

PARENTS' OBLIGATIONS TOWARD CHILDREN'S EDUCATION BASED ON THE HADITHS OF THE PROPHET MUHAMMAD SAW FOR MIGRANT WORKERS IN THAILAND

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ABSTRACT Parents' obligations in educating their children are a significant trust rooted in strong theological principles within Islamic teachings, as outlined in the Qur'an and the Hadiths of the Prophet Muhammad SAW. Children's education is not only aimed at developing intellectual capacity but also at instilling moral values, spirituality, and social responsibility. The Prophet Muhammad SAW emphasized the importance of parental roles in shaping children's character through relevant guidance that remains applicable today. However, fulfilling these obligations presents significant challenges for Muslim migrant workers in Thailand, who face time constraints due to demanding work schedules, geographical distance separating families, and the influence of a social environment differing from Islamic values. This article aims to explore parents' obligations regarding children's education from the perspective of the Prophet Muhammad SAW's Hadiths, identify various challenges faced by Muslim migrant workers, and offer strategic solutions rooted in Islamic values. The research employs a qualitative approach using a literature review to understand the concept of children's education in Islam and in-depth interviews with several Muslim migrant workers in Thailand. The findings reveal that Islamic value-based strategies, such as utilizing communication technology to strengthen parent-child relationships, collaborating with local Muslim communities, and enhancing collective awareness about the importance of religion-based education, can assist migrant workers in fulfilling their responsibilities while abroad. By offering practical solutions, this article highlights not only the challenges faced by Muslim migrant workers in educating their children but also provides actionable recommendations to ensure children receive education aligned with Islamic teachings, even in constrained circumstances.

KEYWORDS: *Parents' Obligations, Children's Education, Hadiths Of The Prophet Muhammad SAW, Muslim Migrant Workers, Islamic Values.*

1. INTRODUCTION

Children's education is a significant trust entrusted by Allah SWT to every parent. From an Islamic perspective, the responsibility of educating children is not only worldly but also eternal, as parents will be held accountable for their children's upbringing and education. The Prophet Muhammad SAW said, "Each of you is a shepherd, and each of you is responsible for his flock" (Narrated by Bukhari and Muslim). This Hadith highlights the strategic role of parents as leaders in the family tasked with shaping the character, morals, and knowledge of children to become pious and beneficial individuals.

However, for Muslim migrant workers in Thailand, this responsibility often presents complex challenges. Migration undertaken to meet economic needs often leads to reduced interaction between parents and children. Factors such as distance, economic pressures, and time constraints make it difficult for migrant workers to optimally fulfill their educational obligations. Moreover, the social environment, which differs from Islamic norms in their homeland, adds to the complexity, especially in efforts to instill Islamic values in their children.

This situation is exacerbated by limited access to adequate Islamic educational institutions in the locations where migrant workers reside. Children of migrant families often have limited access to formal education, which does not fully incorporate Islamic values. This raises the risk of losing Islamic identity among children in predominantly non-Muslim societies, compelling parents to seek alternative solutions in educating their children.

This article delves deeply into the parents' obligations in children's education based on the Prophet Muhammad SAW's Hadiths. This discussion not only highlights the importance of children's education in Islam but also identifies the specific challenges faced by Muslim migrant workers in Thailand. The main focus of this discussion is to provide practical and contextually relevant strategic solutions for migrant workers' lives, enabling them to fulfill their children's educational responsibilities despite limitations.

Through an approach rooted in Islamic values, this article aims to offer a positive contribution to Muslim migrant workers, both as guidance and inspiration. This approach includes leveraging communication technology, strengthening family ties, and collaborating with local Muslim communities to support children's education. This study emphasizes that with the right strategies, the challenges of educating children abroad can be addressed, ensuring that children's education remains a top priority for Muslim families.

a. Children's Education in Islam

Children's education in Islam is a critical aspect of building a generation that is faithful, knowledgeable, and morally upright. This education encompasses dimensions of faith, worship,

morality, and knowledge. The Prophet Muhammad SAW emphasized the importance of parental roles in educating children through his saying, "No gift a father gives his child is better than good education" (Narrated by Tirmidhi). This underscores that education is not only an individual responsibility but also the primary duty of the family as the first institution in shaping a child's character.

