



Improving children's characters through sirah nabawiyah concept

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<http://dx.doi.org/10.32505/atfaluna.v6i1.6004>

Submission : Mei 3, 2023

Revision : June 26, 2023

Accepted : June 28, 2023

Keywords

Character, early childhood education, Independence, Sirah Nabawiyah

Abstract

This study aims to increase children's character according to the concept of Sirah Nabawiyah through storybooks of the Prophet's stories. The type of research used is classroom action research. This research was conducted in two cycles, each consisting of 4 meetings. Each cycle has four stages: planning, implementation, observation, and reflection. The subjects of this study were seven children consisting of 3 boys and four girls. The data collection technique is an observation sheet, where the observation sheet becomes a research instrument. The study's results were found after conducting this research, so data was obtained starting from the pre-cycle to cycle II, which in the pre-cycle, the children were not independent in carrying out activities, so the results in the pre-cycle were 0%. At the same time, in the first cycle, the children started developing by applying the concepts of sirah nabawiyah through story books. Then in cycle I, it increased by 19.0%, and in cycle II, children grew very well by doing it repeatedly to increase independence gradually to produce the expected indicators. Cycle II increased to 80.9%, which means an increase of 62%. In conclusion, children's character, such as independence, according to the Sirah Nabawiyah concept, has been successful.

A. INTRODUCTION

Early childhood education (ECE) is a fun education with the principle of "learning while playing, playing while learning." (Yeni et al., 2019; Nasir et al., 2022). In essence, education aims to facilitate the growth and development of children as a whole or emphasizes the development of all aspects of the child's personality. ECE institutions must also provide a variety of activities that can develop the result of various factors such as cognitive, language, social, emotional, physical, and artistic. According to Soegeng (2011), early childhood education is the main

foundation for shaping a child's personality into a person with noble character, physical health, skill, confidence, courage, and independence. There is unquestionably a compelling rationale for character education to be provided to kids as the next generation (Latif, 2007).

Independence in children is also seen in the six aspects of early childhood development described in the regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014. Early Childhood Education states that the developmental tasks of early childhood must be able to develop the field of self-habitation and basic ability development. The area of self-development includes: (1) Religious and Moral Aspects include: children being helpful and maintaining environmental cleanliness; (2) Social-emotional aspects include: children helping each other friends, wanting to share, wanting to give and apologize, accepting criticism, and taking responsibility; (3) Language Aspects include: children dare to ask questions, tell stories about pictures, and want to express opinions; (4) Cognitive aspects include: children invite their friends to play, and can make simple decisions; (5) Physical Aspects include: Children take care of themselves without the help of others, such as bathing, wearing clothes, cleaning utensils after eating, and throwing garbage in its place and (6) Art Aspects include: children can sing and dance forward with confidence (Kementrian Pendidikan Nasional RI, 2014).

In the Qur'an, Allah SWT signals that everyone must be independent. It can be seen from (*Q.S Ar-Raad Ayat 11*, n.d.):

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا
بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِنْ دُونِهِ مِنْ وَالٍ اللَّهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ
خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا
فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِنْ دُونِهِ مِنْ وَالٍ

Meaning: 'For each one there are successive angels before and behind, protecting them by Allah's command. Indeed, Allah would never change a people's state 'of favour' until they change their own state 'of faith'. And if it is Allah's Will to torment a people, it can never be averted, nor can they find a protector other than Him.' (*Q.S Ar-rad: 11*)

The cue from the verse above that reads, "verily Allah does not change the condition of a people so that they change the conditions that exist in themselves," is a form of independence humans can do. Humans are given the authority to determine their destiny.

Asrori (2007) argues that independence is part of the aspects needed in every child. Without the support of independent nature, children can have difficulty in doing things that are very easy to do and will always ask for help from the adults around them. Because in addition to affecting their performance, it also serves to help them achieve their life goals, achievements, success, and gain appreciation. Without being supported by an independent nature, it will be difficult for a child to commit something to the fullest, and it will also be difficult for him to succeed. Becoming an independent person; takes a process of effort that starts from doing simple tasks until finally being able to master more complex or more challenging skills.

