

Parental Partnership in Implementing the Hajj Manasik Activity Program at RA Raudhatul Faizin

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Abstract

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Hajj simulation (manasik haji) for early childhood is a simplified learning activity designed to introduce children to the rituals of Hajj while teaching religious values such as piety, cooperation, and independence. This partnership is a collaborative effort involving parents in various educational activities, both at school and at home. This study aims to explore the role of parents in supporting the implementation of Hajj simulation activities at RA Raudhatul Faizin. Using a qualitative approach, data were collected through observation, interviews, and documents. The findings show that parents who were actively involved in preparation, implementation, and evaluation of the activities helped children to understand and enjoy the experience. However, there were challenges such as time constraints and limited understanding among some parents. This study recommends the need for better communication and training for parents to ensure that these activities run more smoothly in the future.

Keywords: Parent partnership, Hajj simulation, early childhood, religious values.

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INTRODUCTION

Hajj rituals are a learning activity that has educational and religious value, especially in early childhood education institutions such as Raudhatul Athfal (RA). This activity aims to introduce children to the fifth pillar of Islam, namely the Hajj, as well as instilling Islamic values from an early age. Implementing Hajj rituals does not only involve teachers as facilitators, but also requires active participation from parents as main partners in the education process.

Partnerships between parents and educational institutions are very important to ensure the success of learning programs, including Hajj ritual activities. Parents have a strategic role in providing support both morally and materially, as well as creating a conducive learning environment at home. A synergistic relationship between parents and RA can improve the quality of learning and help children understand the essence of each pillar and procedure for the Hajj pilgrimage.

One of the acts of worship that must be known and studied as the final act of perfecting the pillars of Islam is the pilgrimage, the fifth pillar of Islam. Children only know the Hajj pilgrimage as an obligatory worship without knowing how to carry it out (Ansori, 2019). Specifically, holding Hajj rituals for children is a vehicle for introducing children to the Hajj pilgrimage, considering that this age phase is the one with the best fundamental religious values as a provision for the



nation's next generation to have strong faith and good morals. This activity is in line with efforts to increase the creativity of the religious spirit in children, especially the Hajj rituals, so that they leave an impression and become provisions for religious life in the future (Afiyah & Usman, 2022).

The development of religious and moral values in early childhood is something that teachers must pay attention to because from good development children will be good when they grow up, learning religion from an early age is very important for children because children will learn about the basics of their religion and children will remain remember it until adulthood.

The Hajj ritual activity is one of the activities chosen to develop religious and moral values in children from an early age because from the Hajj ritual activity children will learn about the foundations of their religion, habits in doing good, habits in obeying every rule, habits in being honest and polite. and polite. The development of children's religious and moral values through Hajj rituals is carried out in three stages, namely 1) preparation/opening, 2) implementation, 3) recalling and closing.

From this Hajj ritual activity, children will get to know God better, learn more about their religion, religious customs, and children can also get to know the history related to their religion. Apart from that, Hajj ritual activities can help improve children's discipline because in their implementation they contain disciplinary values such as lining up, patiently waiting for your turn, dressing neatly, consistency, as well as rewards and punishments.

However, it is not uncommon to find various challenges in building this partnership, such as parents' lack of understanding of the importance of their involvement or limited time. Therefore, this research seeks to examine in more depth the role of parental partnerships in implementing the Hajj ritual activity program at RA, as well as the factors that support and hinder this process.

Thus, it is hoped that the results of this research can provide a comprehensive picture of the importance of collaboration between parents and educational institutions in implementing Islamic values in early childhood through Hajj ritual activities.

RESEARCH METHODS

The research method used by researchers is qualitative research, a type of approach to qualitative research using a descriptive approach. The research sample used was at RA Raudhatul Faizin, with children in group A and group B as subjects. The data collection technique used was interviews. Using human instruments or researchers themselves in data collection instruments, interview guides. Checking the validity of the data is applied in this research so that the validity of the data obtained is guaranteed. Therefore, data validity is the most important part of research. The techniques used to test the validity of the researcher's data are diligent observation and triangulation of sources and triangulation of techniques.

RESULTS AND DISCUSSION

The development of religious and moral values in early childhood is a very important aspect that teachers must pay attention to. With good development at an

early age, children will tend to grow into better individuals when they grow up (Anggraini & Syafril, 2018). Learning about religion from an early age is crucial because children will learn the basics of their religion, which they will remember and hold onto until adulthood.

Hajj rituals are one of the methods chosen to develop religious and moral values in children from an early age. Through Hajj rituals, children will learn about the foundations of their religion, and will get used to doing good deeds, obeying every rule, and being honest, polite and polite. This activity helps shape children's character and personality holistically, by instilling positive values that they will carry into adulthood (Ansori et al., 2019).

It is hoped that this Hajj ritual activity can instill good religious values and devotion to children, a love and desire to carry out the Hajj pilgrimage in real life, familiarizing themselves with good and pious deeds will shape their personality until they become adults, so that they grow up to be a good and pious child, devoted to both parents and teachers, and beneficial to everyone, including the homeland and the nation.

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1. Preparation for the Opening, namely the Opening in developing religious and moral values through Hajj ritual activities, where the children form a line then the teacher leads them to read prayers, sing, ask about news, after that the teacher explains what Hajj is, who are the people who are obliged to perform Hajj and all matters relating to the Hajj and also the stages that will be carried out when the activities take place and the wisdom of each stage of the Hajj.
2. The implementation of the Hajj ritual activities is carried out simultaneously and led by the mentor teacher and accompanied by each accompanying teacher. In each activity, the guiding teacher explains the stages he is carrying out and leads the Hajj readings, prayers and prayers, then the teacher tells the religious and moral values contained in the Hajj wisdom.
3. Recalling and closing, namely the teacher reinforcing the children about what was done during the activity and what was told by the teacher by asking again what activities were carried out.