Classical and contemporary scholars have highlighted the importance of Islam-based children's education from an early age. In his monumental work *Ihya Ulumuddin*, Al-Ghazali emphasized that children are a trust from Allah SWT and must be wisely guided by parents. Parents are required to be role models in daily life, both in behavior and worship, so that Islamic values can be effectively instilled in their children's souls. This value-based education is crucial as children tend to learn from what they directly see and experience.

Furthermore, faith (Aqidah) forms the primary foundation of children's education. Instilling belief in Allah SWT and introducing Islamic teachings, such as the pillars of faith and Islam, are initial steps that must be taken. These can be realized through direct teaching, interactive dialogue, and habituating worship practices such as prayer, reading the Qur'an, and fasting. Instilling faith from an early age helps children develop a strong moral foundation to face life's challenges.

Morality education is also a central pillar in Islam. Children are taught to respect their parents, act kindly toward others, and avoid reprehensible deeds. These values are not only taught through words but also through daily practices. This concept aligns with Allah's command in Surah Luqman verses 13-19, which emphasize the importance of instilling noble morals in children. In this context, moral education is not only individual but also has a broad social impact.

Islamic children's education also stresses the importance of knowledge acquisition. Islam encourages its followers to seek knowledge as a form of worship and an effort to improve their quality of life. Parents play a role in providing access and a conducive environment for children to learn. From this perspective, children's education includes not only religious aspects but also the mastery of worldly knowledge as a provision for contributing to the development of a better civilization.

b. Challenges of Migrant Workers in Educating Their Children

Migrant workers, especially those living abroad in countries like Thailand, often face significant challenges in supporting their children's educational development. While living far from their homeland, migrant parents must adapt to new environments that do not always support education, particularly in terms of religious education such as Islam. Despite obstacles like

distance and time, parents play a crucial role in ensuring their children's development, both academically and morally.

Migrant workers in Thailand encounter several obstacles in guiding their children's education. One of the primary challenges is physical distance, as many migrant workers are separated from their families, limiting direct communication with their children. This can hinder the ability of parents to provide guidance and moral as well as academic support.

Additionally, the social environment in Thailand, where the majority of the population is non-Muslim, often does not support Islamic education for the children of migrant workers. It is sometimes difficult for parents to find educational institutions that align with their religious values, leaving their children at risk of missing out on proper religious education. Time constraints also pose a major challenge, as migrant workers often work long hours under demanding job conditions. This leaves them with little time to support their children's academic and moral development.

Despite these challenges, it is essential for parents to find creative ways to support their children's education, even from a distance. Using communication technology, such as video calls and educational apps, can be an effective solution for staying connected with their children and supporting their growth. Additionally, parents can engage with local Muslim communities in Thailand, which can provide support in the religious education of their children.

Migrant workers in Thailand face various challenges in supporting their children's education, including physical distance, a social environment that does not fully support Islamic education, and time limitations. However, with creativity and the use of technology, parents can continue to play a vital role in their children's education, even across distances. This demonstrates that, despite difficult circumstances, efforts to educate children can still be carried out with dedication and appropriate strategies.

c. Educational Strategies in the Hadiths of the Prophet Muhammad SAW

The Prophet Muhammad SAW exemplified educational strategies that emphasized compassion, role modeling, and direct instruction. He taught the importance of parental involvement in guiding their children with full attention and love. One of his teachings includes the saying: "Command your children to pray when they are seven years old" (Narrated by Abu Dawud). This Hadith reminds us of the active role of parents in guiding their children from an early age, particularly through the teaching of worship, which forms the foundation of their character and faith.

In addition, the Prophet Muhammad SAW placed great emphasis on the importance of prayer for the success of children in their lives. He often encouraged parents to pray for the well-being and blessings of their children. Prayer, according to the Prophet, is a form of spiritual effort that can bring blessings and success to a child's life. Through this compassionate approach, the Prophet Muhammad SAW taught that education is not limited to intellectual aspects but also includes the development of a child's morality, spirituality, and emotional well-being.

