



THE IMPLEMENTATION OF TELL A STORY METHOD BASED ON STORY OF PROPHET YUSUF A.S. IN EMBEDDING CHARACTER WITH BEING HONEST FOR 5-6 YEARS OLD CHILDREN AT RA MADINATUL QUR'AN

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Abstract

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This study aims to determine how the storytelling method of the Prophet Yusuf (peace be upon him) can be used to instill the value of honesty in 5-6 years-old children at RA Madinatul Qur'an. Honesty is a very important value to be developed from an early age, yet dishonest behavior still occurs among children. The method used in this study was a descriptive qualitative approach using observation, interviews, and document collection techniques. The subjects in this study consisted of a teacher and five children. The findings of the study indicate that the storytelling method was implemented through sound planning and implementation, utilizing visual media and expressive delivery. The children demonstrated understanding and behavioral changes that reflect honesty, such as the ability to admit mistakes and summarize the story's content. The story of the Prophet Yusuf (peace be upon him) has proven effective as a means of instilling moral values that touch children's emotional aspects. Furthermore, the storytelling method is also recognized as a fun and meaningful approach to character education for early childhood.

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana metode bercerita kisah Nabi Yusuf AS dapat digunakan untuk menanamkan nilai kejujuran pada anak usia 5-6 tahun di RA Madinatul Qur'an. Kejujuran merupakan nilai yang sangat penting untuk dibentuk sejak dini, namun masih ada perilaku yang tidak jujur di kalangan anak-anak. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif dengan teknik observasi, wawancara, dan pengumpulan dokumen. Subjek dalam penelitian ini terdiri dari seorang guru dan lima orang anak. Temuan dari penelitian menunjukkan bahwa metode bercerita diterapkan melalui perencanaan dan pelaksanaan yang baik dengan memanfaatkan media gambar serta penyampaian yang ekspresif. Anak-anak menunjukkan pemahaman dan perubahan perilaku yang mencerminkan kejujuran, seperti kemampuan untuk mengakui kesalahan dan merangkum kembali isi cerita. Kisah Nabi Yusuf AS terbukti efektif sebagai sarana untuk menanamkan nilai-nilai moral yang menyentuh aspek emosional anak. Selain itu, metode bercerita juga diakui sebagai pendekatan yang menyenangkan dan bermakna dalam pendidikan karakter bagi anak-anak usia dini.

INTRODUCTION

Character building for children in the beginning age own a very important role in build strong and moral personality Good. Period between 0 to 8 years, which is

often called as the " golden age " (Kartini et. al., 2022), is stage key moment brain child develop fast and basic character start formed. In condition this is very important for implant values positive, such as honesty. However, in the field, it is seen that mark honesty Not yet fully in children aged 5-6 years, which is visible from action like hide error or No Honest For avoid consequences. This show that method education used more formal and less touch aspect emotional child (Yani) et al., 2023). Therefore that, is necessary a more approach interesting, communicative, and appropriate with the world of children so that the values honesty can implanted with Good.

Importance study This lies in the demands for strengthen education character since early, related with many cases dishonesty and problems social involving children and adolescents (Ministry of Education and Culture, 2018). Tell a story method has proven effective for convey moral values with fun and easy way understood (Hidayati, 2021). The stories of the Prophets, especially the Prophet Joseph AS, contain Lots mark honesty and integrity, so that make it means relevant learning for form character child since early (Dwiantari, 2022; Hasanah et al., 2022). Although Already Lots research that examines effectiveness method tell a story in implant character Islamic in a way general (Sakina, 2022; Rizal et al., 2022; Seri, 2024), however until moment This Not yet There is research that is deep study use the story of the Prophet Yusuf AS in implant character be honest with children 5-6 years old at RA Madinatul Qur'an.

With background behind said, research This formulate two question main: (1) How method apply method tell a story the story of the Prophet Yusuf AS in implant character be honest with children 5-6 years old at RA Madinatul Qur'an? (2) How method character Honest can appears in children after implementation method tell a story The story of Prophet Yusuf AS? Purpose from study This is for understand implementation method tell a story the story of the Prophet Yusuf AS in implant character be honest with children aged 5-6 years at RA Madinatul Qur'an, as well as for know How character Honest This appears in children after use method said. It is hoped that study This can give contribution in development education character, especially in method tell a story for convey mark honesty to children age early, and

also can enrich study in field Islamic education for children. In a way practical, results from study This Can become reference for educators, institutions education, and researchers furthermore in develop method learning tell a story for formation character child.

