



Early Childhood Islamic Boarding School in The Perspective of Education Sciences

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Abstract

This research is motivated by the fast growth of early childhood Islamic boarding schools (children of 5-7 years old). One of the reasons for the fast growth of Islamic boarding schools is the high public interest caused by the reduced trust of parents in modern educational institutions. This study used a qualitative literature review method with a systematic review approach. Data collection was carried out using an online reference search by entering the keyword "Early Childhood Islamic Boarding Schools" limited to articles published in the last ten years (2012-2022). The article is then processed to map themes that are often used by previous researchers. Then it is analyzed to get an overview of the focus aspects of the study of early childhood Islamic boarding schools in Indonesia. The results of the discussion show that research on the topic of Islamic boarding schools for early childhood has not been carried out much. However, there are quite a lot of studies on the impact of early childhood being away from their parents. The research results obtained concluded that the impact received by early childhood who lived and studied in Islamic boarding schools was the problem of attachment and parenting.

Keywords: *early childhood; islamic boarding school; parenting patterns*

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Intruduction

The most important characteristic that is always related with early childhood is a period of very fast development. The experts say that the period as "the golden age". The general of categories of early childhood development were the exploration period, the identification period, the sensitive period, the playing period, and the trozt alter 1 period (Mulyanah et al., 2015). So the development of early childhood does not get experience obstacles, a conducive environment is needed. These environment are family environment, school environment and play environment. As revealed in Yekti Akilasari's research which concluded that the supporting elements of early childhood education consist of family environment, school and friends that supporting with the growth and development of early childhood (Akilasari et al., 2015).

Islamic literature states that a child is like a white paper which is then colored by the family, school and society. Therefore, if childhood is considered a golden age, so the early childhood education that the child receives will affect his personal growth. Realizing the importance of the influence of the educational environment, so many parents have some reason to decided a school for their children to Islamic boarding schools. Generally, parents have many reason to chose pesantren educational institutions because they believed that pesantren were the most conducive and representative educational places representing all the elements in the educational goals, such as the development of academic intelligence, emotional and spiritual intelligence.

The perspective of society about children will get decide about parenting system. One of the perspective on the nature of children was also put forward by John Locke. He compared a child who was born has no innate character. His theory is known as the "tabula rasa" which represent a child to a blank of paper. According to Locke, environment and people that will give influence. Meanwhile Friedrich Froebel (1782-1852) have a perspective that a child was born carries good qualities. According to him, the bad character of a child is caused by wrong education. Therefore, in order for good habits to arise, children must be taught and trained by observing, exploring or demonstrating various kinds of good habits. All learning activities should be carried out with the aim of providing basic concepts that have meaning for children through real experiences that allow children to show activity and curiosity optimally (Semiawan et al., 2010).

On the other hand, the constructivist scientist, Maria Montessori have a perspective about children that have two elements consist of the mind and the body. This perspective has implications for the theory. According to him, a child will be better at learning things that interest him (mind) and carry out certain activities in his learning (body). Activity (movement) and cognition have a very close relationship. Activity can be seen as the element of the body, and cognition can be seen as the element of the soul (Baxter et al., 2008; Isaacs, 2014). Meanwhile, Howard Gardner defines children as beings who are born with various potential intelligences (plural intelligences) consisting of language intelligence, logical and mathematical intelligence, musical intelligence, gesture intelligence, visual-spatial intelligence, interpersonal intelligence, intrapersonal, naturalist and spiritual (Gouws, 2007; Omdal, 2001).

As explained earlier that the perspective about the nature of children will affect the mindset we treat the children. So the Islamic perspective that inspired the educational philosophy of the Indonesian nation perspective the nature of children as human beings which consist of three elements, these are body, mind and spirit (Djamaluddin, 2014). However, the parents' motivation must be accompanied by knowledge about Islamic boarding schools, including; (a) the learning system in Islamic boarding schools which demands independence, (b) the parenting style that applies in Islamic boarding schools.

