

MANAGEMENT OF THE INFAQ CAN PROGRAM TO FORM FRUGAL AND CARING CHARACTER IN EARLY CHILDHOOD AT EAST PURWOKERTO STATE KINDERGARTEN

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Abstract. Instilling character values from an early age is an important part of the formation of children's personalities. The infaq can program is one of the real activity-based approaches that can be used in character education, especially to form a frugal and caring attitude. This study aims to describe the management of the infaq can program in East Purwokerto State Kindergarten and its impact on the formation of frugal and caring character of children. The method used is qualitative descriptive with a case study approach. The results of the study show that the management of this program includes systematic planning, implementation, and evaluation, as well as involving parents in the process of character education. Children showed an increase in the behavior of setting aside pocket money and concern for others. This program has proven to be effective in instilling the value of frugality and care through contextual learning.

Keywords: Management, Infaq Cans, Character, Thrift, Caring.

INTRODUCTION

Early childhood education is very important education to lead to a good future, because early childhood education is the basic foundation for shaping a person's personality. One of them is character education because character education in early childhood has a strategic role in forming a strong personality foundation. Frugal and caring characters are two important values that must be instilled from an early age to form a responsible and empathetic person. In the context of Islamic education, one of the media that can be used to instill these values is the infaq can program. This activity not only instills the habit of setting aside some pocket money, but also strengthens empathy through sharing activities. The main problem raised in this study is how the management of the infaq can program is implemented in East Purwokerto State Kindergarten and the extent to which this program can form a frugal and caring character in children.

RESEARCH METHOD

This study uses a descriptive qualitative approach with a case study method. The location of the research is at East Purwokerto State Kindergarten. The informants consist of school principals, teachers, parents, and students. Data collection techniques are carried out through observation, interviews, and documentation. Data were analyzed using data reduction, data presentation, and conclusion drawing techniques.

RESULT AND ANALYSIS

1.1 Program Planning

The planning of the infaq can program is carried out through a coordination meeting between the principal, teachers, and the parent committee. Each child will be given a can of infaq which is kept in the child's locker in each class. Every day, children can fill the infaq can according to the ability

of each individual. The purpose and benefits of this infaq can program are socialized to parents of students at the beginning of the new school year.

1.2 Program Implementation

Implementation is carried out every day. The children brought money to put in the infaq can that had been named by each student. At the end of each semester and before the Eid al-Fitr, infaq cans will be opened and counted together with all students and guardians. The teacher guides the students to set aside pocket money voluntarily and explains the meaning of sharing.

1.3 Program Evaluation

The evaluation was carried out by recapitulating the number of infaq collected and discussing the impact. The funds from the infaq are distributed to orphanages, disaster victims, or orphans, as well as the surrounding environment in need which is conveyed to children in an easy-to-understand way.

1.4 Impact on Children's Character

The results of the observation showed an increase in children's awareness in setting aside money and helping others. Children also begin to show empathy when they know that a friend is having difficulty.

CONCLUSION

The management of the infaq can program at East Purwokerto State Kindergarten can be carried out systematically through the stages of planning, implementation, and evaluation involving all elements, including parents. This program is effective in forming frugal and caring character in early childhood through contextual learning and habituation approaches. Tip: Other PAUD institutions can adopt similar programs with adjustments according to local conditions and needs.

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