As for the basis theory from study this is as following:

1. Understanding Method Tell a story

Tell a story method is method delivery information through verbal story told in a way interesting and expressive . A teacher should No only do lecture to children age 5-6 years , but the story being told must interesting as well as own objective certain with expression varying faces and tones of voice . Children must given chance For ask , give opinion , or interesting conclusion . Telling a story is activities carried out somebody in a way oral to others with tool help and without , which conveys various type messages , information , or just story , and arranged such appearance to be heard with fun . Storytelling means said A related stories with action or events and delivered verbally to share his experience as well as knowledge to others (Setiawati , 2023).

Tell a story is one of the lots of activity liked by children at the age of early . This happen Because through activity this , child feel the story conveyed is very close with imagination they . Beside that , children can also catch information provided by parents or teacher with more easy (Uhtafiah et al, 2025). Because , use method tell a story will give greater impact interesting and impressive for children . Existing moral values in story will more easy remembered by children , because delivered through experience real experiences experienced by animals (Putri et al, 2020).

Method tell a story is one of the method give experience study on the spot education For child age early with convey story to child through verbal . The story told by the teacher is necessary interesting attention children and must in accordance with objective education in institutions education child age early (Uhtafiah et al, 2025). Method tell a story is method convey story in a way oral , child given agreement For ask and give response . With That educator can use books and

dolls For tool help storytelling . Improve children 's vocabulary , expanding vocabulary , and develop his imagination in increase ability language in children with method tell a story .

2. The Story of Prophet Yusuf AS

The story of the Prophet Yusuf AS is there In the Qur'an Surah Yusuf verses 51-52:

قَالَ مَا خَطْبُكُمْ إِذْ رُودْتُمْ يُوسُفَ عَنْ نَفْسِهِ قُلْنَ حَاشَ لِلَّهِ مَا عَلِمْنَا عَلَيْهِ مِنْ سُوءٍ قَالَتْ أَمْرَأْتُ الْاَلْعَزِيزِ اَللَّنْ حَصَّصَ اَلْحَقُّ اَنَا رُودْتُهُ عَنْ نَفْسِهِ وَاِنَّهُ لَمِنَ الصّٰدِقِيْنَ

Meaning : "(The king) said , " How your condition when You tempt Joseph to subdue themselves ?" They said , " Glory be to Allah, we are not know something even bad things come from him ." Al - 'Aziz's wife said , " Now it's clear truth that ; i am the one who teases he For subdue himself , and indeed he including the righteous . " (QS Yusuf: 51).

ذٰلِكَ لِيَعْلَمَ اَنِّي لَمْ اُخْنَهُ بِالْغَيْبِ وَاَنَّ اَللّٰهَ لَا يَهْدِي كَيْدَ اَلْخٰائِنِيْنَ

Meaning : "That is so that he (al- ' Aziz) may know that I No betrayed him behind his back , and that Allah does not give instruction to deception the power of the traitors ". (QS Yusuf: 52).

This verse tell about the King summoning the women who had hurt finger they moment saw the Prophet Yusuf at home al- Azis's wife . Next , the King proposed question to women that , the real thing intended to Al- Aziz's wife . The king greeted they with , " How how are you? " that is about conditions and news about self they . They answered , " Great God is perfect , we are not know badness whatever from themselves . " They confirm that No maybe Yusuf will be accused , and not There is ugly that can found in Yusuf . After that , al- Azis' wife said , " The truth Already seen with obviously . I'm the one teasing him to come closer to me , and indeed he including the honest people , " which means that Joseph was right in his statement (Khalqi , 2019).

With the explanation above , it can be seen How Prophet Yusuf AS was very honest moment speak . Even before his honesty proven , he still choose For No go

out from prison. After his honesty proven , then he (Joseph) was released from prison . Have characteristic Honest will lift degrees man to more position high . Fear to God and consciousness will His supervision will guard man from actions that are not good (Mahliatussikah , 2016).

3. Character building Honest

In Arabic , honest or Correct is sidiq (ashShidqu), the opposite with kizib (Al-Kizbu) which means Lie or lies . Truth or honesty is the most important principle . Honesty is action someone who tries For become individuals who always can reliable in his words . Character honesty reflect attitudes and behavior that act based on reality and not lying , no make it up , no excessive , no reduce , and not keep truth (Sari, 2021).

