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Material Design for Prophetic Character and Skills

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A B S T R A C T

This research aims to design material to effectively convey character and prophetic skills at the Baiturrahmah Character Islamic School. The theoretical studies used in this research are character education and prophetic skills education. The research approach used was a qualitative approach with a case study method. The research subjects were 30 teachers and administrators of the Baiturrahmah Character Islamic School. Data collection techniques were carried out through participant observation, in-depth interviews, and document analysis. The findings of this research reveal that the integration of character material and prophetic skills with the school curriculum has been carried out. However, obstacles and challenges are still faced in developing character and prophetic skills, including limited time, a lack of teacher ability to implement character development and prophetic skills, and a lack of resources. Available to support character development activities and prophetic skills. In this research, a content design for S2MB3 streaming materials for PAUD and elementary school levels was also designed, which could guide teachers in integrating character streaming and prophetic skills in the classroom. The results of this research provide an essential contribution to the development of character education at the Baiturrahmah Character Islamic School.

1. INTRODUCTION

Entering an increasingly complex and dynamic era of life, education must prepare students to face the challenges of everyday life and become individuals with integrity, responsibility, and care for others. However, in practice, character and life skills education is often sidelined or needs more attention in many educational institutions' curriculum and teaching methods. Too strong a focus on academic success often comes at the expense of developing students' moral values, ethics, social skills, and independence. This causes an imbalance between the actual situation (das sein) and the situation that should be (das sollen) in education.

In fact, the substance of education is to humanize humans to have good morals and character, not just adhere to the paradigm of being able to do exam questions rather than exams to learn (learning to live). On the other hand, the most fatal educational failure is when the students' products no longer have a spiritual sensitivity based on morality, a sense of humanity, which, in the end, will not be able to reap their fate (Agustian, 2001; Elmubarok, 2020). For this reason, character education is the key to the success of quality Indonesian human resources.

In the current educational environment, some problems regarding developing students' character and life skills need to be addressed. Often, the curriculum provided by formal education is more focused on academic aspects, such as the mastery of specific knowledge and skills, without paying adequate attention to developing students' moral, ethical, and social abilities. Character education and life skills are considered essential aspects of education but still need to be given more priority in the educational environment.

Character education is an essential aspect of the educational process. Apart from academic learning, character education also plays a role in shaping students' behavior, attitudes, and moral values, which are expected to be able to give birth to a generation with character and independence (Anggraini et al., 2021). The context of character education is also closely related to religious education or the beliefs held by a school. In Islamic schools, character education is based on the teachings of the Islamic religion, with the main aim of developing students' character and prophetic skills.

One educational institution that emphasizes the importance of character education in an Islamic environment is the Baiturrahmah Islamic Character School. The Baiturrahmah Character Islamic School is committed to developing education based on Islamic values, including developing prophetic character. However, there is still a gap between the actual situation (das sein) at the Baiturrahmah Character Islamic School and the situation that should be (das sollen) in developing students' character and life skills.

Character and life skills education aims to form a quality generation with high morals. In the context of the Baiturrahmah Islamic character school, the formation of Islamic character is the focus of their education. However, there are still challenges in developing prophetic character and life skills to Islamic principles. According to research by Siregar (2019), although Islamic schools are firmly committed to integrating religious values into their curriculum, there still needs to be a gap between formal education and Islamic character development. This is caused by a need for more understanding and appropriate strategies for integrating character education into the school curriculum. Apart from that, research by Fitriani (2020) also states that the influence of the school environment on student character is significant. Schools can be ideal for forming Islamic characters, but effective approaches in delivering material on character development and prophetic life skills still need further exploration.

However, we face challenges and complexities in integrating character material and prophetic skills into the school curriculum. Sometimes, material on character and prophetic skills is taught separately, while in other cases, school administrators integrate it with other subjects or school rules and regulations.

