

The Role of 'Aisyiyah Thought in the Advancement of Early Childhood Education in Kendal County

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ABSTRACT

This study aims to analyze the role of Aisyiyah in the development of education in Kendal Regency in 1950-2020, so as to know the background behind the founding of Aisyiyah Kendal. Aisyiyah as Muhammadiyah's special autonomous organization can foster women to be educated to become leaders, as well as being prepared to become administrators in the Muhammadiyah women's organization. Aisyiyah's presence in developing her educational role in Kendal Regency has produced cadres who are strong in organization. Aisyiyah's presence in Kendal was inseparable from the arrival of Muhammadiyah ideas and thoughts. Aisyiyah is engaged in social, educational, health and religious fields. This research uses historical methods consisting of heuristics, verification, interpretation, and historiography. Aisyiyah has activities with several programs, one of which is in the field of education, especially in the Bustanul Athfal Aisyiyah Kindergarten (TK), a program regarding worship which is guided by the Central Executive (PP) in Jakarta regarding Kemuhammadiyahan and Keaisyiyahan.

INTRODUCTION

THE ROOTS OF Aisyiyah's establishment cannot be separated from historical roots. The spirit of the founding of Muhammadiyah has inspired the establishment of almost all autonomous organizations in Muhammadiyah, including Aisyiyah. Since establishing Muhammadiyah, Kiai Dahlan has paid great attention to coaching women. Potential girls are fostered and educated to become leaders, and are prepared to become administrators in women's organizations within Muhammadiyah. Among those who were educated by Kiai Dahlan were Siti Bariyah, Siti Dawimah, Siti Dalalah, Siti-Busyro (his own daughter), Siti Dawingah, and Siti Badilah Zuber.

'Aisyiyah is a container struggle and charity business for women Muhammadiyah. His position as Organization Autonomy Special Muhammadiyah No. The same with Organizations Autonomy Which other Because motion and activity 'Aisyiyah balanced with motion and Muhammadiyah activities. 'Aisyiyah was declared a Special Autonomous Organization (Dan, 2012). Aisyiyah is a women's movement that was born in Yogyakarta in 1917. Aisyiyah was founded by KH Ahmad Dahlan and Nyai Ahmad Dahlan, since its establishment in 1917, Aisyiyah's main goal is to raise public awareness, especially women, of various problems in society (Mir'atunnisa & Maziya, 2020). One of Aisyiyah's ways of achieving its main goal is through education.

Education is essentially a process of maturation of the quality of life. Education is a very important need for humans. Humans need education to carry out their duties as caliphs on earth. This is as contained in QS. Al-Mujjadi: 11 follows; "... Allah will raise (degrees) those who believe among you and those who are given knowledge of several degrees....". Islam teaches its followers to seek knowledge

as much as possible and anywhere without time and place limits, as long as the knowledge learned is beneficial to oneself and the benefit of the people.

Education can be obtained not only through formal education (school), but also through non-formal education. Non-formal education is an educational activity that is organized outside of school oriented to the needs of the learning community. Non-formal education also helps the government, especially in dealing with children who are not served by schools, dropping out of school, and community education. One that develops non-formal education is the women's organization 'Aisyiyah. The Aisyiyah organization has shown a lot of its role and influence on society, especially among women (Anah et al., nd) . Aisyiyah wants to provide opportunities for women to receive education, especially religious education. Education can start early through kindergarten education (Guru et al., 2020) . The importance of early childhood education encouraged Aisyiyah to establish an early childhood education institution.

Early childhood education (PAUD) is a level of education prior to basic education which is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education, which is held in formal, non-formal, and informal channels. Early childhood education is a form of education that focuses on laying the foundation for growth and 6 (six) developments: religion and morals, physical-motor, cognitive, language, social-emotional, and art, according to the uniqueness and stages of development according to the age group passed by early childhood as stated in Permendikbud 137 of 2014 concerning PAUD National Standards. Within the 'Aisyiyah Organization, PAUD consists of Kindergartens, Play Groups, Child Care Parks (TPA), Similar PAUD Units (SPS), Aisyiyah Children's Development Parks (TBAA), Quran Education Parks (TPQ) (Fabiana Meijon Fadul, 2019) .

The first early childhood education that was established was named "Bustanul Athfal". Bustan means garden and atfal means children. 'Aisyiyah Bustanul Athfal Kindergarten (TK ABA) has until now been used as the identity of 'Aisyiyah's early childhood education. PAUD ABA, in its first century, now has around 19,789 institutions with various types of educational units spread throughout Indonesia and in Egypt. The organizer of ABA PAUD is the Aisyiyah Elementary and Secondary Education Council (Dikdasmen), namely the Organizational Leadership Supporting Body in charge of organizing business charities, programs and activities in the field of PAUD education, Das The method used to compile this research is the historical method, namely the process of examining and analyzing records and relics of the past. The historical method includes four stages, namely heuristics (gathering sources), criticism (testing the credibility of sources), interpretation, and historiography (writing history).

METHODS

The method used to compile this research is the historical method, namely the process of examining and analyzing past records and relics. historical method covers four stage, that is heuristic (collection source), critics (testing the credibility of sources), interpretation, and historiography (writing history) (Pianto, 2016) .

The initial stage in conducting historical research is heuristic (collecting sources). The sources collected are in the form of documents that are relevant to the research problem, both written and oral sources. In this article, the written sources used are from the Regional Leadership of Aisyiyah Kendal, the Depot Suara Muhammadiyah Archives and Suara Aisyiyah. Oral sources in this study were obtained by interviewing directly competent people in fields relevant to the research topic. (Al-firdausy, nd) .

