RESULT**

#### **1. Teacher Participation in Implementing the Imtaq Center Method at Darun Najah Islamic Kindergarten in South Sangatta**

Teacher participation in implementing the imtaq center method plays a very important role in planning and implementing learning. In order for learning to take place properly, teachers must plan learning objectives, learning media, and most importantly, evaluation so that teachers can determine the extent of children's abilities and understanding after teachers have delivered the learning material. With these steps, teachers can more easily implement activities in the classroom. Teacher participation in education is one of the key factors determining the quality and success of the teaching and learning process. Teacher involvement involves a series of positive actions taken by teachers to support, guide, and enhance students' development both academically and personally. Teachers are not only instructors but also facilitators, mentors, and peers who create an environment that supports student learning and development.(Judijanto, 2024)

Teachers can participate in implementing the imtaq center method and improving the quality of their teaching in the classroom by identifying students' interests, talents, and characteristics. In this way, teachers will learn about the children's

personalities, which will make it easier for them to determine which methods and lessons are suitable for them. One thing that must not be forgotten is that teachers must always motivate and encourage children to study diligently and with discipline. Teachers must also create a comfortable classroom environment so that children are more enthusiastic and focused in their learning. Giving children the opportunity to take responsibility for their own learning helps them become more independent and confident. Teaching lessons that are connected to real-life situations in their daily lives makes it easier for children to understand and remember. Most importantly, teachers must also acknowledge children's achievements in the classroom. (Syafi'i, 2023)

In this case, according to the results of an interview with Mrs. Ely Sofiyati, a teacher at B3 TK Islam Darun Najah Sangatta Selatan, she said that teacher participation in implementing the imtaq center method is very important because to ensure that the teaching and learning process runs well, the main role of teachers is in making lesson plans. This involves setting learning objectives that students can achieve after completing the learning process, selecting and preparing learning resources such as teaching aids, books, or other learning materials that can support the learning process, and adapting these to the classroom conditions. Teachers can then conduct evaluations, such as tests, assignments, or other assessments, to determine how well students understand the material presented by the teacher.

The character indicators that must be implemented are communicating with dedication and spreading greetings, not cheating, being honest, safe, keeping promises, being fair and helpful, loving and caring for one another, being optimistic and patient, working hard, respecting parents, being generous and empathetic, honest, always grateful, not being arrogant, being frugal, not giving up, being responsible, and loving peace. Character values can be applied in daily life by students at school and at home. Instilling religious and moral beliefs from a young age forms the foundation of a child's life. (Suib, 2017)

Teachers, as parental figures at school, must strive to improve the quality of students' faith, because the formation of individuals based on faith and ethics will be reflected in students' daily behavior. This is most effectively and efficiently applied to students from an early age, because children easily imitate what they see, hear, and experience. Today's generation is the strength of the past generation, and the future generation is the result of today's work. How can we prepare the future generation with an education that emphasizes religious values to instill noble values in every child? Teachers can apply the center method by implementing it according to the lesson plan, giving children the opportunity to identify learning activities related to the theme, providing density or a foundation for play before, during, or after the activity, and providing reinforcement of the material or evaluation at the end of the lesson. (Syafi'i, 2023)

This is in line with the results of an interview with Mrs. Siti Hamsah Haliah, a B1 teacher at Darun Najah Islamic Kindergarten in South Sangatta, who said that instilling religious and moral beliefs in children can be done through an approach full of exemplary

behavior, compassion, and age-appropriate learning. This involves introducing the child to the name of their religion, teaching them the teachings of their religion, providing examples of religious practices according to their faith, and encouraging them to practice the proper rituals. Since children are naturally prone to imitation, as teachers, we must always set a good example in instilling religious beliefs and moral values in children. Examples of character traits that can be instilled in children include honesty in both words and actions, concern for others, respect for peers and elders, responsibility for actions and decisions, discipline, empathy or understanding others' feelings (as this encourages children to help one another), and finally, courage—teaching children not to fear trying new things.

## **2. Challenges and Solutions in Implementing the Imtaq Center Method at Darun Najah Islamic Kindergarten in South Sangatta**

### **a. Obstacles**

Some of the challenges faced in implementing the imtaq center method at Darun Najah Islamic Kindergarten in South Sangatta include a lack of parental involvement in their children's education, resulting in these children requiring more attention from their teachers than their peers in order to achieve the set targets. This is one of the factors that makes the method less effective, as teachers tend to focus more on these children and less on the others. (Samauna, 2022)

The statement above aligns with the results of an interview with Mrs. Dahliani, a B2 teacher at TK Islam Darun Najah Sangatta Selatan, who stated that some parents may be busy working and therefore cannot always supervise and teach their children about faith and piety at home. This is one of the challenges faced by teachers at school, as children should be accustomed to practicing imtaq at home and at school, but they are not taught or encouraged to do so at home. Therefore, teachers must give more attention to these children.

