

Education of Muslim Children

But in truth I know nothing about education except this: that the greatest and the most important difficulty known to human learning seems to lie in that area which treats how to bring up children and how to educate them.

(de Montaigne, On teaching Philosophy of Education)

A.

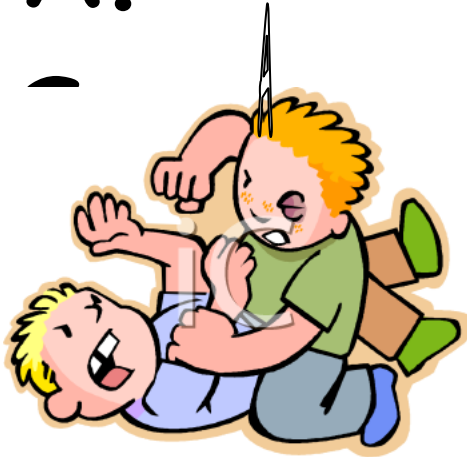


Image: <http://www.indogamers.com>

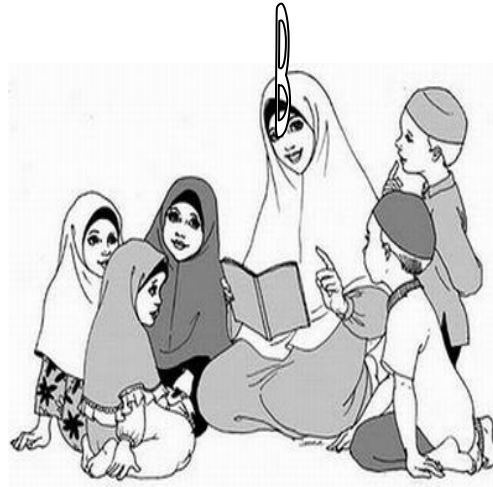


Image: <http://barakindonesia.com>

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Image: <http://grahaanaksholeh.org>

Exercise 1

Answer the following questions based on the illustration above!

1. What do you think of picture A and picture C?
2. Based on your opinion, whose responsibility is children manner and character education?
3. What is the best age to give manner and character education to children?
4. What is the best method of manner and character education for children?

B. Let's Read!

EDUCATION OF MUSLIM CHILDREN

Education is the birth right of every Muslim and Muslimah. Islam puts considerable emphasis on its followers to acquire knowledge. The vast majority of Muslims think that Islamic education means acquiring Islamic religious knowledge-study of Qur'an, Arabic, Hadith, Sunnah, Seerah, Fiqh, Islamic history, and allied subjects. As a matter of fact, in the present world broadly speaking we have two types of Muslims. Those who have followed the Western type of education or secular education and those who have acquired Deeni or Islamic education.

As Muslims our educational aim is to develop the personalities of our children to the end that they will be conscious of their responsibility to God (the Creator) and to fellow humans. The aims and objectives of Islamic education have been defined in the Recommendation of the Committee of the First World Conference on Muslim Education as:

"Education should aim at the balanced growth of the total personality of man through training of the human spirit, intellect, rational self, feelings and senses. The training imparted to a Muslim must be such that faith is infused into the whole of his/her personality and creates in him/her an emotional attachment to Islam and enables him to follow the Qur'an and Sunnah and be governed by Islamic system of values willingly and joyfully so that he/she may proceed to the realization of his/her status as Khalifatullah to whom God has promised the authority of the universe."

We need to prepare the younger generation having leadership quality and not to be the followers of alien ideologies but to play the role of torchbearer by their excellence in knowledge, character, and positive action. Some scholars believe that this quality can be developed in Muslim youth by a direct study of the Qur'an with a view to solve the problems of life in its light. A program of action to bring up the younger generation for leadership has not yet been formulated.

Every Muslim parent is advised to raise his or her children well and properly. A happy home, comfort, care and love, providing the necessities of life and a good education are some of the responsibilities that parents are required to fulfill. Prophet Muhammad (Peace be upon him) said whoever is not kind to young people is not one of us and the best teaching that a parent can

give a child is the teaching of good manners and character. The Muslim child absorbs the Islamic values from the parents, teachers, peers, friends and the environment, including the care-givers. Nip it in the bud is the best advice. Otherwise once the Muslim child develops undesirable habits and unethical values, it becomes extremely difficult to make the child into a good Muslim/Muslimah.

(Adapted from: Dr. Ibrahim B. Syed, Ph.D , <http://www.islamfortoday.com/syed07.htm>)

Glossary

Right (n): hak	Considerable (adj): sangat, banyak
Emphasis (n): penekanan, perhatian	Allied (adj): serumpun, sejenis
Develop (n): mengembangkan, membangun	Conscious (adj): sadar
Fellow (n): sesama	Impart (v): memberitahukan
Govern (v): memerintah	Willingly (adv): sukarela
Joyfully (adv): sukacita	Torchbearer (n): pembawa suluh

Exercise 2

Answer the questions below based on the text above!

