

# IMPLEMENTATION OF CHARACTER EDUCATION FOR STUDENTS THROUGH BOOK REVIEW OF SIRAH NABAWIYAH IN ISLAMIC EDUCATION LEARNING AT SMP IT INDAH MEDAN

Azmi Siahaan<sup>1\*</sup>, Sahrul<sup>2</sup>

<sup>\*1,2</sup>Universitas Muhammadiyah Sumatera Utara

<sup>\*1</sup>*email:* azmisiahaan107@gmail.com

<sup>2</sup>*email:* syahrulceno7581@gmail.com

**Abstract:** This study examines the implementation of character education through Sirah Nabawiyah book reviews in Islamic Education (PAI) lessons at SMP IT Indah Medan. Using a qualitative descriptive approach, data were collected through interviews, observations, and document analysis. The findings reveal that the integration of Sirah Nabawiyah fosters values such as honesty, responsibility, empathy, and respect for others. Students actively engage in discussions and presentations, gaining a deeper understanding of Prophet Muhammad's exemplary life and its relevance to contemporary challenges. Teachers observed significant improvements in students' moral behavior and participation. This approach demonstrates the effectiveness of Sirah Nabawiyah as a medium for character education, contributing to holistic student development and fostering moral resilience in the face of modern challenges.

**Keywords:** Character Education, Sirah Nabawiyah, Islamic Education, Book Review, SMP IT

## Introduction

The rapid development of technology and globalization has significantly influenced the moral values of the younger generation. Schools play an important role in addressing this challenge by instilling strong character education in students. The ease with which the current generation can access various types of social media applications affects many aspects of each individual. The role of school education and parents is very influential in supervising and providing education to every child. Education is the most important need of humans today. Education is an effort to acquire habits, skills, and knowledge collectively passed down from one generation to the next through research, training, and teaching.<sup>1</sup> One aspect that is considered to have a central role in shaping future generations is education. Arifin expressed the view that education, as an effort to shape human

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<sup>1</sup> Dyah Sriwilujeng. *Panduan Implementasi Penguatan Pendidikan Karakter*, (Jakarta: Esensi, 2017), 2

character, must go through a continuous process. The results of this process cannot be predicted with certainty and cannot be achieved instantly, even differing from the initial hopes and goals of the educators involved.<sup>2</sup> Ramayulis states that the main objective of Islamic religious education is to enhance the faith, understanding, appreciation, and experience of students regarding Islam. This aims to shape Muslim individuals who live in faith and piety towards Allah SWT, and possess noble character in all aspects of life, whether on a personal, social, national, or international scale. Another goal is to prepare students to continue their education at a higher level.<sup>3</sup>

At the Islamic Education School, the main goal is to stimulate the development of faith through the delivery, cultivation, and enrichment of knowledge, appreciation, practice, understanding, and experiences of the students about Islam. This aims to shape Muslim individuals who continuously strengthen their faith and live in piety towards Allah Swt. In addition, this goal also aims to realize a religious and dignified Indonesian society. This society is characterized by extensive knowledge, dedication in worship, intelligence, productivity, honesty, justice, ethics, discipline, tolerance (*tasamuh*), maintenance of harmony both within oneself and in social relationships, as well as the development of religious culture within the school community.<sup>4</sup> All aspects, including those that contribute to the success of the educational process itself, must be considered when implementing character education in schools. This includes curriculum materials, teaching techniques, assessments, student relationships, subject management, school management, extracurricular activities, facilities, financing, and overall school-community collaboration. Character development does not only depend on the role of educators in teaching, but also on the environment social factors that positively influence character formation. These values are important not only as ideas but also as practices and applications in daily life. Educational institutions can adapt character education by creating an environment that supports character education in all aspects and activities. One way educational institutions can achieve the goals of character education is by incorporating the study of *Sirah Nabawiyah* into their curriculum.

