RESTORING THE CONCEPT OF *AL UMM MADRASATUL ULA* WITH CHALET® TOYS

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Abstract Derived from the famous fragment of Arabic poem, *al umm madrasatul ula* which means mother as the first school is one of the concepts in home education. A mother, becomes the foundation for the education of children in the family. Because of the generality of a mother at home while the father is working. Following the development of increasingly sophisticated technology today, it is inevitable that its benefits also have disadvantages. Analogically, like a knife which if not used properly, its existence will be destructive. Children's addiction to gadgets is a phenomenon that is now happening a lot of cases. In fact, children only need the full attention of their parents, especially from the mother figure who is more often with them at home. Their greater need for attention from the mother, one of which can be represented by the choice of educational games. One of them is Chalet® Toys, a home-based Islamic educational game. This study aims to show one way to restore the concept of "*al umm madrasatul ula*" through the world of children's play, using Islamic edu-games. In this case, using the edu-game Chalet® Toys as a solution for mothers in carrying out their role as educators at home through home fun religious education. Chalet® Toys is not just a game, from it comes a concept that supports the role of mothers to be able to pay more attention to children's education through fun game media and of course containing religious values.
Keywords *Al Umm Madrasatul Ula*; Chalet® Toys; Religious Education

A. INTRODUCTION

Nowadays, technological developments enter into all lines of life. This includes the daily life of the family. Advanced technological equipment has helped a lot in the ease of activity. However, on the other hand, it also turns out to have a negative effect when not used properly. One of the most unfortunate things is the discovery of cases of gadget addiction in children.

In 2019, it was found that there were approximately 150 children aged 5 to 15 years in a mental hospital in a city in Indonesia with a diagnosis of game or internet addiction since 2017 (tvOneNews, 2019). This is getting worse when entering a pandemic period where offline activities are stopped. More and more children are spending time in front of gadgets with a longer duration. In a study in India in 2020, it was found that around 65% of the surveyed child population was addicted to gadgets (Ustin, 2020).

Figure 1.1. Technology Use Guidelines for Children and Youth

Developmental Age	How Much?	Non-violent TV	Handheld devices	Non-violent video games	Violent video games	Online violent video games and or pornography
0-2 years	none	never	never	never	never	never
3-5 years	1 hour/day	✓	never	never	never	never
6-12 years	2 hours/day	✓	never	never	never	never
13-18 years	2 hours/day	✓	✓	limit to 30 minutes/day		never

American Academy of Pediatrics (AAP) discourages media use by children younger than 2 years. We could also see from Rowans above figure, that children less than 3 years should not exposed to any technology, while older children may enjoy limited access to technology within limited time in a day ranging from 1 to 2 hours in a day according to their age group. Parents should try to adopt these guidelines from home, while for family who already had children overuse the technology may implement it gradually but continuously.

Children's need for attention from the family is very large, because they need to be given guidance and direction in the use of tools. Today's technology is very useful as a learning medium, but analogically like a knife that will destruct if used for the wrong things.

The mother figure, is a figure who is needed in accompanying the children's learning journey at home. With a common condition, father working outside the home. Beyond that, the mother figure who was created with tenderness and affection also has a very important role in educating children at home. In accordance with an Arabic phrase "*al umm madrasatul ula*", which means mother is the first educator.

One of the options that can be used to help carry out responsibilities as educators in the family environment, mothers can use educational game media. Among those that appear today are Chalet® Toys, a game originating from Indonesia. Created by a mother who cares about her child's world, it is expected to be a tool for mothers in carrying out their role as the primary educator of their children.

In this case, the games offered by Chalet® Toys rely on the concept of religion, as the main science that must take precedence in educating children. This research will describe restoring the concept of *al umm madrasatul ula* with Chalet® Toys. This study will also explain the form of Chalet® Toys in detail, which can be a solution for home fun religious education.

