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Learning Model of Prophet Stories in the Islamic Education Curriculum to Instill the Value of Honesty in Children at Raudhatul Athfal

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ABSTRACT

This research is motivated by the importance of instilling honesty values from an early age through the Islamic Education curriculum amidst the decline in children's moral character in everyday life. One effort is to implement a learning model of the stories of the prophets as an interesting character education medium and appropriate for early childhood development. This study aims to describe the learning model of the stories of the prophets in the Islamic Education curriculum to instill the value of honesty in children at RA Miftahul Ilmu. The study used a qualitative descriptive approach with data collection techniques through observation, interviews, and documentation. Research informants consisted of the principal, teachers, parents, and students. The results showed that the learning model was implemented through storytelling methods, habituation, teacher role models, educational games, and direct interaction with children. The story of the Prophet Muhammad SAW as an example of honesty became the main material in the learning. The impact of this implementation model is seen in changes in children's behavior such as daring to tell the truth, admitting mistakes, and taking responsibility. This study concludes that the learning model of the stories of the prophets is effective in instilling honesty values and shaping Islamic character in early childhood gradually and sustainably.

INTRODUCTION

Islamic education is essentially not only oriented towards developing the cognitive aspects of students, but also emphasizes the formation of character and noble morals in everyday life (Ilham, 2020). In the context of early childhood education, character formation is the main foundation that must be instilled from an early age because childhood is a golden period (*golden age*) in moral, emotional, and spiritual development (Arlinda, 2024; Kurniawan et al., 2025). One of the most important character values to instill in children is the value of honesty. Honesty is the foundation for developing trustworthy, responsible, and socially integrated individuals. Therefore, the Islamic education curriculum in early childhood education institutions needs to be systematically designed to internalize the value of honesty through a learning approach that aligns with children's developmental characteristics.

The decline in honesty in society poses a serious challenge to education. Dishonest behaviors such as lying, cheating, concealing mistakes, and even manipulative behavior can emerge from an early age if proper guidance is not provided. This situation

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demonstrates that character education cannot be achieved solely through theoretical instruction; it requires concrete, engaging, and accessible learning methods. From the perspective of Islamic Education, one effective approach to instilling moral values is through the stories of the prophets which are full of exemplary morals. The stories of the prophets not only contain spiritual values, but also contain educational messages about honesty, patience, responsibility and obedience to Allah SWT.

Shifa et al.'s (2025) research on the stories of the prophets in the Qur'an is a very strategic tool in building children's character from an early age. The various values contained in the stories of the Prophets Moses, Abraham, Muhammad, Yunus, and other prophets contain important teachings about educational character, such as religious attitudes, honesty, responsibility, patience, monotheism, self-reflection, and compassion. These stories not only convey moral messages through the storyline, but also present concrete examples of exemplary behavior so that they are easy for children to understand and apply in their daily lives. The delivery of stories that are adapted to the development of the child's age makes the stories of the prophets effective, contextual, and easy to apply in the process of Islamic character education. Therefore, the application of the stories of the prophets in the children's education curriculum is very necessary to form a generation that has noble morals, is responsible, and has strong Islamic values.

Another study by Sholekah & Khunaifi (2026) found that the application of a story-based learning model significantly increased children's interest and understanding of Islamic Religious Education (PAI) material. Thematic learning utilizing the stories of the prophets has proven to be an effective method for instilling Islamic values in early childhood. Children's increased participation in the learning process is also evident in their enthusiasm through various questions that arise after listening to the stories of the prophets. This success demonstrates that learning based on the stories of the prophets can create a more interactive, engaging, and enjoyable learning atmosphere, thus helping children understand and internalize religious values more easily (Landman, 2019).

Story-based learning holds a significant place in the Quran, providing motivation for learning. Many Qur'anic verses describe the stories of the prophets as lessons and guidance for humanity (M. Aziz et al., 2025). Through stories, children more easily understand moral messages because they can touch their emotional and imaginative aspects. The narrative approach is also relevant to the characteristics of early childhood, who tend to enjoy activities such as listening to stories, role-playing, and imitating characters considered good. Therefore, the learning model of prophetic stories is a potential strategy in the Islamic Education curriculum to instill the value of honesty in an effective and enjoyable way.