Limited equipment is a common problem in educational institutions due to a lack of teaching aids or tools that support hands-on practice, which can help teachers explain the material more easily. This makes it difficult for teachers to convey their lessons to children, as not all children can easily understand the material after it has been explained. This results in suboptimal learning. (Rosita, 2020)

The above statement is in line with the results of an interview with Mrs. Dahliani, a B2 teacher at Darun Najah Islamic Kindergarten in South Sangatta, who said that children's focus is easily distracted and they find it easier to understand what the teacher is saying through teaching aids or hands-on practice. However, if the equipment is limited, it is more difficult for teachers to find ways to keep children focused and understand what is being taught with the available equipment.

Children who tend to be active and passive, in the application of the center or group method, active children usually tend to take the lead in an activity, while passive children tend to be quiet and lack confidence, so they are often overlooked

and unable to participate optimally. Since passive children are likely to be overshadowed by active children, teacher supervision is essential.(Istyanto, 2020)

The statement above aligns with the findings from an interview with Mrs. Binti Masruroh, a teacher at A1 TK Islam Darun Najah Sangatta Selatan, who stated that active children tend to be noisy, often because the activities provided are not of interest to them, or because active children are more likely to take control of the activities. Similarly, passive children who are already quiet become even more passive. This is because children are not given enough opportunities to explore activities.

Some children prefer individual and structured activities; not all children enjoy group learning styles, while the center method focuses more on freedom of exploration and interaction between friends. However, for some children, the center method can feel less structured, causing them to feel confused and struggle to participate in activities without clear guidance from educators. Some children prefer individual learning because when learning in groups, they sometimes feel less understanding or confused, and may even feel disturbed by groupmates who like to play or even disrupt their peers during the learning process.(Wulansari, 2019)

The above statement is consistent with the results of an interview with Mrs. Dahliani, a B2 teacher at Darun Najah Islamic Kindergarten in South Sangatta, who said that not all children like to do group activities; in fact, some children prefer to do individual activities because they feel distracted by the activities of their friends. This is because center-based learning prioritizes groups.

## **b. Solution**

The solution to this problem is the role of parental participation. In implementing Islamic-based education, parents and teachers have a cooperative and reciprocal relationship, whereby children are taught at school about the essence of forming a generation with noble character, and at home, parents play a part in educating their children because parents are their children's first school. The role of parents here is to instill moral values from an early age, to recognize and model good behavior for their children.

The provision of learning materials and tools is also important. In this context, teachers can adapt teaching methods by utilizing available materials and tools, as well as employing techniques that are easy for children to understand, ensuring that the teaching and learning process remains effective and conducive.

The learning process must be tailored to the characteristics of the child. Before starting this learning process, we must first identify the characteristics and interests of the child, because each child has different interests and levels to support their development. For example, teachers can give students assignments that allow them to explore and socialize with their friends.

Building cooperation among students, teachers can foster cooperation among students by creating an environment that supports communication,

collaboration, and mutual respect. For example, by assigning group tasks, teachers can encourage students to work together to solve problems and develop ideas collectively. Emphasizing the value of cooperation, teachers can convey to students that helping each other, listening, and respecting others' opinions are important, and teachers should give appreciation to students who demonstrate good cooperation skills to motivate them.

## **DISCUSSION**

The results of the study indicate that teacher participation in implementing the imtaq center method at Drun Najah Sangatta Selatan Islamic Kindergarten is very important for the future of children through good lesson planning and implementation. Teachers need to plan learning objectives, media, and evaluations to determine children's abilities and understanding after learning. Character indicators that must be applied include honesty, dedication, mutual love, and responsibility. These values can be applied in students' daily lives at school and at home. Instilling religious and moral values from a young age forms the foundation of a child's life. Teachers must enhance students' faith to ensure that character development based on faith and ethics is evident in their daily behavior. Education focused on religious values is essential for preparing the next generation.