Based on an empirical study conducted by researchers, data was obtained on the Baiturrahmah Character Islam areas for improvements. There are several problems and areas for improvement in developing character and prophetic life skills. Some of the problems and weaknesses that can be described include 1) Challenges of Integrating Religious Values in the Curriculum: The Baiturrahmah Islamic School faces challenges integrating religious values into the existing curriculum. This problem arises due to the need for more resources and understanding regarding integrating Islamic values into the subjects taught. 2) Effective Character Development Strategy: The Baiturrahmah Islamic Character School must develop effective strategies for developing student character. Weaknesses in character development strategies can result in a lack of effectiveness in forming Islamic attitudes and values. 3) Limited Relevant Material: Relevant material based on Islamic principles often challenges developing character and prophetic life skills. Lack of appropriate resources and references can affect the quality of student character development at this school. 4) Weaknesses in conveying the S2MB3 prophetic character and life skills at the Baiturrahmah character Islamic school: There is confusion in implementing material that focuses on polite living, healthy living, independent living, useful living, creative living, and filial living in the school's educational environment. There are inconsistencies, advantages, or disadvantages in the current teaching, curriculum, and methodology. 5) The need for more effective material design: In facing future challenges, the Baiturrahmah character Islamic school needs to have a well-designed curriculum to achieve character education goals and prophetic life skills more effectively.4 There has yet to be a material design. Structured and clear to convey S2MB3's prophetic character and life skills to students at this school. 6) Positive impact of the flow of prophetic character and life skills: It can be identified that the flow of prophetic character and life skills positively impacts students' personal development, interpersonal skills, and ability to face various social and moral challenges in everyday life.

Based on the background that has been explained, character education should be the principal capital in building students' character and morality values (Thambu et al., 2021). Based on the researcher's study, several problems need to be answered through this research. First, how to integrate material on character and prophetic skills with the school curriculum as a separate subject, integrated with subjects, or integrated with daily school rules and regulations. Second, what are the obstacles, challenges, and solution efforts faced in distributing prophetic character and skills in schools? Third, the design of the content of S2MB3 streaming materials at PAUD and elementary school levels at the Baiturrahmah Character Islamic School.

2. METHODOLOGY

This research uses a qualitative approach with a case study at the Baiturrahmah Character Islamic School. A qualitative approach was chosen because the researcher wanted to understand the specific school context in developing prophetic character and skills. Case studies are used to gain an in-depth understanding of the flow of character and prophetic skills in this school. The activities involve qualitative research and case study procedures and techniques (Dunn & Saville, 2015; Yin, 2015).

The research subjects were teachers and students at the PAUD and elementary school levels at the Baiturrahmah Character Islamic school. The informants involved in this research were selected purposively, namely, taking samples who understood the flow of character and prophetic skills. The data collection techniques were participant observation, in-depth interviews, and document analysis (Creswell, 2014). Researchers carried out participant observation in the role of observers actively involved in school activities. In-depth interviews were conducted with teachers and students to gain insight and understanding of character flow and prophetic skills. Document analysis is used to collect data from various documents related to curriculum, policies, and school activities related to developing prophetic character and skills.

3. RESULT AND DISCUSSION

3.1. Integration of Character and Prophetic Skills material with the Curriculum

Based on the results of interviews with PAUD heads, elementary school heads, PAUD teachers, and elementary school teachers, as a researcher, I am satisfied with the results of the interviews. The interviews provided valuable insight into S2MB3's character and prophetic skills approach, which is integrated with other subjects at the educational institution. The results of the interviews show that relevant learning methods are very important in integrating S2MB3 character development and prophetic skills with other subjects. Teachers in PAUD and SD use various learning methods involving art, mathematics, and sports to develop positive characteristics and attitudes in children. This shows their awareness of the importance of a holistic approach to education. The enthusiasm of teachers and support from school principals for the transfer of S2MB3's prophetic character and skills is also an important finding. They recognize that forming character and preparing children for the future is a shared responsibility. Their commitment to developing children's character through appropriate learning methods is encouraging.