Here are the objectives of the study:
1. To highlight the importance of *al umm madrasatul ula* concept.
2. To determine children's needs in basic education or childhood phase.
3. To describe the challenges in childhood education in the digital era.
4. Using innovation in restoring *al umm madrasatul ula concept*, creating new paradigm education with fun game religious education.

B. METHODS

The research method used in this research is qualitative with a case study approach. Qualitative research begins with an idea expressed by research questions. The research questions will determine the method of data collection and how to analyze it. Qualitative methods are dynamic, meaning they are always open to changes, additions, and replacements during the analysis process.

The definition of a case study comes from the translation in English "A Case Study" or "Case Studies". The word "Case" is taken from the word "Case" which according to the Oxford Advanced Learner's Dictionary of Current English 3, is defined as: (1) Instance or example of the occurrence of something (example of occurrence); (2) Actual state of affairs; situation (actual condition of other circumstances); and (3) Circumstances or special conditions relating to a person or thing.

C. *AL UMM MADRASATUL ULA*

Al umm madrasatul ula, is an excerpt adapted from a poem by a poet named Nile Hafidz Ibrahim which was delivered at the opening ceremony of a girls' school in Port Said (Egypt) in 1910.

الأم مـدرسـة إذا أعددتــهــا
أعددت شعبا طـيب الأعراق

"Mother is school if you prepare for it (meaning) you are preparing a good nation from the beginning." (Ablado, 2019)

This fragment of the poem was then used as a theoretical basis which gave birth to many researches on the important role of mothers as the first school in children's education. Without denying the father's duty as the head of the household, the mother figure in Islam does have an important task in taking care of children, from childhood to adulthood.

As with the basic concept of a school, defining a mother as a school also has the same outline. The components in the concept of *al umm madrasatul ula* are as follows: (1) the figure of a mother, (2) the child as the object of education, and (3) the supporting system.

Figure 1.2. *Al Umm Madrasatul Ula* Components
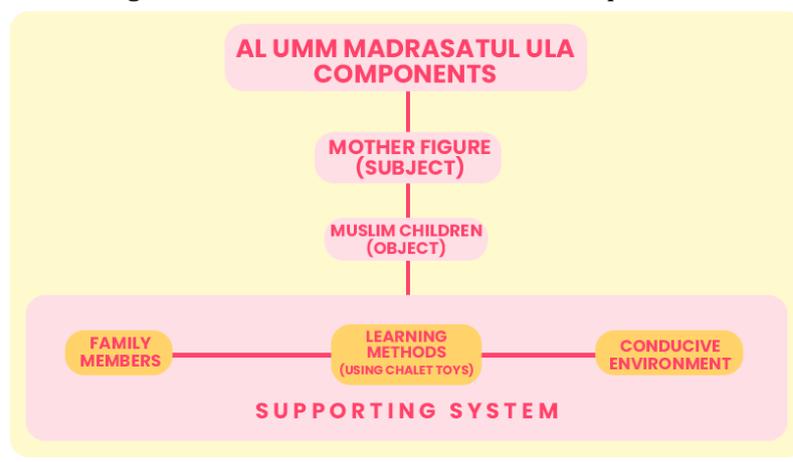
Source: Author's Development

1. **The Figure of Mother**
   2.1. Mother in The Qur'an
   Mothers may nurse [i.e., breastfeed] their children two complete years for whoever wishes to complete the nursing [period]. Upon the father is their [i.e., the mothers'] provision and their clothing according to what is acceptable. No person is charged with more than his capacity. No mother should be harmed through her child, and no father through his child. And upon the [father's] heir is [a duty] like that [of the father]. And if they both desire weaning through mutual consent from both of them and consultation, there is no blame upon either of them. And if you wish to have your children nursed by a substitute, there is no blame upon you as long as you give payment according to what is acceptable. And fear Allāh and know that Allāh is Seeing of what you do." (Quran.Com, Al-Baqarah 233, n.y.)