What is the ideal age for a child to be admitted to a boarding school?, Buya Yahya is the leader of the Cirebon Al-Bahjah Islamic Boarding School on the Al-Bahjah TV youtube channel said that the ideal age for a child to be admitted to the Islamic Boarding School is 12 years old. According to Buya Yahya, at the age of 12 years old, a child is considered to be able to live independently. According with Buya Yahya's statement, Jamil Azzaini is a child education academic, on his private website describes a number of problems when to allow the children under the age of 12 years old to Islamic boarding school. According to him, the brain development of children under the age of 12 years old is dominated by Alpha waves so they have to much playing, having fun, and learning in a fun and often get hugs from their parents. Azzaini cited from the results of a study that revealed that hugs were more effective than antidepressants. This can be seen in children who are depressed and given antidepressant drugs, it turns out that they have a chance to return to depression. Different things happen to children who are accompanied by their parents to go through a period of depression. with just

a hug from their parents, children who are depressed can be more confident to solve problems (Azzaini, 2012).

Therefore, the good planning of parents who allow their children to boarding or Islamic boarding schools before the age of 12 years old need to anticipate all main possibilities that will have a negative impact on the child's growth in the future. Maybe he is look great now, maybe he looks happy now, but the opportunity to be a "trouble maker" in adult phase is very big (Azzaini, 2012; Shihab, 2007). The decision to allow early childhood children to live and stay in Islamic boarding schools and participate in a comprehensive coaching program must be based on logical reasons so as not to give the child's mentality. In the perspective of Islamic education, the family, especially a mother is the first madrasa for their children. Emotional communication even occurs when a child is in the womb. So, in educating and raising children, parents has an important role. (Parhan, 2020).

The family has a very important role about education care of parenting such as about the values of life, education of religion and about socio-cultural. These factor is very conducive to preparing children to become excellent individuals in the future. The identification good characters, such as straight, discipline, cooperation, friendliness, patience, independence, responsibility, attachment, and caring will be realized in "a sakinah family". This condition is caused by role of parents that able to carry out character education for children well from an early childhood. To get good character cannot be done by short time but have to through a continuous process from an early childhood until it reaches a level of maturity.

Some that explanations indicate that there is a significant relationship between the education of character values by parents on children and the actual character of children in the future. That is, the model of character values that carried out by parents towards children will affect the individual character and will become the identity of the person concerned in the future. The Qur'an as the foundation of life and life of Muslims provides guidance on the importance of the presence of a father besides a mother about educating of children. Fathers should have more communication with their children. The intended communication is not just an expression of feeling, but so that a child feels the presence of a father in the process of his life. The attend of fathers and mothers is a really of kindergarten education. Without realizing it by parents, the children learning from the life around through about all they feel and look. Humble families in communicating will get the children character personality.

The point is the aspects of early childhood development get process in the family. Everything they see and feel without their parents realizing it will have a high impact. Good habits that have been at home will get person positive personality wherever he is. For this reason, an early childhood must have an attachment which will get self-concept. The children need for an attachment will help them for dealing with some problems that may arise from the environment. When the children are in a new environment, they will need motivate and enthusiasm in dealing with the problems.

The early childhood who are far from their parents have the potential psychological problem disorders that affect their mental and emotional development because they lose their "home" and attachment to the family so that it has the potential to have an impact on their personal development such as low self-confidence/inferiority, anxiety, stress, depression, rigidity, unconsciousness of violence, self conscious, feeling unwanted, precocious, frequent fights with parents, bad tempered, difficult to expressing the feelings/introversion, that all of them will be a part of the basic of problem when they are growing adult.

outside the context behind it, such as the factor of divorced parents, distance and because they are busy, there is an impact on children who are far from their parents. The impact is psychologically; 1) trauma, 2) low self-confidence, 3) emotional problems, 4) mental health, 5) cause problems in adulthood. Impact of children who do not live with their parents; 1) Children will find it difficult to obey what their parents say, 2) become more silent and introverted, 3) get angry immediately when their needs are not met, 4) spend more time

outside the home than with the family, 5) children do not want to do homework (Telaumbanua, 2020).