The children's positive responses indicate success in integrating S2MB3's character and prophetic skills with other subjects. Children look more active, responsible, and empathetic in the environment around them. This shows that this approach is practical in developing desirable characteristics in children. Communication with the respondents was smooth, and they were happy to share their experiences and thoughts. Their knowledge and experience helped me channel S2MB3's prophetic character and skills in education.

An obstacle that may arise is the distribution of respondents, which is limited to the PAUD and SD institutions studied. Overall, however, this interview provides an in-depth and valuable insight into the flow of S2MB3's character and prophetic skills in an educational context. In this reflection, I realized that the flow of S2MB3 prophetic character and skills integrated with subjects is an essential and relevant educational approach. The interview results will solidify further research and learning approaches focusing on developing children's character. These findings and insights can positively contribute to the world of education and inspire a better approach to forming the next generation who have strong character and are ready to face the future.

The researcher concluded that at the Baiturrahmah Character Islamic school, material on character and prophetic skills had been integrated with the curriculum. Character material and prophetic skills are taught through various subjects, such as Islamic Religious Education (PAI), Muhammadiyah, Arabic, and English. In addition, there is also an emphasis on non-formal learning outside the classroom, such as religious lectures, special religious activities, and prophetic skills training.

Integrating character material and prophetic skills with the curriculum is very important in developing school character education. This research found that material on character and prophetic skills had been integrated with various subjects in the Baiturrahmah Character Islamic school curriculum. This aligns with Djatmiko (in Markhamah et al., 2017), who states that integrating character values in lessons and textbooks implicitly represents the use of polite, exclusive, polite, and sophisticated language. Speakers convey positive politeness to their interlocutors or objects based on proper ethics and morals (Al-Jabari et al., 2021; Fatma et al., 2019; Mikulka et al., 2020). This is closely related to the values emphasized in prophetic education, including humanism, liberation, and transcendence. Liberation, in this case, means humanizing other people. It can also be interpreted as behavior, communication, and interactions by norms, ethics, and a culture of polite communication.

One example of integrated flow with subjects is below, which illustrates the flow of S2MB3 characters and skills through integrating Mathematics learning with these characters and skills in the following model:

a. Integrate with KBM: Teachers integrate S2MB3 characters and skills in Mathematics learning by linking them to real-world situations. For example, teachers introduce the mathematical concept of comparison in everyday life, such as calculating discount prices when shopping or comparing sizes in cooking. Teachers also emphasize the importance of perseverance, self-confidence, and cooperation in achieving mathematical solutions in the learning process.

b. Interaction in class: The teacher creates situations encouraging students to apply S2MB3 characters and skills in Mathematics. The teacher gives group assignments where students must collaborate in solving mathematics problems. During the process, students are expected to use practical communication skills, feel confident presenting their solutions, and be disciplined in working as a team.

c. Take lessons from teaching and learning interactions: After each learning session, the teacher invites students to reflect and identify valuable experiences or lessons from the interactions. For example, students can see the importance of observation and persistence when solving math problems or see how collaboration and effective communication can speed up and improve the solutions they find. Teachers can also facilitate group discussions to explore shared wisdom and experiences gained in learning Mathematics.

For example, when studying the concept of comparison in mathematics, teachers can challenge students to look for examples of comparison in their daily lives and explain how mathematics can help them understand them. During the learning process, students work in groups to find examples and apply relevant Mathematics concepts. Teachers provide positive feedback on collaboration, effective communication, and application of mathematics concepts that students have demonstrated students.

This is based on character education theory, which emphasizes integrating character into all curriculum and school life aspects. This can be interpreted as meaning that character education is integrated through all school subjects. Therefore, efforts have been made to innovate character education, as shown in the following description:

a. Character education is carried out in an integrated manner into all subjects. The integration in question includes loading values into the substance of all subjects (MK) and implementing learning activities that facilitate the practice of values in each activity inside and outside the classroom for all subjects.

b. Character education is also integrated into implementing student development activities.

c. Apart from that, character education is carried out through management activities of all school affairs involving all school members (Ministry of National Education, 2010; Directorate of Middle Schools, Ministry of National Education, 2010).