After carrying a child for 9 months, the next task of a mother is breastfeeding. While the father is responsible for the entire life of the mother and her child. Breastfeeding is part of the mother and child's first attachment process after the child is born into the world. From there then proceed to the next stages of education.

"O believers! Protect yourselves and your families from a Fire whose fuel is people and stones, overseen by formidable and severe angels, who never disobey whatever Allah orders—always doing as commanded." (Quran.Com, At-Tahrim:6, n.y.)

It is commanded to believers to protect themselves and their families from the fire of hell. From this verse, it can be concluded that the task of taking care of the family rests on the shoulders of the father and mother, but because children are generally with their mother on daily lives, mothers have an important role in educating their children.

2.2. Mother in Hadith

Abu Huraira reported that a person said: Allah's Messenger (ﷺ), who amongst the people is most deserving of my good treatment? He said: Your mother, again your mother, again your mother, then your father, then your nearest relatives according to the order (of nearness). (Sunnah.Com, Sahih Muslim, Book 45 The Book of Virtue, Enjoining Good Manners, and Joining of the Ties of Kinship, Hadith 2 , n.y.)

From this hadith, it can be concluded that the position of a mother takes precedence over a father because basically Islam glorifies a mother because her role is so important in a child's life. Starting from pregnancy, giving birth, breastfeeding, to raising and educating the children with love.

2. The Children in Family

Abu Huraira reported Allah's Messenger (ﷺ) as saying: The mother of every person gives him birth according to his true nature. It is subsequently his parents who make him a Jew or a Christian or a Magian. Had his parents been Muslim he would have also remained a Muslim. Every person to whom his mother gives birth (has two aspects of his life); when his mother gives birth Satan strikes him but it was not the case with Mary and her son (Jesus Christ). (Sunnah.Com, Sahih Muslim, Book 46 The Book of Destiny, Hadith 40, n.y)

Children are born in a state of nature, they are educated by their parents. Parents should guide their children to keep in the right path, since children is still depended on their parents and need guidance. They do not have capability to differentiate what is good and bad for themselves and have little knowledge to differentiate truth from falsehood.

It is very recommended for each parent to take control upon the children while we as Muslim will be held accountable for our children, as narrated by 'Abdullah bin 'Umar:

The Messenger of Allah (ﷺ) as saying: Each of you is a shepherd and each of you is responsible for his flock. The amir (ruler) who is over the people is a shepherd and is responsible for his flock; a man is a shepherd in charge of the inhabitants of his household and he is responsible for his flock; a woman is a shepherdess in charge of her husband's house and children and she is responsible for them; and a man's slave is a shepherd in charge of his master's property and he is responsible for it. So, each of you is a shepherd and each of you is responsible for his flock. (Sunnah.Com, Sunan Abi Dawud 2928, Book 20 Tribute, Spoils, and Rulership (Kitab Al-Kharaj, Wal-Fai' Wal-Imarah), Hadith 1, n.y.)

3. Supporting System

3.1. The Role of Fathers and Other Family Members

The father, as the leader of the family, has a very important role in the educational responsibilities of all family members. And because of the generality of the father earning a living, the father becomes a supporting system for the mother in carrying out the role of *madrasatul ula*. Meanwhile, other family members also provide full support to the mother in carrying out her role.

3.2. Learning Methods

The learning method in this case *madrasatul* in the family consists of media and also the composition of the material that will be given to the child. The media used is of course in accordance with the development of the child. In this case Islam recognizes two phases in the growth of children, namely childhood and adulthood. Childhood is the period when the child has not yet entered the age of puberty, while adulthood is the period when the child has entered the period of puberty.

So, in this case it is necessary to determine what kind of media will be used when providing learning in these two phases of child growth. If the child is still in the childhood phase, it means that he will be more interested with media that is playful or fun. While children who have entered adulthood, they can already be introduced to more serious learning media.

