

Teacher-Child Communication in Islamic Body Parts Recognition at Kindergarten IT Al-Munadi Medan

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Abstract

This study aims to describe the form of communication carried out by teachers in the introduction of body parts in Islam to early childhood at Al-Munadi IT Kindergarten in Medan. This study uses a qualitative approach with a case study method. Data collection techniques are carried out through observation, interviews, and documentation. The results of the study showed that teachers used various forms of communication, namely verbal communication through stories, songs, and questions and answers; non-verbal communication through body movements and facial expressions; and spiritual communication by inserting Islamic values such as gratitude and the recognition of the creation of Allah SWT. The child's response to the teacher's communication was very positive, characterized by enthusiasm, good understanding, and the use of Islamic expressions in learning activities. The supporting factors for the success of this communication are teacher skills, Islamic curriculum support, and interesting learning media. The obstacles encountered include variations in children's abilities and limited time to strengthen values. This study recommends that teachers continue to develop effective Islamic communication approaches, as well as involve the role of parents in supporting learning at home.

Keywords: *Teacher Communication, Early Childhood, Body Parts, Islamic Values*

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Introduction

Early childhood education has a very strategic role in forming the basis of children's personality, knowledge, and skills in various aspects of life. Early childhood is known as the *golden age* because in this period children experience very rapid development, both physically, intellectually, socially, emotionally, and spiritually. Therefore, the educational approach used in early childhood must be designed comprehensively and integrally in order to optimize all children's potential holistically.

One of the important aspects of early childhood education is communication skills. Good communication between teachers and children is a bridge in conveying knowledge, values, and meaningful learning experiences. Effective communication not only involves verbal aspects such as speaking and hearing, but also includes non-verbal aspects such as facial expressions, body movements, and emotional touch. In the context of Islamic education, communication is not only about conveying information, but also a means of instilling the values of monotheism, manners, and noble morals.

One of the important learning themes at the Kindergarten level is the introduction of body parts. Knowledge of body parts is not only related to the cognitive aspect of children, but is also closely related to the formation of gratitude and awareness of the creation of Allah SWT. In Islam, the human body is seen as a mandate from Allah that must be maintained, used properly, and used in the context of worship to Him. Therefore, introducing body parts to early childhood is not enough only with a scientific approach, but it also needs to be integrated with Islamic values.

This is where the importance of Islamic communication between teachers and children in the process of recognizing body parts. The teacher not only mentions the names of body parts such as head, hands, feet, and so on, but also conveys the function and wisdom of the creation of these body parts from an Islamic perspective. For example, introducing the hand not only as a tool to hold, but also as a means to give alms; introducing the eyes as a tool for seeing, but also for reading the Qur'an and avoiding bad looks. This kind of communication will enrich the meaning of learning and form awareness children's spirituality from an early age.

Al-Munadi IT Kindergarten Medan as an integrated Islamic educational institution has integrated Islamic values in all aspects of learning activities, including in body parts introduction material. Teachers in IT kindergarten are required not only to deliver learning materials with a thematic approach, but also to be able to establish educational, persuasive, and religious communication with students. However, in practice, the quality and effectiveness of teacher-child communication is highly dependent on the teacher's ability to understand children's characteristics, the selection of appropriate communication strategies, and the integration of Islamic messages in the delivery of material.

A problem that often arises in the field is the lack of optimal delivery of Islamic values in thematic learning materials because teachers focus more on the cognitive aspects of children alone. This causes spiritual values to be less explored, even though the main goal of Islamic education is to form a whole human being—faithful, knowledgeable, and moral. Therefore, it is important to examine in depth how the form of communication built by teachers in introducing body parts in Islam to children, as well as how children respond and understand these messages. Based on the above background, this study aims to reveal the role and form of communication of teachers in introducing body parts in Islam at Al-Munadi IT Kindergarten in Medan, as well as identify the communication approaches and strategies used. This research is also expected to be a reference in the development of Islamic thematic learning methods based on Child-friendly, meaningful, and spiritually valuable communication.

Literature Review

Communication is the process of conveying messages from the sender to the recipient through certain media, both verbal and non-verbal. In the context of Early Childhood Education (PAUD), communication plays an important role in creating an effective, fun, and close-knit learning atmosphere between teachers and students (Suyanto, 2005).

According to Hurlock (2000), early childhood is at a stage of rapid language and social development. Therefore, good communication from the teacher will help children understand basic concepts, including about their own body parts. The form of teacher communication in kindergarten can be in the form of verbal communication (story, question and answer, direction), non-verbal (gestures, facial expressions), or symbolic (song, image, or gesture).

The recognition of body parts is part of basic science learning and child self-development in PAUD. According to Mooney (2000), children aged 4–6 years have a high curiosity about their bodies and how the body works. Recognizing body parts helps children get to know themselves, increase body awareness, and form a healthy and independent lifestyle.

The method of recognizing body parts can be done through play, singing, storytelling, drawing, and other exploratory activities. Teachers play the role of facilitators and models in helping children recognize and pronounce the names of body parts correctly (Ministry of National Education, 2006).

