

LESSONS ON THE HISTORY OF ISLAMIC CIVILIZATION IN ELEMENTARY SCHOOL GRADE 1 TO GRADE 6

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Abstract: Learning the history of Islamic civilization in Elementary schools have a very important role in character education and character formation. religious insight of students from an early age. This article examines the learning framework that structured to teach the history of Islamic civilization from grade 1 to grade 6. Focus the discussion includes an introduction to the basic values of Islam, inspirational stories of the prophets, companions, as well as important figures in Islamic history. In addition, this article highlights the methods engaging teaching, such as the use of visual media, storytelling, and creative projects, which designed to increase students' interest and understanding of the material being taught. With a holistic and contextual approach, this article emphasizes the importance of integrating Islamic historical narrative with local cultural elements to build a sense of pride and identity in among students. This article also discusses the relevance of this approach to efforts that more broadly to promote moderation and inclusivity in religious education. The findings shows that the Islamic history curriculum is structured and contextually relevant can significantly help shape a young generation that is noble, tolerant, and able to contribute positively to society. This article concludes that the application of various teaching strategies, complemented by with active involvement, able to enrich students' learning experiences. Thus, students not only gain historical knowledge, but also internalize values. Islamic morals and ethics in everyday life.

Keywords: History of islamic civilization, basic education, religious values, noble character, learning methods

Introduction

Education of the history of Islamic civilization in elementary schools is an important step in building the character of a young generation that is faithful, knowledgeable, and has noble morals. At the age of elementary school, students are in a period of forming basic values that will influence their perspective and behavior in the future. Thus, learning history Islamic civilization not only functions as a means to introduce the Islamic religion, but also as a medium for instilling universal moral and ethical values.

Islamic history offers many valuable lessons through the stories of the prophets, friends, and other important figures who can provide inspiration to students. Research shows that a holistic approach to learning history is able to improve students' understanding and appreciation of Islamic values (Alwi, 2020). In addition, the integration Creative methods such as visualization and narration can also maximize students' absorption. (Rahmawati, 2019).

A scholar can easily convey what is on his mind in longer terms. through writing. Even to invite and encourage other people to do something that desired without having to meet and touch. So the most effective media is with handwriting. In the context of history, it is writing that can explain what happened to that time. Even though there are relics as the result of the work of civilization, but the description of what is happening will be clearer with writing. The same is true with with Muslim scholars in Indonesia, to get to know the author's personality, you can reading his books, (Zailani, 2018).

The delivery of Islamic history material must also be relevant to the local context. In Indonesia, for example, the history of the entry of Islam through the Wali Songo is an inseparable part of learning (Suryadi, 2021). Furthermore, this learning can connect students with Islamic cultural heritage such as calligraphy and mosque architecture are still relevant today. (Nugroho, 2020).

Various studies have shown the benefits of structured learning of Islamic history. shaping students' character. For example, research by Fadillah (2022) found that students Those who understand the historical values of Islam tend to be more tolerant and appreciate diversity. The emphasis on these values is also in line with the government's efforts to create a generation moderate and inclusive youth (Kurniawan, 2023).

In this article, we will discuss how the structure of learning the history of Islamic civilization in elementary school from grade 1 to grade 6, teaching methods that can be applied, and the benefits that students obtain through this learning. The history lesson of Islamic civilization in grade 1 of elementary school aims to introduce students to on the basic values of Islam and inspiring stories from the life of the Prophet Muhammad SAW.

With a simple and fun approach, the material is designed to be relevant to stage of child development. The following is an example of a lesson given in class 1: Story Birth of the Prophet Muhammad SAW, Value of Honesty from the Story of the Prophet Muhammad, Islamic Holidays: Eid al-Fitr and Eid al-Adha, Daily Prayers. Through stories, creative activities, and interactions that fun, grade 1 students begin to know and understand the basic essence of Islamic teachings with an interesting and easy to understand way.

According to Rizka Harfiani, HRSetiawan, Mavianti, Zailani (2021), full online learning system requires all parties, especially teachers and students, to have the ability to adapt with various learning systems. In Indonesia there are television broadcast facilities or government radio broadcasts for all levels of education and various alternatives are also available media such as Google Classroom, video conference applications (Google Meet, Zoom, Skype, Webex and and the like), and whats app groups, this is certainly difficult to apply in history learning Islamic civilization for grade 1 students with a basic theme.