Stage next is testing source through critics external and internal. External criticism is carried out to test the authenticity or authenticity of historical sources. To determine the authenticity of a source, it is necessary to pay attention to all external appearances of the source, including paper material, ink, writing style, language, letters and so on (Miftahuddin et al., 2014) . After going through the stages of external criticism, the next step is to carry out internal criticism to assess the credibility of data in historical sources. For evaluate is A source can trusted, need exists notice the contents of these sources are then compared with other sources that have been obtained so that the contents of these sources can be trusted. In this article all sources which obtained compared to One the same other so that get information who can be trusted. The main objective of the criticism stage is to select the data obtained by comparing information with one another to obtain relevant facts valid.

The third stage is interpretation. This stage is a synthesis of the facts obtained from the source criticism process. Historical facts that are relevant to Aisyiyah's role in developing early childhood education in Kendal are synthesized through imagination, interpretation, and theorization to look for relationships between one fact and another in a chronological and causal framework. . Thus Aisyiyah's role in developing early childhood education can be fully explained and understood.

Stages final is historiography or writing history. In stage This The facts that have been synthesized are presented in the form of historical writing systematically and chronologically using good and correct Indonesian so that they can be understood properly by the readers. reader (Mir'atunnisa & Maziyah, 2020) .

RESULTS

Establishment of the First ABA Kindergarten in Kendal Regency in 1956

The movement of the second program of 'Aisyiyah Kendal Branch is evidenced by the establishment of several 'Aisyiyah Bustanul Athfal Kindergartens (TK ABA). At that time, Muhammadiyah members, especially those located in Kendal District, Kendal Regency, wanted a school that specifically fostered and educated young children as a provision for aqidah and mental maturation until they grew up. For this dream, the figures of 'Aisyiyah, especially those in Kendal District, include: Mrs. Suratman, Mrs. Syawal, Mrs. Suwarni and Mrs. Asnawi are trying to make the desire to establish an educational institution for pre-SD/MI-aged children to be able to enjoy the beauty of the school .

Reflecting on Kendal's situation at that time, the leaders of 'Aisyiyah glanced at a mushalla belonging to Muhammadiyah members which was located on Jalan. Youth, No. 60 Pegulon, Kendall. The mushalla which stands on the waqf land of Mrs. Hj. Zaimah (deceased) and her husband Mr. Adnan Widodo (late) with an area of 353 m² - which is very strategically located right beside the main road, as a guard for the establishment of the ABA Kindergarten. In addition, the existence of a mushalla will be more effective and more beneficial if it is used as a means of learning, as well as a means of worship. So on the initiative of the leaders of 'Aisyiyah along with the full support of Muhammadiyah members, the mushalla was rehabilitated so that it is more appropriate to serve as a means of Teaching and Learning Activities (KM).

After all the efforts and equipment of the Kindergarten were carefully calculated (although there were still many shortcomings), finally on August 1, 1956 the first ABA Kindergarten was officially established in Kendal Regency. Meanwhile, those holding the milestone of the first school principal were Mrs. Zayimah (late) accompanied by Mrs. Mimik (late) and Mrs. Suwarni (late). The establishment of the first ABA Kindergarten in Kendal Regency is a driving force for the charity business of the 'Aisyiyah branch in Kendal Regency which is still in the development stage, as well as a reflection of the progress of 'Aisyiyah mothers who have active movements in helping the nuances of Muhammadiyah da'wah through children's education institutions . This first ABA Kindergarten can be said to be the favorite kindergarten for the people of Kendal. Where at that time in Kendal District there were no institutions that specifically provided education for early childhood. So it's no wonder that as the year progresses, the number of students increases.

For decades the existence of Kindergarten ABA 01 Kendal has become a favorite kindergarten. Often because the students exceed the available class quota, eventually the excess students are transferred to Kindergarten ABA 02 Kendal. In 1995, the Principal of Kindergarten ABA 01 was replaced by Ms. Artiyah. During his leadership period, the development and growth of students could still be maintained properly. Improvements to learning facilities including school buildings and teaching material facilities are renewed step by step. However, as the years go by, the existence of kindergarten also develops, so it is not surprising that in 2012 the number of students has decreased. And currently (in 2015) around 28 Kindergartens fill the realm of childhood education in Kendal Regency. As the years progress, changes in the height of the highway structure and drainage channels that are not well organized often become obstacles to the continuity of the KBM process. During the rainy season, the rainwater drains are not what they used to be. Where it is not uncommon for heavy rains to inundate the school grounds. What is even more concerning, with the frequent occurrence of puddles, many important documents of ABA 01 Kendal Kindergarten are damaged, even lost.

Even so, Kindergarten ABA 01 Kendal continues to strive to make school the most enjoyable learning vehicle by adding a series of activities to support students' self-development, including: holding drum band and dance extracurricular activities. Routine activities as the inculcation of Islamic values also exist and are maintained as an improvement in the quality of the personality and morals of students,

such as holding zakat fitrah during the month of Ramadan, and distributing the results of zakat that has been collected to the needy and poor in the environment around TK ABA 01 Kendal .

First ABA Kindergarten at Weleri in 1964

1964 was a golden year for pre-SD/MI children who had a strong desire so that their feet could step up to the level of educational institutions. The great desire of the children, especially those around the Kedonsari Hamlet, stirred the heart of Mrs. Hj. Rahmadi to immediately establish an educational institution for children - at that time there was no special place that could provide an umbrella. Most children's desires are tickling, even though their age is still too early.

In order to realize the children's big dreams at that time it also became the fruit of thought for Muhammadiyah members, especially the Leaders of the Branch 'Aisyiyah (PRA) of Pengangkringan to be able to establish an educational institution capable of covering all elements of pre-SD/MI children. It is highly acknowledged that the existence of a special building that can accommodate a number of Kindergarten (TK) students is an obstacle.

