



THE CONCEPT OF EARLY CHILDHOOD EDUCATION FROM THE PERSPECTIVE OF THE HADITH OF THE PROPHET MUHAMMAD SAW

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Abstract

This article discusses the importance of Early Childhood Education (PAUD) from the perspective of the Hadith of the Prophet Muhammad SAW. PAUD does not only focus on cognitive aspects, but also on moral education, aqidah, and worship. Through the habituation of Islamic values, good examples from parents, and positive communication, holistic education can be achieved. The type of research used in this study is library research with a qualitative approach. The data used in this study are secondary data obtained from various sources such as journals, books, official reports, and other credible and relevant documents. By integrating formal and informal education approaches, it is hoped that future generations can grow into individuals with noble morals and faith. The conclusion of this article emphasizes that the role of parents as primary educators is very important in shaping children's character in accordance with Islamic teachings. One way to create the instillation of religious and moral values from an early age is to provide learning in the form of hadiths given to early childhood through a learning method in early childhood education institutions.

Keywords: Hadith Education, Early Childhood, Method

1. INTRODUCTION

Childhood is a special period of development because it has unique psychological, educational, and physical needs. Development in childhood will affect the development of the next period, even disorders that occur in adulthood can be traced to the source of the problem, which originates from childhood. If children are given an understanding from an early age to develop commendable traits (*mahmudah*) and eliminate reprehensible traits (*mazmûmah*), later there will be children who do not cause problems for both parents. (Nurdin et.al., 2025). This can be seen from the impact of globalization in the Islamic community in the form of moral decay, ignorance, and the erosion of the morals of Muslims. In relation to this, the importance of Islamic education instilled in the community will be the basis for obtaining true values in achieving goals in the future. One way to instill Islamic



educational values in the community is through early childhood education. Early childhood education plays a very important role in improving the personality, character and basic values of Islam (Herman et al., 2023). Therefore, understanding in depth the concept of PAUD from an Islamic perspective is very important to implement in daily life, especially in the family as the first educational institution for children.

In accordance with the context of Islamic education, early childhood is the appropriate stage for instilling Islamic values to form a generation that is educated and has noble morals and is able to uphold religious values in everyday life (Saleh, 2022). This is of course based on Islamic teachings in accordance with the Al-Quran and Hadith (Anhusadar, 2018). Therefore, early childhood education is not only the responsibility of formal educational institutions, but also the responsibility of parents and families.

Early childhood education in the perspective of hadith becomes a fortress to protect children from various negative influences, besides that it can also be a provision for children in the future with strong morals and spirituality (Priyanto, 2014). As one of the foundations of Islamic teachings, hadith is an important guide for children's education, especially in learning Islamic values that must be instilled from an early age (Muzakki, 2022). As contained in the hadith of the Prophet Muhammad SAW both in terms of words or actions and wisdom in educating children according to the commands of Allah SWT. This can be seen from several hadiths that teach about the formation of manners, ethics, worship to moral education for early childhood (Rahmat, 2018).

Therefore, the study in this article is very important to maintain and develop Early Childhood education, including institutions and parties involved in it. It is on this basis that the study of PAUD and hadith becomes important to do.

2. RESEARCH METHODS

This study uses a qualitative research type which is a Library Research. The main object of this study uses literature and books as a source of data collection, then reading and taking notes (Ali, 2024), analyzing and interpreting written documents based on the research context. Departing from the basis of the study verse on the theme where this study will examine a problem of the importance of early childhood education according to the perspective of the hadith of the Prophet Muhammad SAW. Data comes from the rules of law or verses of the Quran which are then studied with early childhood education literature and literature related to research. Literature study is a technique for collecting data that involves understanding and researching theories from various literary works that are relevant to the topic. Data can be collected by looking at and searching through various sources, including books, journals, and previous studies.

