

## Story Method in Applying Islamic Religious Education Values in Early Childhood Education Students

Misra<sup>1</sup>, Zulvia Trinova<sup>2</sup>, Riskha Hanifa Nasution<sup>3</sup>, Windri Mayuni<sup>4</sup>  
[misra@uinib.ac.id](mailto:misra@uinib.ac.id)<sup>1</sup>, [zulviatrinova@uinib.ac.id](mailto:zulviatrinova@uinib.ac.id)<sup>2</sup>, [riskhahanifa1@gmail.com](mailto:riskhahanifa1@gmail.com)<sup>3</sup>,  
[windrimayuni@gmail.com](mailto:windrimayuni@gmail.com)<sup>4</sup>

Universitas Islam Negeri Imam Bonjol Padang<sup>1,2,3,4</sup>

### Abstract

*The purpose of this study is to describe the story method and its implications in applying Islamic Religious Education values in early childhood. This is a descriptive qualitative study with data collected through observation, interviews, and documentation. This study analyzed data through data reduction, data presentation, and drawing conclusions. The findings revealed that forming faith, worship, and morals at an early age in learning can be accomplished through the use of the story method, in which the teacher reads directly to students a unique and exciting storybook containing the value of Islamic religious education. Then, the teacher illustrates what is told to the students. It is also enriched with good habits through daily routine activities, exemplary teachers, discipline, and applying the values of faith, worship, and morals in life so that students can understand the material explained by the teacher. Concluded, following the implementation of the story method at PAUD Durian Ajung Padang Pariaman, students have applied good morals when entering classrooms by reciting prayers taught by the teacher and performing greetings. Those activities have become habits performed daily.*

**Keywords:** *Early Childhood, Islamic Education Value, Story Method*

### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan rancangan metode cerita dalam penerapan nilai-nilai Pendidikan Agama Islam pada anak usia dini dan implikasinya. Penelitian ini bersifat deskriptif kualitatif dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Pengolahan data dalam penelitian ini dengan cara reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa dalam membentuk akidah, ibadah, dan akhlak usia dini dalam pembelajaran dapat melalui penggunaan metode bercerita, guru membacakan secara langsung buku cerita yang unik dan menarik serta mengandung nilai pendidikan agama Islam kepada peserta didik, kemudian guru juga mengilustrasikan yang diceritakan kepada peserta agar peserta didik agar memahami materi yang dijelaskan guru juga diperkaya dengan pembiasaan yang baik melalui kegiatan rutin harian, keteladanan para guru, dan melalui pendisiplinan dan menerapkan nilai-nilai akidah, ibadah, dan akhlak dalam kehidupan. Kesimpulannya, setelah diterapkannya metode cerita di PAUD Durian Ajung Padang Pariaman dengan cara membaca doa yang telah diajarkan oleh guru, peserta didik telah menerapkan akhlak yang baik ketika memasuki ruang kelas peserta didik membaca salam, sehingga telah menjadi kebiasaan yang dilakukan setiap harinya.

**Kata Kunci:** Metode Cerita, Nilai Pendidikan Islam, Anak Usia Dini

## INTRODUCTION

Early childhood is a distinct individual figure undergoing rapid and fundamental development for the next phase of life. Early childhood spans the ages of 0 to 8 years. The process of growth and development in various aspects is experiencing a rapid period in human life development. As a treatment for children, the learning process must pay attention to the characteristics possessed by each stage of child development (Elihami & Ekawati, 2020; Hayati, 2016; Tatik, 2016).

Kindergarten education serves the purpose of cultivating and developing all the potential of early childhood optimally so that it takes the form of basic behavior and abilities according to the developmental stage. Thus, children are ready to enter further education. Religious knowledge is an individual's spiritual aspect related to faith in Allah, reflected in worshiping Him in terms of *hablumminallah* (relationship with Allah) and *hablumminannas* (relationship with other human beings) (Huliyah, 2016; Rozalena & Kristiawan, 2017). As a result, character development and cultivation must begin at a young age because it will affect morale in adulthood (Hasanah, 2021).

The development of religious values from an early age is critical so that the need for religious values is embedded in their souls. If religious values are firmly embedded in children, they will grow and develop by being able to prevent, ward off, and fortify them. from harmful influences. On the other hand, if religious values are not instilled optimally, bad behavior and deviations from religious rules will emerge (Inawati, 2017; Nini, 2015).

The story can be used to shape the personality and morality of young children. Storytellers can learn from storytelling activities, such as establishing harmonious communication between teachers and students, parents and children, and children and peers at school and in the environment. Thus, they can create close, open, and free relationships. Teachers speak to their students, fathers speak to their children, and teachers tell stories to their listeners. Storytelling activities also have artistic values because they are closely related to beauty and words, which help to deliver the story's purpose. That is, the story method has an emotional appeal to

children. Islam recognizes that it is human nature to enjoy stories with a strong emotional impact. As a result, it is used as a teaching tool (Aslan, 2018; Tambak, 2016).

