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## Cultivation of Islamic Education Values in Orphanage Children

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Article Information	Abstract
<b>Received:</b> 28 April 2024	<i>Instilling values provides values, traits, and knowledge that become a reference for behaviour in everyday life. The values of Islamic education are the values contained in the Islamic religion's teachings, including aqidah and morals. This research aims to discover the processes, strategies and methods for instilling Islamic educational values in foster children at the Muhammadiyah orphanage in Semarang City and the implications. The method used is qualitative with a field study type. Data collection was obtained by conducting observations, interviews and documentation with informants. The population in this study were all residents of the orphanage and the sample was 30 people. The data analysis uses content analysis. This research shows that instilling Islamic educational values in foster children at the Muhammadiyah orphanage in Semarang City starts with the process, planning, implementation, and evaluation. The strategies implemented are routine and regular education, learning Islamic values, good time management, commitment and sincerity of caregivers and a pressure-free environment. The implications for instilling Islamic educational values in Muhammadiyah orphanages include the values of aqidah, worship and morals. This instilling of Islamic values is carried out and implemented in daily behaviour, providing an excellent example after being given by caregivers to their foster</i>
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Penanaman nilai merupakan suatu proses memberikan nilai, sifat, dan keilmuan yang menjadi acuan perilaku untuk digunakan dalam hidup sehari-hari. Nilai-nilai pendidikan Islam merupakan nilai yang ada dalam ajaran agama Islam yang meliputi aqidah dan akhlak. Tujuan penelitian ini untuk mengetahui bagaimana proses, strategi, dan cara dalam menanamkan nilai-nilai pendidikan Islam pada anak asuh di panti asuhan Muhammadiyah Kota Semarang dan bagaimana implikasinya. Metode yang digunakan adalah kualitatif dengan jenis studi lapangan. Pengumpulan data diperoleh dengan melakukan observasi, interview, dan dokumentasi dengan informan. Populasi dalam penelitian ini adalah seluruh penghuni panti asuhan dan sampelnya berjumlah 30 orang. Adapun analisis data menggunakan analisis isi. Hasil penelitian ini menunjukkan bahwa penanaman nilai-nilai pendidikan Islam pada anak asuh di panti asuhan Muhammadiyah Kota Semarang dimulai dari proses, perencanaan, pelaksanaan, dan terakhir evaluasi. Strategi yang diterapkan pendidikan rutin dan teratur, pembelajaran nilai-nilai Islam, manajemen waktu yang baik, komitmen dan keikhlasan pengasuh dan lingkungan tanpa tekanan. Implikasi dalam penanaman nilai-nilai pendidikan Islam yang dilaksanakan di panti asuhan Muhammadiyah meliputi nilai aqidah, ibadah, dan akhlak. Penanaman nilai Islam ini dilakukan dan diimplementasikan dalam perilaku sehari-hari memberi contoh yang baik setelah diberikan oleh para pengasuh kepada anak asuhnya.

## **I. INTRODUCTION**

The cultivation of Islamic Education values includes the central teachings of Islam, namely Akidah (faith), worship problems and good or central behaviour (morals) (Waldi & Maallah, 2023). However, in reality every child has a different destiny where they are born with parents and some are born but do not have a family. Children who do not have a family are usually due to divorce or the death of their parents, so the child becomes neglected. They have to live their lives without parents, family, and relatives. Children who do not have a family are usually taken care of by social institutions such as orphanages. Every child living in

an orphanage is undoubtedly not as warm and complete as living in a family (Nazopah, 2023). However, at least orphanages are an alternative to provide protection and services to children who have lost the love of parents, family, and relatives.

Parenting is a control from parents to children so that in the process of accompanying, guiding, and educating in navigating the process of life can run well and maximally and it is hoped that the process towards a successful adult (Rahmasari et al., 2024). Orphanages as a substitute for family are expected to develop children's personalities in various aspects, such as religious, physical, psychological, and social aspects. Panti is a residence, residence, house, while orphanage is a house or residence to care for and maintain abandoned children, orphans, orphans, orphans and not (Rambe & Lubis, 2023). Orphanages try to guide devotion to God Almighty and the development of noble character. One of the efforts made by the orphanage to shape a sound and mental person is instilling the values of Islamic education.