3. DISCUSSION

A. Early Childhood Education Concept

Early Childhood Education (PAUD) generally refers to efforts to stimulate, guide, nurture, and provide various learning activities aimed at developing children's abilities and skills (ML Nababan, 2023; R. Nababan & Tesmanto, 2021). From an Islamic perspective, the concept of PAUD has a broader and deeper meaning. This education not only emphasizes the development of cognitive aspects, but also includes moral development, strengthening of faith, and carrying out worship from an early age. The main goal is to shape



children into individuals who believe and fear Allah SWT, while equipping them with solid moral values (YZ Ansori, 2023). Therefore, PAUD in Islam is considered the main foundation for building a superior generation, both spiritually and morally.

The concept of early childhood education is as follows:[1] Early childhood is a group of humans aged 0-6 years (in Indonesia based on Law Number 20 of 2003 concerning the National Education System), while according to child education experts, it is a group of humans aged 9-8 years. Early childhood is a group of children who are in a unique growth and development process, in the sense of having a growth and development pattern (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, and spiritual intelligence), social emotional (attitude and behavior and religion), language and communication that are specifically in accordance with the child's growth and development level. Based on the uniqueness of their growth and development, early childhood is divided into three stages, namely (1) the infant period from birth to 12 months, (2) the toddler period aged 1-3 years, (3) the preschool period aged 3-6 years, (4) the early elementary school period aged 6-8 years. The growth and development of early childhood needs to be directed at laying the right foundations for the growth and development of the whole person, namely physical growth and development, thinking power, creativity, social emotional, language and communication that are balanced as the basis for the formation of a whole person.

Early childhood education basically includes all efforts and actions taken by educators and parents in the process of caring for, nurturing, and educating children by creating an aura and environment where children can explore experiences that provide them with the opportunity to know and understand the learning experiences they gain from the environment, through observing, imitating, and experimenting that takes place repeatedly and involves all of the child's potential and intelligence. Because children are unique individuals and go through various stages of personality development, the environment created by educators and parents that can provide children with the opportunity to explore various experiences with various atmospheres, should pay attention to the uniqueness of children and be adjusted to the stage of the child's personality development.

The hadiths of the Prophet Muhammad SAW also emphasize the importance of moral and spiritual education for children. One hadith states that every child is born in a state of fitrah, and it is their parents who have a major role in shaping the personality and values embraced by the child (YZ Ansori, 2023). Therefore, in Islamic teachings, the role of parents as primary educators is highly emphasized. They are expected to be good role models for their children and educate them with love and full attention.

B. Example of Hadith

Hadith and the Qur'an both have a divine dimension because they contain elements of God's revelation. However, it must be realized that hadith is indeed different from the Qur'an. If these two sources of Islamic teachings are studied, the nuances of humanity in the hadith of the Prophet are very pronounced compared to the Qur'an. When examined from the source side, the Qur'an is purely the complete word of Allah conveyed by the Prophet Muhammad through the angel Gabriel without any intervention from the Prophet whatsoever. Meanwhile, hadith, some are sourced from God's revelation or personal ijtihad under the guidance of revelation and some are based on the Prophet's human side such as the opinions and words of the Prophet. This is a strong reason for the integration of social sciences and hadith to be prioritized over the Qur'an, without reducing the urgency of the



Qur'an as the main source. This condition is because hadith feels closer to its social aspects. In the time of the Prophet, hadith were accepted by relying on the memorization of the Prophet's companions. Only some hadith were written by the Prophet's companions. This is because the Prophet once forbade his companions to write down his hadith. On another occasion, the Prophet also ordered his companions to write it down. Thus, the hadith of the Prophet that developed during the time of the Prophet (the original source) was more memorized than written. The reason is that the Prophet himself forbade his companions to write their hadiths. According to the author, the characteristics of the Arabs are very strong in memorization and like to memorize. In addition, there is a concern that it will mix with the Qur'an. Seeing the above reality, it is logical that not all of the hadith of the Prophet were documented during the time of the Prophet as a whole. (Nurdin, at.al., 2023)

The hadith given to children aged 5-6 years is as follows. Hadiths consist of actions such as teaching prayers to friends. He said, "Pray as you see me praying". HR Bukhari regarding the implementation of the Hajj pilgrimage. Rasulullah SAW. said, "Take from me the rituals of your Hajj" (HR Muslim).

Short hadiths related to daily life and easy for children to memorize and understand are as follows.