According to Yudhar (2021), character development needs more time and a consistent habit since it takes more time and effort to change an individual's behavior than it does to alter

their cognitive abilities. Ratna Megawangi, an Indonesian scholar and expert in character education, emphasizes nine key characters that are important for personal and societal development, these characters are: Caring, Respect, Responsibility, Fairness, Honesty, Courage, Self-Discipline, Integrity, and Gratitude. These nine characters, as emphasized by Ratna Megawangi, provide a comprehensive framework for developing strong personal character and promoting harmonious interactions within society. By cultivating these characters, individuals can contribute positively to their communities and foster a culture of respect, responsibility, and ethical behavior (Zeitlin, et al, 1995; Megawangi, 2007). The specific nine key characters emphasized by Ratna Megawangi are not explicitly stated in the search results. However, Megawangi has identified nine pillars of character that must be instilled in students, including love for God Almighty and all His creation, responsibility, discipline, and others (Wardiah, 2018; Rachmawati, 2010; Sihombing, 2022).

Independence is the ability to make choices and accept the consequences that come with them (Almerico, 2014). Independence in children will develop if they use their minds in making various decisions, from choosing the learning equipment they want to use, and selecting playmates to things that are more complicated and include certain more serious consequences (Wiyani, 2013).

Sirah Nabawiyah, or the life and teachings of Prophet Muhammad, is believed to be a valuable resource for improving a child's character education (Saud et al., 2022). A Sirah Nabawiyah-based integrative curriculum has been found to be effective in developing children's character education (Khoiriyah et al., 2023). The values of character education in the Sirah Nabawiyah book are very relevant to current education with the aim of national education, namely the values of honesty, discipline, responsibility, tolerance, and respect for others (Moh. Toriqul Chaer, 2020; Syaepul Bahtiar et al., 2021). According to Khan (2020) The Prophet Muhammad SAW entrusted his companions, including young individuals, with various responsibilities. This trust and belief in their capabilities instilled a sense of independence and accountability in them. Similarly, children can be encouraged to take on age-appropriate responsibilities and develop a sense of independence through guidance and support.

According to Lamme et al. (2002), a teacher in preschool must be able to choose the right concept to increase children's independence. This concept is a way to implement the plans that have been prepared in actual activities so that the goals that have been designed are achieved optimally. The concept used during the research is to increase independence according to the Sirah Nabawiyah concept. One way that has been used to improve children's independence is the concept of Sirah Nabawiyah, through activities that increase children's independence such as: Telling Prophetic stories, watching films of the Prophet's story, practising the eating and drinking manners of the Prophet and others. From these activities, according to the concept of Sirah Nabawiyah, the teacher will motivate children to increase their independence.

Based on observations made by researchers at Az-Zahra Kindergarden, the increasing of the independence character still needs to be improved., the increase in independence still needs to be improved. It is due to less supportive learning facilities, such as applying a curriculum that needs to be implemented maximally. In addition, teachers emphasize reading and writing, and counting activities because of the demands of parents who tend their children

to be able to read and write when they enter primary school. Other things are also seen during activities in the classroom, such as children's lack of ability to do things on their own, lack of courage to appear in front of the class, and lack of a sense of responsibility for tasks or eating and drinking equipment and their toy equipment. In storytelling activities, children still need to be more orderly, and if asked to come forward to repeat the story, the children are still afraid or embarrassed. Seeing this, a concept is needed to increase independence in children by providing the best concept that Allah has appointed as the Messenger of Allah and the best example of all time, namely Sirah Nabawiyah, which can be accepted according to age stages.

Az-zahra Kindergarten has yet to implement a specific concept in increasing children's independence, so the cultivation of children's independence is only through orders and guided by the teacher. In this study, Az Zahra Kindergarten wants to apply the Concept of Sirah Nabawiyah to increase children's independence. Most parents have yet to trust their children enough to do it themselves. It can be seen when parents come to pick up the child's shoes on the shoe rack, waiting for the child in the schoolyard. When the child comes out of class, the parents immediately put it on. It is carried over to when playing together at school, and children become not independent. So that children, when playing out of class, wait for the teacher to put on shoes. Teachers at school also do not utilize activities that support children's independence.