Cultivating religious values is a profound effort to instil values into a person's heart, influencing their soul and spirit to align with religious values (Zahroh & Syaifudin, 2023). The Islamic education values that are instilled in each foster child are not just theoretical but also practical. These values, which include aqidah values, moral values, worship values, discipline, and social equality responsibilities, are exemplified in their daily behaviour and life (Mustofa & Rochman, 2023). The practical application of Islamic values in everyday life is of utmost importance. Encouraging foster children to live according to Islamic values allows them to practice Islamic teachings in their daily lives, both in group settings and individually (Abnisa & Ihsan, 2023).

Muhammadiyah Orphanage of Semarang City is an orphanage established by Muhammadiyah Association of Semarang City which is domiciled on Jalan Giri Mukti Barat II no 19 Tlogosari Village, Semarang City. Muhammadiyah Orphanage Semarang City has a role in accommodating, providing protection, and nurturing orphans, orphans, and poor and neglected children to develop naturally and restore a decent and normative life. Muhammadiyah Orphanage Semarang was

established on November 16, 1966; the activities carried out by Muhammadiyah Orphanage Semarang City, in addition to providing care, also provide care and guidance, as well as religious education so that it is expected that neglected children have Technology Science and Religious Science as a provision for the next life.

The Muhammadiyah Orphanage in Semarang City grapples with a significant challenge: children under its care exhibit diverse characters and levels of self-adjustment. These orphans, hailing from various regions, have not received direct education from their parents. Moreover, the disparity in age and educational background necessitates a well-thought-out strategy for implementing Islamic values. This strategy should be designed to be easily understandable to the children, thereby ensuring the proper cultivation of Islamic values.

Some previous studies that are references for this research include Safitri et al., (2023) research formation of student character through learning islamic religious education. Research from Panji et al., (2023) explains that Islamic value education is critical at an early age. While research from Rahmasari et al., (2024) resulted in findings that the importance of Islamic value education in elementary school students. Susanti, (2023) her research at SDN 98 Rejang Lebong revealed that elementary school children must be educated early about Islamic value cultivation (Pahrudin et al., 2023). Research at SMA N 15 Bandar Lampung found that high school students must also be given Islamic value cultivation. In addition, it is corroborated by other research (Akbar & Azani, 2024; Arwani et al., 2022; Astuti et al., 2023; Aziz & Giyoto, 2023; Hasanah et al., 2023; Nugroho & Citra, 2024; Salsabilah et al., 2023; Saputro, 2015; Saraswati & Fauzi, 2024; Zukhrufin et al., 2021).

Building upon extensive observations and previous research, this study delves into implementing Islamic values in the Muhammadiyah orphanages in Semarang City. The process of instilling these values is intricately woven into the mental and moral development of the foster children. This is achieved by familiarizing them with disciplined behaviour in worship, such as congregational prayer, Tadarrus, and religious lessons at the orphanage. The children are also

taught to adhere to the rules set by the orphanage caregivers, thereby instilling discipline. This process of Islamic value cultivation has already begun to yield positive results. This research addresses the importance of cultivating Islamic education values, the strategies caregivers should employ, and the implications of this cultivation at the Muhammadiyah Orphanage in Semarang City.

## **II. METHODS**

This research is included in qualitative research using field research methods. Field research is done by directly inspecting agency objects to obtain primary and secondary data (Ikhwan, 2021; Sugiyono, 2015). Primary data in this research are the results of direct interviews with resource persons at the Muhammadiyah Orphanage in Semarang City. Meanwhile, secondary data, references, and literature strengthen this research (Setyosari, 2015). This research is descriptive and qualitative. Data was obtained by distributing questionnaires and conducting interviews with 8 orphanage managers/teachers and 21 foster children living in the Semarang City Muhammadiyah Orphanage dormitory. Questionnaires will be distributed from February to March 2024. The data obtained will be processed in such a way as to test the validity of the data by triangulation. They will be presented in an argument that describes the mechanism for instilling Islamic values in orphanages. The data analysis uses content analysis, namely identifying and understanding how the values of Islamic education are instilled in children in orphanages. This technique is used to explore and understand how Islamic educational values are instilled in children in orphanages what these values are and how they are conveyed. This technique includes several steps such as Selection of units of analysis, categorization and coding, data analysis and interpretation and finally concluding. These results will be seen as able to provide definite answers regarding the implications for the future so that target achievement can be achieved.