The importance of motivation and individual approach becomes a crucial factor in the development of students' mental and character. However, the current situation of Islamic education is also facing criticism because some students and graduates are displaying undesirable behavior. Cases such as brawls, crimes, and behavioral deviations are very disturbing to the community.<sup>5</sup> Therefore, good influence can become the best solution. Loving and admiring a figure can serve as motivation to emulate the habits of that character. In the world of Islamic

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<sup>2</sup> Abdullah, *Studi Akhlak Dalam Perspektif Al-Qur'an* (Jakarta: Ahmaz, 2007), Hlm. 21

<sup>3</sup> Ramayulis, *Metodologi Pendidikan Agama Islam*, (Jakarta: Kalam Mulia, 2005), Cet.4. Hlm. 269

<sup>4</sup> Mukhtaruddin, "Pengaruh Pendidikan Agama Terhadap Perilaku Keagamaan Peserta Didik Swasta" XVIII, no. 01 (2011): Hlm. 133–144

<sup>5</sup> Zubaedi, *Desain pendidikan karakter, konsepsi dan aplikasinya dalam lembaga pendidikan* (Bengkulu: Kencana Prenada Media Group, 2011). Hlm. 11

education, the introduction to the story of the best human ever born on this earth is narrated through the historical accounts of the Prophet Muhammad. Sirah Nabawiyah is a sample of various events experienced by Prophet Muhammad SAW and notable Muslims. This is intended to build character and provide inspiration to students. The purpose of reading Sirah Nabawiyah is to study the stories or events related to the life of Prophet Muhammad SAW. These stories come from narrations that are recognized as accurate, some of which are derived from authentic hadiths that depict Prophet Muhammad PBUH as a good role model (Uswah hasanah). The importance of learning Sirah Nabawiyah for students lies in character formation. By exploring the moral values from the life of the Prophet Muhammad (peace be upon him), love for him can grow and inspire a desire to emulate his example. Prophet Muhammad (PBUH), as the pinnacle of noble morals resulting from Islamic education, brings potential for this nation towards character perfection. Education based on Sirah Nabawiyah adopts the principles of education from the time of the Prophet, which emphasizes strengthening faith as the main foundation in character development for children.

The main purpose of studying Sirah Nabawiyah is to teach every Muslim about the comprehensive meaning of Islam. So, Sirah Nabawiyah consists of samples from various events experienced by Prophet Muhammad SAW and famous Muslims. The purpose of Sirah Nabawiyah is so that every Muslim can thoroughly and deeply understand the meaning of Islam, as well as how Prophet Muhammad SAW applied the revelations that were sent down to him from Allah SWT. Therefore, the principles of faith, Islam, and ihsan govern all the actions of the Prophet Muhammad (peace be upon him) in the world today. Sirah Nabawiyah has evolved into an applicative effort aimed at providing a complete picture of the essence Islam is based on the value of exemplary conduct. One of the things that can be learned from the Sirah Nabawiyah is understanding the personality of Prophet Muhammad (PBUH) based on his situations and life. Prophet Muhammad (PBUH) is a perfect and clear example of the ideal image that can be accepted by everyone in all aspects of life. Muslims can gain profound Islamic knowledge about morals, law, spirituality, and creed through the Sirah Nabawiyah. They can also acquire Tsaqafah.

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ آخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: Indeed, there has certainly been for you in the Messenger of Allah an excellent example for anyone whose hope is in Allah and the Last Day and who remembers Allah much.

Islamic Religious Education (PAI) is an important platform for incorporating character education rooted in Islamic teachings. Sirah Nabawiyah, which recounts the life of Prophet Muhammad (pbuh), is one of the effective approaches in Islamic Religious Education (PAI). His life provides moral education such as honesty, compassion, and responsibility. The purpose of this research is to determine how the review of the Sirah Nabawiyah book is used in PAI lessons at SMP IT Indah Medan and how it impacts character education.