The influence of stories, particularly true stories, on children's souls is enormous since they can strengthen children's memory and awareness of thinking. A lesson is easier for children's minds to digest and understand if it is delivered with illustrations or in the form of stories. Allah employs this method to educate, teach, and direct His servants (Ihsam & al-Atsari, 2014).

The story method is also one of the ways the Qur'an guides humans to becoming fully human. Through these stories, the Qur'an seeks to demonstrate facts and instill Islamic values, such as *aqidah*, worship, *muamalah*, *akhlaqul karimah*, and so on.

The teacher's effort in selecting the right method for educating students is to adjust the method and the students' psychological condition. Besides, a teacher must ensure that the subject matter provided to students is easily accepted. It is not enough for teachers to be gentle in this case. They must also consider the methods employed, such as selecting the appropriate time, appropriate material, a good approach, effective method use, and so on. As a result, a teacher must learn various methods used in teaching a subject, such as telling stories, demonstrating, experimenting, solving problems, and discussing. Those methods have been used by Islamic education experts since ancient times and continue to be used today, as well as studying the principles of methodology in the verses of Al-Qur'an and Prophet Muhammad's Sunnah (Ramayulis, 2013).

Many previous researchers have researched the use of the story method to improve speech and cognitive abilities in early childhood (Anggraeni et al., 2019; Hartati et al., 2021; Nurjanah & Anggraini, 2020; Zulfitria et al., 2021) The previous research, however, did not address the use of the story method in the application of Islamic religious education values. Therefore, this study examined the design of the application of Islamic religious education values in early childhood through the story method, the application of Islamic religious education values in

early childhood through the story method, and the results of the application of Islamic religious education values in students' daily life in early childhood education institutions.

## **METHOD**

This type of research employs a qualitative method with a descriptive approach. The goal is to describe something exactly as it is (qualitative descriptive) (Sugiyono, 2017). The researchers conducted research at PAUD Durian Ajung, located in the Geringging River sub-district, Padang Pariaman Regency, to find and collect data for a research report. The teachers who teach at PAUD Durian Ajung and the Head of PAUD Durian Ajung are the data sources for this research.

Interviews, observation, and documentation were used to collect data. The methods were used to collect data on the steps, processes, and outcomes of applying religious education values to early childhood students in PAUD Durian Ajung. The subject of the interview was the teacher as a learning implementer at PAUD Durian Ajung. Documentation was used to collect documentary data. Researchers collected data from existing documents to obtain research-related notes.

## **RESEARCH RESULTS AND DISCUSSION**

### ***The Design of Application of Islamic Religious Education Values in Early Childhood through Story Method in PAUD Durian Ajung***

Based on the observations, it is true that every teacher at PAUD Durian Ajung, before starting the lesson, shows the formation of faith, morals, and worship through example and discipline. The teacher makes a lesson plan before carrying out the lesson. In planning the implementation of learning, the teachers must construct plans that cover preparation, lesson plans, syllabus, materials, media, stationery, and class attendance.

Before carrying out learning, the teacher has made a Daily Program Implementation Plan (RPPH) which will be used as a reference in carrying out several main learning components, including learning objectives, subject matter,

and methods. Besides, teachers also prepare a syllabus, stationery, and class attendance list.

The application of Islamic religious education values is taught by teachers to early childhood students so that it is embedded in their souls. At this time, the students will easily accept and imitate using the story method. If religious values have been firmly embedded in children, they will grow and develop by being able to prevent and ward off and fortify them from negative influences.

Before learning, a teacher must know in advance the form or design that will be applied in teaching so that the learning process runs well and smoothly. The success or failure of learning also depends on the design prepared by the teacher.

Based on the observations, the teachers learned following the RPPH that had been made and designed. The material prepared by the teacher was adjusted to the RPPH and the progress of the students' learning in everyday life.

Based on the interviews and observations above, the researchers conclude that the teachers have completed the learning process following the RPPH that has been made before entering the classroom.

The goal is the first step to determine or formulate what will be done so that it will be directed according to the desired goals and results in its implementation.

From the interview, the researchers conclude that the purpose of the RPPH is to guide teachers and direct and guide students in the learning process. A process in learning can be said to be successful if there is careful planning.

Based on the observations, the teacher used the theme of myself and the environment. The researchers saw that the children were very interested in the stories told by the teacher. The material is presented in the form of stories such as stories in everyday life, stories about Allah's creation, stories about animals, and stories about earth events. The stories introduce the names of Allah and the apostles. These materials need to be given to students for the provision of their lives in the future so that students know how to behave towards Allah, fellow humans, their environment, and the names of Allah and His messengers.

Based on interviews and observations, the themes used by Paud Durian Ajung are myself, my family, animals, and the environment. The teachers teach the values of Islamic religious education according to the themes provided.