III. FINDINGS AND DISCUSSION

Relationship to Islamic Values Education

Based on the research results, there are 21 foster children at the Muhammadiyah Orphanage in Semarang whose ages range from 12-18 years old. Junior high school education equals 12 children, and high school education equals 9 children. The research results can be presented as follows:

1. Relationship with timely prayers

The application of daily Islamic values that prioritize the value of worship teaches humans that every action of the students in the Muhammadiyah orphanage is always based on a sincere heart to get the pleasure of Allah SWT, with the cultivation of the value of worship that can be seen from the daily behaviour of students including the implementation of five-time prayer activities on time. All children living in orphanages have a high proportion of praying on time. This indicates that the awareness and obedience to praying on time is very high among orphanage children. This data analysis illustrates how education and age influence students' behaviour and awareness of timely praying. This provides insight for Islamic educational institutions to adjust the value and religious education approach according to the age group and level of education to increase compliance in performing prayers on time.

2. Relationship with reading the Qur'an

Table 1. Educate students with questions about reading the Qur'an

School	Category				Total
	Disagree	Hesitated	Agree	Totally Agree	
Junior High School	4.76%	14.29%	14.29%	23.81%	57.14%
Senior High School	0.00%	4.76%	9.52%	28.57%	42.86%
Total	4.76%	19.05%	23.81%	52.38%	100.00%

Source: Primary data processed, 2024

In the table above, foster children with a high school education have a higher awareness of reading the Al'quran daily than students with a junior high school education. This indicates that the curriculum and coaching at the relevant educational institutions may effectively instil religious values and the practice of reading the Holy Quran among their students.

In planning the program to instil Islamic education values, if foster children memorize 1 juz in one month, they will be given an intensive of Rp. 500,000, - (five hundred thousand rupiah), as well as if there are foster children who become class champions in formal schools will get the same prize in the form of money with a nominal of Rp.500,000 - (five hundred thousand rupiah), this is done to motivate for foster children to be eager to learn and memorize the Holy Qur'an.

### 3. Relationship with observance of sunnah fasting monday-thursday

**Table 2. Relationship with observance of sunnah fasting**

School	Category			Total
	Hesitated	Agree	Totally Agree	
Junior High School	14.29%	28.57%	14.29%	57.14%
Senior High School	9.52%	4.76%	28.57%	42.86%
Total	23.81%	33.33%	23.81%	100.00%

Source: Primary data processed, 2024

In the table above, foster children with a high school education have a higher awareness of fasting on Monday-Thursday compared to students with a junior high school education. This data shows that understanding and involvement in sunnah fasting tends to increase and become more severe as the level of education increases. This confirms that in-depth Islamic education may play a role in improving the appreciation of sunnah practices. When Santri observe sunnah fasting at this level, they do so with solid faith and high seriousness.

### 4. Relationship by saying greetings to the teacher

Foster children are always taught to say greetings when meeting teachers on the street. This is one of the manners and morals used to cultivate Islamic values. Foster children have a high awareness of manners to teachers. Saying greetings is a form of social manners that orphanage children continue to hold from an early age. However, as age and education level increase, foster children prefer to adjust their level of adherence to this adab based on the situation or personal beliefs. Overall, this understanding demonstrates the importance of greetings, although variations in the level of adherence could be influenced by factors such as age and social maturity.

#### 5. Relationship between moral education and helping

Orphanage children always apply moral values to their daily lives. The positive attitude of helping others is very high among orphanage children. Cultivating the trait of helping each other is an important task. Differences in maturity level, academic load, and broader social experience mean that older foster children must set an example for younger siblings in the orphanage. The social values instilled in the orphanage emphasize the importance of helping others, whether friends, schoolmates, teachers, or the surrounding community. This proves that the transfer of knowledge of the cultivation of Islamic values about helping each other happily is very evident and is well understood.