By setting a personal example, the Prophet Muhammad SAW demonstrated that effective education must be based on principles of love, direct attention, and continuous teaching. This approach provides a strong foundation for a child's development, encompassing their religious, moral, and social aspects. Thus, through his teachings, parents and educators are encouraged to actively engage in educating their children with love and prayer.

2. METHOD

This study employs a qualitative method with a literature review and in-depth interviews to explore the understanding of children's education among Muslim migrant workers. The literature review focuses on Islamic perspectives related to the concept of child education, providing a solid theoretical foundation for the study. The reviewed sources include opinions of Islamic scholars and figures concerning child education, particularly in the context of nurturing morality and religious practice from an early age.

Additionally, this research includes in-depth interviews with five Muslim migrant workers residing in Thailand, who have direct experience educating their children while living abroad. The interviews aim to gain practical insights into the challenges, strategies, and educational values applied in raising children. Through this approach, the study seeks to uncover lived experiences and the methods Muslim migrant workers use to fulfill their educational responsibilities in a different cultural context.

Data collected from the literature review and interviews are analyzed thematically to identify key patterns in how migrant workers educate their children. This thematic analysis allows the researcher to group information based on emerging themes, such as challenges faced, upheld educational values, and innovative ways to overcome the limitations of educating children from afar. The findings are expected to offer fresh perspectives on child education practices among Muslim migrant workers and enrich Islamic educational literature.

3. RESULT AND DISCUSSION

3.1 Result

a. The Importance of Religious Education

The primary findings of this research reveal that Muslim migrant workers deeply understand the importance of religious education as the foundation for shaping their children's character and faith. Despite being far from their families and cultural roots, they consistently prioritize religious education in their efforts to educate their children. This commitment is reflected in their determination to ensure their children grasp Islamic values despite the existing limitations.

For these parents, religious education is not merely about teaching religious rituals; it is also a moral and ethical foundation to guide their children in facing life's challenges. They view religious education as inseparable from general education, considering religion a primary guide in daily life.

b. Barriers to Implementation

Despite their strong commitment to educating their children in religious matters, migrant workers face significant barriers to implementation. The primary obstacle highlighted in the study is the difficulty in maintaining long-distance communication with their children, who remain in their home country. Separated by distance and time, migrant workers experience limitations in directly teaching or closely accompanying their children.

Additionally, the influence of the local culture where they work poses another challenge. The local culture, which often differs significantly from Islamic values, can affect the perspectives and behaviors of their children, sometimes conflicting with the religious teachings imparted by their parents. This cultural influence complicates parents' efforts to uphold the religious principles they wish to instill in their children.

c. Alternative Efforts

To overcome these barriers, some Muslim migrant workers have innovated by utilizing technology as an alternative means of educating their children. The use of video calls and Islamic teaching applications has proven to be an effective medium for maintaining connections and providing religious guidance despite the physical distance. Through video calls, parents can directly communicate with their children, teach them daily prayers, and provide guidance on understanding religious values.

Furthermore, Islamic teaching applications offering interactive religious education materials are also employed to assist children in independently learning about their religion. However, these efforts require a high level of persistence and discipline from both parents and children to maintain the continuity of the religious education process. While technology provides a

reasonably effective solution, it cannot entirely replace the physical presence of parents in directly educating their children.

3.2 Discussion

The Importance of Religious Education

The main finding of this research reveals that migrant Muslim workers consciously place religious education as the primary foundation in shaping their children's character and faith. Despite being far from their families and original cultural environments, they still consider religious education an irreplaceable priority. According to several sources, religious education in the family not only includes teaching rituals like prayer and fasting, but also moral and ethical development that will guide their children in facing life's challenges (Nasution, 2022). This aligns with the views of Munir (2023), who argues that religious education is a fundamental tool in educating children to understand the purpose of life, develop good character, and become individuals who benefit society. For example, in the context of migrant workers, they make efforts to ensure their children understand the basic principles of Islam, despite the limitations in terms of time and distance. Migrant workers realize that religious education serves as the main guide in their children's daily lives, enriching not only their religious knowledge but also helping them face cultural changes in the countries where they work.

