

**INSTILLING VALUES OF ISLAMIC EDUCATION  
THROUGH DEMOCRATIC PARENTING IN THE  
ORPHANAGE FOUNDATION NUR HIDAYAH OF  
SURAKARTA YEAR 2019**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree of Department of Islamic Education**

**by:**

**SITI RAHMA WATI**

**G000154005**

**DEPARTMENT OF ISLAMIC EDUCATION  
FACULTY OF ISLAMIC STUDIES  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
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By:

**Siti Rahma Wati**

**NIM: G000154005**

**NIRM: 15 / X / 02.2.2.1 / 1047**

**Has been examined and approved for testing by**

**Supervisor**



**Nurul Latifatul Inayati, S.Pd.I, M.Pd.I**

**NIDN. 0613108801**

## ENDORSEMENT PAGE

### Instilling Values Of Islamic Education Through Democratic Parenting In The Orphanage Foundation Nur Hidayah Of Surakarta Year 2019

Presented by

Siti Rahma wati

G000154005

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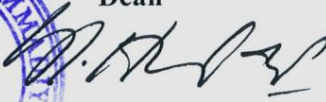


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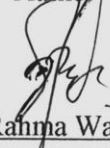
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Siti Rahma Wati

NIM.G000154005

# **INSTILLING VALUES OF ISLAMIC EDUCATION THROUGH DEMOCRATIC PARENTING IN THE ORPHANAGE FOUNDATION NUR HIDAYAH OF SURAKARTA YEAR 2019**

## **Abstrak**

Penelitian ini membahas tentang menanamkan nilai-nilai pendidikan Islam melalui pengasuhan yang demokratis di yayasan panti asuhan Nur Nur Hidayah Surakarta. Penelitian ini dilatarbelakangi oleh pentingnya memberikan pengetahuan pendidikan Islam melalui pola asuh yang demokratis oleh pengasuh kepada anak asuh. Penelitian ini dimaksudkan untuk menjawab masalah, (1) Bagaimana menanamkan nilai-nilai pendidikan Islam melalui pola asuh demokratis yang diterapkan di yayasan panti asuhan Nur Hidayah. di Surakarta ?, (2) Bagaimana pengasuh menanamkan nilai-nilai pendidikan Islam di yayasan panti asuhan Nur Hidayah Surakarta? Penelitian ini adalah jenis penelitian lapangan kualitatif dengan menggunakan metode observasi, wawancara / dokumentasi dan dokumentasi. Dalam menganalisis data terdiri dari empat tahap, yaitu pengumpulan data, penggabungan data, pengolahan data dan penarikan kesimpulan menggunakan metode induktif. Hasil penelitian menunjukkan bahwa: (1) Menanamkan nilai-nilai pendidikan Islam melalui pengasuhan yang demokratis di panti asuhan Yayasan Nur Hidayah Surakarta dengan kegiatan yang dipandu oleh pengasuh panti asuhan yaitu sholat berjamaah, puasa Senin kamis, membaca Alquran, mabit, kuliah dua kali seminggu, puasa sunnah Senin dan Kamis, kuliah tujuh menit (kultum), kegiatan ini mengandung nilai-nilai pendidikan Islam, yaitu nilai-nilai keimanan, nilai-nilai ibadah dan nilai-nilai moral. (2) Cara pengasuh menanamkan nilai-nilai pendidikan Islam melalui pola asuh yang demokratis, yaitu dengan memberikan teladan yang baik atau sikap yang baik, pembiasaan terhadap kegiatan di panti asuhan, saran untuk membimbing dan meningkatkan motivasi anak sehingga selalu ada perubahan menjadi lebih baik, pembiasaan , dengan pembiasaan akan berubah menjadi kebiasaan yang melekat pada anak, hadiah dan hukuman, pemberian hadiah dimotivasi agar anak asuh lainnya termotivasi, dihukum memberikan efek jera sehingga anak enggan mengulangi kesalahan mereka lagi.

**Kata kunci :** nilai-nilai pendidikan Islam, pengasuhan yang demokratis

## **Abstract**

This research discusses instilling values of Islamic education through democratic parenting in the Surakarta Nur Hidayah orphanage foundation. This research was motivated with the importance of giving knowledge Islamic education through democratic parenting by caregivers to foster children This research is intended to answer the problem, (1) How to instill the values of Islamic education through democratic parenting applied in the Nur Hidayah orphanage foundation in Surakarta?, (2) How do caregivers embed the values of Islamic education in an orphanage foundation Nur Hidayah Surakarta? This research is a type of

qualitative field research using the method of observation, interview / documentation and documentation. In analyzing data consists of four stages, namely, data collection, data merging, data processing and conclusion drawing using inductive methods. The results of the study show that: (1) Instilling the values of Islamic education through democratic parenting in the orphanage of the Nur Hidayah Surakarta foundation with activities guided by orphanage caregivers that is congregational prayers, fasting Monday Thursday, reading the Qur'an, *mabit*, *lecturing* twice in a week, sunnah fasting Monday and Thursday, seven minute lecture(*kultum*), these activities contain the values of Islamic education, namely the values of faith, values of worship and moral values. (2) the ways caregivers instill Islamic education values through democratic parenting, namely by giving a good role model or *good attitude*, habituation to activities in orphanages, advice to guide and increase children's motivation so that there is always a change for the better, habituation, by refraction will change into inherent habits in children, reward and punishment, giving rewards is motivated for other foster children to be motivated, punished to provide a deterrent effect so that children are reluctant to repeat their mistakes again.