#### 6. Relationship between moral education and speaking kindly and honestly

Orphanage caregivers teach foster children always to speak kind and honest words. Morality and value education are highly emphasized to increase integrity among foster children. To make children dignified and honourable, cultivating Islamic education values must be thoughtfully planned; the Orphanage management must be a role model in laying the foundation of values. The orphanage imposes strict sanctions on foster children who violate this. Foster children are very obedient to the rules that apply, it is not uncommon for them to report themselves for what they do, such as coming home from school late due to school activities, tiredness and sleep, so they forget to carry out their obligations.

Foster children are given a very high level of Islamic moral education so that one day they can become quality human beings if they no longer live in orphanages. Kindness and honesty are needed in life. Foster children never get direct education from parents, so the role of orphanages is to instil Islamic values, especially in good behaviour and honesty.

### **The Importance of Cultivating Islamic Education Values**

Based on the research results, cultivating Islamic values to foster children at the Muhammadiyah Orphanage in Semarang City has a vital role. The results of this study, which were tested using the data validity test, can be argued that the cultivation of Islamic education values has a good impact on orphans and orphans who have received good Islamic value education. Twenty-one orphanage children



at junior and senior high school levels have carried out education through the teachings that the Muhammadiyah Semarang orphanage teachers and administrators have applied. These results align with research from (Sari, 2023) which explains that religious education values will keep away from bullying (Panji et al., 2023). This research explains that Islamic values education is critical at an early age.

This is to help foster children to become quality human beings through the teachings of Islam. Character building must start early so that it can be embedded after they graduate and do not live in an orphanage. This study has several indicators to determine the deep absorption of Islamic values knowledge in foster children. These forming indicators include the responsibility of praying on time, fasting Sunnah (Monday and Thursday), greeting teachers or elders on the street, helping each other happily, and always doing good and telling the truth.

The cultivation of Islamic values is likely to make foster children more obedient to religion and polite and help them become good children. These foster children, who are dominantly teenagers, have entered from childhood and follow the rules that apply in the Muhammadiyah Orphanage in Semarang City. They are taught how to be a good person with the guidance of teachers and ustad who teach their knowledge. Every afternoon they are trained to read the Qur'an and give memorization deposits to the teachers and ustad. In the evenings they are taught aqidah, fiqh, morals and Arabic. It is intended that early education is excellent for supporting themselves when they grow up. Foster children are also given motivation by competing to memorize the Qur'an. Children will be given an incentive of Rp. 500,000 (five hundred thousand rupiah) if they can learn the Qur'an within one month.

In addition to being given Islamic values, foster children are taught discipline such as managing time well, entrepreneurship, and others. Foster children who do not get direct education from their parents, if not guided properly, can take the wrong steps. So the critical role of managers and caregivers in the Muhammadiyah Orphanage of Semarang City will be a good benchmark for foster children. This research has good results, and cultivating Islamic values is very appropriate.

### **How the Strategy Should be Carried out by Caregivers**

Based on the results of the research conducted of the 8 managers/caregivers who have been given questionnaires, the questionnaire states that the strategies applied by the caregivers of the Muhammadiyah Semarang orphanage in instilling Islamic values are deemed adequate. The approach used by caregivers includes: 1) making a routine schedule for children every day from waking up to bedtime; 2) every time they hear the call to prayer, they immediately go to the mosque to pray in the congregation; 3) every day they are required to read the Koran after prayer; 4) every Sunday there is a clean-up of the orphanage. This strategy has been very effective in shaping the characteristics of orphanage children to become diligent and responsible. In addition, the orphanage cooperates with the school to monitor children's activities. If the child has activities at school, then the child must first report to the caregiver of the orphanage. So that if the child comes home late, they will not be subject to punishment.

