

ABSTRAK

Pendidikan anak merupakan fondasi utama dalam pembentukan generasi yang beriman, berakhlak, dan berkepribadian Islami. Namun, dinamika globalisasi, perkembangan teknologi, dan kecenderungan pendidikan yang berorientasi kognitif telah memunculkan berbagai persoalan, seperti degradasi moral, krisis karakter, dan melemahnya internalisasi nilai keislaman pada anak. Penelitian ini bertujuan untuk menganalisis konsep pendidikan anak dalam kitab *Tarbiyatu al-Abnā'i wa al-Banāti fī Dhaw'i al-Qur'āni wa as-Sunnah* karya Syaikh Khalid Abdurrahman Al-'Ak, mendeskripsikan metode pendidikan yang ditawarkan, serta mengkaji relevansinya dengan pendidikan anak di era modern. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian kepustakaan (*library research*). Data diperoleh melalui telaah terhadap sumber primer dan sekunder, kemudian dianalisis menggunakan teknik analisis isi (*content analysis*) dan analisis deskriptif komparatif. Hasil penelitian menunjukkan bahwa konsep pendidikan anak dalam kitab tersebut dibangun di atas paradigma tauhid yang menempatkan pendidikan sebagai proses pembinaan integral terhadap dimensi spiritual, moral, intelektual, dan sosial anak. Metode pendidikan yang ditawarkan meliputi keteladanan (*uswah hasanah*), dialog (*ḥiwār*), pembiasaan (*ta'wīd*), nasihat, *targhīb wa tarhīb*, serta penerapan *reward* dan *punishment* secara edukatif. Analisis relevansi menunjukkan bahwa konsep tersebut memiliki kesesuaian substantif dengan berbagai pendekatan pendidikan kontemporer, terutama pendidikan karakter, teori pembelajaran sosial, pendekatan humanistik, dan *positive parenting*. Penelitian ini menyimpulkan bahwa konsep pendidikan anak yang dirumuskan Syaikh Khalid Abdurrahman Al-'Ak merupakan model pendidikan Islam yang holistik, integratif, dan kontekstual, sehingga relevan dijadikan landasan konseptual dalam menjawab tantangan pendidikan anak pada era modern.

Kata kunci: Pendidikan Anak, Tarbiyah, Relevansi Pendidikan.

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ABSTRACT

Child education serves as a fundamental foundation for shaping a generation that is faithful, morally upright, and characterized by an Islamic personality. However, the dynamics of globalization, rapid technological advancement, and the growing emphasis on cognitively oriented education have given rise to various challenges, including moral degradation, character crises, and the weakening internalization of Islamic values among children. This study aims to analyze the concept of child education presented in *Tarbiyatu al-Abnā'i wa al-Banāti fī Dhaw'i al-Qur'āni wa as-Sunnah* by Shaykh Khalid Abdurrahman Al-'Ak, to describe the educational methods proposed in the work, and to examine their relevance to child education in the modern era. This research employs a qualitative approach using a library research method. Data were collected through document analysis of both primary and secondary sources and were subsequently analyzed using content analysis and descriptive-comparative methods. The findings reveal that the concept of child education in the book is grounded in the paradigm of *tawhīd* (Islamic monotheism), which views education as an integrated process of nurturing children's spiritual, moral, intellectual, and social dimensions. The educational methods proposed include exemplary conduct (*uswah ḥasanah*), dialogue (*ḥiwār*), habituation (*ta'wīd*), advice and guidance, encouragement and deterrence (*targhīb wa tarhīb*), as well as the educational application of rewards and punishments. The relevance analysis indicates that this concept demonstrates substantial compatibility with various contemporary educational approaches, particularly character education, social learning theory, humanistic education, and positive parenting. This study concludes that the child education concept formulated by Shaykh Khalid Abdurrahman Al-'Ak represents a holistic, integrative, and contextual model of Islamic education, making it a relevant conceptual framework for addressing the challenges of child education in the modern era.

Keywords: *Child Education, Tarbiyah, Educational Relevance.*

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