Perhaps because a kindergarten educational institution requires adequate facilities and infrastructure, adequate learning support facilities and qualified educators. To realize this big dream, a strong determination and noble intention is needed so that the existence of TK can be felt as a whole by all elements of society. The beautiful, noble intentions of Mrs. Hj. Rahmadi continued to receive support from 'Aisyiyah's mothers so that he further strengthened his resolve so that the 'Aisyiyah Bustanul Athfal Kindergarten (TK ABA) 01 Pengangkringan' Kindergarten was established immediately. So on January 1, 1964 Kindergarten ABA 01 Penjakringan was officially opened by 'Aisyiyah mothers. And for the time being the learning process is carried out on the terrace of Mbah Bayan's house, Kedonsari Hamlet, Penyangkringan Village while planning the construction of the building.

The Kedonsari Hamlet environment, which at that time was the majority of Muhammadiyah members, was very supportive in embracing students who wanted to study at TK ABA 01. Such great enthusiasm became a golden opportunity to advance TK ABA 01 Pengangkringan in the next step. It can be said, at that time there were no pros and cons in the process of recruiting new students. The process of Teaching and Learning Activities (KBM) in the first year ran smoothly even though using conventional learning facilities. As many as 30 students and teachers made the teaching and learning momentum a vehicle for knowledge, the study room, teacher's room and office became one.

The momentum coincided with the desire of Mrs. Hj. Sonhaji (deceased) who wishes to donate his 36 m² piece of land which is located in Kendonsari Hamlet, Penyangkringan Village. This sincere intention received positive appreciation from Muhammadiyah members - who after the handover of the waqf land were held, immediately followed up by holding a special meeting to form the ABA 01 Penjakringan TK development committee, the sooner the better.

First ABA Kindergarten in Sukorejo in 1964

Encouraged by the importance of the existence of an educational institution for children, the Head of the Aisyiyah Branch (PRA) of Sukorejo Village, Sukorejo District felt the need to establish an Islamic-based educational institution. Moreover, in 1964 there was not a single Kindergarten (TK) educational institution in Sukorejo Village. The idea of establishing a kindergarten is also part of 'Aisyiyah's responsibility as a Muhammadiyah women's organization which must have a role in elevating, educating and delivering a generation of Muslims in welcoming the changing times.

To realize this idea, the Aisyiyah leaders who were spearheaded by Mrs. Sri Kamirah, Mrs. Sri Mujiati, Mrs. Sudaryatun, Mrs. Sudarti and Mrs. Chairiyah as well as support from Muhammadiyah residents in Sukorejo Village continued to finalize the planning for the establishment of the 'Aisyiyah Bustanul Athfal Kindergarten. The first TK ABA) in Sukorejo. After all the planning was done, August 1, 1964 was the first year that new students were opened. Approximately 10 new students and 2 educators filled in the beginning of learning for the first time at a child education institution present in Sukorejo Village.

At that time, the first ABA Kindergarten in Sukorejo did not have its own building. So that the learning process had to take place at the home of one of the residents. For about 4 years the learning process took place with a ride in the house of one of the residents. Until finally one member of Muhammadiyah named Mr. Sugio who sincerely donated his 540 m² plot of land located in Gang. Jasmine, RT. 05RW. 02 Kauman Hamlet, Sukorejo Village, Sukorejo District- which is earmarked for the construction of a kindergarten building.

Muhammadiyah members' positive appreciation for the sincerity of Mr. Sugio on the development of the Muhammadiyah Business Charity (AUM). So immediately the process of planning the construction of the kindergarten building was immediately matured. All the efforts of Muhammadiyah members to contribute both in the form of morals, materials and personnel have accelerated the construction of the building.

In 1964, the budget of Rp. 50,000, - which came from self-help funds both from Muhammadiyah members and sympathizers were successfully collected. At that time, the budget of Rp. 50,000, - can be said to be quite large. Because, with the financial condition of the community members who are still not stable, the acquisition of these funds is an extraordinary achievement for Muhammadiyah members.

So the initial framework is made of concrete with a building area of + 50 m² and consists of 2 locales following the building construction time steps. The stagnation in the acquisition of the budget takes the development stage with a process that takes quite a long time. It took about 2.5 years to complete the first ABA Kindergarten building in Sukorejo. As a result, in the 1970/1971 school year the new building of TK ABA 01 Sukorejo could be used for Teaching and Learning Activities (KBM). Educators also willingly provide the best education without payment. The existence of donors still cannot be realized considering the economic conditions are still chaotic.

Nevertheless, the teaching and learning activities were able to run well in line with the increasing trust of the surrounding community for 'Aisyiyah's work in developing educational institutions for children. All the limitations, both supporting infrastructure for children's games, teacher manuals and administrative completeness, do not hinder the learning process of the year's journey, which also spurs the board and teacher council to continue to develop and improve the quality and quantity of both teachers and students, according to the level of institutional needs. Even though the perfection of the institution's needs cannot be fully met, this does not become an obstacle to teaching and learning in class and providing services to student guardians.

In 2004, TK ABA 01 Sukorejo had 6 teaching staff and 2 cleaning staff. This situation illustrates the increasing development of kindergarten. Meanwhile, in 2005, the opening of a special class also colored the dynamics of the TK journey. This special class is intended for parents of students who want their children to get more education than regular classes.

With the presence of a special class, the attractiveness of student parents is increasing. So it's no wonder that in the 2015/2016 academic year the number of students exploded sharply, reaching 245 children. The same goes for staff, both teachers and others. Where as many as 17 teaching staff, 1 administrative staff, 2 cleaning staff and 1 security guard fill the nuances of the bustle of the ABA 01 Sukorejo Kindergarten trip. Not only that, the presence of such a large number of students (compared to the initial opening of 10 students) has led the institution to continue to improve itself by adding more buildings to 300 m².