As for the curriculum material, what really needs to be conveyed to children is religious material. Whether it's about reading the Qur'an, as well as the teachings of other religious materials. And among the knowledge that will be delivered, it is also prioritized to teach etiquette to children.

3.3. Conducive Environment

A conducive environment is one of the keys and has an important role in the success of children's education. A conducive environment means how and with whom children get along, how the morals of those closest to them are, and a comfortable home atmosphere for learning.

A comfortable home atmosphere means not a lot of noise, especially music, exposure to shows or programs that are not suitable for children, children's access to devices that are limited. A tranquil home atmosphere will make children more comfortable in their activities, playing, and learning. Do not distract your children with devices, as is often the case in most families.

D. CHILDREN'S NEEDS IN BASIC EDUCATION OR CHILDHOOD PHASE

Play is an important thing in the stage of children's education, especially at an early age (childhood stage). Through playing, children learn many things in various aspects, as mentioned in one of UNICEF's articles *"Towards a world of play and connection, for every child"*:

> *"Children learn best through play. Play creates powerful learning opportunities across all areas of development – intellectual, social, emotional and physical."* (UNICEF, 2022)

That's why children tend to really like to play. It is through the world of children's play that we as parents need to approach and accompany them during the childhood stage.

As a Muslim, of course we are encouraged to introduce Islam and *tauhid* to children since their early age. Of course, since it was mentioned earlier that children learn best through play, we also need to facilitate them with appropriate learning methods. Parents, especially mothers, who always accompany their children during the learning process while playing is one of the important things needed by children. How to create a comfortable and pleasant atmosphere during the learning process while playing so that it can be enjoyed by both children and mothers is something that needs to be explored.

E. CHALLENGES IN CHILDHOOD EDUCATION IN THE DIGITAL ERA

Unlike the era before the internet, children in the digital era face different challenges. Many mothers in this digital era too lenient to be easy to give their children a device (tablet, smartphone, or the like). Even since they were babies, just to calm them down.

Mother's "busy" daily activities make them feel "easy" with technology in the digital era. Within few seconds they search for "kids only" shows on YouTube or other applications, then children will be fun and calm enjoying themselves with their devices. Whereas according to the guidelines provided by the AAP regarding the use of technology for children and youth, children under the age of 3 years should not be introduced to the device.

This habit becomes dangerous for children, not only for their physical health, it also endangers children's mentality and *tauhid* within them. We certainly can't control all the time what they will watch or read on the internet, or what games they will play. Children's curiosity can bring great danger to their mental health and religion. That is why, we as parents should avoid this as much as possible. If it has already happened, then we should immediately divert them with other activities that are healthier and more beneficial.

F. CREATING NEW PARADIGM EDUCATION WITH FUN GAME RELIGIOUS EDUCATION: CHALET® TOYS

Chalet® Toys (hereinafter, CT) started from a mother's anxiety about children's problems in the information technology era who are vulnerable to the negative impact of the flow of information technology that is difficult to contain. So that tools are needed to counteract and minimize negative impacts through religious education which is presented in the form of various kinds of educational games and educational tools that are interesting and attractive to children. So, from this initial basic idea was born CT, a product of Islamic Edu toys which is expected to be an effective solution to this anxiety. CT carries the concept of "Playing While Worshipping" the first in Indonesia which makes every CT product a plus and becomes the hallmark as well as excellence of the Chalet® brand.

1. Background, Vision and Mission
1.1. Background

Children's world is very close to the world of play. Just look at when the children use gadgets so they are mostly will seek for the games. Why is that so? Because through the play children are learning and the urge or desire to play is a fitrah as a gift from Allah for the children so that they can learn whatever needed in their life. AAP also seen play for children is essential and important to optimal child development, which also has been recognized by the United Nations High Commission for Human Rights as a right of every child. AAP seen it contributes to the cognitive, physical, social and emotional well-being of children and youth (R., 2007). Thus, we agree that play is important for children development, but this desire to play should be directed into something positive and avoid the harms. Parents need to look at children's activities and sort out what activities are best for the child.