This aligns with the opinion of Yusriyah et al. (2021), who state that S2MB3 plays an important role in developing students' character and prophetic abilities. They argue that integrating these values into educational practices increases students' social, emotional, and spiritual intelligence, making them individuals with holistic personalities (Yusriyah et al., 2021). The same opinion was expressed by Husamah & Wijaya (2019), who discussed the importance of S2MB3 in forming character and prophetic skills in students whose delivery is carried out in an integrated manner. They argue that cultivating the values of politeness, health, independence, purpose, creativity, and filial piety prepares students to become individuals who are moral, responsible, and able to make positive contributions to society (Husamah & Wijaya, 2019).

Besides that, one relevant theory is the character education theory proposed by Ryan & Bohlin (1999). They emphasize the importance of integrating character education into all curriculum and school life aspects. This approach ensures that character formation is not limited to specific subjects but plays a role in shaping students' attitudes and behavior throughout the curriculum and school activities.

3.2. Obstacles and Challenges in the Distribution of Prophetic Character and Skills

As a researcher, the results of data analysis from interviews with elementary school teachers and PAUD teachers regarding concrete obstacles in implementing the character education and prophetic life skills curriculum approach at the Baiturrahmah Character Islamic School provide many valuable insights and understandings. The following is the researcher's reflection on the results of the data analysis:

a. Lack of resources: The finding that teachers face obstacles in obtaining resources that support character education approaches and prophetic life skills needs attention. The implication is that efforts must be made to increase access to textbooks that suit this approach or develop character education resources that suit school needs.

b. Focus on academic achievement: The finding that focusing on academic achievement is an obstacle in implementing the character education approach and Prophetic life skills shows the need to make teachers and parents aware of the importance of character education. Effective communication needs to be carried out with stakeholders so that they understand the values that want to be transmitted through this approach.

c. Lack of parental understanding and support: These findings underscore the importance of involving parents in character education at school. There needs to be an effort to increase parents' understanding and awareness of the importance of character education and their contribution to supporting this approach.

d. Different levels of understanding in early childhood: These findings indicate the need to develop learning strategies that are appropriate to the level of understanding of early childhood. Teachers must study learning methods that are suitable for teaching character values effectively to young children.

e. Language fluency: These findings underscore the importance of developing language skills in early childhood to support a prophetic character education and life skills

approach. There needs to be an effort to involve children in activities to improve their language skills to express and understand the character values taught easily.

f. Time limitations: These findings indicate the need for effective time management in implementing the character education curriculum and Prophetic life skills at the Baiturrahmah Character Islamic School. Teachers must balance sufficient time to teach all expected character values with time allocated for academic achievement.

The researcher concluded that although the material on character and prophetic skills had been integrated with the curriculum, this research found several obstacles and challenges in the distribution of character and prophetic skills in schools. The obstacles identified were limited time, lack of teacher ability to implement character development and prophetic skills, and the lack of resources available to support character development and prophetic skill activities. Another challenge is objectively measuring and evaluating students' character development and prophetic skills.

To overcome obstacles and challenges in transmitting prophetic character and skills, the Baiturrahmah Islamic Character School has made solution efforts. The school has regularly trained teachers to develop their understanding and skills in integrating character material and prophetic skills. The school also collaborates with local religious institutions and figures to strengthen the flow of prophetic character and skills. Another solution is to optimize existing resources and conduct a comprehensive character and prophetic skills assessment.

The obstacles and challenges faced in developing prophetic character and skills must be overcome so that the development process of student character can run more effectively. This is in line with the opinion expressed by experts that prophetic values consist of theories that describe and transform social phenomena or changes based on ethical and prophetic ideals. Furthermore, prophetic education is interpreted as transferring knowledge and values to get closer to and understand God and nature to build a civilized nation (khairul ummah). Apart from that, it is based on prophetic values, especially to humanize humans who are often called perfect (kamil), perfect (syumul), and fear of God (taqwa) in Islamic terminology (Rosyadi, 2004; Roqib, 2011). According to other experts, it is also said that prophetic education is rooted in the Al-Qur'an, which was conveyed by the Prophet, to humanize humans, free them from ignorance or backwardness, and direct them to reaffirm their faith in Allah SWT and these values become the benchmark. Social transformation (Hardiyanto, 2016).