First ABA Kindergarten in Boja in 1967

Since officially the Head of the Aisyiyah Branch (PCA) was established in Boja in 1967, the existence of a Kindergarten (TK) educational institution for early childhood has not been felt by the community. Meanwhile, there are already many children who should be able to experience pre-SD/MI education, but this wish has not been fulfilled.

Having a very big dream to improve faith through Islamic-based educational institutions for the next generation of Islamic struggle, PCA together with the Boja Muhammadiyah Branch Manager (PCM) are trying to fulfill the desire to establish the first and foremost needs for children by establishing a Kindergarten. Moreover, this idea has become part of the Boja PCA program since it was first established. So on August 15, 1969 the idea of establishing the Kindergarten 'Aisyiyah Bustanul Athfal (TK ABA) 01 Boja was spearheaded by Mrs. Asmiyati Asmu'i (Chairman), Mrs. Mailun (Secretary) and Mrs. Chalim Muraji (Treasurer) from PCA Boja, while from PCM Boja spearheaded by Mr. Asmu'i (Chairman), Mr. Fadholin (Secretary) and Mr. Mas Hadi (Treasurer), established the official establishment of TK ABA 01 Boja.

After recruiting students, at the start of the ABA 01 Boja Kindergarten Teaching and Learning Activities (KBM) was established by borrowing the house of Mr. Much. Said, located in Kauman Hamlet, RT. 04, R.W. 05 Boja Village. The borrowing of the house was because at that time the ABA 01 Boja Kindergarten did not yet have its own building facilities, while the process of recruiting students had been carried out. Therefore, the noble intentions of Mr. Much. Said, who was willing to lend his house for a while, received extraordinary appreciation from Muhammadiyah members, especially 'Aisyiyah. At that time, the number of students totaled 24 children, consisting of 13 boys and 11 girls. Meanwhile,

this first educational process was cared for by Mrs. Sumiyati from Yogyakarta. At that time, the honorarium for caregivers was given arbitrarily (sober) because, it can be said that at the time the TK was first established, there were no permanent donors. School operational costs related to learning support facilities and infrastructure also still rely on student monthly contributions.

Mrs. Sumiyati's dedication to TK ABA 01 Boja lasted for 10 years because in 1978 she moved (back) to Yogyakarta. So the care of Kindergarten ABA 01 Boja was replaced by Mrs. Rochmi from Boja. Mrs. Rochmi's service lasted only 2 years, in 1980 she got the assignment to teach at Madrasah Ibtidaiyyah (MI), then the teacher milestone holder was replaced by Mrs. Umiyarsih. At that time the number of students as many as 21 children. In the same year, out of 21 students, only 10 graduated to a higher level, the reason being that the other 11 children still needed further coaching, apart from being too young.

In 1981, Mrs. Umi Yarsih resigned. In the same year, students were moved again to Mr. Djayadi which is located in Getan Kidul Hamlet, Boja Village. The reason for the move is because the new location is more affordable and can accommodate more students. Because, at that time the number of students had reached 40 children. While parenting is continued by Ms. Muslichah. In the period of Mrs. Muslichah, institutional administration began to be organized, both administration related to the learning process, institutional administration and financial operational administration.

In 1986 PCM Boja bought land owned by Mr. Hamza, who is located in Kauman Hamlet, RT. 04, R.W. 05 area of 162m² or 18 x 9 meters. The land is earmarked for the construction of the ABA 01 Boja Kindergarten building, as well as for the development of the Kindergarten so that it can continue to be improved. The development process is going well. Funds from Muhammadiyah members' self-help were supplemented by assistance from the government of Rp. 500,000.00 finally, in just 1 year, namely in 1987, on December 25, the ABA 01 Boja Kindergarten building was completed. The learning process of students was moved to a new building and also with a new atmosphere.

One year after occupying the new building, the number of students has increased. Where in 1988, as many as 50 students received education at Kindergarten ABA 01 Boja at the same time as the teaching staff was increased to 3 teachers. In the same year, to commemorate the Republic of Indonesia's anniversary, the Department of Religion (MoRA) of Boja District held a composing and singing competition especially for teachers. The beauty is that the ABA 01 Boja Kindergarten teacher, represented by Ms. Muslichah, managed to win 2nd place. Likewise in 1989, TK ABA 01 Boja took part in a Carnival competition held by the Kendal Regency Education Office (Disdik). At that time TK ABA 01 Boja managed to win 1st place. Meanwhile in 1990 he also took part in the Teacher Creativity/Story Reading competition held by the Education and Culture Office of Kendal Regency and managed to win 2nd place. Even for its achievements in participating in the 5K competition throughout the Boja District, ABA 01 Boja Kindergarten was chosen to represent the Boja District in the 5K competition at the Kendal Regency level. And there are many other achievements won by TK ABA 01 Boja brilliantly in the following years.

Now, the journey that has been taken by TK ABA 01 Boja has earned a lot of public trust for the progress and achievements that have unfolded since the founding of this institution under the auspices of 'Aisyiyah. So it's no wonder that in the 2014/2015 school year, TK ABA 01 Boja managed to recruit 101 students. Meanwhile, in the 2015/2016 academic year, it also managed to attract 104 students.

Establishment of TK ABA 01 Pegandon

The official establishment of the Regional Leadership of 'Aisyiyah (PDA) Kendal, has further spurred the movement of the branches that were already established, one of which is the Pegandon Branch. The Pegandon Branch Leadership Movement of 'Aisyiyah (PCA) in carrying out da'wah does not only cover programs in the religious, social and health domains, but includes aspects of instilling Islamic values in the realm of education, especially education for Kindergarten (TK). This is because, since the establishment of 'Aisyiyah Pegandon in 1965, the implementation of programs in the educational aspect was still in the form of cultivating and fostering management procedures for educational institutions, and had not yet reached the stage of realizing the establishment of the institution.