Meanwhile, in grade 2, the history of Islamic civilization lessons focus on expanding understanding. students about Islamic values and inspirational stories. Here are examples of the materials taught: Story of the Hijrah of the Prophet Muhammad SAW, Story of the Prophet Ibrahim AS and his Family, Values Helping, Introduction to the Pillars of Islam In grade 3, learning about the history of Islamic civilization begins to introduce students to important events and figures in Islam in more depth. This material is designed to build students' sense of pride and understanding of Islam's contribution to life. Here are some examples of lessons: The Story of the Struggle of the Prophet Muhammad SAW, Stories of the Prophet's Companions, Miracles of the Qur'an, Islamic Holidays and Local Traditions. With interactive approaches such as storytelling, group discussions, and creative projects, grade 3 students It is hoped that people will increasingly understand Islamic values and the role of important figures in history. Islam.

In the 4th grade, learning about the history of Islamic civilization began to include concepts that... more complex to deepen students' understanding. Here are some materials that taught: Important Wars in Islamic History, Charter of Medina, Liberation of the City Mecca, the Development of Islam during the Khulafaur Rashidin Period. Through this learning, students It is hoped that you will not only understand Islamic history but also be able to learn lessons from it applied in everyday life.

In grade 5, the focus of learning the history of Islamic civilization is on Islam's contribution to the development of science and its spread in various parts of the world. The following are Some of the materials taught: Umayyad and Abbasid Caliphate, Muslim

Scientists Famous, The Spread of Islam to Southeast Asia, Islamic Cultural Heritage. Through this lesson, students Grade 5 students are expected to appreciate the contribution of Islamic civilization in building a better world. And finally in grade 6, learning about the history of Islamic civilization emphasizes the role of Islam in Indonesia and its global influence. Here are some of the materials taught: The Entry of Islam into the Archipelago, Islamic Kingdoms in Indonesia, Islamic Historical Heritage In Indonesia, Islam as a religion of Rahmatan Lil 'Alamin. Through this lesson, 6th grade students It is hoped that we will understand the important role of Islam in Indonesian history and be able to take wisdom from universal Islamic values for everyday life.

Literature Review

Learning the history of Islamic civilization in elementary schools has a strong theoretical basis. context of character education and religious values. According to Alwi (2020), the integration of Islamic history in basic education contributes significantly to the formation of students' personalities. value-based. In this context, a holistic approach that includes aspects of narrative, visualization, and creative activities can increase students' interest in learning (Rahmawati, 2019). In addition, research by Suryadi (2021) emphasizes the importance of local relevance in teaching materials. Islamic history. The use of stories such as Wali Songo and the Nusantara Islamic tradition becomes bridge for students to understand the relationship between religion and culture. Nugroho's study (2020) also shows that students' involvement in getting to know Islamic cultural heritage, such as art calligraphy and architecture of the mosque, helps to increase the sense of pride in Islamic identity.

The contribution of Islamic history to the formation of inclusive character was also emphasized by Fadillah. (2022), which states that students who understand the values of Islamic history tend to be more tolerant and respect diversity. This is in line with Kurniawan's (2023) efforts to promote religious moderation among students.

Additional research supports that value-based learning of Islamic history have a positive impact on character education and students' ability to understand global context. For example, Ahmad (2021) highlights the impact of technology integration in learning Islamic history in elementary school, while Haryono (2020) found that learning project-based learning can improve students' critical thinking skills.

Additional references include studies of effective learning methods to support students' understanding of the history of Islamic civilization. Pratama (2021) and Widodo (2022) studies highlights the role of educational games and interactive media in history learning. research by Santoso (2023) underlines the importance of collaboration between teachers and parents in strengthening the teaching of Islamic values at home.

