

Abstract

Mu'nisah Hayati: *Pendidikan Nilai Agama Islam Pada Anak Usia Dini TK Aisyiyah 37 Ar-Rahim, TK Aisyiyah 39 Al-Ummah dan Paud Terpadu Negeri Pembina Di Kota Banjarmasin Tahun Ajaran 2018/2019*, under (1) Dr. Hj. Romdiyah, M.Pd. and (2) Dr. Hj. Salamah, M.Pd. guidance, Thesis of UIN Antasari Banjarmasin Aftergraduate Program, 2019.

Keywords : Education, Islamic Value, Preschooler.

Education is an important aspect of human resource development, because it is a tool not only used for avoid people from backwardness, but also avoid them from ignorance and poverty. Therefore education should be started early so children as nation's bud could be prepared as ready as possible with good regulation in education. Islamic value education should be embed early, in this case writer describe about *akidah*, *ibadah*, and *akhlak* education. Preschool education is a stage of education that can't be ignored because it determine the children's development and successfulness. One of preschool institution is Taman Kanak-Kanak (TK or PAUD).

Method that researcher use in this research is Qualitative Descriptive where the writer potraying facts on the field, about islamic value education in TK Aisyiyah 37 Ar-Rahim, TK Aisyiyah 39 Al-Ummah and PAUD Terpadu Negeri Pembina. Techniques in data collection of this research are observation technique, interview technique, and documentation technique.

Results of this research show us that TK Aisyiyah 37 Ar-Rahim, TK Aisyiyah 39 Al-Ummah and PAUD Terpadu Negeri Pembina all said islamic value education is very important to be embed as early as possible. Proof of this result could be seen from those three schools while doing teaching learning process of islamic value education which for *akidah* education, we take example from their activities such as introducing God's attribute using *asmaul husna* and introducing *rukun iman* by singing method. For *ibadah* aspect we take example from *wudhu* and *shalat berjamaah* practice by using demonstration method. And for *akhlak* aspect, children was taught *hadits'* for daily *akhlak* such as *hadits* for inhibition to angry, importance of maintaining cleanliness, eating and drinking while standing taboo, all of them was taught by habituation method. As for the results, students' have been led to a positive direction, which is proven from students' parents explanation that told us if their children who was very difficult to be invited in *shalat berjamaah* at the beginning but now they are easier to be invited to do *shalat* eventhough they still difficult to do it together and still don't do it regularly, meanwhile the development in *akidah* side show us that they are able to mentioning *rukun iman*, *asmaul husna*, and *iqrar syahadat*. As for development in *akhlak* aspect, they are able to implementing *hadits'* of daily *akhlak*, such as prohibition of littering and prohibition of eating and drinking while standing.