In practice, learning the stories of the prophets is not simply a storytelling activity, but must be designed as a learning model integrated with the objectives of the Islamic Education curriculum. Teachers play a crucial role in bringing the stories to life so that children can understand the meaning and emulate the behavior of the characters depicted. The story of the Prophet Muhammad (peace be upon him) as Al-Amin, the story of the Prophet Ismail (peace be upon him) about honesty and obedience, and the story of the Prophet Yusuf (peace be upon him) who demonstrated integrity and patience are examples of materials that can be used to instill honesty in children. With this approach, learning not only produces conceptual understanding but also forms positive habits and behaviors in everyday life.

The success of instilling the value of honesty in early childhood is greatly influenced by the quality of the learning model applied in schools. Teachers need to use creative, communicative methods that are appropriate to children's psychological development

(Elyana & Das, 2022). The use of visual media, story puppets, educational videos, and role-playing methods can strengthen children's understanding of the moral messages contained in the stories of the Prophets. Furthermore, cultivating honest behavior in daily activities within the school environment is also an important part of the process of internalizing character values. Thus, the Islamic Education curriculum serves not only as a learning document but also as an instrument for forming a school culture oriented towards Islamic values.

However, the reality on the ground shows that the implementation of prophetic story-based learning to instill the value of honesty has not been fully optimal. Some teachers still use monotonous lecture methods, resulting in children's less active engagement in the learning process. Furthermore, limited learning media, a lack of teacher innovation, and minimal collaboration between schools and parents hinder the development of children's character. Yet, character education requires continuity between the school, family, and community environments so that the values taught can be consistently applied in children's lives.

RA Miftahul Ilmu, an Islamic-based early childhood education institution, focuses on developing students' character values, particularly honesty. The institution implements a learning model based on the stories of the Prophets as part of its Islamic Education curriculum to build children's moral understanding through an engaging and educational approach. Teachers not only tell stories but also relate them to children's daily behavior through habituation, role modeling, and hands-on activities. This situation is interesting to study because it demonstrates an effort to integrate character education with story-based learning models within the Islamic Education curriculum at the early childhood level.

Much research has been conducted on the use of prophetic stories as a learning model for instilling character values, but most have focused on the general storytelling method. Meanwhile, research specifically examining the integration of prophetic stories into the Islamic Education curriculum to instill honesty in early childhood is still relatively limited. Therefore, this study is distinctive in that it focuses on the implementation process of the learning model, teacher strategies for internalizing honesty, and supporting and inhibiting factors in RA (Islamic boarding school) settings.

Based on this description, this research is crucial to describe and analyze the teaching model of the Prophet's stories within the Islamic Education curriculum to instill the value of honesty in children at RA Miftahul Ilmu. This research is expected to provide theoretical contributions to the development of a character-based Islamic Education learning model, as well as serve as a practical reference for teachers and early childhood education institutions in developing a generation with noble character, honesty, and integrity from an early age.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive research type to understand in depth the learning model of the stories of the prophets in the Islamic Education curriculum to instill the value of honesty in children at RA Miftahul Ilmu. The qualitative approach was chosen because this study focuses on the processes, meanings, and phenomena that occur naturally in the educational environment. The study was conducted at RA Miftahul Ilmu with research subjects including the principal, class teachers, and students. The determination of informants was carried out by purposive sampling, namely selecting informants who are considered to understand and be directly

involved in the implementation of learning based on the stories of the prophets to form honest characters in early childhood.

Data collection techniques included observation, interviews, and documentation. Observations were used to directly observe the learning process, teacher-child interactions, and the instilling of honesty values within the school environment. Semi-structured interviews were conducted with the principal and teachers to obtain information regarding lesson planning, strategies for implementing the stories of the Prophets, and challenges faced in instilling honesty values in children. Documentation was used to supplement the research data, including learning materials, activity photos, learning media, and other documents related to the implementation of the Islamic Education curriculum in schools.