Therefore, researchers want to overcome these problems through Sirah Nabawiyah to increase children's independence. Apart from early childhood education conducted by educators in Early Childhood Education, the author will improve children's independence according to Sirah Nabawiyah following the teachings of the Prophet Muhammad. Through the concept of Sirah Nabawiyah, learning activities are expected to increase children's independence, in this case, focusing on independence activities that exist in the concept of Sirah Nabawiyah by children aged 4-5 years, such as: following the Sunnah of the Prophet when eating, interacting with fellow friends, protecting and loving God's creation and others, which aims for children to gain the freedom needed for self-development, this freedom means that they will gain knowledge and experience based on the stage of child development which includes a series of activities designed to develop children's independence. For this reason, this research intends to explore and provide new meaning for us ummah to study and imitate how independence according to the concept of Sirah Nabawiyah where the Apostle was educated and Educated.

Based on the book of *Lisanul Arabic*, the word *as-sirah* means habit, path, way, and behavior. While in the general sense, the word sirah is the story of a person's life or the history of a person's life. The scholars agree that what is meant by as-Sirah an-nabawiyah is a comprehensive record of the life history of the Prophet Muhammad SAW and has now become a name or term for a separate scientific discipline.

Previous study related to independence and Sirah Nabawiyah has been carried out a lot, including research conducted by Nurtiani (2021) with the title Use of Big Book Media in Telling Sirah Nabawiyah to Increase the Spiritual Intelligence of Group B1 Children at Cut Meutia Preschool Banda Aceh which aims tell Sirah Nabawiyah storytelling activities by using Big Book media so that children's love for the Prophet Muhammad increases and deepens then makes role models throughout their life. Then, the study conducted by Abubakar (2019) about the

values of characters education in Sirah Nabawiyah. Next, the study on Hijriyani (2018) with the title Effectiveness of using the Imtaq Centre in Learning Sirah Nabawiyah for Early Childhood, learning Sirah Nabawiyah for children of all ages is very important to be delivered using one type of learning center, namely the Imtaq center. Sirah Nabawiyah's learning can be successful with the support of educational toys and games that can form a good understanding of Sirah Nabawiyah. As a result, children's achievement in knowing God and knowing the Prophet and His Messenger indicates the success of effectively learning Sirah Nabawiyah in using the Imtaq center. Furthermore, research on Character Education Values in the Book of Sirah Nabawiyah by Shaykh Safiyyur Rahman Al-Mubarakfury is a literature study research conducted by collecting and analyzing data sourced from libraries, with library research and literature methods carried out by collecting secondary data sources in the form of character education books. The results of the research are: (1) there are 18 character education values in the book Sirah Nabawiyah which are summarised in five basic values that refer to the Prophet's sifar, namely: Amanah, Siddiq, Fatanah and Tabligh. (2) character education in Indonesia is appropriate and relevant to the character values in the book Sirah Nabawiyah by Shaykh Safiyyur Rahman Al-Mubarakfury (Qomariah, 2017). Based on the above problems, the purpose of this study is to determine the increase in independence after applying the concept of Sirah Nabawiyah and how to increase children's independence according to the concept of Sirah Nabawiyah in group A at Az-Zahra Kindergarten, Langsa.

B. METHOD

This research uses class action research (CAR) or classroom research. This research is expected to increase children's independence according to the concept of Sirah Nabawiyah. In this case, the study used the Kemmis and Mc. Taggart model design in Arikunto et al. (2017) states that this research was conducted with two cycles, namely cycle I and II, which consisted of four components, namely: (1) planning, (2) action, (3) observation (4) reflection. The reflection of the cycle I was used as a reference for the next learning follow-up plan. The research design was PTK obtained from the Kemmis and Taggart model. Researchers use a form of collaborative research where teachers and researchers work together to solve existing problems.

The location of this research was conducted at Az-Zahra in Langsa, The subjects of this study were students of Tk Az-Zahra Langsa City in the 2021/2022 academic year. Aged 4-5 years with a total of 7 students. Three boys and four girls.

This research uses a Spiral system where each cycle consists of four stages: planning, implementation, and observation and reflection (Arikunto, 2006). The performance of classroom action has a design with four main steps: action plan, implementation of action observation/evaluation, and reflection. Cycle I researchers used storybooks about Rasulullah as a child by using picture storybooks related to children's independence, according to Sirah Nabawiyah. Based on the action in cycle I, improvements were made. The improvement is that the teacher also instructs how to carry out storytelling procedures about children's independence according to the concept of Sirah Nabawiyah, which will be carried out in cycle I and cycle II.