Based on the interviews, all the preparations and planning had been carried out well. When the teacher entered the class, he showed faith, morals, and worship formation using the story method. Furthermore, the teacher provided good habits through daily activities, examples, and discipline. The teacher brought RPPH, syllabus, stationery, and class absences. The researchers saw that the teacher conveyed the story smoothly, and the students enjoyed listening to it because the teacher told the story using media. The teacher delivered the material by following the themes. The RPPH was discussed with teachers, school committees, and parents of students regarding the services provided to early childhood students. Then, the teacher considered selecting learning approaches suitable to the students' conditions. It is very important because teachers should understand the individual conditions of students. By knowing the individual conditions of students, teachers can plan to learn according to the students' needs.

### ***The Application of Islamic Religious Education Values in Early Childhood through the Story Method at Paud Durian Ajung***

Reading entails delving deeper into the meaning contained in books. Reading allows readers to gain a better understanding of the meaning contained in the book. The stories must be read aloud to students by a teacher. Based on interviews, it was discovered that:

1. Some teachers read the stories aloud, while others do not. The teacher claimed that reading directly would bore the students because the teacher focused solely on the book. It will be easier to understand the story if the teacher explains it in detail because students will be more focused on listening to what the teacher says.
2. Teachers use pictures to illustrate stories so students can understand them better. Typically, the teacher will show relevant images.

3. The teacher uses videos to help students understand the material presented, such as cartoon videos, prophet stories, and songs. The video is intended to keep children engaged during the learning process.
4. When telling stories or explaining lessons, mothers always use their fingers because it helps students understand the learning material.
5. Teachers use smiling and greeting to instill good morals in their students when they enter or leave the classroom. They speak softly and pleasantly so that children can apply it to their peers and those around them.
6. The material and direct practice are used to transform educational values. Students can be transformed directly by media, such as picture media and stories.

Based on interviews and observations, the researchers conclude that the teacher explains the material using the story method. In addition, teachers use picture books, fingers, and videos related to prophet stories or collections of prayers to help students understand more easily. To keep students interested, the teacher tells stories using hands-on videos. As a result, teachers use videos and picture books to help students understand the stories they are told.

The teacher's story method steps have been going well at PAUD Durian Ajung. The teacher begins by introducing students to Allah, the creator of humans. The teacher not only tells stories but also shows videos and picture books about the universe to help students understand how great God is. The steps used in the story method learning process include reading directly from story books, using video media, playing with fingers, and illustrating pictures that will be told to children.

Applying Islamic religious education values through the story method at PAUD Durian Ajung has been consistent with the design and steps taken before the method's implementation. The teacher uses the story method in various ways, interspersed with play. For example, the teacher employs various media in one of the learning materials related to the theme of myself. One example is picture books and videos with multiple characters based on the topic or material. Not only that, but the teacher also employs media such as laptops and picture story books to ensure



that students understand and are not bored while learning. Teachers can easily convey faith values to students by using these media.

***The Application Results of Islamic Religious Education Values in the Daily Life of Early Childhood Students at PAUD Durian Ajung***

All humans who have reached puberty and are sane are required to pray. Prayer is an obligation that teachers and parents must instill in their students from an early age. As a result, the child will easily comply with what has been taught and ordered. The following are the findings based on the researchers' observations:

1. Students do not pray correctly and properly because there are children who play, run, and talk with their friends.
2. Teachers teach students to worship while performing daily activities such as eating, going to the toilet, and going to bed.
3. Habituation is a good way to improve students' comprehension. When they want to learn, they frequently repeat it. The teacher instructs the students to read prayers before studying, taking turns reading the prayers.
4. The majority of the students have acted appropriately. However, some students are misbehaving. They are counseled so that they do not misbehave.
5. According to the teachers, students already have a strong creed. Teachers always provide students' understanding of creed when carrying out learning.

Based on his observations, students can infer some of the moral material he has learned when entering the house and the classroom. It has become a habit that they must follow at all times. However, some aspects students cannot perform, such as learning about worship and prayer. Because of their age, the students can still not fully implement perfect prayer worship. Here, teachers' and parents' roles in educating students to have good morals can shine.

**RECOMMENDATIONS AND CONCLUSIONS**

The story method was used to implement Islamic religious education values in early childhood in PAUD. Durian Ajung depicts the development of faith,



morals, and worship. Before beginning the learning activities, teachers prepare the syllabus, RPPH, materials, tools, class attendance list, stationery, and media. The themes conveyed by applying Islamic education values are myself, my family, my environment, and animals. The teacher used the story method in conjunction with the educational values of faith and worship. The teacher also advises the students to maintain a positive attitude, be polite, and respect others. Teachers teach children about worship through memorization and practical application. Teachers also instill a strong faith in their students, so they are obedient to God and respect one another.

Based on the findings, the researcher recommends that teachers, as information providers, educators, and mentors, constantly improve their abilities (competencies), particularly in the use of the story method through story selection, mixed media, and more exciting delivery methods. The story method's facilities, infrastructure, and media must be improved so that students are more enthusiastic about listening to stories from their teachers. Furthermore, the principal should always maintain control and provide direction to the teachers through regular weekly meetings.

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