The early childhood phase is the golden age where all aspects of development grow very rapidly. Education in the phase will determine the next stage of development. Therefore, parents should not be careless in deciding education for early childhood. To allow the children to Islamic boarding schools and living far away from their parents must consider aspects of parenting, attachment problems, the possibility of losing the role of the family (especially mothers) as "the first madrasah" for their children. The relationship between children and parents is important because parents are the center of a child's spiritual life and as the cause of introduction to the outside world, every emotional reaction of a child and later thoughts are affected by attitude towards his parents at the beginning of his life.

A study concluded that the psychological problems of early childhood who live and study to boarding are loss of primary attachment and some experience psychological trauma related to events while living in boarding (Scaverian, 2011). Children's psychological problems usually arise due to several things, the first is the child's not ready to live away from their parents. The second reason is that the child is immature and independent. When the child's maturity has not yet been formed, and the child is forced to enter a boarding school, the first thing that will be felt is a feeling of great disappointment. Living away from parents without proper understanding will make a child, especially if he is placed in a dormitory, will make him feel abandoned or kept away from the family. The second problem that may arise is rebelling. Starting from not wanting to go to school, not wanting to study seriously, running away from the boarding, not obeying the rules that apply in the boarding, to higher levels of delinquency. Rebellion is not done just once, usually it will be done many times by the child until he gets back the attention of his parents (Intantila, 2017).

There is nothing wrong with boarding schools. There are many positive impacts. Some research results reveal the positive impact of children living in boarding, including case study research at a boarding school conducted by M. Khoiruddin and Susiati Alwi which reveals that there are no significant psychological problems for children who are in Islamic boarding schools, children's social emotional development also quite good. This is supported by a friendly environment for children, the freedom to play outside of activity hours makes them not feel lonely, bored and cheerful even though they are far from their parents and administrators provide examples of how to interact socially with students at Islamic boarding schools (Khoiruddin & Alwy, 2020). The point is that 12-13 years old is the age when a child still really needs a parent figure that cannot be exchanged by anyone. On the basis of thinking about this phenomenon, in the process of reviewing the literature on early childhood living in Islamic boarding schools, there are several things that should be of concern, what impact will be received on the children.

Methodology

This study uses a qualitative method of literature review with a systematic review approach. Literature review is an attempt to look back at books, journals or other references related to the research problem. The theories contained in previous research are used as a basis in discussing research results. So the selection of books or journals must be credible and systematic. The collection of previous research was carried out by searching all the literature through an online search by entering the keyword "Islamic boarding school for early childhood". To make it easier to filter relevant files, the search is limited to research topics published in the past ten years (2012-2022). The search results are then entered into the Mendeley application to match the suitability of the theme, author, volume, journal number, and year of publication. The files are then filtered and exported from the Mendeley application in RIS format, and entered into management software and qualitative data processing. The article is then processed to map themes that are often used by previous researchers. Then it is

analyzed to get an overview of the focus aspects of the study of early childhood boarding schools in Indonesia.