This research identified obstacles such as limited time, lack of teacher ability, and limited resources. To overcome this, research shows that regular training for teachers, collaboration with local institutions and religious leaders, and optimizing existing resources are solutions that have been implemented. Ideally, teachers should be placed as role models who become a pattern for students; this is in line with the opinion expressed by Al-Ghazali, who views educators as role models for students, accustoming their students to apply the knowledge they have for their benefit. and society. Apart from that, teachers must also have good teaching behavior with indicators of the ability to master the subject matter, deliver learning material, class management skills, discipline, enthusiasm, concern, and teacher friendliness towards students (Lickona, 1995; Mulyana, 2004).

Besides that, evaluation and assessment of character and prophetic skills are essential in measuring student development. Kusumawati, A., and Hamzah, Y's research emphasizes the importance of developing character education in increasing students' behavioral competence. In Islamic education, this research explains how important teaching Islamic values is for cultivating quality character in students (Kusumawati & Hamzah, 2019).

Another opinion states that S2MB3 plays an important role in developing students' character and prophetic abilities. They argue that integrating these values into educational practices will increase students' social, emotional, and spiritual intelligence, making them individuals with holistic personalities (Yusriyah et al., 2021). Discusses the importance of S2MB3 in forming character and prophetic skills in students. They argue that instilling the values of politeness, health, independence, purpose, creativity, and filial piety prepares students to become individuals who are moral, responsible, and able to make positive contributions to society (Husamah & Wijaya, 2019).

In this research, the findings show that there are still challenges in objectively measuring and evaluating prophetic character and skills. Therefore, it is necessary to develop assessment methods and instruments appropriate to character development and prophetic skills to produce students who can transfer knowledge and use creative methods based on the pillars of prophetic skills.

This is by what is stated by experts who are of the view that prophetic education suggests the development of mental process media that will strengthen human abilities in transferring knowledge to current situations through a creative approach (Usman, 2017). Values are a process of educational transformation (Santoso & Khisbiyah, 2021). Therefore, education has prophetic pillars (Aly & Thoyibi, 2020; Huda, 2018; Prayitno et al., 2021).

3.3. Content Design for S2MB3 Streaming Materials at PAUD and Elementary School Levels

As a researcher, I can reflect on several things after analyzing data from interviews with elementary school principals, PAUD heads, and elementary and early childhood teachers. Firstly, I realized that the design and content of the character and Prophetic life skills material at the Baiturrahmah Character Islamic School had been adapted to the student's needs. Participants in the interviews emphasized the values of kindness and the importance of contributing to the common good. They also have various programs and activities that support students' development of practical, creative, and devoted lives.

Second, data analysis shows that extracurricular activities and special programs have been implemented well to develop students' life skills. Students can explore and develop their interests and talents through clubs, organizations, and arts activities. This directly relates to work life and gives them confidence and knowledge to face future challenges.

Third, related to devotional life, data analysis shows that religious and ethical values have been instilled in education at the Baiturrahmah Character Islamic School. Religious, teaching, and social activities are important in forming students' filial attitudes toward God and others. Students are taught to respect others, share with those in need, and carry out social activities to contribute to society.

This reflection provides an in-depth understanding of how the design and content of the character and Prophetic life skills teaching materials at the Baiturrahmah Character Islamic School have met students' needs. This also shows that the school has succeeded in creating an environment that supports the formation of students' Prophetic character, where they are exposed to religious values, integrated with life skills, and encouraged to participate in activities that benefit society. However, as a result of the analysis, several challenges emerged. For example, further evaluation may need to be carried out to ensure that the design and content of Prophetic character and life skills training materials remain relevant and appropriate to student development. It is also necessary to consider a broader application of technology and innovation in learning to maintain students' connection with material that conveys prophetic character and life skills.