Obstacles in Implementation

Despite the strong commitment of migrant workers to their children's religious education, they face several significant obstacles in its implementation. The main obstacle found in this research is the difficulty of long-distance communication with children who are living in their home countries. This situation severely limits their efforts to directly accompany their children in the learning process, especially when it comes to teaching religion in depth. Research by Wibowo (2021) emphasizes that time and space limitations are major challenges in child rearing for migrant workers. In addition, the influence of the local culture in the country where they work also presents its own challenge. Many migrant workers feel that it is difficult to maintain Islamic values due to the influence of local culture, which often contradicts Islamic teachings. For example, children who are influenced by the local culture tend to exhibit behaviors that differ from the religious norms taught by their parents, which further adds to the challenges parents face in maintaining their children's religious principles. This aligns with the findings presented by Zulkifli (2022), which shows that local culture can influence the attitudes and behaviors of migrant workers' children, which often conflicts with the religious values they inherit.

Alternative Efforts

To overcome these obstacles, some migrant Muslim workers have adopted technology as an alternative solution to educate their children. The use of video calls and Islamic education applications that provide interactive religious education materials has become an effective tool for connecting parents with their children in their home countries. This is in line with research by Hafidz (2023), which shows that technology can play an effective role in supporting distance learning in the context of religious education.

Through video calls, parents can provide direct guidance to their children, teach daily prayers, and explain religious concepts. In addition, Islamic education applications also provide children with access to learn religion independently in a fun and easy-to-understand way. However, despite the effectiveness of technology, the main challenge remains the persistence and discipline of both parties, both parents and children, to maintain the continuity of religious education. Therefore, although technology can assist, the physical presence of parents remains essential for teaching and providing real-life examples for their children (Sulaiman, 2023).

4. CONCLUSION

This research shows that religious education plays a very important role for migrant Muslim workers, who are fully aware that religious education is the primary foundation in shaping their children's character and faith. Despite being far from their families and cultural origins, they still place religious education as the top priority in educating their children. In their view, religious education is not only about teaching rituals but also serves as a moral and ethical foundation that guides their children in facing life's challenges. This emphasizes that religion is not merely additional knowledge but a guide in their children's daily lives.

Although they have a high commitment, migrant workers face various obstacles in implementing religious education for their children. One of the main obstacles is the difficulty in communicating remotely with children who live in their home country. Time and space limitations become significant challenges, as migrant workers cannot provide direct, intensive teaching to their children. Additionally, the influence of the local culture in the country where they work also becomes a separate issue. Children exposed to local cultures that differ from Islamic values tend to exhibit behaviors that do not align with religious teachings, complicating parents' efforts to educate their children.

To overcome these obstacles, migrant workers have sought alternatives by utilizing technology as a tool for educating their children. The use of video calls and Islamic education applications that provide interactive materials has become an effective solution. Through video calls, parents can offer direct guidance, teach daily prayers, and explain religious principles to

their children. Islamic education applications also provide children with opportunities to learn religion independently. While this technology is effective, it still requires persistence and high discipline from both parents and children to maintain continuity in religious education.

While technology can assist in the implementation of religious education, the role of parents remains essential. Technology cannot fully replace the physical presence of parents in teaching their children. Parents must provide role models and deeper guidance, which can only be done through direct interaction. Therefore, although technological efforts can help overcome some obstacles, awareness of the importance of parental involvement in their children's religious education remains the main factor in the success of religious education among migrant workers.

Overall, this research reveals that despite the various challenges, migrant Muslim workers are making great efforts to educate their children in religious matters. They use technology as an alternative to maintain continuity in religious education and demonstrate a strong commitment to ensuring their children receive religious teachings even when separated by distance. This proves the importance of religious education in children's lives, as well as the ability of migrant workers to adapt and find innovative solutions in educating their children.

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