Hajj rituals are one way to introduce the values and practices of the Hajj pilgrimage to children, parents and their teachers. It is impossible to master the vast amount of Hajj material without practice (a balance between theory and practice) (Ansori, Kasanah, and Sidik 2019). The Hajj ritual for young children is a demonstration or practice of carrying out the Hajj pilgrimage in a simple manner, where the demonstration carried out is a specific demonstration. This is due to children's age, physical and psychological limitations in digesting, understanding and practicing all series of worship activities. Even so, the pillars

and obligations of the Hajj remain as guidelines in the implementation of the rituals of the Hajj, with the hope that the meaning contained in the implementation of the Hajj will still be conveyed well, so that it is internalized in the child that the Hajj is the fifth pillar of Islam and that he must carry it out later when he is ready, mature and capable. Thus, the enthusiasm for Hajj will become one of the visions in his life.

Seeing the importance of parental involvement in school, parents often actively ask teachers both directly and indirectly. However, there are also parents who are passive by waiting for the information distributed by teachers via the parents' WhatsApp group. Previous parent-teacher communication was mostly done face to face when parents take their children to school.

Likewise, according to research by Suriansyah (2015), the existence of a good effective partnership strategy between schools and parents can create parental trust in educational services at schools. The large number of complaints from parents makes teachers provide guidance to parents regarding the role of good parents in accompanying children at home, so that parents do not fully accept that teaching children to learn does not have to be with teachers at school.

Interview Results

Parents in carrying out this ritual act as companions for children who cannot be left behind or who are still in class A, because usually these children like to cry and want to be with their mother. In addition, the role of parents is to monitor and accompany their children when departing for the ritual location and after carrying out the Hajj rituals.

The parents' response to the implementation of this ritual was very good and enthusiastic. Some parents also feel happy because they can feel what the atmosphere during the Hajj is like, even though it's just rituals, but at least they can know what it's like. The learning materials have also been provided from the center so the school just has to follow them, but beforehand the school has also prepared the students in advance regarding reading and what prayers need to be memorized.

As for the fund management system, it is regulated every year, so when students are going to enter RA Raudhatul Faizin, the parents immediately pay tuition fees and annual activity fees, so it has been arranged from the start and includes everything there according to the RAB that has been made by RA Raudhatul Faizin. So, if you want to implement the program, there will no longer be any costs because it has been arranged beforehand. For transparency in the use of funding sources in the Hajj ritual program, it is running well because every educator also knows and is responsible for managing their finances, especially because there is a clear RAB so everyone can know the management of incoming funds and outgoing funds. The process and management of this Hajj ritual program is in accordance with the initial objectives that were designed. Starting from structured preparation, educators and parents of their students already have clear roles so that they can facilitate the process of implementing the Hajj rituals.

Then when the implementation went according to the rundown that the school had prepared, although there were a few obstacles in terms of time because some parents were late, this was resolved well. After participating in the Hajj ritual

program, the children at this school experienced an increase in their knowledge and skills. The changes in attitude and behavior are not very significant because it depends on the child, but there are some children who become more polite and learn to say hello when they enter the classroom.

The partnership between parents and educators in activities known as Hajj rituals in kindergarten is a form of effective cooperation in educating young children. Based on the results of discussions with one of the parents, Mrs. Siti, it was discovered that the school played an active role in organizing this activity, from preparation to implementation. The teachers provide concrete learning experiences through a simulation of the Hajj pilgrimage, complete with props such as ihram clothing and a miniature location for the Hajj pilgrimage. According to Mrs. Siti, this activity not only teaches religious theory, but also gives children an in-depth understanding of the pillars of Hajj in a fun way.

The relationship between teachers and parents looks harmonious in supporting this activity. Before implementation, the school holds a meeting with parents to explain the purpose of the activity, the costs required, and the form of parent participation. Parents are asked to help children prepare ihram clothes and accompany them during the activity. Mrs. Siti assessed that this collaboration was very effective because the children felt supported by both teachers and parents. Apart from that, this activity provides parents with an understanding of how teachers educate children in the context of religious values, so that religious education at home can be continued better.

However, Mrs. Siti also revealed several challenges faced, such as difficulty adjusting time for working parents. However, the school provided a solution by dividing the tasks between the teachers and parents present. Another challenge is the issue of costs, but this can be overcome through mutual cooperation between parents. Mrs. Siti hopes that similar activities can continue to be carried out in the future with additional innovations, such as inviting ustaz to share their Hajj experiences or make visits to mosques. Another hope is greater involvement from parents, for example in committees or providing input during activity planning.

CONCLUSION

The partnership of parents in implementing the Hajj ritual activity program at RA Raudhatul Faizin has a very important role in supporting the learning process and character formation of children, especially in introducing the concept of the Hajj pilgrimage to them from an early age. This partnership is established through collaboration between the school (RA) and parents in various activities, such as organizing Hajj rituals which include a simulation of the Hajj pilgrimage with the aim of instilling religious values, as well as introducing children to the symbols and stages Hajj.

Overall, this partnership at RA shows how important synergy between teachers and parents is in supporting early childhood development. The Hajj ritual activity is a clear example that early childhood education is not only the responsibility of the school but also involves the active role of parents as the main educators at home.

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