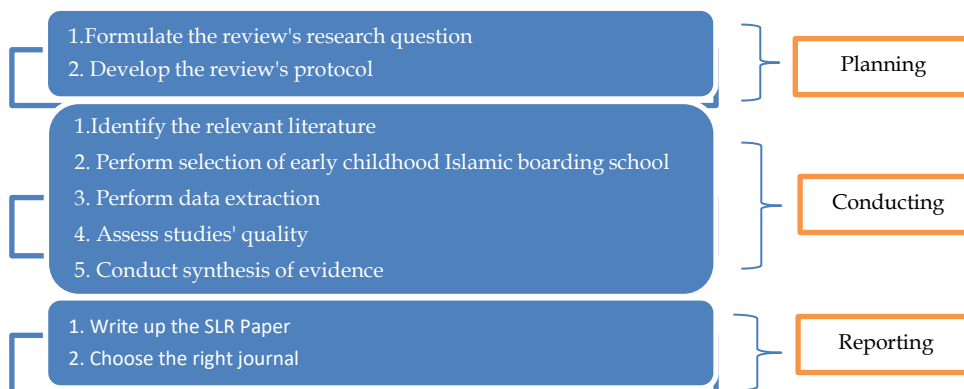


Figure 1. SLR Stage

Results and Discussions

Parental Motivation to Allow Early Childhood into Islamic Boarding School

The main reason of parents allow their toddlers to attend Islamic boarding schools is based on the assumption that Islamic boarding schools are educational institutions that offer complete subject matter regarding educational activities, because they are given religious knowledge as well as general knowledge. Parents thought that their children would get better religious and formal education. Regarding to the problem of mentoring, the parents don't need to worry because there is a dormitory head who has job of regulating when children have to wake up, take a shower, prepare clothes, have breakfast, all of which are considered by some parents to be aimed at establishing independence. For mental development problems, most of the reasons for parents to allow their toddlers to go to Islamic boarding school have considerations because in Islamic boarding schools also many children so they can learn and play together and the children do not have to worry about losing the joy of childhood.

They forget that children's relationships with parents are a source of emotional resilience and cognitive development. The relationship that exists between parents and children provides an opportunity for a child to explore the environment and social life. Child relationships in the early can be a model in relationships. This relationship has started since the child was born into the world, in fact it has started since in the womb. Affective relationships between an individual and another (in this context the parent-child relationship) which have special meanings such as motivation, attention, and affection are an emotional relationship called attachment (Zamzami, 2017)

Affective needs are related to the attachment that is built between children and their families which supports children's development both emotionally and socially. Several studies have shown that children who have secure attachments will show good social competence in childhood. He is more popular among his peers because these children are better able to build intense friendships, harmonious interactions, more responsive and less domineering. Meanwhile, Grosman and Grosman (in Sutcliffe, 2002) found that children with secure attachment qualities were better able to handle difficult tasks and did not give up quickly (Mukhlis, 2016)

Children who are far from their parents will have attachment disorders. They will meet a period of problematic development both in their psychological, emotional, social, cognitive and physical development. Attachment disorders occur when children fail to get attachments with their attachment figures. The problem will make children get problems in social

relationships. Attachment is very related to early childhood who are learning readiness. Children's need for attached figures really helps children in dealing with new problems that may arise in the environment where children learn. When children are in a new environment, children will really need encouragement and enthusiasm in dealing with new problems. Moreover, children who are educate in Islamic boarding schools, they must have mental readiness to accept new everythings (Ariyanti, 2016; Fuaturosida, 2013).

The Essence Of Early Childhood Education

Early Childhood Education is an educational institution that organized to aim for facilitating all of aspect development and growth of children which emphasizes the development of the aspects of the child's personality. (Nudin, 2020; Yamaguchi et al., 2019). Therefore, in the implementation, the thing about strategy (implementation, organizing and conditioning) have to aim for developing many aspects which include cognitive, language, social, emotional, physical and motor, and get to attempt for characteristics of development step which consists of stimulating, guiding, nurturing, the process of development activities is aimed to get any skills and capabilities (Johnson, 2021; Marchese et al., 2017; Murphy et al., 2018).

The principle of early childhood learning is playing by learning. All learning activities must make the children to their environment through a process of educational stimulation so the children have readiness to take into higher education. Even specifically for the context of early childhood education, the education experts use the concept "development" and not learning because the essence of learning in early childhood education institutions as recorded in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No.137 / 2013 is intended as an effort to develop six aspects of early childhood development which include the development of religious and moral values, physical motor, cognitive, language, social emotional and art. And aspects concerning social emotional development are considered as the earliest phase that must get a touch (McCoy, 2022; Wujiati et al., 2019; Zandika Aan, 2019).

Referring to government regulation 20/2003 about early childhood education regulated that one of the aims is develop the spiritual potential, intellectual, emotional and social intelligence of students in the "golden period" of growth by fun educational environment. So have to explained if there is a perception of parents who have a view about early childhood development only focusing on cognitive development where learning in early childhood education institutions competes to teach CALISTUNG (Reading, writing and arithmetic), so that early childhood education institutions are often get accused because they are considered incompetent "to teach" the children. It is rare for parents to ask about their child's mental readiness, whereas children who have mental readiness so then other developments will go along (Prameswari & Lestarinigrum, 2020; Wulansuci & Kurniati, 2019).