Adopt a classic basic concept of "learning while playing," CT promotes the concept of "ibadah while playing" (Chalet Toys, 2018). This means while the children using CT products either its educational games or educational tools, they will do their ibadah whether it is their daily types of ibadah or seeking knowledge as it is also an act of worship or ibadah. The aim is to introduce the Islamic values since early age and to divert their inclination towards the habit of overuse the gadget. CT tries to combine various activities such as reading, arithmetic, cutting, sticking and more, to make child's activity with CT more attractive and fun. This da'wah materials provided by CT should be carried by parents and implement through the use of CT products under parent's supervision, guidance and assistance as in every product of CT there always inserted the parental guides sheet which recommend parents to actively participate and assist children in using the products. Parents should explain and help children to understand some points from the Islamic knowledge contained in the products. Sometimes it also required parents to seek information about some matter on Islamic knowledge to enable them explain better to children.

1.2. Vision
CT strives to provide solutions for mothers/parents/educators who want to educate their children in a fun way, while opening up business opportunities and improving the Muslim economy.

1.3. Mission
  a) Educate children with Islamic values in an interesting and fun way.
  b) Diverting and mobilizing children's play into something useful, quality, and of worship value.
  c) Opening business opportunities, especially for CT partners so that they can improve the Muslim economy as well as dawah through CT products.
  d) Hoping to be pleased with Allah with the mission above and hope that He will make it a charity.

1.4. Kinds of Games
1.4.1. Perjalanan Hajiku (My Hajj Journey)
"My Hajj Journey" is presented as 6in1 Hajj simulation game which has six benefits in an exciting game that can train and stimulates some children's abilities, including:
  1. Crafting, children will be invited to make components of the simulation game with assistance of parents. There are models of pilgrims made of flannel in the form of finger-puppets that must be copied, cut and glued. There are also models of livestock animals as *udhiyah* animals from cartons that can be decorated with flannels, and there are also tents, trees and buildings.
  2. Children fine motor will be trained through the activities of crafting and arranging the components of the game on the fabric-map.
  3. The child will perform role play by playing as pilgrims according to the guidance contained in the book "My Hajj Journey"
  4. Children ability to read will be trained and children interest in reading is expected to increase by reading the book of "My Hajj Journey" which is designed with interesting and colorful illustrations.
  5. Memorization of children will be trained by remembering the procedures of Hajj and other important points contained in the book.

6. Through this game children are expected to be able to understand pilgrimage *fiqh* or rulings, through a fun way (Chalet Toys, 2018, p. 4).

Figure 1.4.1. My Hajj Journey© Chalet® Toys

Source: (Chalet Toys, 2018)

1.4.2. Musafir Dunia (World Traveler)

"The World Traveler" is a 7in1 multiplayer racing play-mats game that can be played by 2 to 4 players. The concept is almost the same as the ladder snake game, but the game is made without dice and comes with a stack of deeds cards separated for boys and girls, question card and "IQRA!" book which contains basic knowledge of Islam.

The goal of this game is to reach *Jannah* as final destination, the name of the game serves as reminder for us that we as human only live for a little moment in this world while our eternal home will be in *Jannah*. The boys' and girls' deeds cards are teaching the concept of different gender and their right and responsibility for each.

Called 7in1 because there are seven benefits in one game are:

1. Train children's ability to read and improve reading interest.
2. Maintain memorizing because there are important points in the book that must be remembered in order to win the game.
3. Train their social skills by playing games together.
4. Train their cognitive skills by playing the game according to the instructions.
5. Train concentration while reading, absorb knowledge, count steps and counting the number of coins and points.
6. Train their counting ability when counting steps, and calculating coins and points.
7. Learn Islamic foundations in a fun way through the game (Chalet Toys, 2018, p. 5).