Integrated Islamic Early Childhood Education (IT) has a distinctive approach, which is to integrate Islamic values in all aspects of learning, including the introduction of body parts. In Islam, the human body is a perfect creation of Allah and must be taken care of and appreciated. The Word of Allah in QS. At-Tin verse 4: *"Verily We have created man in the best form"* is the theological basis that the recognition of the body is also part of the child's faith education.

Teachers in Integrated Islamic Kindergarten not only introduce body parts biologically, but also instill spiritual values, such as saying hamdalah when looking in the mirror, being grateful for the blessings of a complete body, and maintaining cleanliness and aurah (Rahmah, 2017). Thus, learning is holistic and forms Islamic character from an early age.

Early childhood education teachers are not only teachers, but also value communicators. Effective teacher communication will create a warm, educational, and touching learning climate for children. According to Santrock (2011), early childhood learns through imitation (*modeling*), so that teachers' attitudes, language, and expressions become examples that are directly imitated by children.

In Islamic value-based learning, teachers must convey moral and spiritual messages through soft, repetitive, and age-appropriate communication. With this approach, learning body parts becomes more meaningful, not only cognitive, but also touching the spiritual and emotional aspects of children.

Research Methodology

The research used in this study is qualitative research that provides descriptive information in written or oral narratives about the people and behaviors observed. In this study, the author examines the phenomenon that occurs at Al-Munadi IT Kindergarten in Medan to obtain the truth of information based on the theoretical framework of the questions asked scientifically. The research approach used is a field-based descriptive approach in natural conditions taken from written or oral narratives and the behavior of the people observed consisting of school principals, teachers and students.

Results of Research and Discussion

4.1 Forms of Teacher Communication in Body Part Recognition

Based on the results of interviews and observations, it is known that teachers at Al-Munadi IT Kindergarten in Medan use several forms of communication in teaching body parts to students, including:

1. Verbal Communication: Teachers deliver material through Islamic stories, songs, questions and answers, and directions. For example: *"Who knows what our hands can be used for? Let's say: Alhamdulillah, Allah gives us a hand."*
2. Non-verbal communication: Teachers use hand gestures, facial expressions, and gentle touch to provide warmth and reinforce the message. When demonstrating body parts, the teacher touches his own body parts while inviting children to follow.
3. Islamic Communication: The teacher instills spiritual values, such as saying mirror prayers, giving thanks for the bodily blessings, and explaining that the body is a mandate from Allah that must be maintained.

4.2 Children's Responses to Teacher Communication

Children look enthusiastic and easily understand the material when it is delivered through a communicative and religious approach. Children are able to name body parts with proper names while mentioning their functions, and most children are used to saying "Alhamdulillah" when talking about Allah's creation.

The supporting factors in the introduction of body parts to children are as follows: good quality of teacher communication, a school curriculum that has been integrated with Islamic values, interesting learning media (song Islamic, pictures, dolls, etc). Meanwhile, the inhibiting factors are differences in children's verbal abilities, some children are still passive or shy when interacting, limited time in repeating the strengthening of Islamic values.

4.3 Discussion of Research Results

Based on the results of the study, it can be seen that this study shows that the communication carried out by teachers in introducing body parts in an Islamic way is holistic, touching the cognitive, affective, and spiritual aspects of children. This is in line with the theory of educational communication which states that effective communication between teachers and early childhood will form a meaningful learning experience (Santrock, 2011).

The forms of verbal and non-verbal communication used by teachers not only make it easier for children to understand the material, but also build emotional closeness that makes children feel safe and valued. Religious approaches in teacher communication, such as using short verses, prayers, and expressions of gratitude, reinforce the internalization of Islamic values from an early age. This strengthens the view of Rahmah (2017) that Islamic education in early childhood must start from the recognition of oneself as a creature of Allah and know the body as a blessing that must be maintained.

Thus, the learning of body parts is not only an introduction to physical-biological things, but also as a means of religious education and the formation of Islamic character. Contextual and religious teacher communication strategies have been key in integrating these values effectively.

Conclusions and Suggestions

Conclusions

This study shows that the communication of teachers at Al-Munadi IT Kindergarten in Medan in introducing body parts in an Islamic way is carried out through verbal, non-verbal, and spiritual approaches. The teacher not only introduces the functions of the body, but also instills the value of gratitude to Allah as the creator. The children responded enthusiastically and began to get used to using Islamic expressions in learning. The main supporting factors are effective teacher communication and an Islamic curriculum approach, while the obstacles are the difference in children's verbal abilities and time constraints.

Suggestion

Based on the findings of the study, it is recommended that IT kindergarten teachers, especially at Al-Munadi IT Kindergarten in Medan, continues to develop effective communication strategies and touches on spiritual aspects in the learning process, especially in the introduction of body parts in Islam. Good communication with religious nuances has been proven to be able to increase understanding and form positive character of children from an early age. The school is expected to facilitate training or workshops for teachers to improve communication skills that are integrated with Islamic values, as well as enrich learning methods and media that are in accordance with early childhood development.

For future researchers, it is recommended to expand the scope of research on the theme of Islamic communication in other learning, or in different educational institutions, so that the research results become more comprehensive and can be compared more widely. In addition, the role of parents is also very important. It is hoped that parents can continue and strengthen the Islamic values that have been instilled in schools through consistent communication at home, so that learning becomes more integrated between the school environment and the family.

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