Data analysis in this study uses the interactive analysis model from Matthew B. Miles and A. Michael Huberman which includes data reduction, data presentation, and drawing conclusions (Miles, 2014). Data reduction was carried out by selecting data relevant to the research focus, then presenting the data in descriptive form to facilitate understanding of the research results. Next, conclusions were drawn based on the findings obtained during the research process. To maintain data validity, the researcher used source triangulation and technical triangulation by comparing the results of observations, interviews, and documentation so that the data obtained was more valid and reliable.

This study adhered to ethical research principles throughout the research process. Prior to data collection, participants were informed about the purpose of the study and their participation was based on informed consent. Participants' identities and personal information were kept confidential, and their privacy was protected. Participation was entirely voluntary, and participants were free to withdraw from the study at any time without any consequences. All data were used solely for academic and research purposes. The study ensured honesty, transparency, and respect for participants throughout the research process.

RESULTS AND DISCUSSION

Prophetic Story Learning Model in Instilling the Value of Honesty in Children

Based on research at RA Miftahul Ilmu, it was found that the Prophet's stories learning model is implemented as part of the Islamic Education curriculum to instill the value of honesty in children from an early age. This learning model is designed to be holistic, engaging, and child-centered, so that the learning process emphasizes not only knowledge but also the development of Islamic morals and character. The principal, Siti Juriana Lubis, explained that the instillation of the value of honesty is done through habituation, teacher role models, storytelling methods, educational games, and direct communication with children about the importance of being honest in everyday life.

Observations show that teachers use storytelling creatively and interactively to convey stories of the prophets to children. Teachers not only read the stories but also use visual media, role-playing, and question-and -answer sessions to help children understand the moral messages contained within the stories. In the learning process, the story of the Prophet Muhammad (peace be upon him) as Al-Amin is the most frequently used story to instill the value of honesty in children. Teachers relate the story to children's everyday behaviors such as telling the truth, admitting mistakes, and being responsible for their own and others' belongings.

Theoretically, the story-based learning model is very relevant to the characteristics of early childhood who tend to like stories and imaginative activities (Yazici & Bolay,

2017). The stories of the prophets are an effective medium for internalizing moral values because children find it easier to imitate role models than to receive advice directly (Aminah et al., 2025). The findings of this study reinforce the view that character education in the Islamic Education curriculum will be more effective if developed through a narrative approach, exemplary behavior, and real-life experiences that are close to children's lives.

Learning Planning of the Prophet's Story in the Islamic Education Curriculum

Interviews with Windi Nurika revealed that lesson planning involved selecting stories from the prophets that convey concrete values such as honesty, compassion, and responsibility. The teacher simplified the storyline and used language accessible to RA students to ensure the moral message was well-received. Furthermore, the teacher developed a lesson plan (RPPH) by determining the learning theme, achievement indicators, and the steps of the learning activities, from the introduction, core, to the conclusion.

During the planning process, teachers prepared various learning media such as storybooks, pictures, props, and educational games to increase children's focus and interest in the material. Based on documentation, it was clear that the learning was systematically designed, integrating the character value of honesty into every learning activity. Teachers also prepared question-and -answer sessions and creative activities such as drawing and coloring to gauge children's understanding of the story. Careful lesson planning is a crucial factor in the success of character education in early childhood education institutions. This demonstrates that the Islamic Education curriculum at RA Miftahul Ilmu is not solely focused on mastering religious material but also on developing students' behavior and morals through enjoyable and meaningful learning experiences.

Planning the teaching of prophetic stories in the Islamic Education curriculum is a crucial initial step in instilling character values in young children, particularly honesty (Zahra & Djamas, 2021). During the planning process, teachers need to select prophetic stories that align with the learning theme and contain moral messages that children can easily understand. The story of the Prophet Muhammad (peace be upon him), as Al-Amin, for example, is used to introduce honesty, trustworthiness, and responsibility to students. In addition to determining the story material, teachers also develop learning objectives, indicators for child development, learning media, and activity steps that are engaging and appropriate to the characteristics of young children (Septiwiharti et al., 2024). This planning is compiled in the RPPH so that the learning process runs systematically, is directed, and is able to optimally achieve character education goals.