Starting from the recitation activities of ladies and gentlemen of 'Aisyiyah Pegandon Branch which was held at the house of Mr. M. Uton, Penanggulan Village, Pegandon District, the idea to immediately realize the establishment of a kindergarten educational institution spearheaded by Mrs. Hj. Hadiyati, Mrs. Hj. Munawaroh, Ms. Hj. Jauhariyati and Mrs. Hj. Nasoha's myrrh appears. Especially at that time, in Pegandon District there were no Islamic-based educational institutions, specifically for early

childhood/Pre-SD/MI. Based on this initiative, in 1970 the establishment of 'Aisyiyah Bustanul Athfal Kindergarten (TK ABA) 01 Pegandon was officially established. The maturation of the establishment of TK ABA 01 Pegandon is increasingly being developed by conducting socialization by Muhammadiyah members, especially the 'Aisyiyah Pegandon Branch as well as recruiting new students.

About 20 children were registered for the first time as students at ABA 01 Pegandon Kindergarten under the care of 2 teaching staff, namely Mrs. Cholidah and Mrs. Muzayyanah (Aw Lion Wha), one of the residents of 'Aisyiyah of Chinese descent. In the early era of the learning year, the learning process was still in MI Muhammadiyah Pegandon. Meanwhile, operational costs for the education process were still constrained by funds, because at that time TK ABA 01 Pegandon did not have regular donors, let alone teaching aids for children's games, so it became a cause for comfort for the children.

However, the trust given by the community, especially Muhammadiyah members to the extraordinary management of ABA 01 Pegandon Kindergarten, at a modest cost and continued to strive to develop the search for donors both in Pegandon District and outside Pegandon District, until finally Rp. 800,000.00. This beautiful moment coincided with the wish of Mrs. Tasni from Pegandon who wanted to donate her 467 m² plot of land which was earmarked for the construction of a kindergarten building. So in 1971 the construction of the building began. From the results of the funds that were successfully collected, they were only able to build one building which was divided into 2 classrooms with an area of 96 m² and was only able to complete the wall building without lepo. Nevertheless, the struggle of the mothers of 'Aisyiyah Pegandon did not subside. The search for funds to improve the stages of development continues to be carried out for the completion of the building and so that it can be immediately used as a learning activity.

First ABA 01 Pegandon Kindergarten room. From left – Mrs. Mastiah, Mrs. Muzayyanah (Aw Lian Wha, of Chinese descent), Mrs. Cholidah and Mrs. Zainun). At that time the number of Muhammadiyah members was still very minority, let alone members of 'Aisyiyah. This is also what often becomes an obstacle to finding donors, because social stigma (especially those who are anti-Muhammadiyah) often becomes an obstacle to fundraising. However, the central figures of 'Aisyiyah never subsided, the search for funds continued. Perseverance, sincerity and hard work finally paid off. As the years progress, slowly the existence of ABA 01 Pegandon Kindergarten is increasingly being accepted by the wider community. Moreover, in 1974, under the leadership of Mrs. Maryam as the principal, the ABA 01 Pegandon Kindergarten was increasingly promoted. So that the existence of Islamic and quality education is warmly welcomed from outside Muhammadiyah. So do not be surprised if the acquisition of students continues to increase from year to year, until the term of Mrs. Maryam's leadership ends in 2012.

Because the number of students continued to increase, while the existing classrooms were unable to accommodate the number of students, the building that had been built before was rebuilt. The building was used as the Da'wah Center for 'Aisyiyah Pegandon, as well as a learning facility, which consisted of a teacher's room and local 4th class rooms. m Recruitment of students was also increasing. In the 2012/2013 academic year, there were only 85 students, while in the 2013/2014 school year the number of students increased to 99 students. Likewise, in the new school year 2014/2015 the number of students skyrocketed drastically to 130 children. Even in the last 4 years, ABA 01 Pegandon Kindergarten has become the only child education institution with the largest student capacity in the Pegandon District area, subhanallah.

This condition further motivates educators to continue to improve their dedication in service and professionalism in developing the tasks and mandates given, so that public trust increases. And now, TK ABA 01 Pegandon already has 2 buildings. Facilities and infrastructure are also being improved. Likewise educational facilities, both outside and inside APE (Educative Teaching Aids), teacher and student bathrooms, ablution areas and special prayer rooms, to have 1 unit of school fleet

Continuing the Establishment of TK ABA 02 Kebumen

The idea of establishing the 'Aisyiyah Bustanul Athfal Kindergarten (TK ABA) 02 Kebumen was founded on the initiative of the mothers of recitation congregations who are members of the 'Aisyiyah organization. The purpose of establishing the kindergarten, considering that at that time there were already many children aged 3-6 years who already wanted to study at school, especially in Sumber Hamlet. However, there is no educational institution that can provide shelter, while their age is still too young.

The existence of the building was an obstacle to the establishment of the ABA 02 Kebumen Kindergarten at that time. This was because to carry out the learning process a room and other learning

support devices were needed. However, the noble intention to continue to establish Kindergarten ABA 02 Kebumen has not subsided. The opening was still carried out by the women of 'Aisyiyah and for the time being the teaching and learning process was carried out on the Musholla Terrace using makeshift facilities, while waiting for the building to be built. Where the study room, teacher's room and office become one. In terms of recruiting students, even though the majority of the surrounding community members were not all Muhammadiyah members, the 'Aisyiyah administrators were able to recruit new students as expected.

The establishment of ABA 02 Kebumen Kindergarten which did not yet have its own building drew sympathy from Mr. Suroto (Alm) who wished to donate his piece of land located in Sumber Hamlet, RT. 07 RW. 01 Kebumen Village with an area of + 1600 m². Spontaneously Muhammadiyah members responded positively to this desire by immediately following up through deliberations as the initial stage of planning for the construction of a kindergarten building. The contributions from Muhammadiyah fathers have not subsided. Muhammadiyah fathers joined the celebration (Alm), Mr. Kamil (Alm) and Mr. Sudiyono. This reflects the togetherness of Muhammadiyah and 'Aisyiyah members in creating educational institutions for future generations.