In the research instrument, the author will make direct observations of children in the learning process carried out in the classroom. The data obtained is then analyzed using descriptive qualitative, namely analyzing data from the results of observations by explaining and describing the results of research on increasing children's independence according to the concept of Sirah Nabawiyah, which has been carried out with words or sentences separated according to existing criteria to reach conclusions.

The criteria for the success rate of the learning process are determined as follows:

Table 1. Criteria for mastery of children's independence according to the concept of Sirah Nabawiyah

Criteria	Presentase (%)
Developing Very Well	75% - 100%
Developing as expected	50% - 74,99%
Starting to Develop	25% - 49,99%
Not Developing	0% - 24,99%

In accordance with the characteristics of class action research, the success of this action is marked by changes related to the learning atmosphere and student learning outcomes. This research is said to be successful if the increase in children's independence according to the concept of Sirah Nabawiyah is in the criteria of developing very well with a percentage of $\geq 80\%$ of the number of children scoring with good criteria. The indicators of the success of children's independence through the concept of Sirah Nabawiyah are based on the Standard Level of Achievement of Child Development of Early Childhood Education Curriculum 2013, which consists of 1) Children can read prayers before and after eating, 2) Children dare to ask if they don't understand, 3) Children can answer questions according to the story of the Prophet, 4) Children can retell the story of Sirah Prophet, 5) Children do something to completion, 6) Children tidy up their place to eat and toys.

C. RESULT AND DISCUSSION

1. Result

As for knowing the extent of the level of children's independence, it is described through the pre-cycle table, namely:

Tabel 2. Result of Pre-cycle Observation

NO	Indicator	Not Developing	Start to Develop	Developing as Expected	Developing Very Well
1	Children are able to recite prayers before and after eating	4	3	0	0
2	Children dare to ask questions if they do not understand	6	1	0	0
3	Children are able to answer questions	5	2	0	0

	according to the story of the Prophet				
4	The child is able to retell the story of Sirah Nabi	6	1	0	0
5	Children do something to completion	5	2	0	0
6	Children tidy up their own food and toys	5	2	0	0
Total		31	11	0	0
Percent		37,8%	26,2%	0%	0%

Description

U : Undeveloped

DVW : Developing Very Well

DE : Developing as expected

SD : Starting to Develop

The results of pre-cycle observations aim to increase children's independence according to the concept of Sirah nabawiyah in the pre-cycle shows the results that improving children's independence in the aspect of assessing children being able to read prayers before and after eating, there are 4 out of 7 children who have not developed, and 3 out of 7 children are starting to develop on the aspect of children daring to ask if they don't understand, 6 out of 7 children have not developed, and one child is starting to develop. In the aspect of children being able to answer questions according to the story of the Prophet, 5 out of 7 children have not developed, and two children are starting to develop. In the aspect of children being able to retell the story of the Prophet 6 out of 7 children have not developed and 1 child is starting to develop. Regarding children doing something to completion, 5 out of 7 children have not developed, and 2 children are starting to develop. While in the field of children tidying up their own food and toys, 5 out of 7 children have not developed, and 2 children are starting to develop. Based on the results of pre-cycle observations, the results of children's independence according to the concept of Sirah nabawiyah showed 73.8% of children had not developed, and 26.2% of children began to develop.

a. cycle I

The first cycle consisted of 4 stages, namely planning, implementation, observation, and reflection. These stages are described as follows:

(1) *Planning stage*

The planning stage and described in several stages, namely:

- Planning the daily lesson plan
- Developing research instruments and assessments in making observation sheets used in research
- Preparing learning media related to the research title, such as Sirah Nabawiyah storybooks.

(2) *Implementation stage*

The implementation of research on increasing children's independence, according to Sirah Nabawiyah was carried out in 2 cycles, and each cycle consisted of 4 meetings. Researchers attended this study, 2 class teachers and ten children (but

only seven children were given action as the object of research). The authors collaborate with teachers. In this first cycle, the teacher used Sirah nabawiyah storybooks related to prophets to increase children's independence.

