

**Peran Lembaga Pendidikan dalam Proses Internalisasi  
Nilai Kerohanian pada Anak Usia Dini  
(Studi Deskriptif Kualitatif di TK Khas Daarut Tauhiid Bandung)**

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**ABSTRAK**

Penelitian ini dilatarbelakangi oleh berbagai fenomena perilaku negatif di kalangan anak-anak seperti berbicara kurang sopan, meniru adegan kekerasan, meniru perilaku orang dewasa, bahkan perilaku bunuh diri sudah dilakukan dan ditirukan oleh anak-anak. Untuk mengatasi permasalahan tersebut, sekolah sebagai lembaga pendidikan perlu memberikan perhatian khusus pada pendidikan kerohanian. Pendidikan kerohanian mutlak diperlukan oleh setiap anak agar anak memiliki karakter yang baik sehingga dapat diterima dalam kehidupan bermasyarakat. Penelitian ini bertujuan untuk mengetahui peran dari lembaga pendidikan dalam proses internalisasi nilai kerohanian pada anak usia dini di TK Khas Daarut Tauhiid. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dilakukan melalui studi dokumentasi, observasi dan wawancara. Berdasarkan hasil penelitian diperoleh gambaran mengenai program pendidikan kerohanian yang dilaksanakan di TK Khas Daarut Tauhiid seperti program karakter baku, makan bersama, *camping*, *fieldtrip*, TSP, dan BRTT. Nilai-nilai yang diinternalisasikan adalah nilai kejujuran, kesopanan, kedisiplinan, keadilan, kesetiakawanan, keberanian bertindak, kemampuan mengendalikan diri, kerapian dan keteladanan. Metode yang digunakan dalam proses internalisasi nilai kerohanian adalah dengan eksperimen, tanya jawab, ceramah, bercerita, bermain, bernyanyi, menonton video, dan kegiatan sentra. Hasil dari proses internalisasi nilai kerohanian di TK Khas Daarut Tauhiid telah memperlihatkan perubahan pada peserta didik ke arah yang sangat positif, seperti mengamalkan 5S, baik di sekolah maupun rumah, melaksanakan ibadah sholat lima waktu, bersikap jujur, menghargai orang lain, bertanggung jawab, berpenampilan sopan dan rapi.

Kata kunci: peran lembaga pendidikan, proses internalisasi, nilai kerohanian, anak usia dini.

**The Role of Educational Institutions in the Process of Spiritual Values  
Internalization in Early-Childhood  
(a Descriptive Qualitative Study in TK Khas Daarut Tauhiid Bandung)**

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**ABSTRACT**

This research is motivated by various phenomena of negative behavior among children such as speaking irreverent, imitate scenes of violence, imitate adult behavior, even suicidal behavior has been performed and imitated by children. To overcome these problems, the school as an educational institution needs to give special attention to spiritual education. Absolutely necessary spiritual education to every child so that the child has a good character so that it can be accepted in society. This study aims to determine the role of educational institutions in the process of spiritual values internalization in early-childhood in TK Khas Daarut Tauhiid. This study used a qualitative approach with descriptive methods. Data collected through the study of documentation, observation and interviews. The research showed a picture of the spiritual education program implemented in TK Khas Daarut Tauhiid standard characters such as programs, eat together, camping, fieldtrip, TSP, and BRTT. Internalized values is the value of honesty, decency, discipline, justice, solidarity, courage to act, the ability to control themselves, neatness and exemplary. The method used in the process of internalization of the spiritual is to experiment, question and answer, lectures, storytelling, play, sing, watch videos, and activity centers. The results of the process of internalization of spirituality in TK Khas Daarut Tauhiid have shown changes in learners toward a very positive, such as the practice of 5S both at school and at home, implementing the five daily prayers, honesty, respect for others, responsible, dressed polite and tidy.

Keywords: the role of educational institutions, the process of internalization, spiritual values, early childhood.