Furthermore, fundraising efforts continued as a process of accelerating the completion of the ABA 02 Kebumen Kindergarten building, until finally 1 building was completed. Immediately the ladies of 'Aisyiyah moved the children to the new building, on January 1, 1970, with the first school principal, Mrs. Sri Kamirah (late). Creeping years, the development process continues with the addition of new buildings. The provision of new learning support facilities further complemented the learning process, until finally the school principal's term of service ended and was replaced by Mrs. Kuna'ah and then continued by Mrs. Aminah. Admittedly, since the establishment of TK ABA 02 Kebumen there has been no control over the administration of the institution. However, since 1995, institutional administration began to be put in order, including the list of students. In the era of Mrs. Aminah's leadership, the number of students was +35 children. However, the more the years have spread, the more educational institutions for children in Sukorejo District, especially Kebumen Village. The ups and downs in the number of students colored the journey of the ABA 02 Kebumen Kindergarten, even though the recruitment of students continued.

This situation was experienced by TK ABA 02 Kebumen in the 2011/2012 academic year, which only managed to attract as many as 34 students. However, this situation was redeemed again in the following year, namely the 2012/2013 school year which managed to embrace as many as 95 students. This year is a golden year for Kindergarten ABA 02 Kebumen which has won the trust of the community with the most students.

The existence of TK ABA 02 Kebumen continues to be maintained until there is a mutation and equal distribution of teachers in the following year. This began to have an impact on the reduction of students to 88 children. And until now the number of students is 57 children. However, the dedication and loyalty of school principals and educators is maintained. The enthusiasm to continue to serve and become a bridge for children in achieving their dreams is in line with the more perfect ABA 02 Kebumen Kindergarten building from year to year. Where the classrooms plus 3 local, complete with, storage, bathrooms, toilets and places for ablution.

From Rini Student Kindergarten to ABA 03 Sarirejo Kindergarten Kaliwungu

The need for the existence of an educational institution for children in Sarirejo Village requires religious leaders to immediately act to find a solution, so that a child's right to get proper education at his age is realized quickly. This deep concern also moved the religious leaders to immediately set up an educational institution. So on April 1, 1960 on the initiative of Mr. Thoyib Chidilir from Kedong-Rombong, Mr. Ahmad Tego from Kedong-Rombong, Mr. Abdul Rouf from Karang Sari and Mr. H. Syahri Salim Kauman Kidul finally a children's education institution named TK Siswa Rini was successfully realized.

The success of establishing Rini's Student Kindergarten was a big dream for the people of Sarirejo Village - at that time there were no special institutions to educate children at an early age. What's more, the kindergarten building still doesn't exist, so it's not surprising if you stay temporarily in one of the residents' houses. And then, so that the management of Kindergarten can run optimally, the process will then be handed over to the Sarirejo PKK mothers. In the second year of their journey, Rini Sarirejo Student Kindergarten succeeded in attracting positive sympathy from the people of Sarirejo Village, thus gaining the trust of land waqf from Mrs. Senah. On the waqf land, the MWB Sarirejo

building was finally built (in 1972 it changed to MI Muhammadiyah Sarirejo), as a continuation of the Rini Student Kindergarten. At that time, the students of Rini's Kindergarten also occupied the same building. More and more years, after the Sarirejo Muhammadiyah Branch Leaders (PRM) and Sarirejo's 'Aisyiyah Branch Leaders (PRA) were formed, then in 1974 the management of Rini Student Kindergarten which was originally under the command of PKK women was handed over to Sarirejo PRA, as well as the name Rini Student Kindergarten changed to Aiyiyah Bustanul Athfal Kindergarten (TK ABA) 03 Sarirejo. Since then, ABA 03 Kindergarten has moved to a new building located in the Al-Istiqamah Mosque complex, Jalan. South Kauman, RT. 03 RW. 06 Sarirejo Village. Meanwhile, the new building occupied by TK ABA 03 Sarirejo until now is a waqf from Mr. H. Ashim Dimiyati, with a land area of 564 m² and a building area of 201 m².

Even though various obstacles in developing TK ABA 03 Sarirejo are undeniable, until now all challenges can be faced properly, especially related to limited funds. In this case, PRA Sarirejo seeks to overcome the problem of education financing through student tuition fees, permanent donors and budgets from other sources. Another challenge that is still visible is group fanaticism which is undeniably still seen in Sarirejo Village. However, this challenge is not something to be afraid of, because since ABA 03 Sarirejo Kindergarten was founded until today, fanaticism and taqlid towards groups have been able to be overcome. The fact is - student registration from year to year always meets the expected quota, as in the new 2014/2015 academic year, TK ABA 03 succeeded in filling 36 children in TK A class and 56 children in TK B - which means that 92 children were successfully recruited. following the educational process at Kindergarten ABA 03 Sarirejo.

Birth of Aisyiyah Kindergarten Kdindinggu Kangkung

It is estimated that Muhammadiyah entered the village of Kadilangu in 1965/1966, after the tragedy of the G/30/S/PKI uprising. Meanwhile, the Chairperson of the Muhammadiyah Branch (PRM) Kadilangu was first chaired by Bpk. Busyari. The establishment of PRM Kadilangu opened a series of PRM activities including cadre formation which strengthened da'wah and the development of business charities. The running of Muhammadiyah da'wah programs in Kadilangu Village led to the Chairman of the Muhammadiyah Regional Leadership (PDM) Kendal, who at that time was chaired by Bpk. Djajadi to visit and see the development of Muhammadiyah in the village of Kadilangu in 1971. Bpk. Djajadi advised Muhammadiyah members in Kadilangu Village to be able to manage business charities led and fostered by Muhammadiyah members themselves. Message Mr. Djajadi was further strengthened by the Chairman of the Muhammadiyah Branch Office (PCM) Cepiring⁵⁹ chaired by Bpk. Nashori. Where the da'wah relay that has been running since the establishment of PRM has increasingly been shown to the community through a series of da'wah activities and programs.