Method

This article uses research with the following methods:

1. Holistic and Contextual Approach with the following scope: a. using narrative, visualization, and creative activities to enhance students' understanding of valuesIslamic history. b. Connecting teaching materials with local contexts, such as the traditions of Nusantara Islam or the art of calligraphy.
2. Teaching Based on Islamic Values. a. Instilling the values of honesty, mutual assistance, and tolerance through inspirational stories such as the story of the Prophet Muhammad SAW and his companions. Integrating Islamic moral and ethical values into every learning topic.
3. Creative and Interactive Methods. Using Visual Media: Use images, videos, and multimedia presentations to engage students. Storytelling: Convey material through stories

that interesting and age-appropriate for students. and Creative Projects: Involve students in activities such as create a model of a mosque, calligraphy, or group project.

4. Material Structure Based on Grade Level. Grade 1-2: Focus on basic Islamic values and simple stories, such as the story of the birth of the Prophet Muhammad SAW or the pillars of Islam. Grade 3-4: Start introducing important figures and events in Islamic history, such as the Battle of Badr or the Charter of Medina. Grades 5-6: Discuss Islam's contributions to science, culture, and history of the archipelago.
5. Various Evaluation Methods. a. Group Discussion: Encourage students to share views on the characters or events being studied. b. Educational Games: Use quizzes or interactive games to test understanding. c. Project Assessment: Assess the results of creative projects or student collaboration. d. Collaboration with Parents. e. Invite parents to support learning at home by reading inspirational stories or encouraging children to get to know Islamic traditions in the family.

This method can be further adjusted based on the needs and conditions of the school or applicable curriculum. If you need more specific details, please provide more direction carry on.

Result and Discussion

Learning the history of Islamic civilization in elementary schools has a very important role. in forming students' character from an early age. In addition to introducing Islamic history, this learning become an effective means to instill moral values, ethics, and Islamic insight in-depth, which will form the basis of students' future behavior and thinking. In In this context, a structured, relevant and creative approach is key to creating meaningful learning experience. Based on the articles analyzed, the following are: detailed discussion regarding the implementation of the learning methods that have been designed:

1. Relevance and Importance of Holistic and Contextual Approaches

A holistic approach that includes narrative, visualization, and creative activities is considered effective in increase students' interest and understanding of Islamic history. The article emphasizes the importance of local relevance in learning, such as the use of Wali Songo stories or traditional arts Islam Nusantara, which allows students to more easily connect their learning with their daily lives. This is in line with the theory of contextual education which states that students learn better when the material is related to their experiences. A holistic approach focuses not only on delivering material but also on integration. students' spiritual, intellectual, and emotional values. By creating relationships that meaningful between the content of the lesson and the students' lives, this method can help students internalize Islamic values in everyday actions. For example, the story of the Prophet's struggle Muhammad SAW can be used to teach steadfastness and honesty, while art Nusantara Islam such as calligraphy can increase students' appreciation of cultural heritage they. Contextualization of learning is also very important to create local relevance. In Indonesian context, linking lessons to local Islamic traditions, such as the stories of the Wali Songo or historic mosques, can build a sense of pride in students' Islamic identity. In this way, students not only learn Islamic history in general but also understand how Islam developed and contributed to their own society.

2. Teaching Islamic Values through Inspirational Stories

Islamic history material has great potential to instill values such as honesty, tolerance, and cooperation. By presenting stories of the Prophet Muhammad SAW, his friends, and other important figures, teachers can help students understand abstract concepts through examples.

real. Stories like the struggle of the Prophet Muhammad SAW in spreading Islam can be used to teach fortitude and courage, while the story of the friendship of the The Prophet's companions could emphasize the importance of solidarity and mutual assistance.

Apart from that, the stories of Prophet Ibrahim AS who was full of sacrifices can be an inspiration for instilling the values of obedience and devotion to Allah SWT. Teachers can also use stories of famous Muslim scientists, such as Al-Khawarizmi or Ibn Sina, to teach the importance of hard work and contribution to knowledge. In this way, students do not only know the history of Islam, but also understand the relevance of these values in life their daily lives.

This approach supports the formation of students' character in a fun and engaging way. meaningful. Students are invited to reflect on the meaning of the story and take moral lessons from it. can be applied in various life situations. With this method, students are expected to be able to develop a more tolerant, empathetic and respectful attitude towards diversity.