## Literature Review

Implementation is a term that refers to a series of concrete actions taken to apply a plan, idea, or concept in real-world conditions. Implementation includes concrete actions aimed at transforming abstract ideas into measurable, observable, and assessable actions. Character is a term that refers to the qualities, traits, and specific characteristics that describe a person, object, or particular entity in a specific situation. This term encompasses a combination of values, behaviors, attitudes, and personality traits that shape the identity or image of something. In the context of humans, character refers to a person's moral, ethical, and integrity traits. This includes the principles that guide a person's actions and interactions with others. Sirah Nabawiyah is a term that refers to the record or account of the life and events of Prophet Muhammad SAW, the founder of the Islamic religion. It includes various aspects of the life of Prophet Muhammad, such as his family background, his youth, the revelation of the Quran, the spread of Islamic teachings, conflicts with his enemies, treaties made, significant events, and his death. The Sirah Nabawiyah helps us understand the historical context in which Islam emerged, as well as the values, teachings, and guidance that Prophet Muhammad provided to his followers.

There are several studies related to the title of the scientific work created by the author, among others as follows:

1. Thesis by Fanisa Frianda, a student of MPAI UIN Ar-Raniry Banda Aceh, titled "Implementation of Character Value Cultivation in Children Through the Study of Sirah Nabawiyah (at the Tahfidzul Qur'an Nurun Nabi Banda Aceh Elementary School)," The research results show that the implementation of character values through the study of Sirah Nabawiyah at SDTQ Nurun Nabi Banda Aceh has been successful thanks to various methods and activities such as school culture, congregational prayers, Quranic recitation improvement, and Quran memorization. The qualities of the Prophet Muhammad, such as honesty, trustworthiness, communication, and intelligence, have been integrated into character education and school culture, enabling the formation of measurable character and receiving positive responses from students towards the values being taught. This approach helps SDTQ Nurun Nabi Banda Aceh in its mission to shape a generation with strong moral integrity and ready to face modern challenges.
2. There is a thesis by Moh. Miftahul Arifin, a student of the Master's Program in Islamic Religious Education at IAIN Tulungagung in 2016. This thesis is titled "Teacher Strategies for Implementing Character Education Values in Students (Multi-Case Study at The Naff Elementary School Kediri and MI Mamba'ul Afkar Sendang Banyakan Kediri)." In his research, it is presented that teachers use special strategies in planning and implementing character education values to students. In the thesis, factors hindering and supporting the instillation of character education values in students were identified. The inhibiting factors

include the lack of facilities and infrastructure, the dynamics of students, technological developments, and the alignment with the curriculum.

Based on the author's research, several issues were found at SMP IT Indah Medan that align with previous studies mentioned above. The research serves as a reference for the author in writing this scientific paper.

## **Method**

This study adopts a qualitative descriptive approach to examine the implementation of the Sirah Nabawiyah book review in PAI lessons. Data were collected through interviews with PAI teachers, classroom observations, and analysis of lesson plans and student assignments. Participants included PAI teachers and 8th-grade students at SMP IT Indah Medan during the 2024/2025 academic year. Results and Discussion The integration of Sirah Nabawiyah into PAI lessons promotes core values such as honesty, responsibility, empathy, and respect. Teachers observed that students showed increased participation during discussions and applied these values in their daily lives. These findings are in line with studies that emphasize the role of the life of Prophet Muhammad as a model for character education. This study further emphasizes the importance of active learning methods, such as book reviews and group discussions, in enhancing student engagement.