In relate with problem of intellectual development, for example Al Farabi have views that every normal person is given the same portion of reason which is called "potential reason". The human task is to "actualize" this potential mind so that it appears in everyday. Actualizing reason is going to through by a method that called is learning. To achieve the learning objectives, a strategy is needed, and the strategy must adapt to the conditions of students, including early childhood students (Maesaroh Lubis & Nani Widiawati, 2019; Majid, 2019; Nurmuhyi, 2016)

Universally, the purpose of education is to educate personal character, so epistemologically, the people who learn must begin with good intentions, ta'dhiem to teachers, and must be honest. All of this is an example which is the first aspect that must be educated in students, including students at the early childhood. The result of this awareness is an individual who understands that learning is aim to get some knowledge, have to get effect on both himself and his environment. On the Islamic view, it is to give advantages to others. If

we competing to build cognitive aspects so as to ignore of aspects personal character so that will to express the children with problematic spiritual and emotional.

The purpose of education is to express a complete personality which is represented by the intellectual, spiritual and emotional intelligence, not a split personality, that is a person with only academic intelligence. The integration of three domain of intelligence is accordance with the aims and objectives of Islamic education, that is to produce the great human resources. this is according with the message of Rasulullah SAW who said that he anxious to leave a weak generation, which is not only weak in knowledge but also weak in character personality.

In a philosopher's perspective, knowledge is close to the light so it must be achieve in an honest and responsible way. The ways to achieve knowledge that are taken in an unfair way will not bring a person closer to the light, so it is not wondering that in the end many educational institutions that only produce people with knowledge but do not produce to civilized people. Civilizations that do not develop will result that someone using science not for the aims.

Therefore, teaching early childhood that only focus for develop cognitive aspect in the first time needs our attention. What are the consequences of a child that by being forced to do rote by rote just to please the adults so that it makes him stressed and school becomes an unpleasant place, so the children grow into a child who is not open and inferior because the parents had to comparing qualities the memorization with other, the memorization competitions had made them into depressed.

The early childhood education institutions should be a fun place. Like the concept of the institution itself, it must be a playground. Through playing a child learns, so the learning approach must use the play and fun method. The formulation of learning objectives for early childhood as described in the syllabus is more of an introduction, so the evaluation must be measured based on the development of the child.

Early Childhood Islamic Boarding School Problems

Attachment Problem

The relationship between parents and children refers to attachment. The individual's attachment to the attached figure is the beginning of the individual's ability to become the basis for individual development. The description of individual behaviour patterns is strongly influenced by how the attachment that occurs between parents and the individual (Cenceng, 2015). The children who lose their attachment figures have the potential to become vulnerable children later in life. And the attachment figures must be started from the family. The Families must provide a safe and comfortable place for children to develop with appropriate development according to their stages. Attachment is intended to build closeness between parents and children so that an emotional connection can be established. If the child is in another place, it will the potential bad chance for the family itself because there is no emotional relationship. One of the factors that cause early childhood to show antisocial behaviour is because there is a problem with this attachment problem.

If forced to be in a situation that forces parents and children to separate, the emotional needs must still be met, for example those given by second caregivers or many other than mothers (if the mother is the main caregiver), so that children become full awareness in managing their emotions, this can lead to positive social behaviour.

The second caregiver in this case can be an adult who has or does not have relations with the child, lives at home or does not live at home with the child, but about responsibility must still be communicated with the main caregiver in parenting that ensures the welfare and development of the child. The second caregiver is an individual who is ready to respond when the child cries continuously so that the child feels a sense of security, is able to regulate emotions, as a basis for being ready to interact with the environment (Cerano et al., 2020; Evelyn & Savitri, 2020; Mulyanti et al., 2021)

Parenting Problem

Many studies reveal about positive parenting in Islamic boarding schools. However, parents must understand the pattern of parenting in Islamic boarding schools so as to create conditions and affective development of children as expected by parents who allow their children to study in Islamic boarding schools. Parenting patterns must be considered based on age conditions and parenting patterns that conducted at home. So the inappropriate parenting with the condition of children under five years old does not have a negative impact to all aspects of early childhood development.