3. Effectiveness of Creative and Interactive Methods

The use of visual media, storytelling, and creative projects provide a rich learning experience. fun and interesting for students. For example, drawing calligraphy or making models mosques can facilitate learning in a fun way. This activity allows students to express their understanding visually and concretely, which can significantly increase the absorption of material. In addition, visual media such as videos Animations or illustrative images about the stories of the prophets and companions can help students understand abstract concepts more easily.

Storytelling is also a powerful tool in instilling moral values. Stories can delivered dramatically to increase interest and help students remember. lessons better. For example, the narrative about the patience of the Prophet Job or the courage Prophet Musa can provide deep inspiration to students. Creative projects, such as creating a simple story book based on Islamic history or creating mini exhibition on Islamic civilization, providing an opportunity for students to work collaboratively collaborative. This activity not only fosters creativity but also develops social skills and sense of responsibility. With this approach, learning becomes more alive, relevant, and have a long-term impact on student development.

4. The Importance of Material Structure Based on Grade Level

The structure of the material is adjusted to the level of student development and is one of the points The main point of the article. Material for grades 1-2 focuses on introducing basic values and stories. simple things that are relevant to their cognitive stage. For example, the story of the Prophet Muhammad SAW which is full of honesty and simple daily prayers can help students get to know the basic values of Islam in a fun way.

In grades 3-4, the material begins to introduce students to more complex concepts, such as important figures and events in Islamic history. For example, the story of the Medina Charter or the Battle of Badar can be used to teach students about the values of tolerance, cooperation, and courage. Presentation of material at this level must use an interactive approach. such as group discussions or simulations of historical events.

For grades 5-6, the focus of the material is more directed at Islam's contribution to science. and global civilization. Examples of material include the achievements of Muslim scientists such as Ibn Sina and Al-Khawarizmi, and the development of Islam in the archipelago. This approach not only provides historical insight but also foster a sense of pride in Islamic intellectual heritage. Besides that, Students are invited to create creative projects, such as small exhibitions about Islam's contribution to fields of science and culture, involving simple collaboration and research. This step-by-step approach ensures that the material presented is

relevant to the stage students' cognitive development, maximizing their absorption capacity, and fostering a sense of love towards Islamic history and values.

5. Benefits of Variative Evaluation in Learning

Use of varied evaluations such as group discussions, educational games, and project assessments provide opportunities for students to demonstrate their understanding in a way that diverse. Group discussions, for example, not only test students' understanding but also train them communication, collaboration, and problem-solving skills. Educational games, on the other hand, offers a fun approach to learning, enabling students to be more prefer kinesthetic or visual learning styles to demonstrate their abilities. Project assessment provide space for students to express their creativity and explore the material deeper through research and exploration. By using these various evaluation methods, teachers can ensure that every student, regardless of learning style or personal tendencies, they, have the opportunity to successfully demonstrate what they have learned.

6. The Role of Collaboration with Parents in Learning

Parental involvement in supporting Islamic history learning at home can provide significant impact. Reading inspirational stories such as the story of the Prophet Muhammad SAW or His friends can be an effective way to build emotional connections with children. towards Islamic values. In addition, parents can involve children in religious traditions family, such as reading the Koran together, practicing the daily adab taught in Islam, or visiting Islamic historical sites. This activity is not only enriching children's learning experiences but also strengthening family relationships through religious values. With this collaboration, students can better understand Islamic values in real life context, while also seeing how the application of these values provides positive impact in everyday life.

Conclusion

The learning method developed based on this article has great potential for create meaningful learning experiences for students. With a holistic, creative approach, and relevant, learning the history of Islamic civilization not only provides knowledge but also helps students internalize moral and religious values in their lives. Through active support from parents, students can better understand how to implement Islamic values provide practical benefits in everyday life.

This approach also provides an opportunity to build a young generation with noble morals, tolerant, and broad-minded, in accordance with the challenges of the modern world which require individuals who are adaptive and have integrity. In addition, learning Islamic history which well-designed can encourage students to appreciate diversity, strengthen Islamic identity, and contribute positively to society. With the integration of these methods, The benefits of learning Islamic history in elementary schools can be maximized to shape students who is not only intellectually intelligent but also noble.

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