1. What is the aim of educating children?
2. How did the Committee of the First World Conference on Muslim Education define the aims and objectives of Islamic Education?
3. How many types of Muslims according to the passage above? Who are they?
4. What do most of Muslims think about Islamic Education?
5. What kind of quality should our younger generation have in their lives?
6. According to scholars, how to achieve that kind of quality?
7. What are parents' duties for their children?
8. Where does a child get Islamic values from?
9. What makes a child have difficulties to become a good Muslim/Muslimah?
10. What is the best teaching for children according to hadith?

Exercise 3

Let's discuss together the following topic:

1. "What is the best method to educate children?"

2. What is the first subject should be taught to Muslim children?

C. Grammar Focus

ADVERBS

Adverbs can tell you where, when, how, why and to what extent something happens. Adverbs can modify verbs, adjectives or other adverbs.

Types of adverbs

1) **Adverbs of manner** → Telling how something happens. — How? (rapidly, slowly, quickly, softly, loudly, aggressively, beautifully, greedily, hard, fast, well...etc.)

Examples:

- ❖ She plays the flute *beautifully*.
- ❖ He grabbed the bottle and drank *greedily*.
- ❖ I must study *hard*.
- ❖ He drives the car *slowly*.

2) **Adverbs of degree** → Expressing Intensity — How much? (very, quite, rather, enough, too, so, such ...etc.)

Examples:

- ❖ Aminah is a *very* good student.
- ❖ I'm *quite* excited about my examination tomorrow.
- ❖ I'm *so* busy, I haven't got *enough* time.
- ❖ This book is *too* easy to study.

3) **Adverbs of frequency** → Telling how often something is done — How often? (always, usually, regularly, normally, often, sometimes, occasionally, rarely, seldom, never...etc.)

Examples:

- ❖ I *never* get up before nine o'clock.

- ❖ I have *rarely* written to my brother without a good reason.
- ❖ I *always* used to see him at his summer home.
- ❖ I'm *often* late to come to the class.

4) **Adverbs of time** → Telling when an action happens — When? (yesterday, last week, now, at noon, tonight, early ...etc.)

Examples:

- ❖ She tries to get back *at noon*.
- ❖ It's starting to get dark *now*.
- ❖ A small emission of ash occurred at Merapi volcano *on 15th July 2012*.
- ❖ She left *early*.

5) **Adverbs of place** → Indicating location or direction — Where? (here, there, in Bandung, North, North of..., South, South of..., above, away, everywhere, on the top of..., near, outside, etc.)

Examples:

- ❖ He will come *here*.
- ❖ The children are playing *outside*.
- ❖ He was standing *near the wall*.
- ❖ They were flying kites *on the top of hill*.

Exercise 4

Rewrite the complete sentence using the adverb in brackets in its usual position.

Example: I play tennis. (on Mondays)

Answer: I play tennis on Mondays.

1. Our friends must write an article for our school magazine. (*also*)

2. I was joking. (*only*)

3. They go swimming in the lake. (*sometimes*)

4. The children play badminton. (*in the garden*)

5. We went to the swimming pool. (*yesterday*)

6. Hasan and Farhan are late. (*usually*)

7. John fell off the bike. (*almost*)

8. Nina will buy her mother some flowers for the birthday gift. (*probably*)

9. I have met him before. (*never*)

10. The first year students have to live in *Ma'had*. (*definitely*)

Exercise 5

Find out five sentences which contain of adverbs from the passage above!

No	Sentence	Type of Adverbs
1.
2.
3.
4.
5.

Exercise 6

Find out 20 words about adverbs in this board, then classify it based on its type (4 words for each type of adverbs)!

Remember to look horizontally, vertically and diagonally!

WORD SEARCH GAME

S	C	U	C	H	S	E	Q	U	I	T	E	L	D	O	M	N	N
E	A	S	I	L	Y	H	A	R	R	Y	V	E	V	V	W	E	O
E	W	U	E	E	E	L	L	D	A	Y	E	S	T	E	A	Y	D
A	E	A	W	E	Y	N	O	R	T	H	V	T	U	R	W	A	Y
S	L	L	E	S	A	Y	U	T	O	W	V	E	V	Y	A	S	E
Y	Y	L	N	E	V	E	D	E	N	O	U	G	H	L	O	A	S
E	S	Y	L	L	Y	N	L	O	I	F	F	Q	U	F	I	E	T
S	H	A	R	D	L	O	Y	N	G	T	O	U	T	S	I	D	E
T	T	O	M	O	R	R	O	W	H	U	Y	E	S	T	E	R	R
E	V	R	Y	M	A	W	A	Y	T	N	N	E	V	E	R	L	D
R	O	W	H	A	R	F	W	E	L	L	Y	T	O	N	I	R	A
D	S	U	C	H	H	N	O	T	T	R	H	E	A	S	S	L	Y

Adv. of
Manner

Adv. of
Degree

Adv. of
Frequency

Adv. of
Time

Adv. of
Place

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