Learning done in a fun way will be strongly embedded in the child's memory and not easily forgotten.

Figure 1.4.2. World Traveler© Chalet® Toys

Source: (Chalet Toys, 2018)

1.4.3. Kotaku (My Islamic City)

"My Islamic City" is the latest game of CT made for younger children that are 3 years old and up. This game has very simple concept, which invites children to organize their own Islamic city by arranging the 2D building models made of wood on the fabric-roadmap. The names of the buildings are written in English as well as Arabic to slightly introduce the English vocabulary as well as the Arabic. Islamic education is included in the pocket book, containing some *duas* and Islamic etiquettes that parents can read to their children to help them memorizing. Children will be invited to use rubber toy cars while practicing *duas* readings, such as prayers and etiquettes of going to the mosque, *dua* entering mosque, *dua* entering the market, and other *duas*.

Figure 1.4.3. My Islamic City© Chalet® Toys
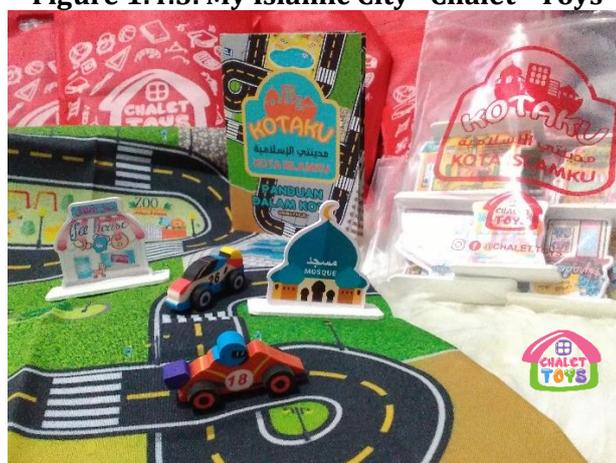
Source: (Chalet Toys, 2018)

G. CHALET® TOYS IN RESTORING THE CONCEPT OF *AL UMM MADRASATUL ULA*

CT in the concept of *al umm madrasatul ula* scheme is one of the support systems that supports the achievement of a mother's success in carrying out her role as the first school for their children. CT is an educational medium that mothers can use in carrying out their duties in providing education to their children. In accordance with the basic concept of *al umm madrasatul ula*, in using a supporting system in the form of educational media, the presence of a mother figure remains the main center. Children in this case as students become the intended object.

CT restored the *madrasatul ula* concept with a game form in which there were religious materials, with an interesting and a fun home-based game form. Some points that connect the concept of *madrasatul ula* with CT games are as follows:

1. Religious material as a basis for learning for children at home.
2. Bonding activities between mother and child, and can also involve other family members.
3. Passion in reading and learning Arabic words.
4. Do not rule out children's fun to play.
5. Can be done at home without having to go outside.

CT offers a unique concept by making games as a way to introduce religious lessons to children. Helping mothers in carrying out their role as *madrasatul ula*. Through the fun activities of CT and of course with the role of parents who make activities with CT become more interesting, then this is expected to be able to prevent children from the habit of overuse the gadgets.

Children will feel more comfortable playing with their parents and friends than playing online or using gadgets that lack of real socialization. And although virtual world enables the virtual socialization for example by using social media, still it is not safe for children to interact with unknown people or strangers, who may be able to give bad influence or even can threaten their security.

H. CONCLUSION

In this study it can be concluded that CT becomes a learning media for children at an early age in learning religion in fun ways. Media that is very helpful for mothers in carrying out their role as *madrasatul ula*. In this case the father and other family members can also provide support. Educating children in a way that is fun and interesting, through children's world of play provides mothers enjoyable bonding to their children, and also helps children face their challenges in digital era. The form of the game concept owned by CT can also be applied to other games, and can also be used as a supporting media for mothers in educating their children.

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