One of the caregivers of the Muhammadiyah Semarang orphanage Ustad Jefri stated that if the orphanage children wake up late and do not perform congregational prayers, they will be given punishment by giving a deposit of the Qur'an. This reflects the importance of congregational prayer for orphanage children. Before leaving for school, orphanage children are required to have breakfast first and are also given a briefing about the activities at school on that day. This is done so that caregivers know the position of children who can have school activities. After the briefing, they will line up to shake hands with the caregiver of the orphanage. This result is in line with the statement from Rahmasari et al., (2024) which states the importance of the right strategy in instilling Islamic values, it will form a solid religious spirit in children. This value planting is to create a good soul and have good morals. This strategy has been running daily and forms a good personality in the children of Muhammadiyah Semarang orphanage. Thus, the caregivers of the orphanage have carried out their responsibilities very well and there is no coercion in caring daily. They only expect that orphanage children as adults can live their daily lives normally and adjust to society according to Islamic values.

### **The Implications after the Cultivation of Islamic Education Values**

Based on the results of the research that has been conducted, it produces an answer that the cultivation of Islamic values has been running well and effectively, so it can be implied that the cultivation of Islamic education values can be felt directly or indirectly in orphanage children. Research from Walidi & Maallah, (2023) states that teachers' role in instilling Islamic values has promising implications for children. This result is also similar to the findings where children who come to orphanages who do not have knowledge and education are given training in self-discipline and self-morals so that gradually, children have knowledge and a sense of a good life according to the demands of excellent and true Islamic teachings. This was also stated by one of the caregivers of the Muhammadiyah Orphanage Semarang named Ustad Dimas Khijri who said how important it is to pray in the congregation on time, read the Qur'an every day, carry out Sunnah fasting, respect elders, love to help, and always say good and honest words. Orphanage children are given the cultivation of discipline both in science and morals because they do not get this directly from their parents, so if left unchecked, they will become destructive and irresponsible people.

Children who have received education in Islamic values are expected to be able to equip themselves for daily life, socialize with the community, and for their future (Aziz & Giyoto, 2023). The implications of the knowledge gained are beneficial for orphanage children who initially did not pray in congregation time to pray in the congregation on time and who could not read the Qur'an to be able to read well and fluently. Those who initially did not practice Sunnah fasting became accustomed to fasting. This good thing becomes a daily habit for children and has implications for their lives. In addition to themselves, the impact of this good role of Islamic values will continue to be embedded in the child. It will later be channelled into the child's talents and interests so that they get a scholarship because of their achievements in memorizing the Qur'an.

Orphanage children who do not have direct costs when attending school. They can channel their talents into memorizing the Qur'an to become school icons and represent them in the Qur'an memorization competition, which can help

children get school scholarships. Children can also become a good imam later in adulthood both in being an imam during congregational prayers and being a good parent when they are married. So the implications of planting Islamic values are useful not only when they are small but also when they are teenagers to adulthood and later have a family.

#### **IV. CONCLUSION**

The cultivation of Islamic education values in Muhammadiyah Orphanage Semarang to educate foster children to become qualified individuals by Islamic values. Planting Islamic values to support foster children to have Aqidah, Ibadah, and good morals can be used later in life after being in the Muhammadiyah Orphanage Semarang City. The cultivation of Islamic education values at the Muhammadiyah Semarang orphanage is felt to have a positive impact such as children becoming disciplined to pray on time, read the Qur'an every day, do Sunnah fasting, always help fellow friends, respect teachers, say good and honest. The strategy implemented by caregivers is very appropriate and beneficial for orphanage children. Children who come to the orphanage initially do not have Islamic knowledge and are given routine and regular education every day. Children are taught how to understand Islamic values that can be applied in everyday life using good time management from waking up to sleeping. The caregivers of Muhammadiyah Semarang orphanage also carry out this Islamic value education voluntarily and wholeheartedly only for devotion to Allah SWT. So that the applied strategy can run well without pressure. The implication of planting Islamic education values is expected to make children aware of obeying Allah SWT and always practising what the Prophet Muhammad SAW taught so that they become pious children and are helpful to the country and nation. This Islamic value can also be a provision for children for daily life, provision for life from childhood to adulthood, and when they become the head of the family.

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