Honesty is behavior that shows the real truth . Therefore That does not There is element dishonesty in children who have character honest ; they Certain will always do good action , because honesty always related with positive things . With thus , the character honesty that is owned child since age early will greatly affect development they later day moment they grow adults. For that, as educator We own not quite enough answer for implant characteristic Honest in self child. When this is very difficult find people who behave consistent Honestly. Many people say that they honest, but the truth Not yet Of course Thus. There is honesty that comes from from actions heart and there are also those who only just words.

Honesty is foundation from successful communication in good relationship. This show how importance honesty for relationships between children and families can develop with good and harmonious. Honesty will facilitate positive interactions with others and foster a sense of mutual believe, while child is individuals who are still pure and very responsive to influence from the environment. Therefore that, childhood is right time for teach attitudes and behavior Honest since age early (Agustina et al., 2023).

Based on guide teaching characters published by the PAUD directorate , under directorate general education child age early , both non-formal and formal,

ministry National education (2012), there are nine characteristics For values and character honesty , including : Children understand difference between owned by personal and property together , children responsible answer in nurse goods together , children used to disclose truth , child routine return goods that are not rights , respect ownership of others, willing For confess mistake , willing request forgive and forgive others, respect other people's achievements or friends , and No hoard toy or food only For himself Alone .

RESEARCH METHODOLOGY

In the research this, the approach used is qualitative descriptive approach This chosen for delve into related phenomena with the experiences of the subject research, including behavior, views, and motivation they, as well as describe it with language and words in natural context (Moleong, 2015). Method descriptive qualitative focused on delivery facts and characteristics object of research with systematic and accurate way, without aim for create or explain connection between variables, as well as more emphasizes deep understanding through explanation details from the data obtained.

For collecting data, techniques used covers observation, interviews, and documentation. Observation implemented in a way directly in the room study RA Madinatul Qur'an for see the teacher's way of telling the story of the Prophet Yusuf AS and response children to story that, in particular in context development character honest. Interview deep done with a class teacher for gather information about planning, implementation, challenges, and experiences in use method storytelling. Documentation used for collect supporting data like Plan Implementation Learning Daily (RPPH), notes teacher's daily, as well as Photo or activity videos Study.

Subject in study This consists of from one class teacher and five children aged 5-6 years at RA Madinatul Qur'an. The selection location study done through *purposive sampling* because RA Madinatul Qur'an has carry-out practice listen the story of the Prophet, although Not yet emphasizes the formation of mark honesty

in a way special. Of the total of 15 children in the observed class, five children chosen as sample with technique *purposive sampling* based on participation active and capable they in disclose mark honesty. The teacher who was interviewed and observed is the teacher involved direct in the learning process and have deep understanding about character children in class the. Collected data Then analyzed with technique *open coding, axial coding, and selective coding* for find themes main and interesting conclusion.

RESEARCH RESULTS AND DISCUSSION

A. Key Data Findings

Study This identify three findings main related implementation method tell a story the story of Prophet Yusuf AS and its impact to planting character be honest with children 5-6 years old at RA Madinatul Qur'an.

1. Implementation Method Storytelling: Teacher carry out method tell a story with in a planned and systematic manner. In preparation, including in it is compilation Plan Implementation Learning Daily (RPPH) and provision of media such as book illustrated about the story of the Prophet Yusuf. When delivering story, teacher utilise variation in tone of voice, expression face, as well as style language that can interesting attention children. Emphasis on values honesty from the story of the Prophet Yusuf AS was carried out through repetition parts important in story, featuring the Prophet Yusuf as role model, and connect story with life daily child. Teacher active submit question reflective like " Why We must behave Honest like the Prophet Joseph? " and give encouragement positive, good verbally or symbolic, such as give sticker star, as award For behavior Honest children 's activities tell a story This No only done inside class, but also integrated to in activity others, creating warm and safe atmosphere for children For feel comfortable in say truth.
2. Development Character Honest Child: Character be honest with children show consistent improvement after implementation method telling stories. Children

start show action Honest like answer with Honest when asked by the teacher, admit error without need requested, return goods that are not his, and tell return lessons learned from the story of the Prophet Yusuf AS. They can too explain reason Why should behave honest, for example with said, " Honesty That good, because Prophet Yusuf did not Once lie " (DX, June 20, 2025) or "If we Honestly, Allah is happy, the teacher is also happy " (FP, June 20, 2025). emotional, children feel proud, relieved, and happy after act honest, which shows that mark honesty No only understood in a way intellectual but also felt in a way emotional.