**Keywords:** values of islamic education, democratic parenting

## 1. INTRODUCTION

Children have a right to obtain welfare, treatment, care, Caregivers and get outpouring of affection, either within the family or through special care, for the growth and progress towards maturing nicely. Nur Hidayah Foundation orphanage Surakarta is one institution social institution established in 1992 that seeks to help improve social welfare, provide formal and non-formal education, adequate food and clothing board needs children, mentally and socially. Children living in foster homes Foundation orphanage children are orphans, abandoned children who have experienced violence, broken home and the family cannot afford. For children who do not have parents both father and mother, and neglected children from poor families so that their parents cannot provide a solution to the problems of the economy to meet the needs of life that makes children feel they have no clear future.

Parenting is a behavior pattern that is applied to the parents of children, are consistent over time, the way parents educate and shape the character of the child, act as an activity to involve a lot of the behavior of individuals or together, a series of active efforts of parents to guide his son, in educating children in a

family environment that is committed intentionally in the form of an order, prohibition, punishment or reward as well as the creation of a situation of habituation.

In this year the orphanage Nur Hidayah gained 1st place in the race program foster family homes in Central Java and obtain level to level 4 in national. Foster children in foster homes Nur Hidayah hostel background of different ages ranging from the level of primary, secondary and upper secondary. In one house there are 6-12 children of different ages.

## **2. METHODS**

At each study is always faced with some problems to be solved. In the research methods are briefly discussed regarding the type of research, the research approach, data sources, data source, the method of deciding the subject, methods of data collection and data analysis methods In this paper, the researcher use this type of research is based on research that places the implementation of field research (field research). Examining the field research where is the researcher must take the relevance consideration and linkages between the nature of the data, data sources, techniques of data collection and information from the field. In the field research (field research) should be determined from the subject and the object of this research, which plays a role in the research is the Foundation Orphanage Nur Hidayah Surakarta and which acts as a research object were foster parents, foster children, In this paper the authors used a qualitative approach, ie one that is descriptive research method by finding the meaning of the data obtained in a study conducted in natural conditions (natural setting). This study also used a phenomenological approach, where researcher collecting data with participant observation to determine the essential phenomena of participants in the experience of his life.

## **3. RESULTS AND DISCUSSION**

Instilling Islamic educational values through democratic upbringing in an orphanage foundation Nur Hidayah Surakarta.

In instilling the Islamic educational values through democratic parenting, foster children are required to follow the activities in the orphanage. As explained in the theory of Chapter II about values of Islamic education instilling in children, such as belief (faith), worship, morals. this is in accordance with the invention researcher at the foundation orphanage Nur Hidayah Surakarta that the instilling of the values of an Islamic education through parenting democratic realized through a number of activities carried out in the dormitory in an organized and effective, namely: pray together, read the Quran, study, night to increase taqwa, Lecture seven minutes, fasting on Mondays and Thursdays, picket.

Consistent with the theory in Chapter II, Through the *Aqeedah* is the core foundation of faith in someone who should be imparted to children by their parents. This is consistent with the findings of researcher in Chapter III, The values of the Islamic Education about faith is shown through several activities, namely: held regular review twice a week with the material of monotheism, the pillars of Islam, the pillars of faith, fiqh, to recount the events that are happening at this time to be plucked a silver lining, and the purpose of the activity is to instill and increase faith in God almighty child caring, so that when a foster child faced with injustice he will stay away, the fear in his heart when doing disobedience.

In line with the theory of Chapter II, The educational value of Worship in Islam Islam is broadly divided into two types, namely worship *mahdah* (of worship), and worship *ghoiru mahdah* (common worship). *Mahdah* Worship includes prayer, fasting, charity, pilgrimage. While worship *ghoiru mahdah* include *shodaqoh*, read the Qur 'an. this is according to the findings of researcher in Chapter III' requiring foster children to pray in congregation, after their evening prayers and morning reading the Quran together. In order for their daily prayer is hard to foster children are not perforated, perforated it mandatory prayer in congregation for children son in mosque nearby, for daughters allowed in the dorm and into the mosque, in foster care, it is recommended to carry out fasting on Mondays and Thursdays, tahajud prayer, reading the al -quran after maghrib prayer and dawn, praying together, fasting on Mondays and Thursdays, although not required but a lot of foster children who carry it out.