In addition, planning learning the stories of the prophets also requires teachers' creativity in designing methods and media that can attract children's attention. Teachers can use media such as pictures, puppets, educational videos, picture books, and role-playing games to make the learning atmosphere more interactive and enjoyable (Aziz, et al., 2025; Huda et al., 2022). In the Islamic Education curriculum, learning not only emphasizes aspects of religious knowledge, but also the habituation of Islamic behavior in everyday life (Nuryadi et al., 2024). Therefore, teachers need to design activities that provide opportunities for children to practice the value of honesty through simple activities such as telling the truth, admitting mistakes, and being responsible for their duties. With careful planning, learning the stories of the prophets can be an effective means of forming children's morals and character from an early age.

Implementation of Learning and Teacher Exemplary Behavior

The teaching of prophetic stories at RA Miftahul Ilmu is carried out through a creative, interactive storytelling method that is appropriate for early childhood development. Teachers begin the lesson by selecting relevant prophetic stories, preparing visual aids, and organizing the learning environment to ensure children feel comfortable and engaged in the learning activities. Based on observations, teachers convey the stories with engaging expressions and engage children in two-way interaction through simple questions about honest behavior in everyday life.



Image 1:
Implementation of Learning the Story of the Prophet Through the Storytelling Method

Teachers play a crucial role as *role models* for children. Interviews show that teachers consistently model honest behavior, such as admitting mistakes, keeping promises, and being fair in assessing students. This role model allows children not only to hear stories about honesty, but also to see the real application of these values in the school environment. Children find it easier to understand that honesty is a behavior that must be made a habit in everyday life.

Research also shows that children's active involvement in role-playing and interactive activities helps them internalize the value of honesty more effectively. Children not only listen to stories but also practice honest behavior through simple simulations. These findings show that the prophet story learning model is able to create a pleasant learning atmosphere while building children's character gradually through habituation and direct experience.

The implementation of learning the stories of the prophets in the Islamic Education curriculum is carried out through an interactive, fun learning process, and in accordance with the development of early childhood (Muryati et al., 2022). Teachers convey the stories of the prophets using storytelling methods with simple language, interesting

expressions, and visual media support so that children can more easily understand the contents of the story and the moral messages contained therein (Adwiah et al., 2023). In learning activities, teachers not only read stories, but also involve children through questions and answers, role-playing, singing, and other creative activities. The story of the Prophet Muhammad SAW as an example of honesty is often used to introduce the attitude of telling the truth, keeping promises, and being responsible (Yufarika et al., 2025). The implementation of communicative and participatory learning makes children more enthusiastic and able to connect the story with everyday experiences in the school and home environment (Hastuti et al., 2026).

In addition to the process of delivering material, teacher role models are a major factor in the success of instilling the value of honesty in children. Teachers act as *uswatun hasanah* who provide real examples in daily behavior, such as telling the truth, admitting mistakes, being fair, and keeping promises to students (Yufarika et al., 2025). Early childhood tends to imitate the behavior of adults around them, so the teacher's attitude greatly influences the formation of children's character (Fitri et al., 2024). In practice, teachers not only teach the value of honesty through stories, but also habituate honest behavior in various learning activities and social interactions at school. With consistent role models, children more easily understand that the value of honesty is not just learning material, but behavior that must be applied in everyday life.

Evaluation of Children's Honesty Value Learning

Learning evaluation is carried out holistically by assessing the cognitive, affective and behavioral aspects of children. Based on interviews with the principal and teachers, the evaluation was conducted through direct observation of children's behavior in daily school life. Teachers used anecdotal notes, observation checklists, student work, and role-playing activities to assess the development of honesty in children.