The first meeting starts with the researcher's preparation before beginning the research, preparing a storybook, after telling the story, asking again about the story in the storybook, and instilling the concept of independence according to sirah nabawiyah. At the first meeting, storytelling activities about sirah nabawiyah entitled 'The great prophet Muhammad SAW (imitating Allah's chosen people, the Rasulullah's childhood) the story of the glory of the Prophet's name and noble character since childhood. Children see and listen to the story and the teacher planting the concept of independence delivered by the teacher. The second meeting, the themes and sub-themes used were the same as in the first meeting. Increasing independence carried out at the second meeting is the cultivation of the concept of sirah nabawiyah about the wisdom of living in the village and discussing the eating manners that Rasulullah SAW taught us to increase children's motivation in improving children's independence and doing weaving activities with origami. It can be seen that when doing weaving activities, many children find it difficult to do these activities, so many ask for help from the teacher, and some children do not want to complete the activities carried out.

The themes and sub-themes used in the third meeting were the same as in the first meeting. Telling stories about Sirah Nabawiyah for children about the independence of the Prophet entitled 'The Great Prophet Muhammad imitating Allah's chosen people (the Rasulullah's childhood) by telling stories to children and discussing the drinking manners that the prophet taught us. After finishing, the children are given an activity to practice washing dishes. Children look happy by practicing how to wash dishes. Children wash their own lunch boxes. The materials used to wash the dishes are the teacher providing a bucket, soap, and coir. The teacher describes the division of groups to be grouped, and the teacher practices first how to wash the dishes properly. After the child finishes rinsing the plate, the child puts the place to eat back into their respective bags. Followed by research activities to increase independence, many children still need to complete the activity to completion. There are still children who do not dare to ask if they do not understand. Further results show that some children still depend on everything with the help of others.

In the fourth meeting, the theme and sub-theme were the same as in the first meeting. Increasing children's independence at the fourth meeting is telling a story entitled the special treatment of the Grandfather and discussing being responsible for their own goods after the child continues the child's activity of peeling fruits. Children look happy with the activity of peeling fruits. The teacher divides the children by the fruit they want to peel. After the children sit in their groups, the teacher divides the fruit that has been prepared to be distributed to the children to peel. But there are still children who feel they are unable to do it even though the child has not tried to peel the fruit. The teacher helps and encourages children who

are not able to try to peel the fruit themselves. After the child peels the fruit that the child peels, the teacher tells the child to name the fruit and count the fruit that has been peeled together with their respective groups. Continued with the research to increase children's independence, some still need to complete the activity completely. There are still children who do not ask if they do not understand, and there are still children who are not confident that children are able to do it themselves without help from others and examples and motivation so that children are convinced that they can do it without being helped by others.

(3) *Observation stage*

Observations were made during activities related to increasing children's independence in the first cycle. Based on the research results conducted in cycle I, increasing children's independence according to the concept of sirah nabawiyah is developing well, but has not yet covered it entirely. It is when researchers observe children. There are still children who are not confident to do their own activities and still depend on the teacher or people around them. Some children still seem to ignore the activities carried out by the teacher because the activities carried out are unfamiliar and children rarely do but are quite interested in the existence of these activities.

(4) *Reflection Stage*

Based on the results of observations that have been made in cycle I, the researcher concludes that by improving children's independence according to the concept of Sirah Nabawiyah in Az-Zahra Kindergarten, Langsa City that children begin to understand the concept of Sirah Nabawiyah through the stories of the Prophet and apply through activities related to independence, children begin to get used to not depending on others. However, children still need to be stronger in instilling the concept of the Prophet's sirah. The following are the results of observations made in the cycle I.