Among the PRM Kadilangu programs that have distinguished us from other organizational habits, among others, are the implementation of takziah activities. Where the procedures for caring for corpses packaged by Muhammadiyah members were different from the general public at that time. There is no tahlilan, no yasinan, no talqin in the grave and so on. This also caused a reaction of scorn from some members of other organizations. At that time, Kadilangu Village was still part of the Muhammadiyah Cepiring Branch.

Furthermore, the zakat fitrah development program. If previously the management of zakat fitrah was handed over to the kiyais, but after PRM Kadilangu was established, the management was carried out by Muhammadiyah members themselves. Even this movement received scorn from residents who were not happy with Muhammadiyah. Even though there are relatively few Muhammadiyah members in Kadilangu Village, encouragement and support from key figures has strengthened the da'wah movement from year to year. These key figures include, Mr. Ichwan (Head of Kadilangu Village who served until 1972), Bpk. Nur Ali (generous aghniya), Mr. H. Madkhan (tobacco entrepreneur), Mr. H. Sanusi (successful farmer and trader), Bpk. Busyari (cloth trader) and several other figures who were very loyal to Muhammadiyah.

After the land was worked on in the field of organization and cadre it felt solid, then the Chairperson of PRM Kadilangu, Mr. Busyari began to think about the most appropriate business charity to develop at that time. His choice to develop da'wah through education was decided by establishing a Madrasah Diniyyah (Madin) with the consideration that, at that time, many children in Kadilangu Village had already attended diniyyah schools but had to study in neighboring villages. Finally, after holding deliberations with other Muhammadiyah members, in 1970 Bpk. Busyari decided to change his residence to Madin. Al-Hasil, the composition of the house is divided into several rooms to serve as

Madin's learning process including the kitchen. And about 150 children follow the educational process at Madin which is named Miftahul Falaah.

Madin Miftahul Falaah's journey which took place in the afternoon went well. However, this achievement still does not satisfy Mr. Busyari to continue to develop new business charities. Finally, in 1976, in the morning Madin's study room was used to open a Kindergarten (TK Aisyiyah). This decision was taken on the consideration that there are still many pre-SD/MI children who have to go to school but do not yet have a place to protect them.

In the same year, Mr. Busyari approached the Kindergarten manager in Cepiring District named Bpk. Sugeng Siswoyo (son of Carek Kadilangu) and Mr. Suyadi (late) to be willing to provide guidance at the Aisyiyah Kindergarten which will be released. After all the planning was considered sufficiently mature, on January 17, 1977 the Aisyiyah Kindergarten Kadilangu was officially opened with the first school principal Mrs. Mariastri and with the first number of students around 40 children. Apart from Mrs. Mariastri, the board of educators who have served at TK Aisyiyah Kadilangu include, Mrs. Sulasih, Mrs. Rimbawati, Mrs. Rafiah, Mrs. Sri Sudarwati, Mrs. Raji and Mrs. Ana Sutoto. It can be said that there were no obstacles during this first opening era. Everything went according to plan. The learning process can run well even though there are still many student learning support facilities that are still lacking. Likewise the educators, did not demand payment, because the school's operational budget was still supported by Mr. Busyari and student guardian contributions at random.

For about 6 years, Aisyiyah Kadilangu Kindergarten lived in Madin Miftahul Falaah. Then around 1983, educators brought students to occupy a new building which was quite simple. The new building measuring 9 x 6 meters is located on Mr. H. Ikhwan who have pledged for the development of da'wah through Muhammadiyah Charity (AUM) since 1980. While the number of rooms consists of 2 rooms, namely 1 room for the office of the principal and teacher, while 1 room is for the process of learning activities. While the playground still uses vacant garden land which also belongs to Mr. H. Ikhwan. In this new building, learning facilities began to be cultivated. Play facilities and infrastructure such as swings, slides, seesaws, sandboxes and others are increasingly being equipped. It's just that, if there is heavy rain, the access road to the school is often muddy and muddy.

The years passed, namely in 1998, the Aisyiyah Kadilangu Kindergarten building was demolished again and a new building was built. The new building was built, bearing in mind that the old building was seen as unfit for learning and rather difficult to develop. This is because the face of the old building does not face the street. This situation prompted the management to build a more representative building. Previously, the old building faced east, after being rebuilt it finally faced north, in the direction of the village road. So automatically, during the cultivation process, the students were again transferred to Madin Miftahul Falaah.

The process of cultivating a new building takes no more than 1 year. And as a result, the building can be said to be a real school which is complete with study rooms, KS rooms, teacher's rooms, playgrounds, restrooms, and even the building has 2 floors. Over time, namely in 2010 in the village of Kadilangu another kindergarten was established. the existence of other kindergartens has more or less affected the number of students enrolled in Aisyiyah Kadilangu Kindergarten. Moreover, Muhammadiyah members in this village are classified as a minority. If previously the number of students was above 40 children, now it is around 30-40 children. Never even less than that number. Therefore, to overcome the decline in the number of students, the administrators continue to make efforts by routinely meeting, intensifying donors, carrying out promotions and holding various mass activities and even establishing the Aisyiyah Budi Mulia Kadilangu KB. KB Budi Mulia Kjudiangu itself occupies the Madin Miftahul Falaah building which was previously used for Aisyiyah Kindergarten learning activities (currently Madin Miftahul Falaah has turned into an Al-Qur'an Education Park).