The assessment instruments used included a child development scale, namely BB (Not Yet Developing), MB (Starting to Develop), BSH (Developing as Expected), and BSB (Developing Very Well). Assessments were conducted continuously to observe changes in children's attitudes after participating in the prophetic story learning. Observations showed behavioral changes in several children, such as the courage to admit mistakes, apologize to friends, return toys to their proper place, and greater respect for others' property.

These findings indicate that evaluating character education in early childhood requires more than just written tests, but rather more emphasis on observing children's actual behavior in daily activities. Therefore, the evaluation of Prophetic story-based learning at RA Miftahul Ilmu aligns with early childhood education principles, which emphasize the gradual development of positive attitudes and behaviors.

Evaluation of children's learning of honesty values in the Islamic Education curriculum is carried out holistically and continuously to determine the development of students' attitudes, behavior, and moral understanding (Zaitun et al., 2023). In early childhood education, evaluation does not only focus on cognitive aspects, but rather emphasizes changes in children's behavior in everyday life (Sugiarto, 2025). Teachers conduct assessments through direct observation of children's attitudes during the learning process and when interacting with friends and the school environment. Forms of evaluation used include anecdotal notes, observation checklists, children's work, and role-play activities related to the value of honesty. Through this evaluation, teachers can determine the extent to which children understand and apply honest attitudes, such as

daring to tell the truth, admit mistakes, apologize, and take responsibility for their behavior.

In addition, learning evaluation is also carried out with a fun approach and in accordance with the characteristics of early childhood development (M. Aziz et al., 2025). The teacher asks simple questions about the story of the Prophet Muhammad SAW and relates it to the child's daily behavior so that they are able to understand the meaning of honesty concretely. Assessment of child development uses the categories BB (Not Yet Developing), MB (Starting to Develop), BSH (Developing According to Expectations), and BSB (Developing Very Well). The evaluation results show that learning the story of the prophet can bring positive changes to children's behavior, such as being more open in telling the truth, respecting the property rights of friends, and having a sense of responsibility for their duties and actions. Thus, learning evaluation is an important part in ensuring that the instillation of the value of honesty takes place effectively and can be applied by children in their daily lives.

The Role of Parents in Instilling the Value of Honesty

The results of an interview with Maya Octavia show that parents have an important role in continuing to instill the value of honesty at home. Parents connect the stories of the prophets that their children learn at school with everyday life at home, for example when their children make mistakes or have to learn to tell the truth. Parents also try to give appreciation when their children dare to admit their mistakes so that the children are not afraid to tell the truth. In addition, parents said that learning the stories of the prophets had a positive impact on children's behavior at home. Children begin to understand that lying is a sin and honesty is an attitude that is loved by Allah SWT. This can be seen from the children's ability to retell the story of the Prophet Muhammad SAW which was taught at school and relate it to honest behavior in everyday life.

Collaboration between schools and parents is an important factor in the success of children's character education (Amalia et al., 2023). Instilling the value of honesty will be more effective if it is carried out consistently both in the school environment and at home (Mursal Aziz, Sitorus, et al., 2025). Therefore, communication and cooperation between teachers and parents need to be continuously improved so that children's character formation takes place sustainably.

The role of parents in instilling the value of honesty is crucial because the family is the first educational environment for children (Akhyar et al., 2025; Mainiyo et al., 2021). Instilling an honest character cannot be entirely left to schools, but requires continuous collaboration between parents and teachers. In everyday life, parents play a role in providing habits and role models for children through honesty, admitting mistakes, and keeping promises (Bancin et al., 2025). Parents can also connect the stories of the prophets that children learn in school with real situations at home, so that children more easily understand the meaning of honesty in concrete terms. The story of the Prophet Muhammad SAW as Al-Amin is an effective example to teach that honesty is a noble moral that must be applied in everyday life.

In addition to providing role models, parents also need to create an atmosphere of open communication so that children feel safe to tell the truth without fear of excessive reprimand (Tuna, 2022; Muslih, 2021).