Tabel 3. Cycle I Observation Results

No	Indicators	Not Developing	Start to Develop	Developing as Expected	Developing Very Well
1	Children are able to recite the prayer before and after eating	1	3	2	1
2	Children dare to ask questions if they do not understand	1	2	3	1
3	Children are able to answer questions according to the story of the Prophet	1	3	2	1
4	The child is able to retell the story of the Prophet	2	3	1	1
5	Children do something to completion	1	1	3	2
6	Children tidy up their own place and toys	1	2	2	2
Total		7	14	13	8

	Percent	16,7%	33,4%	30,9%	19,0%
Description					
BB	: Undeveloped		BSH	: Developing as expected	
BSB	: Developing Very Well		MB	: Starting to Develop	

The results of cycle one observation seen in table 3 shows that the results of the first meeting to the fourth meeting of research conducted aimed at increasing children's independence according to the concept of Sirah Nabawiyah in Az-Zahra Kindergarten, Langsa City, in general show the results that 16.7% of children have not developed (BB), 33.4% of children are starting to develop (MB), 30.9% of children are developing as expected (BSH), and 19.0% of children are developing very well (BSB).

Based on the results of research in cycle 1, it can be concluded that increasing children's independence according to the concept of Sirah Nabawiyah in each indicator found that the level of children's independence is still low because children are not used to using the concept of Sirah Nabawiyah in increasing children's independence. Based on the problems that arose in Cycle I, teachers and researchers held discussions for improvement in Cycle II to maintain the success that had been obtained from Cycle I.

b. cycle II

(1) Planning stage

The planning that will be carried out in cycle II is:

- a. Planning the Daily Lesson plan
- b. Developing research instruments and assessments by making observation sheets used in research
- c. Prepare the media that will be used to increase children's independence according to the concept of Sirah Nabawiyah, namely using the illustrated Sirah Nabawiyah for Children book and other media used to carry out daily activities at each meeting.

(2) Implementation stage (Action)

Learning activities are divided into three footholds consisting of initial foothold, core foothold, and final foothold in accordance with the daily lesson plan that has been prepared. In these three footholds, researchers used a specific approach in the teaching and learning process. The scientific method is learning that includes a series of methods of observing, questioning, gathering information, reasoning, and communicating and a child-centered scientific approach so that children are more active and make it easier for children to learn so that children find their own experiences. Cycle II consists of 4 meetings which include the following:

The first meeting in Cycle II, on the initial footing, the researcher instilled the concept of Sirah Nabawiyah through stories related to the Prophet's independence. On this footing, researchers carry out activities related to children's independence that are commonly done daily, such as squeezing oranges, picking vegetables, and peeling

fruit. While on the final footing, the researcher or teacher provides reinforcement or repetition to be practiced in everyday life.

The first meeting in cycle II, told a story about the Prophet's Sirah about the independence of the Apostle entitled Sirah nabawiyah for Islamic children, namely herding goats in this cycle II the teacher strengthened independence with the concept of sirah nabawiyah so that children were motivated to be guided by the chosen prophet, namely Rasulullah Saw. After telling the story the teacher asked the children about the story told by the teacher, and the children answered questions from the teacher. Children listen to stories from the teacher and answer questions very enthusiastically.

The second meeting in cycle II, told stories about Al-Amin (who can be trusted) and discussed being trusted and disciplined in activities and children doing orange squeezing activities. It can be seen in the research that children feel happy doing this. It is a new thing for children. But there are still children who don't want to ask if they don't know. Children don't do it completely and don't clean up their own eating and drinking places, but many children can do it completely.

In the third meeting of the cycle I, told the story of the Apostle in the care of Abu Talib and discussed the responsibility for the merchandise and sheep. The teacher did a vegetable-picking activity. Researchers saw that children in vegetable-picking activities were very enthusiastic and excited about doing vegetable-picking activities. Hence, the children did it happily and happily, and even though the children were addicted to picking vegetables, in picking vegetables, the teacher instilled the concept of independence, which invested in children that vegetable picking activities were easy and trained children not to depend on others and could even help others.

At the fourth cycle II meeting, it told stories about returning to the lap of a beloved mother and discussing being good at getting along and doing schoolyard cleaning activities. Researchers saw that children were very happy when doing activities because they heard new stories and did activities that had never been done at home. With the cultivation of stories and activities to clean the house yard, it trains and increases children's independence to get used to being independent without having to depend on others with the concept of Sirah nabawiyah.

(3) Observation

Observation is carried out by carrying out activities that will increase children's independence and indicators of children's independence. The researcher's activity as a teacher during the action in cycle II is to carry out activities in accordance with the daily lesson plan that has been prepared before carrying out learning activities. Observation of children's independence using instruments observed by researchers at each meeting, the researcher observes each child who has increased independence.