The findings of this study indicate that teachers play a crucial role in implementing the Sentra Imtaq (Faith and Piety) method, which is essential for shaping children's attitudes and personalities from an early age. In the learning process, teachers not only provide academic material but also serve as moral and spiritual guides, setting examples and instilling good values in life. The findings also emphasize the importance of education rooted in religious values in shaping students' character. Teachers play a vital role in this process. Through a consistent, well-planned, and comprehensive implementation of the Sentra Imtaq approach, the younger generation can grow into individuals who are faithful, moral, and well-equipped for the future.

The results of this study are in line with various previous studies which state that teacher participation in implementing the imtaq center method is very important to be used as a provision in children's daily lives. Research conducted by (Fattah, 2018) confirms that the existence of this imtaq program is very important for students because it greatly helps them in understanding, internalizing, better understand, and apply proper behavior and conduct in accordance with what is taught by Islam. This aligns with findings at the Islamic Kindergarten Darun Najah Sangatta Selatan, where the Imtaq center method is implemented to help children more easily understand and apply various concepts in line with what is taught in Imtaq education.

Research conducted by (Kumala, 2022) supports the findings of this study, stating that this learning teaches that Allah SWT is the One and Only God. In the process, children are taught various teachings in Islam, such as how to perform wudu, how to pray, recognizing Allah's creations, and understanding important events in Islam and other matters. Learning at the imtaq center is conducted repeatedly so that young children can

become accustomed to and understand it. Because something done repeatedly becomes a habit that is difficult to break, and continues to be ingrained in the child until they grow up.

Compared to previous studies, this research not only discusses teacher participation in implementing the imtaq center method but also the obstacles faced by teachers and provides solutions that can be directly applied in the learning process. Thus, the results of this study not only reinforce previous theories and findings but also add a new contextual perspective, particularly in the application of the imtaq center method.

Based on the researcher's direct experience in the research process, there are several limitations, and the researcher acknowledges that this study is far from perfect and has shortcomings, namely time and resource constraints, as the research process was conducted in a relatively short timeframe, making it impossible to collect data more thoroughly and repeatedly. This may have affected the completeness and depth of the data obtained.

This study also aims to provide successful models for implementing the Imtaq center method in kindergartens that can be adapted by other educational institutions. Furthermore, the results of this study can be used as a basis for evaluating education programs that focus on Imtaq values, thereby supporting continuous improvement. By encouraging community involvement in religious education in kindergartens, this study creates a beneficial synergy between schools and the community.

The findings of this research can be used to enrich or develop new theories and concepts. They provide an understanding of the application of the Imtaq method, the duties and responsibilities of teachers in implementing the Imtaq method to foster religious attitudes and good character in children, which must be instilled from an early age, thereby shaping good behavior through the application of the Imtaq center method. Thus, parents can also instill and cultivate moral behavior in children. With a method that integrates spiritual values, the school environment becomes more harmonious and promotes the development of students' character.

## **CONCLUSION**

Teachers' participation in implementing the imtaq center method at Darun Najah Islamic Kindergarten in South Sangatta plays a significant role in creating effective and focused learning. Teachers are not only required to be able to plan learning objectives, but also must be active in choosing approaches that suit students' characteristics, creating a safe and comfortable learning environment, and developing relevant materials. The role of teachers is not limited to being instructors but also as character mentors who help shape students' personalities from an early age.

However, this study also identified several challenges, such as insufficient parental involvement in instilling faith and piety values at home, limited learning facilities, children who tend to be active or passive, and some children preferring individual activities, which hinder the learning process from being optimal. As a solution, teachers are encouraged to collaborate with parents, adapt teaching methods to students' needs and interests, ensure

the availability of learning materials and tools, and promote collaboration among students to address excessive individual learning tendencies.

Recommendations for Implementation and Further Research: Schools and teachers can use these findings to develop a center-based learning curriculum that is more responsive to the needs and characteristics of early childhood. Schools need to strengthen cooperation with parents through regular communication, parenting classes, or joint activities that encourage parents to play an active role in shaping their children's spiritual values.

The provision of learning facilities (educational toys, thematic learning spaces, visual media) needs to be improved so that teachers can apply the imtaq center method to its fullest potential. For Further Research This research can be developed into a quantitative study to measure the extent of the imtaq center method's influence on children's social-spiritual development. Further research could also examine the role of school principals or school policies in supporting the implementation of the imtaq center method. In addition, it is recommended to involve more informants and institutions (such as teachers from other schools or different regions) so that the results are more representative and can be generalized. A longitudinal study could also be conducted to trace the long-term impact of the imtaq center method on the character formation of children up to the elementary education level.

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