3. Obstacles and Solutions: Teachers face a number of obstacles, including a number of children in difficulty maintain concentration during long story or not enough varies, as well as a number of children who feel Embarrassed or Afraid For confess error. For handle problem this, teacher do repetition story in a way routine, take advantage of variation in delivery (such as tool helpful, engaging, and engaging child in role), provide awards (good in a way direct and symbolic), enter mark honesty in conversation everyday, and encourage simple reflection.

Findings This show that method tell a story about the story of Prophet Yusuf AS is very effective in implant character be honest with children aged 5-6 years. Success This supported by good planning, expressive delivery, and reinforcement the value of what is done in a way consistently by the teacher. Use the figure of the Prophet Yusuf AS as a very fitting example, considering his story is rich in mark honesty and integrity, even in condition difficult. Children involved in a way emotional with story said, which helps they internalize moral message and relate it with experience they alone. Change in visible behavior, such as ability for confess mistakes and telling return content story, prove that mark honesty has start embedded and become part from character self they.

B. Connection with Theory and Research Previously

Findings from study This in a way direct support theory education character, especially the development process character according to Kohlberg and Marlene Lockheed.

1. Stage Habituation: Children introduced with mark honesty through activity storytelling that is done in a way routine, visible from behavior those who started return goods Friend or speak Honest moment asked by the teacher.
2. Stage Understanding and Reasoning: Children can explain Why they must behave honest and take example from the attitude of the Prophet Yusuf, shows understanding they related mark.
3. Stage Implementation: This is seen when children start valid Honest in activity everyday at school, such as confess error or request Sorry.
4. Stage Meaning: This appear when children feel proud, happy, or satisfied after do honest, which indicates that mark honesty has embedded and become part from self they.

More continue, results study This in line with study previously shown that method tell a story effective in implant mark character in children age early. Sakina (2022) found that story about figure example help child in understand and apply behavior honest . Dwiantari (2023) emphasized effect big from method tell a story to moral development of children, where children become more reflective after listen a story that has strong moral figure.

Yani Series (2024) also shows that story Interesting and interactive Islamic help child understand importance honesty. Difference from study This lies in focusing on the story of the Prophet Yusuf AS as the main media as well as relatedness findings with stages formation character from Kohlberg and Lockheed, which has not yet Lots used in study similar. With Thus, research This No only strengthen findings that have been there is, but also provides contribution new in approach theory, context implementation, and the type of storytelling media applied.

CONCLUSION

Study This show that implementation of tell a story method about Prophet Yusuf AS in RA Madinatul Qur'an was very successful in implant characteristic be honest with children aged 5-6 years. Success This obtained through a planned and organized approach, which begins with good teacher preparation in designing RPPH and selecting tool appropriate learning, delivery interesting story with variation expressions and tones that can interesting attention children, emphasis on values honesty from the story of the Prophet Yusuf as role model main, and giving support continuous positive. Method This succeed create atmosphere supportive learning internalization mark honesty.

Emergence characteristic be honest with children Can seen from change significant and sustainable behavior. Transformation This No only occurs in aspects cognitive but also affective, where children No only can speak with honest, admit error, and return goods that are not his, but also shows understanding deep about importance honesty with ability they in tell return moral lessons from the story of the Prophet Yusuf AS. Which are more important, children feel emotion positive like proud and happy after valid honest, which indicates that mark honesty has become part from emotion them and internalized in character they.

Although method tell a story show level high effectiveness, research this also found a number of challenges in its implementation, especially in guard focus child during long story as well as overcoming shyness for confess error. However, the teacher managed to formulate effective strategies for overcome constraint This through repetition story with creative ways, variations in technique delivery, system meaningful appreciation, and integration mark honesty in interaction everyday. In a way overall, method tell a story about the Prophet Yusuf AS has proven become method education comprehensive character, capable involving aspect cognitive, emotional, and social child in a way balanced, and give contribution important for development practice education relevant and effective characters in the environment education child age early.

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