(4) Reflection Stage

Based on the observations made in cycle II, the researcher concludes that children are accustomed to being independent by improving independence according to the concept of Sirah Nabawiyah. Starting from the child starting to read the prayer before and after eating, the child dares to ask if he does not understand, the child can

answer questions according to the Sirah Nabawiyah story, the child can tidy up the place to eat and his own toys, the child completes the task to completion. With this research, children can be more independent and are used to doing it. The following are the results of observations made in cycle II:

Tabel 4. Hasil Observasi Siklus II

No	Indicators	Not Develop ing	Start to Develop	Develop ing as Expecte d	Develop ing Very Well
1	Children are able to recite the prayer before and after eating	0	1	1	5
2	Children dare to ask questions if they do not understand	0	0	1	6
3	Children are able to answer questions according to the story of the Prophet	0	0	1	6
4	The child is able to retell the story of the Prophet	0	1	1	5
5	Children do something to completion	0	0	1	6
6	Children tidy up their own place and toys	0	0	1	6
Total		0	2	6	34
Percent		0%	4,8%	14,3%	80,9%

Description

BB : Undeveloped

BSB : Developing Very Well

BSH : Developing as expected

MB : Starting to Develop

The results of cycle II observations seen in table 4.2 shows that the results of the first, second, and third studies that increase children's independence according to the concept of Sirah Nabawiyah in Az-Zahra Kindergarten, Langsa City, in general show the results that children's independence has increased following the researchers' expectations teachers and principals. Judging from the percentage of results that 0% of children have not developed, 4.8% of children are starting to develop, 14.3% of children are developing as expected, and 80.9% of children are developing very well so it can be concluded that the research to increase children's independence according to the concept of Sirah Nabawiyah in Az-Zahra Kindergarten Langsa City has been successful.

2. Discussion

The research results from cycle I show that children's independence has increased gradually, but the improvement achieved in cycle I has yet to reach the predetermined success indicators. According to the concept of Sirah Nabawiyah, the increase in children's independence has only reached the indicator of starting to develop, and only a small proportion of children have reached the indicator of developing as expected.

Based on cycle I research conducted at the first, second, to fourth meetings conducted to improve children's independence according to the concept of Sirah Nabawiyah at Az-Zahra Kindergarten, Langsa City, in general, the results of this cycle I show that 16.7% of children have not developed, 33.4% of children are starting to develop, 30.9% of children are developing as expected, 19.0% of children are developing very well. However, this study has yet to reach the success indicator and will be continued with the next cycle.

While from the results of cycle II research, it can be concluded that the study to improve children's independence according to the concept of Sirah Nabawiyah in Az-Zahra Kindergarten, Langsa City from each indicator to be achieved found that children have increased very good independence, seen from the resulting percentage, namely: 0% of children have not developed, 4.8% of children begin to develop, 14.3% of children develop as expected, 80.9% of children develop very well. So the research to increase children's independence according to the concept of sirah Nabawiyah in Az-Zahra Kindergarten, Langsa City, has been successful. In this case, it is strengthened by the theory according to Yamin, that independence is something that includes behavior that is able to take the initiative, able to overcome problem obstacles, have confidence and can do something on their own without the help of others (Yamin, 2010).

Based on the results of research cycle I and Cycle II, it can be concluded that the research to increase children's independence according to the concept of Sirah Nabawiyah in Az-Zahra Kindergarten, Langsa City at this time there has been an increase from 19.0% to 80.9%.

D. CONCLUSION

Based on the results of research that has been conducted in cycle I and cycle II, it can be concluded that the concept of Sirah nabawiyah can increase independence through storybooks of prophet stories by applying the concepts of religious values, responsibility, discipline, sociability, habituation, providing opportunities and children's confidence and controlling emotions. The concept of Sirah nabawiyah can increase children's independence according to the concept of Sirah nabawiyah with several concepts applied so that children become independent. The increase can be seen from the activities carried out repeatedly to increase independence gradually to produce the expected indicators. It can be seen from cycle I showing 19.0% of children develop very well. In cycle II, there was an increase that 80.9% of children developed very well. It is concluded that the research to increase children's independence according to the concept of sirah Nabawiyah has been successful.

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