An appreciative attitude when children dare to admit mistakes can help build courage and moral awareness in them. In the process of character education, consistency between learning at school and habits at home is crucial for the success of instilling the value of honesty. Therefore, collaboration between parents and schools needs to be continuously

strengthened through regular communication, joint activities, and mentoring of children's behavioral development. With positive family support, the value of honesty taught through learning the stories of the prophets will be more easily ingrained and develop into a character that is inherent in children from an early age.

Obstacles in Implementing the Prophet's Story Learning Model

In its implementation, there are several obstacles faced by teachers in applying the prophet's story learning model to instill the value of honesty. Based on the interview results, these obstacles include limited audio-visual learning media, conventional learning methods, time constraints, and different children's characters. In addition, teachers also acknowledged that developing interactive learning requires creativity and more thorough preparation.

On the other hand, parents also face challenges in instilling honesty at home, particularly due to environmental influences and children's fear of admitting mistakes. Children sometimes fear being scolded and choose not to tell the truth. This condition shows that character education requires an approach full of patience and role models both at school and in the family environment.

The implementation of the Prophet's story learning model in the Islamic Education curriculum to instill the value of honesty in children is inseparable from various obstacles faced by teachers and the family environment. One of the main obstacles is the limited availability of interesting and interactive learning media, such as audio-visual media, teaching aids, and story materials that are appropriate for early childhood development (Fadlillah et al., 2025; Kharismatunisa, 2023). Furthermore, some teachers still use conventional learning methods such as lectures, which can easily make children bored and less active in participating in the learning process (Asmara et al., 2023). Differences in character, level of understanding, and learning interests of children also pose challenges in conveying the Prophet's story so that it can be understood equally by all students. On the other hand, limited learning time requires teachers to be able to package the story briefly but still meaningfully and able to instill moral values in children.

In addition to factors at school, obstacles also arise from the child's family and social environment. Not all parents are able to consistently instill the value of honesty at home due to busy schedules, differing parenting styles, or a lack of understanding of Islamic character education. Children sometimes feel afraid to tell the truth for fear of being scolded for making mistakes, so they choose to hide the truth. The influence of the external environment and digital media can also influence children's behavior if they do not receive proper guidance from parents or teachers. Therefore, implementing the Prophet's story learning model requires teacher creativity, support from learning resources, and strong collaboration between schools and families to ensure the instillation of honesty is more effective and sustainable.

Nevertheless, the prophetic story learning model still makes a positive contribution to children's character development. Learning that is presented in an engaging, interactive, and role-model-based manner has been proven to help children understand the importance of honesty from an early age. Therefore, learning innovation, strengthening cooperation between schools and parents, and providing more creative learning media are needed to optimize the implementation of the prophetic story learning model in the Islamic Education curriculum.

CONCLUSION

Based on the research results, it can be concluded that the learning model of the stories of the prophets in the Islamic Education curriculum at RA Miftahul Ilmu is implemented holistically, interactively, and child-centered to instill the value of honesty from an early age. Learning is carried out through storytelling methods, teacher role models, habituation, educational games, and direct communication about the importance of being honest in everyday life. In the implementation process, teachers use visual media, role-playing, and question and answer to help children understand the moral messages from the stories of the prophets, especially the example of the Prophet Muhammad SAW as a figure who has the qualities of siddiq, amanah, tabligh, and fathanah. This learning model has been proven to be able to shape positive behaviors in children such as the courage to admit mistakes, apologize, be honest, and take responsibility for their actions.

Furthermore, the success of instilling honesty values is influenced by collaboration between schools, teachers, and parents in fostering Islamic character traits both at school and at home. Learning evaluation is conducted holistically through behavioral observations, anecdotal notes, development checklists, and children's work to assess the development of students' honest attitudes. Despite several obstacles such as limited learning media, conventional methods, differences in children's character, and external environmental influences, the implementation of the Prophet's Stories learning model still has a positive impact on the moral and ethical development of early childhood. Therefore, the Prophet's Stories learning model can be an effective alternative in the Islamic Education curriculum to shape a generation with noble, honest, and responsible character from an early age.

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