

IMPLEMENTATION OF TASAWUF VALUES IN EARLY CHILDREN'S CHARACTER EDUCATION IN KINDERGARTEN ABA 12 MEDAN

Cindy¹
Siti Fatonah Try Jumiarni²

^{1,2}Universitas Muhammadiyah Sumatera Utara
cindycindybaru@gmail.com sitifatonahtryjumiarni@gmail.com

Abstract: *This study aims to describe the implementation of Sufism values in early childhood character education. The approach used is descriptive qualitative through observation, interviews, and documentation. The results of the study indicate that Sufism values such as sincerity, patience, discipline, and love can be implemented gradually through habituation activities, teacher role models, and a conducive learning environment. The application of Sufism values has been proven to help children build positive character, such as empathy, the ability to control emotions, and polite behavior. Consistent implementation between schools and families also plays an important role in strengthening the internalization of values. Thus, Sufism values can become an effective spiritual foundation in supporting the character development of early childhood.*

Keywords: *Early Childhood; Implementation; Sufi Values; Character Education*

Introduction

Education is a basic need for humans and has an important role as the biggest investment in developing and forming a complete individual. Education is something that must exist, which God entrusted to mankind from the beginning. Allah SWT created humans with the best form among other creatures as a sign of His respect so that humans are always grateful for the greatest gift from the Creator. Humans are the most interesting creatures to study and research, because every question regarding human nature always provides interest. There are always new things that emerge within humans, so that various aspects of the human mystery are still not fully understood and explored. (Ghofur, 2018).

Early childhood education or PAUD is very important because it is the basis for forming a person's character and personality. At this time, children are very sensitive to influences from various aspects such as moral, emotional and spiritual. Therefore, character education does not only focus on improving thinking abilities, but also on cultivating good values that can form a noble personality from the start. In Islamic education, one source of values that can be used to shape children's character is the teachings of Sufism (Education, 2020).

Character education is important in the world of education, especially at the PAUD level. At this age, children are developing in terms of moral and ethical values. One way to shape a child's character is to teach the values of Sufism. Sufism helps build deep moral understanding, with a focus on the relationship between humans and God, each other, and the surrounding environment. By combining the values of Sufism in PAUD education, children can grow into a generation that is academically intelligent, as well as developing in spiritual and emotional aspects (Di & Basis, 2025).

Sufism is a part of Islam that emphasizes cleansing the heart, controlling oneself, acting sincerely, being patient, full of compassion, and feeling close to Allah. These values are very suitable for helping the development of young children, especially in getting used to good behavior, strengthening the ability to manage emotions, and forming simple spiritual awareness. (Ajrul et al., 2025)

The role of Sufism today is very important as a way to strengthen faith and devotion to Allah Ta'ala amidst the progress of an increasingly modern era. By applying the principles of Sufism, a person tries to form a personality with good morals, because faith and devotion to Allah Ta'ala will create a noble attitude, so that he is able to face the challenges of today's increasingly modern era. (Ilmu & Vol, 2022).

In practice, applying Sufism values does not always require complex ideas, but can be done through routine activities in the family and in the PAUD environment. For example, by getting used to simple dhikr, instilling a sense of gratitude, teaching empathy through helping each other, and practicing patience when playing and studying. It is hoped that this integration can form the basis of children's good character, gentle behavior and the ability to control themselves. (Julaiha et al., 2024)

However, there is still quite little research on the application of Sufism in education for young children. This is an opportunity for educators, parents and researchers to explore more deeply how Sufism values can be applied in a way that is systematic, real and appropriate to children's development. Based on this, this article will discuss the application of Sufism values in character education for young children, as well as the importance of building a generation that has good morals and spiritual intelligence from an early age.

Method

This research uses a qualitative descriptive approach which aims to describe the implementation of Sufism values in early childhood character education. The research was conducted at a PAUD institution with research subjects including teachers, early childhood children and parents (Wahyunia & Tamrin,, 2024).