Based on the research findings, the researcher designed the content design for the S2MB3 character development and prophetic skills material for the PAUD and elementary school levels at the Baiturrahmah Character Islamic school. This material covers aspects such as polite ethics, healthy lifestyle, independence, benefits for oneself and others, creativity, innovation, and social and environmental awareness. The content design of this material provides guidelines for teachers in teaching and integrating character development and prophetic skills in the classroom.

The four content designs for S2MB3 streaming materials in this research can guide teachers in integrating character streaming and prophetic skills in the classroom. This design includes aspects of polite ethics, healthy lifestyle, independence, benefits for oneself and others, creativity, innovation, and social and environmental awareness. This is what was stated by Hasjim (2013) and Tobing et al. (2013) that language politeness in Islam, while Tobing stated is a pillar of character formation. Besides that, previous research should have discussed the relationship between the value of prophetic education and positive politeness. Instead, they mainly examine the concept and application of language positivity and politeness (Elmali et al., 2020; Leone & Fink, 2017). The similarity is only in one research variable: positive politeness (Pramujiono et al., 2020). Therefore, the novelty of this research is the focus on the relationship between variables. Then, the design of the content of this material can become the basis for developing learning materials that support the development of prophetic character and skills. Therefore, children must continuously be taught strong character, integrity, and the ability to develop themselves (Calafato, 2020; Esposito et al., 2015; Firdaus et al., 2019).

Furthermore, character development content design refers to the process of character formation and development carried out continuously and sustainably in education. One relevant theory is the character education theory by Ryan and Bohlin (1999). Both expert opinions emphasize the importance of integrating character education into all curriculum and school life aspects. This approach ensures that character formation is not limited to specific subjects but plays a role in shaping students' attitudes and behavior throughout the curriculum and school activities. This means the character development process must be designed from the beginning of learning planning (curriculum design) to the implementation and evaluation stages.

This aligns with the opinion expressed by Suhardi (2019), who states that curriculum design is a systematic plan that includes objectives, content, methods, evaluation, and education organization. In this concept, the learning materials appropriate to the competencies to be achieved are determined, the appropriate teaching methods are selected, and the arrangements for learning evaluation are made. The curriculum design concept also considers the characteristics of students, the learning environment, and societal demands. Researchers concluded that the curriculum design concept can be interpreted as a teacher's guide in managing and developing the learning process.

This discussion shows the importance of integrating character material and prophetic skills in the Baiturrahmah Character Islamic school curriculum. Schools must find solutions and develop appropriate assessments to face obstacles and challenges. The design of the content of the S2MB3 streaming material can also be a guide in integrating character streaming and prophetic skills in the classroom. In the context of curriculum and character development, this research contributes to improving character education at the Baiturrahmah Character Islamic School.

4. CONCLUSION

This research has successfully designed material for character development and prophetic skills of S2MB3 in the context of the Baiturrahmah Character Islamic school. Through a qualitative approach with case studies, this research has identified the integration of character and prophetic skills material with the school curriculum, identified obstacles, challenges, and solution efforts in the distribution of character and prophetic skills in schools, and designed the content design of S2MB3 materials for PAUD and elementary school levels.

The findings of this research have important implications for the development of character education in schools. Integrating material on character and prophetic skills with the curriculum is an important first step in integrating the flow of character and prophetic skills into school life. The obstacles and challenges must be overcome through teacher training, collaboration with local religious institutions and leaders, and optimizing existing resources. Evaluation and assessment of character and prophetic skills are also important to measure student development objectively.

The content design of the S2MB3 streaming material can be a guide for teachers in integrating character streaming and prophetic skills in the classroom. This design includes aspects of polite ethics, healthy lifestyle, independence, benefits for oneself and others, creativity, innovation, and social and environmental awareness.

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