The management's efforts did not stop. Efforts continue to be continued by building a mini swimming pool that can be used for the public. The goal is to introduce the environment and facilities of Aisyiyah Kindergarten so that the number of enthusiasts increases. The swimming pool which was built in 2013 measures 5 x 3 meters with a depth of 75 cm and is equipped with a slide and water circulation. Currently, TK Aisyiyah Kadilangu occupies a land area of approximately 176 m², with a building area of 117 m² and an area of about 35 m² on the second floor. While the number of students for Group A was 23 children and Group B was 14 children. Meanwhile, Mrs. Ngatiah, S.Pd, who acted as the principal of the school, was assisted by 3 teachers, namely Ms.Laningsih, Ms. Efi and Mrs. Wati.

Aisyiyah's contribution in the Establishment of PAUD to Realize an Islamic Generation is one of the developments in Islamic Education Management.

Education as one of the areas that 'Aisyiyah is working on, Kendal Regency in preparing educated, Islamic people. Formal and non-formal education which is the vehicle for 'Aisyiyah in conveying its mission through increasing knowledge and good personality/morals is always being made improvements and improvements. The main objective of the program in the field of working on 'Aisyiyah through this education route is to develop an Islamic education system - which in the formal pathway includes efforts to formulate goals, perfect the curriculum, organize and improve the quality of teachers, provide a supportive educational climate and environment, provide educational facilities and so on. etc ((humas@aisyiyah.or.id), 2023) .

In the informal way, the 'Aisyiyah education route in Kendal Regency includes the preparation of an education system indirectly in the form of, among other things: *compiling exemplary concepts for both teachers and parents as well as providing an Islamic educational climate in the family* . Meanwhile in the field of culture, where Indonesia is in the process of developing a national culture, where through culture, a nation can show its self-esteem. However, the symptoms of cultural development from year to year invite 'Aisyiyah to always be responsive to cultural problems that grow and develop in society, by actively participating by filling local and national culture with cultural elements from an Islamic color.

Islamic Religious Education with various paths, levels, and existing forms from Kindergarten such as in the formal education pathway there are basic education levels in the form of Madrasah Ibtidaiyah (MI) and Madrasah Tsanawiyah (MTs), secondary education levels are in the form of Madrasah Aliyah (MA) and Vocational Madrasah Aliyah (MAK), and at the higher education level there are so many Islamic Religious Colleges (PTAI) with various forms, some in the form of Academy, High School, Institute, and University. On non-formal education paths such as groups Playgrounds, Daycare Parks (TPA), Assembly of Ta'lim, Islamic Boarding Schools and Early Madrasah. Informal Education Paths such as education organized in the family or education organized by the environment. All of these need management or the best management, because otherwise not only negative picture of Islamic education that exists in society will remain attached and difficult to remove even possible Islamic education whose rights it will be destroyed by its falsehood managed and neatly arranged around it, as stated Ali bin Abi Talib: "unorganized truth neatly will be destroyed by neatly arranged falsehood " (Zaini, 2015) .

Management of Islamic education is a process of managing Islamic educational institutions in an Islamic manner by dealing with learning resources and other matters related to achieving the goals of Islamic education effectively and efficiently. Ramayulis⁹ states that the same understanding as the nature of management is al-tadbir (arrangement) (Suwatah, 2017) . This word is a derivation of the word dabbara (manage) which is widely found in the Qur'an: "He arranges all affairs from heaven to earth, then (affairs) go up to Him in one day whose value (length) is a thousand years according to your reckoning" . 10 (QS. As-Sajdah: 05). From the contents of the verse above, it can be seen that Allah SWT is the natural regulator (manager). The order of this universe.

Therefore, with the many educational institutions organized by Aisyiyah, the application of management in education has also increased, which then requires educators and education staff at Aisyiyah PAUD to learn to organize the educational process in such a way as to become a quality and progressive school. Especially in the management of character education in Aisyiyah PAUD, or Integrated 'Aisyiyah PAUD in Kendal, it is a flagship PAUD and PAUD center where there are three groups in PAUD, namely Foster Children's Parks (TAA), Play Groups (PG), and Kindergartens. child (kindergarten). During its growth period it has had several characteristics, including developing and implementing an integrated curriculum/system with the Beyond Centers and Circles Time (BCCT) learning approach, namely a child-oriented learning approach by instilling Islamic values from an early age, develop discipline and independence education. In addition, this Aisyiyah PAUD has one specific goal, namely to realize the 'Aisyiyah Integrated PAUD in Kendal as an Islamic institution, with character building.

CONCLUSION

Aisyiyah education is education that is carried out to enlighten divine consciousness which revives, liberates, and educates people from ignorance and poverty towards prosperity and prosperity in society and the country. Aisyiyah School is a level of education consisting of PAUD, Elementary and

Middle Schools in the form of schools/madrasahs/Islamic boarding schools and other schools as deemed necessary. Aspects of KH Ahmad Dahlan's thought which are intellectual, religious, maintaining balance include: 1) The Purpose of Islamic Education; 2) Islamic Education Material or Curriculum; and 3) Teaching Methods or Techniques. Derived from the thought of Nyai Ahmad Dahlan, he wanted the Indonesian people, especially women, to be more advanced in their pursuit of education so that they could be freed from the colonial establishment. The Aisyiyah organization has been active in the field of education even before this organization was formed. Previously, KH Ahmad Dahlan and his wife organized a Sopo Tresno association and founded a girls' hostel. Then the Aisyiyah organization was formed and established the first early childhood education institution in Indonesia which is now widespread throughout Indonesia. It doesn't stop there, the Aisyiyah organization also runs a program on eradicating illiteracy for the elderly. Aisyiyah develops a vision of education that has noble character for the people and nation. And so in Kendal Regency, Aisyiyah continues to grow with its other community programs in tandem with the progress of its Aisyiyah PAUD.

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