Data collection was carried out through observation, interviews and documentation. Observation is used to observe the application of Sufism values in daily learning activities. Interviews were conducted with teachers and parents to obtain in-depth information regarding strategies for implementing values and changing children's behavior. Documentation is used as supporting data to strengthen research results.

Result and Discussion

1. Implementation of Dhikr Values in Daily Activities

Based on observations, the teacher guides children to read light dhikr such as Bismillah, Alhamdulillah, and Astaghfirullah at various activity moments. Children imitate the reading spontaneously, especially when starting and ending activities. The teacher explains that the practice of dhikr is not done as a mandatory memorization, but as a conditioning of the heart so that children have simple spiritual awareness.

This research shows that Sufism values such as dhikr, patience, gratitude, sincerity and compassion have been naturally integrated into children's daily activities. This is in line with the principles of Sufism which emphasizes tazkiyatun nafs (purification of the soul) through gradual habituation and self-control.

The integration of dhikr and simple breathing techniques helps calm emotions. This shows that Sufism can function as a spiritual approach to form emotional regulation from an

early age. Children become better able to recognize feelings and control reactions when facing conflict.

1. Instilling the Values of Sincerity and Gratitude

From the results of the interview, Mrs. Tuti revealed that the value of sincerity was instilled through sharing stationery, toys or food. Children are encouraged to share without expecting imbalance.

Meanwhile, the value of gratitude is introduced through the habit of saying thank you, accepting the situation, and appreciating gifts. Implementation in schools shows that teachers consistently provide verbal reinforcement such as: "Thank God, we have finished drawing" or "Thank you for helping friends."

2. Developing Patience and Controlling Emotions

This research found that the value of patience is implemented through queuing, waiting for your turn, and games that require time. When children show excessive emotion, the teacher teaches short breathing techniques while chanting soft dhikr. As a result, children begin to be able to calm themselves when discussing or fighting over toys.

Teachers use situations that occur in everyday life as a way to teach the meaning of patience. Instead of using theory, teachers present direct experience. When children show impatience or anger due to having to wait, the teacher provides understanding instructions and invites the children to breathe slowly while doing dhikr.

The results can be seen in reducing the intensity of emotional outbursts when conflict occurs. Some children who were previously quick to cry or get angry are now starting to be able to restrain themselves and control their feelings independently.

3. Strengthening Empathy and Compassion

The value of empathy and compassion is one of the most prominent aspects in this research. Children often show behavior such as the habit of helping friends, comforting those who are sad, and sharing small things. Interviews show that teachers deliberately model a gentle and loving attitude to all children, so that they easily imitate this behavior. Teachers play a big role in shaping this behavior through example. Teachers always use gentle language and words, a calming tone of voice, and show equal attention to all children. This example is what makes children imitate natural affectionate behavior.

4. Collaboration with Parents

Parental involvement makes the value internalization process run more effectively. Consistency between teachers and parents makes this habit stronger and more sustainable. Children feel that these values apply to all aspects of their lives, not just at school. This collaboration is also in line with the family and environment-based early childhood education paradigm which complement each other in character formation.

The results of interviews with parents showed that the majority supported the implementation of Sufism values in schools. They are starting to get children used to reading prayers before going to bed, saying thank you, and teaching them simple etiquette at home.

The research results show that the application of Sufism values is more effective when parents support them at home. Consistency between school and family strengthens habits so that they shape children's character in a deeper and more sustainable way.

Conclusion

The implementation of Sufism values in early childhood character education makes a significant contribution to the formation of children's morals and social-emotional development. Through

habituation, teacher example, and a learning environment that instills values such as sincerity, patience, and compassion, children become better able to control behavior, show empathy, and build positive relationships with peers. The success of implementation is also influenced by the synergy between educational institutions and families. Overall, Sufism values can be a strong basis for building children's character from an early age spiritually and morally.

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