Table 1. example of hadith

No	The Text of Hadith	Hadith Theme
1	طلب العلم فریضة على كل مسلم	Studying
2	من لا یرحم الرحمان	Advice for compassion
3	النظافة من الایمان	Maintain cleanliness
4	المسلم أخو المسلم	Brotherhood
5	تبسمك لوجه أخيك صدقة	Advice to smile
6	الید العليا من الید السفلی	Recommendation to give
7	ال تغضب ولك الجنة	Prohibition of anger
8	إذا غضب أحدکم فالیسکت	How to deal with anger
9	ال یشر بن أحدکم قائما	Eating and drinking etiquette
10	تبادلوا تحابوا	Exchange gifts
11	لا یدخل النمام الجنة	Prohibition of gossip
12	انما العمال بالنیات	Urgency of intention
13	خیرکم من تعلم القرآن وعلمه	Motivation for learning/teaching the Qur'an

C. Hadith Education Methods for Early Childhood

In implementing PAUD, parents can adopt various strategies that are in accordance with Islamic principles. One effective approach is to educate with affection according to the sunnah of the Prophet Muhammad SAW. He taught that affection in education can increase children's self-confidence and sense of security (Lesmana et al., 2023; Maryatun, 2016). In addition, it is important to use educational methods that are appropriate to the child's developmental stage. Approaches such as learning while playing can help children understand basic concepts in a fun and interactive way (Margiyanto, 2022; Widarnandhana, 2023). Integrating formal education at school with informal education at home is also an effective strategy. This approach provides children with a more comprehensive and holistic learning experience, thus supporting their holistic development (Harahap, 2023; Susanto & Jaziroh, 2017).



Early childhood education in the learning process carried out by the Prophet Muhammad SAW always uses the method that he considered the best. The method in question must be right on target, in accordance with the level of understanding of students, learning that is easy to understand, and easy to remember. There are six models of child education that have been exemplified by the Prophet Muhammad SAW, namely the Quranic and prophetic dialogue method, the Quranic and prophetic story method, the exemplary method, the practice and deed method, the ibrah and mau'izzah method, and the targhib and tarhib method. Through these six methods, children are taught to always be grateful and take wisdom from the events of life they experience. The six learning methods are taken from the hadiths.

The method of hadith education is learning in the form of memorizing short hadiths specifically for early childhood. Teachers and parents have an important role in learning hadith because it can develop spiritual intelligence in children as early as possible. The opinion above is emphasized by Imam Ghazali who stated that good morals will be firmly embedded in a person's soul as long as the soul is accustomed to doing good or commendable habits and as long as the soul does not leave all bad deeds.

The efforts of teachers and parents in developing spiritual intelligence through learning hadith to children should choose the type of hadith that is easier to understand. The delivery of understanding the meaning of the hadith is packaged in simple language that is easy for children to understand and comprehend, then given real examples in their daily lives. In addition, it is done by familiarizing children with simple things in instilling religious values contained in each hadith in developing spiritual intelligence. Parents should understand that spiritual intelligence is more important than intellectual intelligence. The majority of parents prioritize intellectual intelligence alone. Parents should collaborate with teachers. The process of developing spiritual intelligence that has been accustomed to and applied by teachers at school should also be carried out by parents at home.

4. CONCLUSION

Muslims have two guidelines for life, namely the Qur'an and the Sunnah. Muslims are required to be guided by the Qur'an and the hadith. The study of living hadith is a solution for society in increasing religious knowledge. The development of religious knowledge in children is determined by the education and experiences they go through, especially at an early age. The hadith given to early childhood is in the form of short hadiths related to everyday life and easy to memorize and understand.

Early age is a phase when children are experiencing development and growth. In this phase, the process of growth and development is very active. Efforts to develop their activity are done by fulfilling their needs. Children's needs are diverse, such as affection, acceptance by peers and people who have authority, independence, competence, and self-esteem.

Education is very important for the growth and development of early childhood. Education acts as guidance. Education is expected to reflect the ethics, behavior, and basic nature of each child to face social life. The process of educating children carried out by the Prophet Muhammad SAW always uses the method that he considered the best. The method in question is carried out with precise details, according to the level of understanding of students, learning that is easy to understand, and easy to remember.



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