In step as described in Chapter II about the value of moral education, that the main thrust of education given by parents to children in Islam is moral education, with road train children get used to things that are good, respect to both parents, behave decently well in everyday behavior and the spoken word, Value morals teach men to act and behave properly in accordance norm or right and good manners, so that would bring a peaceful patterns of human life, peace, harmony, and balance.

This is according to the findings of researcher in Chapter III, With the holding of regular review of the week twice in which there is material on siroh-siroh prophet and chapter character that is expected to be a provision in foster care in order to have good morals and to apply it in everyday life in the orphanage and the next time they were out of home upbringing, having read the Quran also Lecture seven minutes activities delivered by the foster children at this time there is the value of moral education, foster children are trained to appreciate friends who convey Lecture seven minutes in caregiver supervision.

In the third instill educational values of Islam caregiver has ways to instill the values of Islam education in the foundation orphanage Nur Hidayah Surakarta as explained in the theory of Chapter II about ways to instill the values of Islamic education to children which can be done by giving a good role model to children, get children to perform the symbols-symbols of religion since I was little, to prepare an atmosphere of religious and spiritual appropriate in the home where the child is located, guiding children reading readings religion, guiding children participated and participate in religious activities.

In line with the theory of Chapter II about Provide good role model to the children about the power of faith in God and hold fast to the teachings of the religion perfectly. Give a good example in orphanages, to be followed and imitated in everyday life is give a good example of the caregiver, of habits, actions and words, it agrees with the findings of researcher in Chapter III that the instilling of the values of Islamic education to foster children, caregiver have the means to behave well, speak politely, prayer in congregation in the mosque, saying hello when entering the hostel. Because at the same age, past the

development of foster children, who need adult role models of people who are nearby.

In line with the theory of Chapter II, get children to perform the symbols-symbols of religion since I was little so that implementation becomes ingrained habit, the children do it on their own and can feel the tranquility in him because they do. this is according to the findings of researcher in Chapter III, For the creation of habituation in a person must start with the encouragement and Caregivers of caregiver in some children's activities, In the way of habituation will indirectly result in the values of moral education, when parents apply habituation-conditioning to the child, when the child has entered a phase of adolescence then headed adult, then it will be spontaneous habituation, when he did not do it, will feel something is missing, do it on their own and can feel the tranquility in him because they do. Children will have a good habit of being in a good environment, and vice versa, so that foster children have good habits then the caregiver as a parent plays an important role to educate, nurture, guiding the foster children with good habits in which along with the values of Islamic education, accompanied by explanations the role model of good attitude then habituation. Examples exist in the foundation orphanage Nur Hidayah how caregiver habituate children with regular review, it is expected the child to be keen to follow studies or assemblies of science, even if their children are not orphans, habituation when entering the hostel say hello, fasting on Mondays and Thursdays habituation after prayers dusk and dawn reading the Quran, the hope of children used to be an obligation to do, like reciting al-Quran wherever located.

In line with the theory of Chapter II becoming a parent does not cease to always guide the child, because in fact the children need Caregivers, especially Caregivers on Islamic religious knowledge. Caregivers on Islamic education one way can be done by giving advice to children, it is consistent with the findings of researcher in Chapter III in the future development of children do require a positive moral support. The unstable patterns of thought are the reason the importance of giving advice to children. Because the children are expected to continue in correcting their mistakes and turn into a better person. At the

orphanage foundation Nur Hidayah Surakarta, the advice is not given only when a child made a mistake alone, advice and Caregivers given to children when after evening prayers, Lecture seven minutes then followed by giving advice and motivation from the caregiver may be in the form of delivery of hadith and events outside the institutions to take a lesson.

On the theory in Chapter II the lack of exposure of reward and punishment found their way value instilling of Islamic education through the use of democratic parenting caregiver to educate foster children in orphanages Nur Hidayah Foundation Surakarta, this is in accordance with the findings of researcher in Chapter III reward and punishment is one way caregiver to instill educational values of Islam through parenting democratic, with awards or appreciation given the nanny to the children of the success in doing something, to give a just penalty for children who violate discipline, foster children are given gifts or punishment according to what they do. With the enforcement of reward, a motivation for foster children to another, the punishment can make them a deterrent so reluctant to repeat the fault again.

#### **4. CONCLUSION**

The Instilling the values of Islamic education through democratic parenting in the orphanage of the Nur Hidayah Surakarta foundation with activities guided by orphanage caregivers that is congregational prayers, fasting Monday Thursday, reading the Qur'an, *mabit*, lecturing twice in a week, sunnah fasting Monday and Thursday, seven minute lecture, these activities contain the values of Islamic education, namely the values of faith, values of worship and moral values

ways caregiver instill educational values of Islam through democratic parenting, namely by providing role models or good attitude, familiarity with the activities at the orphanage, advice to guide and enhance the child's motivation so that there is always a change for the better, habituation, by means of refraction will turn into a habit inherent in children, reward and punishment, reward be a motivation for foster children to another, motivated, punishment to provide a deterrent effect so that the child reluctant to repeat the mistakes again.

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