Data was collected through observation techniques, interviews, and note-taking. In this context, discourse analysis is used to uncover the meaning or communicative message embedded in a text. Therefore, the meaning that is revealed is not limited to what is clearly written, but rather involves a deeper understanding. The data analysis process adopts and develops the interaction model proposed by Miles and Huberman. Both argue that the operation of qualitative data analysis should be interactive and continuous until the completion of the research, ensuring that each data has been thoroughly analyzed through specific data operations such as reduction, visualization, and conclusion verification.<sup>6</sup>

In addition to using various data collection and analysis methods mentioned earlier, the researchers also conducted data validity tests using two main methods. The first method is known as source triangulation; in this case, the interview results are examined using the same source but with different data collection techniques. The second method is known as technique triangulation. In this case, the interview results are examined using the same data collection technique but with different sources.

## **Results and Discussion**

### **Character Education Concept**

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<sup>6</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2019), hlm. 43

Character has its roots in the Latin words "karakter," "kharassein," and "Kharax." In English, this term is known as "character," while in Indonesian we recognize it as "karakter." Its origin can also be traced back to Greek, namely "Character," which comes from the word "charassein," referring to the act of sharpening or engraving.<sup>7</sup> On the other hand, in the field of sociology, character is described as a distinctive attribute related to the basic structure of a person's personality (namely character and disposition), which shapes individual identity and influences their interactions and behavior in society. Character education has a meaning similar to moral education and ethical education. The goal is to shape the child's personality to become a good individual, a responsible member of society, and a citizen who adheres to good norms. Therefore, the core of character education in the context of education in Indonesia is value education, which means teaching noble values derived from the culture of the Indonesian nation itself, with the aim of shaping the character of the younger generation.

Religious character is very important in facing moral shifts and changes of the times. Students are expected to internalize and follow rules of good and bad behavior, which are based on their religious principles and rules. Students have a strong religious character to face the increasingly dynamic challenges of the times. They also have a solid foundation to lead a meaningful and moral life. Those who have a perspective of adhering to religious teachings and tolerance towards various worship practices can live together with others without paying attention to differences in beliefs. This shows that religious nature has a universal aspect that supports diversity and unity. In character education, giving special attention to religious character helps students develop moral and ethical views based on religion. This helps guide their behavior in every aspect of life, building individuals who are not only intellectually smart but also morally upright and capable of making positive contributions to their community and environment. Therefore, religious character education is an important part of the effort to educate the younger generation to be noble and moral in an increasingly dynamic and complex environment.

### **Character formation through the study of the Sirah Nabawiyah**

The Sirah of Prophet Muhammad is very different from other Sirahs because it is the most credible and true source of knowledge. This is not just a biography or an ordinary story, but a true account of the life of Prophet Muhammad that clearly narrates his life from birth to the end of his days. The biography of Prophet Muhammad, starting from the beginning of his parents' marriage until the last moments before his passing, is filled with light. All aspects of his life are clearly reflected in this biography; there are no shadows or mysteries that cannot be resolved. This shows the uniqueness of this biography, which tells the story of a man who was appointed as a Prophet without sacrificing his humanity.

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<sup>7</sup> Abdul Majid & Dian Andayani, Pendidikan Karakter Perspektif Islam (Bandung: PT Remaja Rosda Karya, 2012), Hlm. 11

Through the introduction of the Nabawiyah biography to the 8th-grade students of SMP IT Indah Medan, many good things regarding the morals taught by the Prophet Muhammad (PBUH) include the following:

1. Honest in every worship performed outside of school.
2. Carrying out their duties and responsibilities at school such as homework, class duties, and other school activities.
3. Appreciating the differences among friends, whether cognitive, affective, or psychomotor.
4. Able to maintain etiquette and boundaries between fellow students and also between students and teachers
5. Always apply the 5S (smile, greeting, salutation, politeness, courtesy) in the school environment.

### Conclusion

Through research using a qualitative descriptive approach to examine the implementation of the Sirah Nabawiyah book review in PAI lessons, it was found that this approach is effective for character education. This method fosters important moral values, enhances student engagement, and contributes to their holistic development. Future studies could explore the long-term impact of Sirah Nabawiyah on student behavior and character, and foster attitudes of honesty, responsibility, empathy, and respect for others in their daily lives.

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