The average parenting conducted in educational institutions with boarding is centered on one figure. Generally, it is centralized in the figure of the kyai or the leader of the Islamic boarding school. The model of parenting style will affect the condition of students living in Islamic boarding schools and have an impact throughout their lives. For students who are at a stable age, parenting patterns that tend to be authoritarian have a prominent influence, especially on the discipline aspect. However, this impact should also be a discourse for parents who choose Islamic boarding schools for toddlers considering at that age a child is experiencing a period of very rapid growth and development, so that all possibilities will have a long and recorded impact throughout his life. (Kochanova et al., 2022; Miller-Lewis et al., 2006; van Prooijen et al., 2018)

The possibility for the stress when attending the educational process at the pesantren such as a mental problem because they feel don't understand and afraid to share experiences that suppress them. For the early childhood, the figure of parents, especially the mother is the closest person to him. A child will usually tell / complain about anything to his mother. Living in a dormitory, makes it difficult for children to deal with this situation. This can be triggered by various factors such as worry about expressing his heart. Fear that accumulates for a long time can cause a child to grow up to be introverted. He becomes a being who is forced to mature before his time so that he becomes difficult to get along with when he grows up even though the child must be happy. Happiness in a child's perspective is playing. That is why it is not uncommon for children who are separated from their parents to experience disturbances and behavioural deviations. Because, since childhood they have experienced severe stress and do not know how to deal with it.

In the adults, stress can be the source of various physical and psychological disorders, especially in children. When stressed, the brain will release stress hormones (cortisol) into the body. Small stress, such as about not being bought a toy, usually doesn't have a long-term negative impact on the child. However, the severe stress of having to be separated from parents certainly has another story. If a child who is separated from his parents no longer gets the love and attention he needs, feels be deported and no longer loved, this is certainly dangerous. The big stress like this can affect a child's brain development. One effect is the ability to regulate emotions and deal with future stress. It is not uncommon for children who are separated from their parents to experience behavioural problems (Affrida, 2018; Bosmans et al., 2020; Pollard et al., 2020).

The role of the family in the process of establishing the child's personality

The family environment is one of the factors that affects to the growth and development of a child. Every child who gets good care in his family, he will show positive behaviour. Not only for early childhood, but for a child in every phase of his development, the family is the main place that can meet the human needs of a child to grow and develop. both physical-biological needs, socio-psychological as well as personal. The family is the first institution in a child's life, the first place for a child to learn and develop as a complete human being. Families must provide social and environmental relationships in supporting the needs of the learning process for children to grow and develop which will affect them throughout

their lives. The application of personal values must start from daily activities in the family environment. The formation process must occur starting from the family which is carried out through habituation. Educational and psychological experts are of the view that the first years of a child's life are the most important period for personality formation and the inculcation of a child's basic traits. So it can be concluded that the basic characteristics of children have been formed during the first days where the family is the center of urgent and basic education.

Conclusion

Talking about education must be viewed as a whole which of course will give birth to various views. Education describe like a building, then Early Childhood Education is the foundation. We can build anything on it as long as the foundation is strong then the building will stand strong. If a strong foundation is formed by parents early in life, they will be strong in any environment. Early childhood is a very vital period for human growth and development. At the age of 0-6 years old, all the potential of children develops very rapidly, especially their intelligence. Therefore, psychologists agree to call the early age period the golden age. As important as this golden age period is, the government, educators, parents, and the community must pay close attention to the growth and development of early childhood. Nowadays, many parents think about the education system in Islamic boarding schools so that they have more confidence in the parenting system that Islamic boarding schools provide. Parents must understand that basically, parenting carried out within the boarding school environment has certain patterns. From several references and the results of previous research, this childcare activity has three patterns, there are authoritarian patterns, permissive patterns and democratic patterns. Decision to allow the children to Islamic boarding schools must at least consider aspects of age and parenting styles that conduct in the family environment.

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